



Charter Schools Institute

The State University of New York

Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K-3	240
Year 2	K-4	300
Year 3	K-5	360
Year 4	K-6	420
Year 5	K-7	480

Desired School Opening Date

Desired Initial Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name

Mailing Address

City

State

Zip Code

E-Mail Address

Home Phone #

Cell Phone #

Office Phone #

Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277

Fax: (518) 427-6510

Web: www.newyorkcharters.org

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By:

Date Received



Charter Schools Institute

The State University of New York

Proposal Summary Form

1. Charter School Name

Explore Envision Charter School

2. Charter School Location

CSD 17 or 18 Brooklyn, NY

3. Anticipated Opening Date

August 2013

4. Management Organization Name (if applicable)

Explore Schools

5. Other Partner Organization(s) (if applicable)

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2013-2014	K-3	240
Year 5	2017-2018	K-7	480

7. Applicant(s)

	Name	Bio
X	Morty Ballen	Morty Ballen is the CEO & Founder of Explore Schools. After receiving his Masters in Education from Columbia University in 2002, he founded Explore Charter School and launched Explore Schools.
Add New Applicant		

8. Proposed Board of Trustees

	Name	Bio
X	James McNamara	James McNamara is the Managing Director of Client Coverage at MSCI, Inc. James has 14 years of experience in finance and business management.
X	Graeme Daykin	Graeme Daykin is currently the Managing Director of Investor Relations at Magnitude Capital. He has over 13 years of finance experience and an MBA from Columbia University.

X	James Randall	James Randall is the Director of Partnerships and Ventures at VivaKI Nerve Center. He has expertise in digital media and wireless technology and a background in engineering.
X	Romy Horn	Romy Horn is an attorney at Innovation Interactive and President of Dough Re Me Kids, an organization that provides cooking classes to children and their families.
X	Kyle Westaway	Kyle Westaway an attorney and is Founding Partner of Westaway Law a law firm that counsels social entrepreneurs.
X	Lizz Pawlson	Lizz Pawlson is the Chief Operating Officer of Explore Schools. She has expertise in strategy, growth, and business management.
X	Vacant	Reserved for parent representative
X	Vacant	Reserved for community representative
Add New Trustee		

9. Overview of the Proposed Program

The mission of Explore Envision Charter School is for its students to demonstrate the academic skills and critical-thinking abilities they need to be successful in a college-preparatory high school. Explore Envision Charter School will be established in conjunction with Explore Schools, a not-for-profit charter management organization. Explore Schools establishes, supports, and transforms public schools in educationally underserved communities. Explore Schools will provide specific services to Explore Envision Charter School in the areas of compliance, facilities, finance, human resources, student recruitment, and leadership support and evaluation. The members of the Explore Schools team provide these services in exchange for a fee, as outlined in an agreement between Explore Schools and Explore Envision Charter School's Board of Trustees. Explore Envision Charter School's Board of Trustees will evaluate the quality of the services provided by Explore Schools and have the opportunity to extend or cancel the agreement after at the end of each contract period.

Currently Explore Schools manages three charter schools in Brooklyn: Explore, Explore Empower, and Explore Excel that serve 1,100 students in grades K-8. Explore's fourth charter school-Explore Exceed-will open in 2012 and will be the second school in the Explore Schools network to tackle school turnaround by replacing a traditional public school that is being closed for poor performance by the NYC DOE. Explore Envision will be the fifth school in the Explore Schools network and will seek to serve students who have been attending a failing school in these districts by re-starting a school that has been closed by the DOE for poor performance as a high-performing charter school. Envision will seek to open in community school districts 17 or 18 where Explore Schools has a strong relationship with the community in these districts, and these districts have a need for high performing schools. In addition, standardized test scores in these districts are below averages for New York City and New York State. For example, whereas only 27% of 8th graders in District 17 scored proficient or above on the 2011 New York State Math Exam, 64% of 8th graders at Explore Charter School scored proficient or above on the same exam. On the ELA exam, only 27% of 8th graders in District 17 scored proficient or above, compared to 42% of Explore Charter School 8th graders.

Explore Envision will open with 240 students in grades K-3 and will expand by one grade level each year until it reaches its anticipated full capacity in 2018-2019 with 540 students in grades K-8. To ensure these students receive the excellent education they deserve, the academic program at

Explore Envision Charter School the basics of Explore Envision's academic program will include:

- Co-teacher model for students in grades K-5 with two teachers in each classroom of approximately 30 students
- Standardized scope of academic objectives, aligned to New York state standards.
- Anchor curriculum for Math (Investigations in Math, Data, and Space); for ELA, Journeys, to be supplemented with other curricular materials as needed to ensure all state standards/common core are included.
- Standardized implementation of instructional strategies (Math: Explain Your Thinking, Spiral Review; ELA: Vocabulary, Comprehension Strategies, Writing, Grammar).
- Daily instruction balances acquisition of basic skills and critical thinking abilities; 180 minutes of literacy; 90 minutes of math instruction daily.
- Extended school day and year (190 days); time is leveraged to support focused, small-group instruction.
- Student achievement data is regularly tracked, analyzed and used to drive change as required.

Additionally, the network's educational philosophy is that to be successful, students require an educational program that balances explicit skills-instruction with a curriculum that encourages students to be critical thinkers and problem-solvers. Instruction will be based on a curriculum that uses specific end-of-year benchmarks, based on the New York State Standards for learning. We define "skills-instruction" as instruction which provides our students with the basic tools they need to be literate in both English and math. For example, our early literacy program features a phonics component which provides students with the ability to decode the sounds that make up words, to recognize the letters of the alphabet, to identify the sounds those letters make, and to put letters together to make words.

We define "instruction that encourages students to be critical thinkers and problem-solvers" as instruction which provides our students with opportunities to apply concepts to new situations. To support critical-thinking in math, for example, students may conduct projects such as polling their classmates about a an issue of importance, predicting the results of the survey, organizing the data in a chart, comparing their predictions to the actual results and making a decision based on the results.

Given our dedication to supporting students and monitoring their progress with close analysis of achievement data, we realize it is important to have a robust staffing model. The Principal is responsible for implementing and monitoring programmatic, fiscal, and compliance policies developed by Explore Schools, Inc., and approved by the Board of Trustees. The Principal manages the Academic Directors, Directors of Culture, and Director of Operations. Each of these positions manages their respective teams which support the academic, operational, financial and compliance-related activities of the school.

To ensure our teachers are adequately supported, we provide year round professional development opportunities. The goal of our school's professional development approach is to assist teachers in meeting student academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skills and content knowledge. A combination of peer observations, administrative-led observations, learning walks, readings, lesson studies, contracted services, and attendance at professional conferences will support the attainment of professional development goals.

Because Explore Envision seeks to replace a traditional public school that has been failing, we are anticipating serving a large number of students who are at risk of academic failure. Explore

Envision Charter School's approach to meeting the needs of students at-risk of academic failure, and meet statutory purpose § 2850(2)(b) is a combination of high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards. These strategies will support students in need of remediation, students with IEP's and ELL students. Explore Envision Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who need additional support for any of the reasons stated above and will then provide support that is tailored to the specific needs of the student.

In order to serve students at-risk of academic failure, Explore Envision will follow Explore Schools' approach to continuous improvement. Teachers, special education certified learning specialists and other members of the school's support services team, which includes a Reading Recovery Specialist and Academic Intervention teachers will work in conjunction to support at-risk students.

Community Description

Describe the community from which the proposed school will recruit and draw its students.

This response should include:

- Community demographics;
- Rationale for selecting that community; and
- Grade configurations

Existing educational options including local public (including charter) and private schools and their grade Explore Envision Charter School seeks to serve a population that is primarily low-income and African American or Latino. Explore Schools currently supports three high-quality public charter schools in Brooklyn: Explore Charter School and Explore Empower Charter School in CSD 17 and Explore Excel Charter School in CSD 18. Explore Schools' fourth school, Explore Exceed Charter School will open in 2012 in CSD 17. To continue serving families in these districts and meet the demand for more high-performing schools, Explore Envision Charter School will be located in Brooklyn in CSD 17 or 18. The demographics of students in these communities are as follows, according SUNY Charter School Institute and District Report Cards:

2009-2010		
district	17	18
Free and Reduced Lunch	87%	76%
ELL	9	7
Disability	12	13
African American	86	90
Hispanic	11	7

The education needs of the students in these communities are great. The chart below shows the average 2011 performance of 8th grade students in Districts 17 and 18 versus the performance of Explore Charter School 8th grade students for that same year.

8 th Grade	Explore	CSD 17	CSD 18
ELA	46%	27%	29%
MATH	64%	42%	44%

The 8th grade is particularly important as it demonstrates the impact of elementary and middle school education on achievement and high school preparedness. Unfortunately, from this data, it is clear that there are limited options. Additionally, in their first year of taking standardized tests, students at Empower Charter School outperformed their peers in the district in ELA and math, demonstrating the success of the Explore Schools model and the need for more high-quality schools in these districts.

3 rd Grade	Empower	CSD 17	CSD 18
ELA	56%	43 %	42%
MATH	61%	49%	47%

Below is a complete breakdown of the public and charter school options in districts 17 and 18. This breakdown includes the grade levels and the progress report grades given by the New York City Department of Education. In sum, there are 66 public and charter schools in districts 17 and 18 serving some or all of the same grades that will be served by Explore Envision Charter School. 41% are elementary schools (PK-5), 41% are middle schools (6-8), and 12% serve grades K-8. Additionally, 33% of these schools received a C or lower on their progress reports, indicating a need for stronger schools.

District	School	Grade Levels	2010-2011 Progress Report Grade
17	P.S. 022	Elementary	F
17	P.S. 091 The Albany Avenue School	Elementary	D
17	P.S. 161 The Crown	K-8	D
17	School for Democracy and Leadership	Middle	D
17	Middle School for the Arts	Middle	D
17	Fahari Academy Charter School	Middle	D
17	P.S. 012	Elementary	C
17	P.S. 092 Adrian Hegeman	Elementary	C
17	P.S. 167 The Parkway	Elementary	C
17	P.S. 289 George V. Brower	Elementary	C
17	P.S. 316 Elijah Stroud	Elementary	C
17	M.S. 061 Dr. Gladstone H. Atwell	Middle	C
17	Middle School for Academic and Social Excellence	Middle	C
17	I.S. 340	Middle	C
17	School for Human Rights, The	Middle	C
17	Medgar Evers College Preparatory School	Middle	C
17	P.S. 006	Elementary	B
17	P.S. 191 Paul Robeson	Elementary	B
17	P.S. 397 Foster-Laurie	Elementary	B
17	P.S. 398 Walter Weaver	Elementary	B
17	P.S. 399 Stanley Eugene Clark	Elementary	B
17	P.S. 138 Brooklyn	K-8	B
17	P.S. 181 Brooklyn	K-8	B
17	M.S. K394	K-8	B
17	M.S. 002	Middle	B
17	M.S. 246 Walt Whitman	Middle	B
17	Ebbets Field Middle School	Middle	B
17	Elijah Stroud Middle School	Middle	B
17	The School of Integrated Learning	Middle	B
17	Academy for College Preparation and Career Exploration	Middle	B

17	Science, Technology and Research Early College Hig	Middle	B
17	KIPP AMP Charter School	Middle	B
17	P.S. 221 Toussaint L'Ouverture	Elementary	A
17	P.S. 241 Emma L. Johnston	Elementary	A
17	P.S. 375 Jackie-Robinson School	Elementary	A
17	P.S. 249 The Caton	K-3	A
17	P.S. 189 Lincoln Terrace	K-8	A
17	Ronald Edmonds Learning Center II	Middle	A
17	Achievement First- Crown Heights Charter School	K-8	A
17	Brooklyn East Collegiate Charter School	Middle	N/A
17	Lefferts Gardens Charter School	K-2	N/A
18	P.S. 272 Curtis Estabrook	Elementary	F
18	East Flatbush Community Research School	Middle	D
18	P.S. 114 Ryder Elementary	Elementary	C
18	P.S. 233 Langston Hughes	Elementary	C
18	P.S. 279 Herman Schreiber	Elementary	C
18	Middle School for Art and Philosophy	Middle	C
18	Brooklyn Ascend Charter School	Elementary	C
18	P.S. 115 Daniel Mucatel School	Elementary	B
18	P.S. 135 Sheldon A. Brookner	Elementary	B
18	P.S. 208 Elsa Ebeling	Elementary	B
18	P.S. 219 Kennedy-King	Elementary	B
18	P.S. 268 Emma Lazarus	Elementary	B
18	P.S. 276 Louis Marshall	Elementary	B
18	P.S. 66	K-8	B
18	I.S. 068 Isaac Bildersee	Middle	B
18	I.S. 285 Meyer Levin	Middle	B
18	THE SCIENCE AND MEDICINE MIDDLE SCHOOL	Middle	B
18	Middle School of Marketing and Legal Studies	Middle	B
18	Kings Collegiate Charter School	Middle	B
18	P.S. 244 Richard R. Green	Elementary	A
18	P.S. 235 Lenox School	K-8	A
18	I.S. 211 John Wilson	Middle	A
18	Brownsville Ascend Charter School	K-3	N/A
18	New Hope Charter School	K-3	N/A
18	Cultural Academy Charter School	K-3	N/A

Explore Envision Charter School's strategy for serving an under-served population of students is to start a school in a school building in CSD 17 or 18 where a chronically failing public school has been closed by the New York City Department of Education. As a result, the placement of the school will

depend on where a failing school is closed. Explore Envision Charter School will conduct extensive community outreach to the students who were attending this failing school in an effort to ensure that they will enroll in Explore Envision Charter School. Explore Envision Charter School's goal is to seek, enroll and serve the most educationally under-served students in these communities, those who had previously attended a failing school, and to provide them with access to the top-quality education that they deserve.

Target Population

Describe the specific population of students that the proposed charter school intends to serve.

Explore Envision will serve students from the same demographic of students currently attending schools in the Explore Network. Approximately 98% of our students are African-American or Latino, 12% have special needs, and 81% qualify for free or reduced lunch.

Additionally, because Explore Envision will replace a failing school, we anticipate serving a student population that mirrors the district where Envision will be located. As shown in the previous response, below is a breakdown of the student population in each district where we may be located from the most recently available from the SUNY Charter School Institute and District Report Cards:

2009-2010		
district	17	18
Free and Reduced Lunch	87%	76%
ELL	9	7
Disability	12	13
African American	86	90
Hispanic	11	7

Students from these demographics tend to have academic needs that include extended time for core subjects such as math and literacy, academic intervention including an RTI approach, a strong school culture that fosters love of learning, and ample resources for students with special needs. As detailed in the academic approach section of this application (Attachment 6), Explore Envision's school model captures all of these features in order to ensure that we can successfully serve our intended population.

Need for the Proposed Charter School

Explain the need for the proposed charter school in the identified community, including the performance of the local schools and the extent to which that performance supports that need. Explain any lack of quality public school alternatives for the community or the target population, and how access to the proposed charter school would provide a new alternative that would offer the greatest educational benefit to students.

As demonstrated above many public schools in the districts in which we are seeking to work in have persistently low performing schools that are not providing students the excellent education they deserve. Our goal is to reopen a failing public school that has been slated for closure by the Department of Education, which means that students who had been attending that school are clearly and desperately in need of a high-performing public school option in their community.

Explore Envision's program will specifically aim to meet the needs of students who had been attending a failing school. In accordance with the 2010 revisions to the Act, Explore Envision should be granted preference as it seeks to serve students with academic skills below grade level, as demonstrated by the achievement data of the currently schools in the Districts where Envision hopes to be located:

NYS performance data for the 2010-2011 school year:

8 th Grade	Explore	CSD 17	CSD 18
ELA	46%	27%	29%
MATH	64%	42%	44%

Additionally, we should be granted preference for our focus on the academic achievement of middle school students and preparing them for a successful transition to high school, as Envision will serve students K-8 and our mission is to prepare students to succeed in a college preparatory high school. Though there are other charter schools in the CSD's where Envision seeks to be located, none is focused solely on serving students who had been attending a failing traditional public school.

Addressing the Needs

Mission and Vision

Provide the mission statement and vision for the proposed charter school.

The mission of Explore Envision Charter School is for its students to demonstrate the academic skills and critical-thinking abilities they need to be successful in a college-preparatory high school.

This mission will be achieved by providing an educational program based on the following beliefs:

- We expect our students to achieve.
- We believe that our students have the ability, desire, and right to achieve.
- We believe students achieve when a variety of instructional strategies are used to balance skills- instruction with instruction that encourages critical-thinking and problem-solving.
- We believe students achieve when they are assessed often and regularly against the academic goals and when the information from these assessments is used to drive instruction.
- We believe students achieve in a school that is safe and has a distinct culture.
- We believe students achieve when parents are involved in their children's education.
- We believe students achieve when the staff has regular and on-going opportunities for professional growth.

Addressing the Need

Explain how the proposed charter school will address the needs presented in Attachment 01 – Community Need.

As demonstrated in Attachment 1(c), many public schools in the districts in which we are seeking to work in have persistently low performing schools that are not providing students the excellent education they deserve. Our goal is to reopen a failing public school that has been slated for closure by the Department of Education, which means that students who had been attending that school are clearly and desperately in need of a high-performing public school option in their community.

Specifically, Explore Envision Charter School seeks to open its school in a building where the traditional public school failed and was closed by the New York City Department of Education. Explore Envision will replace the failing school and the students who attended the closed school will be recruited, and given preference when legally permissible, to attend Explore Envision. Therefore, the same students who attended the failing school will have access to an outstanding education option without losing their community-based school. By opening with multiple grades and by seeking to serve the same students in the same building, Explore Envision Charter School will provide a transformative academic experience for students who had been attending a failing public school.

Our rationale for pursuing this strategy is as follows: Though there are an increasing number of high-quality educational options available to students through charter schools at the city, state and national level, millions of students are still trapped in failing traditional public schools. There are not enough high performing schools – charter or otherwise – to serve all of these students. There are over 5,000 persistently failing public schools nation-wide¹ and the Obama Administration has identified school turnaround as a major education priority over the next five years. Explore Envision Charter School seeks to answer the President and Secretary Duncan’s call for charter schools to take an active role in school turnaround and aims to work in partnership with SUNY and the NYC DOE in order to do so.

Over the past three years, Explore Schools’ team has researched school turnaround practitioners and their methodologies. Those groups include Mastery Schools in Philadelphia, AUSL in Chicago, First Line Schools in New Orleans, and Friends of Bedford in Washington D.C. Through this research, several key start-up practices were identified as leading to success, and will be implemented with Explore Envision.

1. **Time:** We believe that ample pre-start up planning time is needed in order for Explore Envision Charter School to be successful.
 - a. Explore Envision’s school leader will be hired by August, 2012 in order for that person to have a full year to fine-tune all the details necessary to have a school start-up that will result in student success.
 - b. It is our understanding that the Chancellor will announce the schools that he plans to close for the 2013-2014 school year in January of 2013. We will use the next eight months to engage students, families and the community. Through comprehensive outreach, community meetings, and “face time” in the community, our founding team will invest the community in Explore Envision’s plan to replace their closing school with a high-quality charter option. The Explore Envision leadership team will share

¹ Mass Insight study on failing schools

its plans with the community for supporting the students in the school when it opens in August in an effort to gain community trust and garner support for the new charter school.

- c. Finally, we will use the planning period to conduct a thorough assessment of the closing school in order to gain a deep understanding of the school and the community's resources and strengths. This approach is further described below.
2. **Strengths-Based Approach:** It is our belief that that there are assets in the closed school and the community that can be leveraged to support Explore Envision. Therefore, the Explore Envision leadership team will engage in a thorough analysis of the school and the community beginning in January of 2013 to learn more about the school and the community. This comprehensive review of the school will enable our founding team to identify the successful practices in place at the closing school that can be adopted by Explore Envision as a new charter school.
3. **Enrollment of Students:** It is our goal to provide as many students as possible who are affected by the school closure with the opportunity to attend Explore Envision. In fact, the rationale for Envision's founding is to lessen the deleterious and destabilizing effects of school closure on its students by serving a portion of the population that will be impacted by the Chancellor's decision to close the neighborhood school. Explore Envision's goal of implementing a school replacement strategy is driven by our desire to provide a high-quality option for students who had been attending a failing school that will be closed by the NYC DOE for poor performance. Through our work to serve students who had attended the closed failing school, our founding team will work with the Institute's General Counsel to ensure that the school's admissions policies are within the provisions of the Act and any other applicable laws, rules and/or regulations.

Beyond our opening strategy, we have developed a robust academic program to ensure that we meet the needs of students coming from a failing school:

We believe that our students have the ability, desire, and right to achieve. We expect that they will achieve.

- Students with different academic needs are supported through in-class, flexible, skill-based groups.
- A small class-size enables small-group and individualized instruction to take place.

We believe students achieve when a variety of instructional strategies are used to balance skills-instruction with instruction that encourages critical-thinking and problem-solving.

- Explore Envision Charter School's school-wide approach to instruction balances explicit skills-instruction with lessons and units that reinforce critical-thinking and problem-solving.
- Teachers will use a wide range of instructional strategies to meet the different learning styles of students, including, but not limited to, one-on-one instruction, small-group instruction, large group instruction and cooperative learning groups.

We believe students achieve when they are assessed often and regularly against the academic goals and when the information from these assessments is used to drive instruction.

- Clear scope of academic objectives, aligned with curricular materials at each grade level.
- The administration of regular assessments that gauge a variety of skills provide data that are used to target instruction to best meet the needs of each student.
- Teachers will use a range of assessment tools such as portfolios, tests, and projects to measure student progress against the goals.

We believe students achieve in a school that is safe and has a distinct culture.

- The school community meets regularly to celebrate the accomplishments of students and staff.
- Teachers and administrators share and express common behavioral expectations to reinforce the values of hard work and respect, within Explore Envision Charter School and between all schools in the Explore network.
- Positive behavior is rewarded through membership in the “Respect Corps”; fighting and disrespect is discouraged through clear consequences.
- Students wear uniforms and staff members wear professional dress.

We believe students achieve when parents are involved in their children’s education.

- Teachers and administrators communicate weekly with parents and guardians.
- Parents are informed of their child’s academic performance through progress reports, report cards, and parent-teacher conferences.
- An annual “State of the School” is presented each year to inform parents and guardians about the school’s academic program, its financial stability, student attendance, and governance.
- Grade-level teachers plan regular parent nights to explain specific academic goals, and strategies that parents can use to support the goals at home.

We believe students achieve when the staff has regular and on-going opportunities for professional growth.

- Staff members participate in early release days to share best practices, meet with literacy and math consultants, and to plan.
- A full-time literacy and math specialist are on site to provide teachers with opportunities for growth in reading and math instruction.
- Teachers will participate in determining the kinds of professional development they need to best serve their students.

We expect and believe that *all* of our students will succeed at Explore Envision Charter School. The following are the design elements we will utilize to ensure that our students reach their potential.

Beginning Young:

Explore Envision Charter School will work with students beginning in Kindergarten. We believe that students will be better prepared for grade-level work at the intermediate level if we are able to work with them at the beginning of their academic experience.

Continuing through 8th Grade:

Students and families will be at Explore Envision Charter School for more than half of their school experience. The K-8 continuity will allow for the delivery of a clear and consistent scope of academic work. Many middle schools have to take time to discover the academic abilities of entering students. At Explore Envision Charter School, we will already have a sense of each student's strengths and challenges and will be able to quickly evaluate each student's academic needs. Because of the physical, social, and developmental changes that puberty brings, middle school can be a trying time for students. We will have already made connections with both students and their parents that will help to ease our students' transition to adulthood.

Longer School Day and Year:

Students at Explore Envision Charter School will be in school from August through June. The school day will begin at 7:50a.m. and will end at 3:45p.m. Our students will have nearly 25% more time for learning than if they attended a seven hour-a-day, 180 day-a-year school. The purpose of the extended day and extended year is based on the belief that students will retain more skills and knowledge in a consistent year-round schedule, as opposed to having a two month summer break that is traditionally offered. Explore Envision Charter School will be in session for approximately 192 school days each year.

Small Class Size:

A small class size is one way we provide each student with a quality education. The small class size (28 in K-5 with two teachers per classroom, and 20 students per class in 6-8) will enable teachers to work with students in small groups to individualize and tailor instruction.

Meeting the Needs of At-Risk Students:

Explore Envision Charter School's approach to meeting the needs of students at-risk of academic failure is a combination of high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards, and re-allocating resources based on the data yielded by the assessments. Explore Envision Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who are performing below grade level. Throughout their K-8 career at Explore Envision Charter School, students' reading comprehension and accuracy will be assessed utilizing the Fountas & Pinnell reading assessment. In math, students will be assessed at all grade levels through math interim assessments that are aligned to the New York State math standards. The data from all of these assessments will provide teachers and administration with regular ways to identify students who are performing below grade level. Remedial instruction at Explore Envision Charter School will be provided through a range of methods and strategies. Explore Envision Charter School's learning support team will work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the assessments. In addition, students may be provided with extended math and literacy instruction through a range of

research-based remediation programs such as Soar to Success and Fast For Word in literacy, and Fast Math and Number Words in math.

Additionally, Explore Envision will work with the Achievement Network, a nonprofit that provides schools that serve high-need students with effective data-driven strategies to identify and close gaps in student learning and embed these strategies into schools' everyday routines. Specifically, they will offer support on interim assessments and focus on effective implementation of re-teaching plans.

Continuous Research to Drive Improvement:

Explore Envision Charter School will employ a repertoire of best practices to continually refine and improve our instructional approach. We will use strategies that include, but are not limited to:

- Accessing research-based professional development through organizations such as Urban Education Exchange, the AUSSIES, The National Council of the Teaching of Mathematics.
- Reading current research about effective instructional practices and then piloting those instructional practices.
- Visiting and reading about high-achieving schools across the city and the country that are “getting it done” – where students in low-income communities are achieving their state’s standards at high levels.

Instructional Decision Making:

The school principal, the academic director, the classroom teacher, and members of the learning support team will all be involved in the instructional decision-making process. The teacher will administer the classroom assessment. Within a week, the data from the assessment will be “crunched” and a data meeting will be held with the teacher and the instructional leader (the principal and/or the academic director). During the data meeting, the results will be analyzed and discussed to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. The teacher and the instructional leader will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts. Students who repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the learning support team. This team – in conjunction with instructional leadership – will determine the types of remedial support best suited to the students’ needs. Achievement data of the students receiving the additional support will be closely monitored to determine the extent to which they will require the additional time with the learning support team.

Programmatic Impact

Describe the *programmatic* impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

Explore Envision Charter School seeks to operate in Community School Districts 17 or 18. There are 66 public and charter schools in districts 17 and 18 serving some or all of the same grades that will be served by Explore Envision Charter School. 11 of these schools are charter schools that use a lottery to admit students should the number of applicants exceed the number of available spots while the remaining 55 are traditional public schools with open enrollment. 41% of schools in these districts are elementary schools (PK-5), 41% are middle schools (6-8), and 12% serve grades K-8. The most up to date District Report Cards from the New York State Education Department provide the following enrollment numbers for 2009-2010 for each district in grades K-8:

District	2009-2010 Enrollment K-8
17	19,915
18	14,180

Given the small grade level size of 60 students, Explore Envision Charter School does not anticipate materially impacting the budget of any of the schools in the neighborhoods from which it will draw students. Further, Explore Envision Charter School seeks to locate in a densely populated area of Central Brooklyn with students drawn from a failing school that has been closed by the NYC DOE. As a result, there will be a negligible negative programmatic impact on existing public and nonpublic schools in the district, many of which are already severely overcrowded.

In New York City students are assigned to one of 32 Community School District zones, depending on where they live, however, a student may attend a school outside his/her zone or a charter school, provided there is space. Under the federal No Child Left Behind law, students attending a Title I school designated as "in need of improvement" have the right to attend a higher-performing school in the district.

5% Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a “significant educational benefit” to the students who attend that school.

The proposed charter school will not be located in a district where charter schools represent more than five percent of the total public school enrollment, therefore, this question is not applicable and district approval is not required.

Draft Accountability Plan

Explore Envision Charter School intends to comply with the Regent's high standards for performance and will use its recommended template to create its goals. All students will meet or exceed the New York Board of Regents student performance standards for public schools.

Explore Envision has set specific goals in accordance with the proposed Accountability Plan for academic goals for the charter period of 2013-2018.

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Envision students will meet grade level expectations in English

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA exam.
- Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL II: MATHEMATICS

Goal: Envision students will meet grade level expectations in math.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.

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

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam and 75 percent at or above Level 3 on the current year's State mathematics exam. If a grade level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL III: SCIENCE

Goal: Envision students will meet grade level expectations in Science.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

Comparative Measures

Elementary/Middle School

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

GOAL IV: SOCIAL STUDIES

Goal: Envision students will be meeting grade level expectations in social studies.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies exam.

Comparative Measures

Elementary/Middle School

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

GOAL V: NCLB

Goal: Explore Envision will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

GOAL VI: GRADUATION

Not applicable.

GOAL VII: OPTIONAL ACADEMIC GOAL(S) 7

Goal: All students will be reading on grade level.

- 75 percent of students in grades K through 2nd graders will be reading on grade level, as assessed by the Fountas & Pinnell Benchmark Assessment Systems.

Goal: Envision will make AYP

- Each year, the school's aggregate Performance Index (PI) on the NYS Assessment will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: OPTIONAL NON-ACADEMIC STUDENT GOAL(S)

Goal: Envision will have high satisfaction rates from key stakeholders.

Teacher Retention:

- At the end of each school year, 100% of Explore Envision teachers who choose to teach in a New York City public school in the following year will choose to return to, and teach at, Explore Envision Charter School.

Enrollment Stability:

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

Parent Satisfaction:

- 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 50% or more parents participate in the survey.

Staff Satisfaction:

- 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 50% or more parents participate in the survey.

Student Satisfaction:

- Once Explore Envision Charter School begins to serve grades 5 and higher, each year, students will express satisfaction with the school as determined by the Student 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 50% or more of students enrolled participate in the survey.

GOAL II: OPTIONAL ORGANIZATIONAL GOAL(S)

Goal: Envision will be financially viable.

Financial Viability/ Compliance:

- 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.

Applicant Information

Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.

The applicant for this charter school is Morty Ballen. Mr. Ballen is the Founder and CEO of Explore Schools, a non-profit school management organization that supports high-quality charter schools that serve low-income, minority students. After teaching in Louisiana, through Teach for America, and in South Africa, Mr. Ballen established Explore Charter School in 2002. Based on the school's strong performance he founded Explore Empower, which opened its doors in the fall of 2009. At the same time, he founded Explore Schools to provide on-going support to the two schools. Excel Charter School, the network's third school, opened in 2011 and preferenced students who had attended or were zoned to attend a failing school. At the time of this writing, 77% of students meet the school's preferences. The network's fourth school, Envision Charter School, will open in August 2012 and will also preference students who had attended or were zoned to attend a failing school.

Mr. Ballen holds a Master's Degree in Educational Administration from Columbia University. Mr. Ballen is a resident of New York, New York and in accordance with Not-For-Profit Corporation Law § 701(a), Mr. Ballen is older than 18 years of age. Mr. Ballen will not be a member of the founding board, but as the CEO of Explore Schools, will be involved on a daily basis to ensure the high-quality of the school. A full resume for Mr. Ballen is included in Response 3(f).

All correspondence regarding this charter school application should be directed to Mr. Ballen at:

20 Jay Street
Suite 504
Brooklyn, NY 11201

mballen@explorenetwork.org

Founding Members

Describe how the founding group was formed and the relationship of its members to each other. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if approved, e.g., school leader, teacher, board member, service provider, etc. Use the following table to list the active members of the founding group (including the applicants) who developed this proposal.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Morty Ballen	Morty Ballen is the CEO of Explore Schools. The CEO's role at Explore Schools is to drive the growth of the network, while maintaining the overall quality of the CMO and network schools. The CEO focuses on fundraising, CMO board development, political, media and community affairs and oversight of central office and network school quality. Morty's relevant experiences include teaching, school leadership and start-up and sustainability of two charter schools in New York City. His role in the founding group is the lead applicant for Explore Envision Charter School.	Service Provider through Explore Schools
Catherine Barufaldi	Catherine Barufaldi is the Managing Director of Talent's at Explore Schools. The Managing Director of Talent's role at Explore Schools is to ensure that the most qualified CMO and school level staff are identified, hired and retained. The talent team focuses on marketing and advertising, staff selection and retention and maintaining competitiveness through innovative human resource	Service Provider through Explore Schools

	policies. Catherine’s relevant experiences include teaching, human resource management, and teacher and leader recruitment and selection. Her role in the founding group is in the development of the application and to assist the founding board with identification and selection of a school leader to run the school.	
Lizz Pawlson	Lizz Pawlson is the COO of Explore Schools. The COO’s role at Explore Schools is to oversee the talent and operations teams as well as drive the CMO’s growth and fundraising in a manner that is strategically aligned to organizational goals. The strategy team focuses on new school start-up, individual donor, corporate and foundation cultivation, grant writing, strategic planning, and external relations with media, funders and other key stakeholders. Lizz’s relevant experiences include charter school planning and start-up, fundraising, strategic planning and board governance. Her role in the founding group is in the development of the application and help with securing the start-up funds required to support the school.	Service Provider through Explore Schools
Ian Newton	Ian Newton is the Managing Director of Operations at Explore Schools. His responsibility is to drive operational success at the school and CMO level. The operations team focuses on	Board Member

	supporting operational, technological and financial excellence at the school and CMO level and for managing board-level relations. Ian's relevant experiences include school operations and finance, budgeting and board governance. His role in the founding group is in developing the application and serving as a founding board member.	
Kinnari Patel	Kinnari Patel is the Managing Director of Programs. The Managing Director of Program's role at Explore Schools is to support academic excellence for new-start and turnaround network schools. The program team focuses on school leader coaching, academic model implementation and evaluation, assessments, data analysis, and turnaround resident development. Kinnari's relevant experiences include teaching, curriculum planning and development, school leadership and data and assessment. Her role in the founding group is in developing the application.	Service Provider through Explore Schools

Proposal Development

Describe the process used to develop the proposal. The response should address who contributed to designing the school and to writing the proposal, which may include individuals outside of the founding group, such as advisers or consultants.

Explore Envision Charter School will be a replication of Explore Charter School, Empower Charter School, Excel Charter School, and Exceed Charter School.

The decision to replicate these schools is based on their success and potential for reaching more children who are in need of an excellent education. Explore Charter School opened its doors to 168 students in grades K-3 in 2002. Over the next seven years, Mr. Ballen and his team worked to build a strong school model that enabled students to achieve academically, while also creating an environment in which staff and families would choose to remain year after year. Rather than immediately replicate, Explore Charter School's team focused on student and staff growth and thoughtful analysis of the factors that facilitated success at the inaugural site. Once comfortable with Explore Charter School's success, Mr. Ballen established Explore Schools, a non-profit Charter Management Organization (CMO), and founded the network's second charter school, Explore Empower. Empower opened in 2009 and currently serves 225 students K-3. It will grow one grade per year until it serves students K-8. Explore Charter School, now in its ninth year, serves 475 K-8 students.

In the years leading up to the founding of the CMO, Explore Charter School's student performance grew dramatically. Between 2007 and 2009, student achievement on the New York state assessment grew by over 20 percentage points in both math and reading. The year before the highest jump in student achievement growth, the staff at Explore set a school-wide goal that 100 percent of students would achieve the standards on the state test. The setting of this ambitious goal, coupled with changes in the staff selection and evaluation model, curricular choices, and improvements in the organization's data-driven assessment system, demonstrated to Explore's leadership team that student performance could improve dramatically if the adults in a school building worked together to meet students' needs.

This powerful example of academic growth, combined with the reality that new start-charter schools weren't scaling quickly enough to meet demand in New York City, led Explore Schools to consider using school turnaround as a means to both serve more students and to introduce an education reform strategy in New York City that was being successfully implemented in many other major urban districts. A year-long period of research ensued to learn about best practices in the field of school turnaround, and to determine whether growth through turnaround could be successfully undertaken by a charter management organization. The team emerged from this period with a strong belief that Explore Schools was well-positioned to use the strategies developed through their new-start charters to introduce successful school turnaround in New York City. The State University of New York agreed: in 2009, the SUNY Board of Trustees authorized Excel Charter School and its preference for students who had attended or zoned to attend a failing school. To date, 77% of students at Excel Charter School meet this preference. Exceed Charter School, the network's fourth school, will open in August 2012 and will share this preference.

To ensure that the start-up and sustainability of Explore Envision are successful, we are leveraging the talents and expertise of the leadership team at Explore Schools. Explore Schools' central office

team has the managerial, operational and financial experience to support the start-up and successful opening of Explore Envision. The central office team will partner with the school's Board and the school-based leadership team (which will include a Principal, Director of Operations and Academic Director) to plan for and execute on a successful school opening.

Morty Ballen, Explore Schools' CEO will lead the planning team for Explore Envision. Morty has founded two charter schools in New York City, Explore and Explore Empower, and is currently working to start-up the network's third charter school, and first turnaround school, Explore Excel. Morty will manage Explore Envision's planning team, which will include Explore Schools' COO, Managing Director of Program, Managing Director of Talent, and Managing Director of Operations. Details about each of these positions and the resumes of members are included in Response 3(f).

The team's expertise includes:

- Curriculum development
- Academic Assessment
- Fundraising/Grant Writing
- Budgeting/Financial Planning
- School Operations
- School Start-up
- DOE relationship management
- Community Outreach
- Special Education
- Human Resources
- Leader Recruitment
- Principal Coaching

In order to round out the team's skills, we will leverage the following individuals' expertise:

- Tal Hacohen, Orrick Law Firm, Explore Schools' Pro Bono Counsel for legal assistance
- Lakisha Adams, Parent of Explore Charter School Student, Explore Board Member for community/family engagement
- Curtis Palmore, Explore Envision leader in residence, with extensive experience in charter school leadership.

Additionally, Mr. Ballen frequently reaches out to community leaders to ensure that the school is well positioned to serve students in Brooklyn. While detailed letters of support can be found in Response 16(d), he has also reached out to community leaders such as Assemblyman Hakeem Jeffries and Assemblywoman Letitia James to get their input on our strategy for serving students who had attended low performing schools.

Community Outreach

Explain:

- **The methods used to inform stakeholders in the intended community about the proposed charter school;**
 - **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
 - **The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and**
 - **The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**
-

To ensure that members of the community are aware of Explore Envision we utilized the following methods to solicit feedback:

- Placing an advertisement in a free daily newspaper about our plans and an open discussion we hosted regarding the school.
- Creating a one page document that describes the school and opportunities to share feedback that we shared on our website, facebook page, and at events.
- Reaching out to local leaders to discuss our plans.

As requested, evidence of our efforts is included in Response 03 (g).

The feedback we received came from one-on-one meetings with the superintendent and community education council representative. These stakeholders supported our point of view of parents as partners and emphasized the importance of parents as partners and provided positive feedback regarding our school culture in that it is rigorous but not rigid. While their feedback did not result in a material change in the application, it assured us that our model is developing in a positive direction.

Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:

- The name of the proposed charter school when previously submitted;
- The date of the previous submission; and
- A summary of what has changed in the proposal since its previous submission and the reasons therefore.

Indicate whether the applicant and/or founding team has previously or currently have applied for a charter from a charter entity other than the SUNY Trustees. If yes, provide:

- The name of the charter entity;
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of those applications; and
- If the application was withdrawn from consideration, provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.
- If the application was denied by a charter entity other than the SUNY Trustees, include a copy of the letter or summary from the charter entity stating the reasons for denial.

A proposal for Explore Envision Charter School has not been previously submitted to the SUNY Trustees. Therefore it has never been withdrawn from or rejected by the SUNY Trustees.

Two charters have previously been applied for and approved by the New York City Department of Education by the lead applicant.

Explore Charter School

Application submitted: October, 2000

Initially chartered: June, 2001

5-Year Charter Renewal Granted: April, 2006

5-Year Charter Renewal Granted: March, 2011

Explore Empower Charter School

Application submitted: June, 2008

Initially chartered: December, 2008

Two charters have previously been applied for and approved by SUNY Trustees by the lead applicant.

Explore Excel Charter School

Application Submitted: January, 2010

Initially Chartered: June, 2010

Explore Exceed Charter School

Application Submitted: February, 2011

Initially Chartered: June, 2011

Founding Resumes

Include a resume or biographical statement for each member of the founding group.

The following pages contain resumes for the following founding group members.

- ***Morty Ballen—Explore Schools' CEO***

Morty Ballen is an educator and social entrepreneur committed to closing the achievement gap. After teaching in underserved communities in Louisiana, New York, and South Africa, Morty returned to New York where he received his Masters Degree in Educational Administration from Columbia University. In 2002, he founded Explore Charter School and seeing first-hand the demand for better schools and the powerful impact that strong schools have on student achievement, Morty launched Explore Schools.

- ***Lizz Pawlson—Explore Schools' COO***

Lizz Pawlson has worked with Explore Schools since 2008. Prior to joining Explore Schools, she served as the Director of New Site Development and Interim Director of Recruitment for the KIPP Foundation. She has worked in public relations and communications for The Democratic National Committee and Harper Collins Publishers. She holds a BA from The George Washington University and an MBA from the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill.

- ***Catherine Barufaldi—Explore Schools' Managing Director of Talent***

Catherine Barufaldi has been with Explore Schools for over three years, first at Explore Charter School and now in her current role with Explore Schools, where she is responsible for the quality of Explore Schools' greatest asset: people. Prior to joining Explore, Ms. Barufaldi was the Assistant Division Director at the Children's Aid Society where she oversaw dozens of children's programs across multiple sites. She began her career in education as a middle school reading teacher in Houston and holds a Masters of Public Administration from New York University.

- ***Ian Netwon—Explore Schools' Managing Director of Operations***

Ian Newton recently joined Explore Schools as Managing Director of Operations. Prior to joining Explore Schools, Ian served as CFO of a community-based not-for-profit in Boston, and Director of Procurement with the Boston Public Health Commission. Ian holds a BA and MA from Clark University, and an MBA in nonprofit management from Boston University.

- ***Kinnari Patel—Explore Schools' Managing Director of Program***

Kinnari Patel has been with Explore Charter School since 2004, serving as an Academic Director and from 2007 to 2010 as the school's Principal. She graduated from Salisbury State University in Maryland and earned her principalship through New Leaders for New Schools. Prior to joining Explore Schools, she taught for six years and led an after-school mentoring program.

Morton A. Ballen

Brooklyn, NY 11215

EDUCATION:

Teachers College, Columbia University

M.A. Educational Administration, *Fall 1997* G.P.A. 3.9

Franklin and Marshall College

B.A. *May 1991*

EMPLOYMENT EXPERIENCE:

The diagram illustrates a sequence of 10 steps, each represented by a horizontal line segment followed by a vertical line segment. The steps are arranged in a staircase pattern, with the horizontal segments of each step aligned with the vertical segments of the subsequent steps. The steps are numbered 1 through 10, with the numbering appearing on the right side of the diagram. The horizontal segments are colored in a gradient from light blue to dark blue, while the vertical segments are colored in a gradient from light green to dark green. The steps are arranged in a way that suggests a continuous path or process.

PROFESSIONAL AFFILIATIONS AND PRESENTATIONS:

ST. HOPE Leadership Academy, NY, NY Jan 2008 – Present
Chair, Board of Trustees

National Charter School Conference *April, 2007 & June, 2008* **Presenter**
“Achieving the 3Rs: Retention, Results, Renewal”
“100%: How this Goal Transformed Our School’s Culture”

NY State Charter Association. Conference *Oct, 2007 & Oct., 2008*
Presenter
Panelist, “Teacher Recruitment and Retention”
“Data, Data, Data, but no Gotcha, Gotcha, Gotcha”

Leading Educators, New Orleans, LA *July, 2008* **Presenter**
“Building, Sustaining and Maintaining School Culture”

KIPP Teacher Leader Intersession Presentation, Houston, TX *October, 2008*
Presenter
“Building Adult Team Culture”

Education Trust Presentation, Washington DC *November, 2008* **Presenter**
“It’s Being Done: Attaining High Academic Achievement in Urban Public Schools”

Bronx Preparatory Charter School Bronx, NY *Aug 1999 – Sept. 2002*
Founding Board Member

National Teacher Policy Institute, New York, NY *Sept. 1998 – June, 2000*
Fellow
Conducted and reported on action research to inform local, state & national policy.

National Conference: *Building Charter Schools*, Teachers College *Jan. 1997*
Facilitator
Responsible for researching and presenting data regarding the governance of charter schools.

STATE LICENSES:

Permanently Certified/New York State Education Department
School Administrator/Supervisor
Certificate Number: 201-44-4180
Control Number: 515-062-041
Effective Date: 09/01/2004

Catherine Barufaldi, MPA

Brooklyn, New York 11218

[illegible]

The diagram illustrates a sequence of steps in a process, organized into two main horizontal timelines. The left timeline is a vertical sequence of steps, while the bottom timeline is a horizontal sequence of steps. The steps are represented by horizontal bars of varying lengths and positions, indicating a sequence of events over time.

Left Timeline (Vertical Steps):

- Step 1: A short horizontal bar at the top left.
- Step 2: A short horizontal bar below Step 1.
- Step 3: A short horizontal bar below Step 2.
- Step 4: A short horizontal bar below Step 3.
- Step 5: A short horizontal bar below Step 4.
- Step 6: A short horizontal bar below Step 5.

Bottom Timeline (Horizontal Steps):

- Step 1: A short horizontal bar at the bottom left.
- Step 2: A short horizontal bar below Step 1.
- Step 3: A short horizontal bar below Step 2.
- Step 4: A short horizontal bar below Step 3.
- Step 5: A short horizontal bar below Step 4.
- Step 6: A short horizontal bar below Step 5.

The diagram uses a combination of vertical and horizontal lines to represent the sequence of steps, with the horizontal bars indicating the duration of each step. The steps are numbered 1 through 6, suggesting a sequential process.

EDUCATION

NEW YORK UNIVERSITY
Robert F. Wagner Graduate School of Public Service
Master of Public Administration, Public Policy

New York, NY

AUSTIN COLLEGE
Bachelor of Arts, English and Psychology majors, Philosophy minor

Sherman, TX

ADDITIONAL

- Computer proficiencies include Microsoft Word, Excel, Access, and PowerPoint; internet navigation and research; SPSS statistical software; Raiser's Edge development package; and Visio diagramming software.
- Certified Secondary English teacher in Texas and New York
- American and Irish dual citizenship—able to work throughout the United States and European Union.

ELIZABETH A. PAWLSON

EDUCATION

**THE UNIVERSITY OF NORTH CAROLINA
KENAN-FLAGLER BUSINESS SCHOOL**

Chapel Hill, NC

Master of Business Administration, Finance Concentration, May 2004.

Practicum: Social Return on Investment study with New American Schools.

National Champion, Venture Capital Investment Competition (VCIC) 2003.

Recipient, Kauffman Fellowship for Social Entrepreneurship, 2003.

THE GEORGE WASHINGTON UNIVERSITY

Washington, DC

BACHELOR OF ARTS IN POLITICAL COMMUNICATION MAY 1998.

Phi Beta Kappa. Magna Cum Laude.

Ian J. Newton

, #2 • Boston, MA 02118

SUMMARY OF QUALIFICATIONS

A strategic **Public/Nonprofit Director** with a commitment to the highest standards of collaboration, efficiency, and execution. Ten years management experience in finance, operations, and legal issues with a track record of initiation and facilitation of administrative services projects.

Strategic Leadership Lead all business operations and collaborate with leadership team to determine future opportunities for organizational growth and greater community impact.

Fiscal Control Created and manage infrastructure and controls with reporting mechanisms to monitor and ensure agency fiscal and operational health.

Organizational Development Developed and manage systems to nurture and sustain the organizational infrastructure; including alignment of goals with professional development, fiscal realities and external environment.

Kinnari Patel

Brooklyn, NY 11238

Education

Masters of Science in Education, Educational Leadership Program May 2006
Pace University, New York, NY

Reading Endorsement Aug. 2003
Georgia Southern University, Statesboro, GA

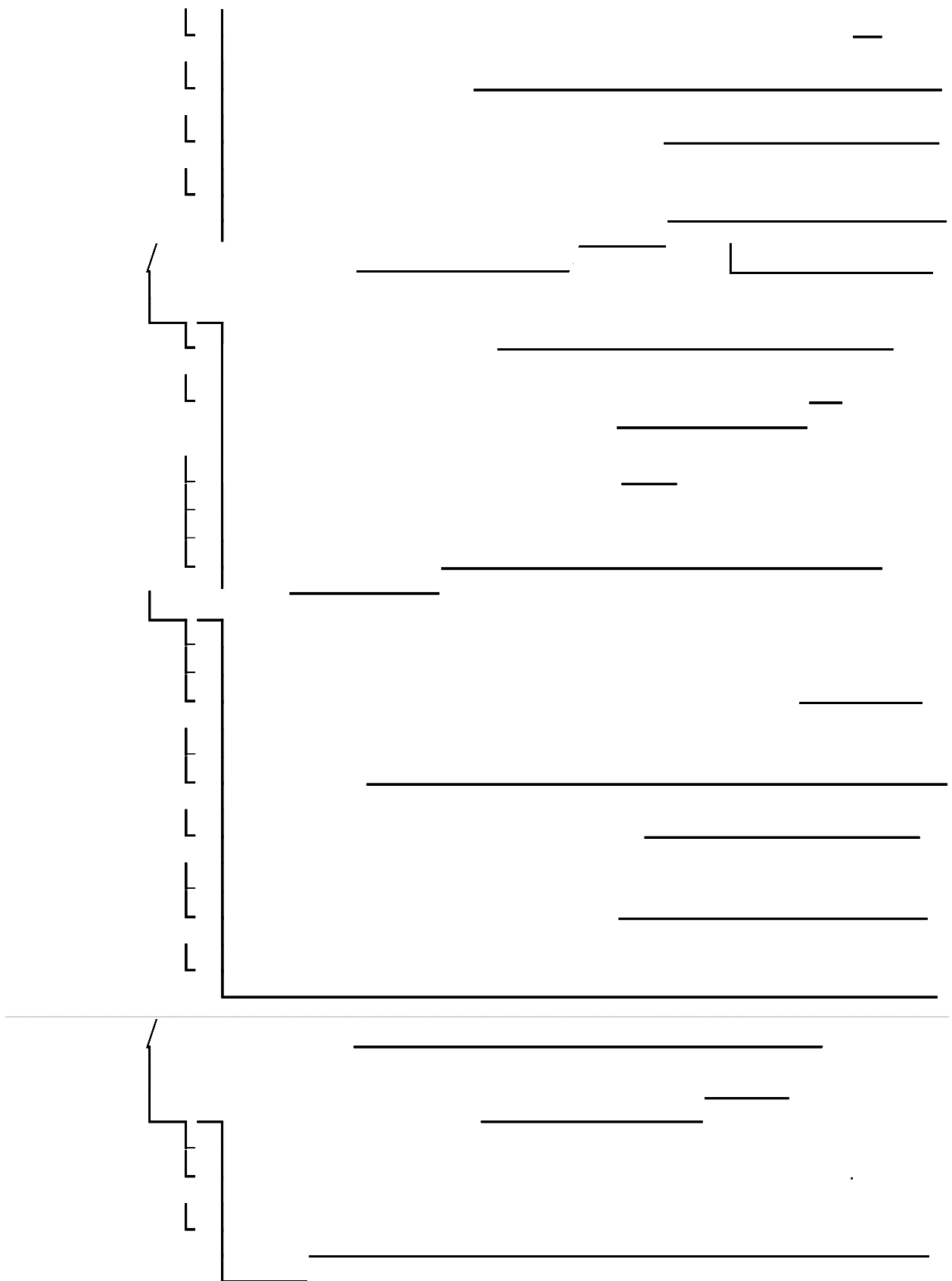
Bachelor of Science in Elementary Education
Salisbury State University, Salisbury, MD May 1998

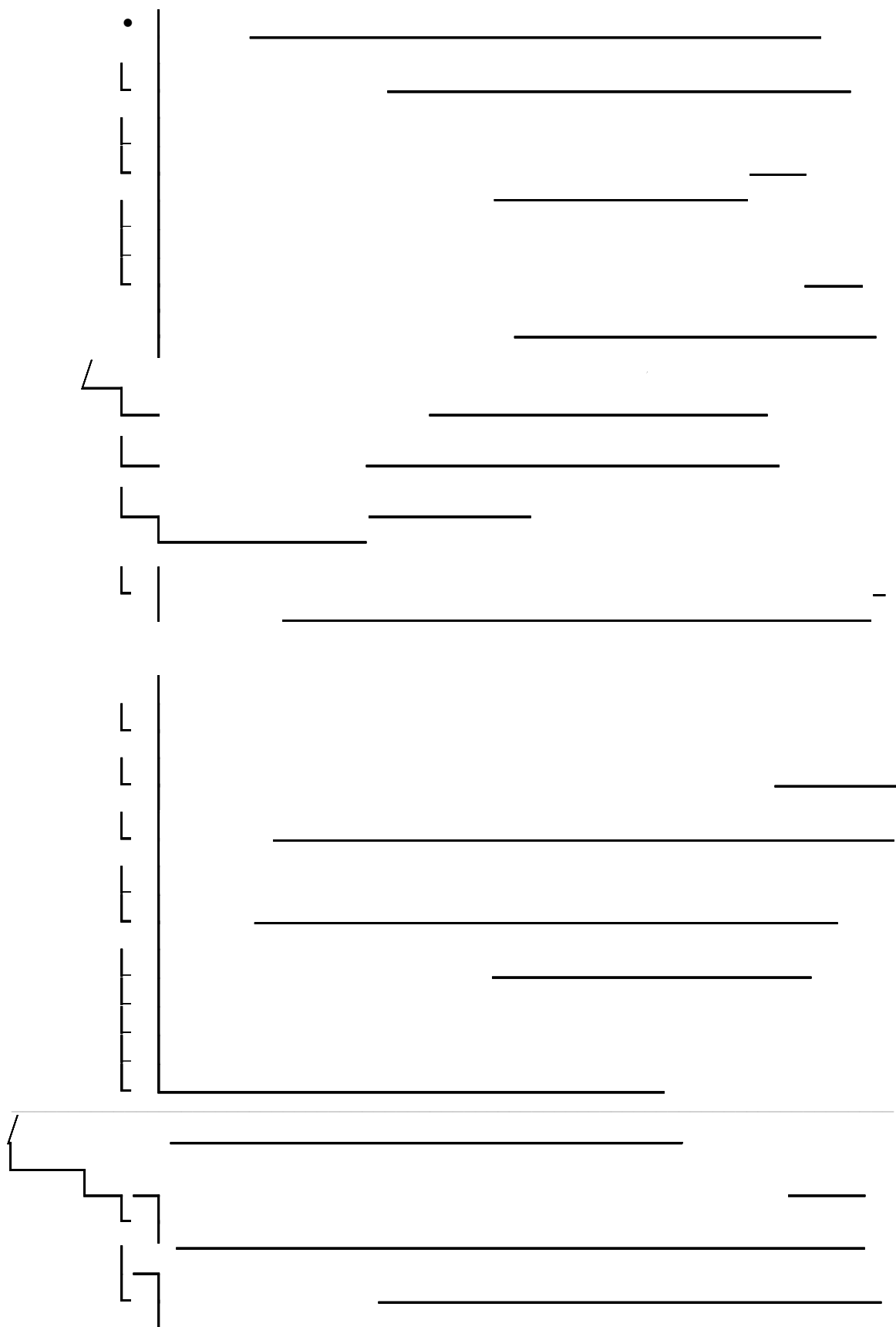
**Educational
Certification**

New York: School Administrator Supervisor
Childhood Education (Grades 1 – 6)

Georgia: Early Childhood, Pre-K – 5
Middle Grades, (4-8)
* Concentration Areas: Language Arts/Social Science
Reading Endorsement

Maryland: Elementary Education, 1-5
Middle Grades Education, 6-8







Conference Presentations

Anaheim, CA - 2004

HOSTS (Help One Student to Succeed – No Child Left Behind/Supplemental Education
Services

Evidence of Outreach

This response should include concrete evidence that community outreach was conducted.

The following methods have been used thus far to inform stakeholders in CSD 17 and CSD 18 about the proposed charter school as well as to solicit feedback:

- **Solicitation of comments for Explore Envision via facebook. Document explaining plans and asking for input is attached.**
- **Public meeting to discuss Explore Envision planned for January 10, 2012 and advertised in local paper (AM-NY) on January 5, 2011.**



- **Solicitation of feedback on website: <http://explorenetwork.org/expansion>**

-
- **Email exchange demonstrating Mr. Ballen scheduling a time to speak with Congresswoman Yvette Clarke’s education policy analyst to discuss plans to open another school.**

From: DeHart, Bridgette [mailto:Bridgette.DeHart@mail.house.gov]
Sent: Monday, November 14, 2011 11:38 AM
To: Lauren Pizer
Cc: Beaubrun, Kristia
Subject: RE: Response to Meeting Request with Rep. Clarke

Hi Lauren:

Thanks for speaking with me last week. I am not sure when I will be in the district, but Mr. Ballen should feel free to reachout to Kristia Beaubrun, who is the district education contact, if he would like to discuss the issue.

Actually, I would very much be interested in talking with Mr. Ballen as I am interested in his approach to/ opinion of the recent community opposition to charter schools, which by the way has garnered much discussion down here in DC.

Would Mr. Ballen be available for a short telephone conversation with me? I have some flexibility the week after Thanksgiving or in early Dec for a call.

Thanks

Bridgette DeHart
Senior Policy Advisor
Office of Congresswoman Yvette D. Clarke
1029 Longworth House Office Building
Washington, D.C. 20515
Tel: (202) 225-6231
Fax: (202) 226-0112
E-mail: Bridgette.DeHart@mail.house.gov

-----Original Message-----

From: Lauren Pizer [mailto:LPizer@explorenetwork.org]
Sent: Tuesday, November 08, 2011 11:52 AM
To: DeHart, Bridgette
Subject: RE: Response to Meeting Request with Rep. Clarke

Hi Ms. DeHart,

Thank you for your response. Unfortunately, Mr. Ballen does not have any immediate plans to be in DC. However, should he plan a visit I will reach out to you to coordinate. If by any chance you are in the district office in the coming months and have availability, please let me know.

Thank you again,

Lauren Pizer
Explore Schools

-----Original Message-----

From: DeHart, Bridgette [mailto:Bridgette.DeHart@mail.house.gov]
Sent: Monday, November 07, 2011 4:06 PM
To: Lauren Pizer
Cc: Dominguez, Erin
Subject: Re: Response to Meeting Request with Rep. Clarke

Dear Ms. Pizer:

I apologize for not responding sooner, but I have been focusing on the Senate's version of ESEA which was recently marked up.

Unfortunately Congresswoman Clarke is unable to meet with Mr. Ballen.

However, since I am the person who handles her education policy, I would be more than happy to meet with Mr. Ballen.

I am actually very interested in hearing about his approach to charter schools and his approach to the recent community opposition to them, which by the way has garnered much discussion down here in DC.

Please let me know what day Mr. Ballen when be in DC and the times that would work for him.

Thanks
Bridgette J. DeHart
Senior Policy Advisor
Office of Congresswoman Yvette D. Clarke(NY-11)
1029 Longworth House Office Building
Washington, D.C. 20515
Tel: (202) 225-6231
Fax:(202) 226-0112
E-mail: Bridgette.DeHart@mail.house.gov

Sent using BlackBerry

----- Original Message -----
From: Lauren Pizer [mailto:LPizer@explorenetwork.org]
Sent: Monday, November 07, 2011 03:44 PM
To: DeHart, Bridgette
Subject: RE: Response to Meeting Request with Rep. Clarke

Hi Ms. DeHart,

I just wanted to follow-up with the response I sent you a few weeks ago about a meeting between Congresswoman Clarke and our CEO and Founder, Mr. Ballen.

Please let me know if it's possible to meet with the Congresswoman. Thank you very much in advance

Best,
Lauren Pizer
Explore Schools

-----Original Message-----
From: DeHart, Bridgette [mailto:Bridgette.DeHart@mail.house.gov]
Sent: Tuesday, October 25, 2011 10:54 PM
To: Lauren Pizer
Cc: Dominguez, Erin; Beaubrun, Kristia
Subject: Response to Meeting Request with Rep. Clarke

Dear Ms. Pizer:

Unfortunately, Congresswoman Clarke will not be able to meet with Mr. Ballen.

However, your email was forwarded to me because I handle her education policy.

I gather from your email that Mr. Ballen would like to discuss opening another school in the Congresswoman's district. Specifically, I am assuming that he would like the Congresswoman's support in his efforts to build another charter school.

Please let me know if this is what Mr. Ballen wanted to speak with the Congresswoman about and if so I also need to know exactly what supporting Mr. Ballen's effort would entail (ie filling out a support form, preparing a letter of support, etc). Once you confirm that this is in fact what Mr. Ballen wanted to discuss with the Congresswoman and once I have received an answer to the above regarding what this would entail, I will then discuss your request with the Congresswoman and with my district education counterpart Kristia Beaubrun. I will then get back to you with a response as to whether Congresswoman Clarke can or can not support Mr. Ballen in his efforts.

If you have additional questions, please contact me.

Best Regards,

Bridgette J. DeHart

Senior Policy Advisor

Office of Congresswoman Yvette D. Clarke(NY-11)

1029 Longworth House Office Building

Washington, D.C. 20515

Tel: (202) 225-6231

Fax:(202) 226-0112

E-mail: Bridgette.DeHart@mail.house.gov

Additionally, we have reached out to various community leaders regarding our work. Their letters of support can be found in Response 16(d).

Enrollment Plan and Rationale

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school. Be sure to include the following:

- Ages of the students to be served in each grade (for Kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));
- Number of students to be served in each grade;
- Total number of enrolled students for each year of the charter term;
- Classes per grade; and
- Average number of students per class.

Provide the rationale for the enrollment plan, including the following:

- The reason for choosing to serve the grades specified and the number of students in each grade;
- The extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location; and
- The pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.

Explore Envision hopes to open with 240 students in grades K-3. However, if we are unable to obtain a waiver we will open with 180 students in grades K-2. Starting with grades K-3, Explore Envision will expand by one grade level each year until it reaches its anticipated full capacity in 2018-2019 with 540 students in grades K-8.

While an enrollment target of 240 students has been set for our first year, if the school we replace has a substantially larger K-3 population, the board may seek a material change to the charter so that we are able to serve those students. Additionally, as charter law allows, the school to enroll 20% beyond its enrollment target, Envision will seek to use a portion of that 20% to enroll students who may move into the district throughout the year (also known as "over the counter" enrollment) and will seek to work with the New York City Department of Education to create a mechanism to accept these students who would be zoned to attend the school slated for closure that we would be replacing.

Grades	Ages	Number of Students					
		Year 1	Year 2	Year 3	Year 4	Year 5	School Plans ¹
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	5*	60	60	60	60	60	60
1	5-7	60	60	60	60	60	60
2	6-8	60	60	60	60	60	60
3	7-9	60	60	60	60	60	60

¹ If the applicants intends for the school to add grades and/or enrollment beyond the first charter term (first five years), please note the year it would achieve its full grade range and enrollment in the "School Plan" column. Please note that this column is for informational purposes only; a resulting charter agreement for successful applicants includes only activity within the five year charter period.

Grades	Ages	Number of Students					
		Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	School Plans ¹ 2018-19
4	8-10		60	60	60	60	60
5	9-11			60	60	60	60
6	10-12				60	60	60
7	11-13					60	60
8	12-14						60
9							
10							
11							
12							
Ungraded							
Total Students		240	300	360	420	480	540
Classes Per Grade		2	2	2	2 (K-5); 3 (6)	2 (K-5); 3 (6-7)	2
Average Number of Students Per Class		30	30	30	30 (K- 5); 20 (6)	30(K-5); 20 (6-7)	30

*Students who will be five by December 31st of the current year are eligible for kindergarten

Note: Explore Envision will add new students and “backfill” to maintain our total projected enrollment. At the networks two operational schools, this practice has proven successful and enabled more students to access our high-quality program.

School size/class size/grade configuration

As a replacement option for students whose school is being phased out due to low performance, we are mindful of the enrollment configuration required to meet the demand for a better school. To that end, we seek to open with grades K-3 to ensure we can serve more students from the closing school so that they can remain in their community. Additionally, Explore Envision Charter School seeks to maintain a small class size and small school size, as a means to positively impact our students’ academic experience. At the elementary school level (K-5) we will enroll 60 students each year that will separate into two classes of 30 students, each with two teachers in their classroom. The idea is to provide a co-teaching model that will support the needs of the students. Based on interviews with turnaround school operators around the country, Envision has adopted the co-teacher model at the lower grades, in order to effectively serve the needs of those students.

At the middle school level (6-8), Explore Envision Charter School will enroll 60 students per grade and split them into three classes of 20 students each. The purpose of our enrollment plan is two-fold: to create a small K-8 school by the time the school is fully grown, and to create a tightly-knit community in the upper school to support students as they move through transitions associated with

adolescence. The relationships built among students, parents, teachers, and administration will support Explore Envision Charter School's academic goals.

In order to meet our enrollment goals, Explore Envision Charter School will add students at each grade level each year up until November 1st to fill the enrollment gaps created by student attrition. Students have enrolled at the other schools within the Explore Schools network at all grade levels, and we believe the strong culture established in our other schools will allow us to absorb new students into every grade level, while maintaining our academic and behavioral standards. We seek to replicate this at Explore Envision. Further, given the current waiting list of over 2,500 families at the other schools within the Explore Schools network, the founders of Explore Envision Charter School believe strongly that we will be able to add students in every grade level to meet our enrollment goals. The fact that there are over 40,000 students on the waiting lists for charter schools in New York City also bolsters this argument.

Collective Bargaining Waiver

If the charter school would enroll more than 250 students at any point during the first two (2) years of operation, indicate whether the applicant is requesting a waiver from the requirement that all employees must be deemed members of separate negotiating units of the existing collective bargaining organizations in the school district where the charter school would be located.

Explore Envision Charter School is requesting a waiver from the requirement that all employees must be members of existing collective bargaining organizations in the school district where the charter school would be located if we enroll more than 250 students during our first two years of operation.

Key Design Elements

Provide a clear and concise overview of the proposed charter school’s key design elements, i.e., those aspects of the school critical to its success. Provide any research, evidence of effectiveness or examples of existing programs that support the claims within the presentation of these elements.

Rationale

Explore Envision Charter School aims to meet the critical need in New York City for more outstanding public schools that hold its students to the highest of academic expectations. Explore Envision Charter School, similar to its sister network schools, Explore, Empower, Excel, and Exceed will be founded to increase learning opportunities for all students, including, in particular, to expand learning opportunities for children “at risk” of academic failure.

Specifically, Explore Envision Charter School seeks to open its school in a building where the traditional public school failed and was closed by the New York City Department of Education. Explore Envision will replace the failing school and the students who attended the closed school will be recruited, and given preference when legally permissible, to attend Explore Envision. Therefore, the same students who attended the failing school will have access to an outstanding education option without losing their community-based school. By opening with multiple grades and by seeking to serve the same students in the same building, Explore Envision Charter School will provide a transformative academic experience for students who had been attending a failing public school.

Our rationale for pursuing this strategy is as follows: Though there are an increasing number of high-quality educational options available to students through charter schools at the city, state and national level, millions of students are still trapped in failing traditional public schools. There are not enough high performing schools – charter or otherwise – to serve all of these students. There are over 5,000 persistently failing public schools nation-wide¹ and the Obama Administration has identified school turnaround as a major education priority over the next five years. Explore Envision Charter School seeks to answer the President and Secretary Duncan’s call for charter schools to take an active role in school turnaround and aims to work in partnership with SUNY and the NYC DOE in order to do so.

Opening Strategy

Over the past three years, Explore Schools’ team has researched school turnaround practitioners and their methodologies. Those groups include Mastery Schools in Philadelphia, AUSL in Chicago, First Line Schools in New Orleans, and Friends of Bedford in Washington D.C. Through this research, several key start-up practices were identified as leading to success, and will be implemented with Explore Envision.

1. **Time:** We believe that ample pre-start up planning time is needed in order for Explore Envision Charter School to be successful.

¹ Mass Insight study on failing schools

- a. Explore Envision's school leader will be hired by August, 2012 in order for that person to have a full year to fine-tune all the details necessary to have a school start-up that will result in student success.
 - b. It is our understanding that the Chancellor will announce the schools that he plans to close for the 2013-2014 school year in January of 2013. We will use the next eight months to engage students, families and the community. Through comprehensive outreach, community meetings, and "face time" in the community, our founding team will invest the community in Explore Envision's plan to replace their closing school with a high-quality charter option. The Explore Envision leadership team will share its plans with the community for supporting the students in the school when it opens in August in an effort to gain community trust and garner support for the new charter school.
 - c. Finally, we will use the planning period to conduct a thorough assessment of the closing school in order to gain a deep understanding of the school and the community's resources and strengths. This approach is further described below.
2. **Strengths-Based Approach:** It is our belief that that there are assets in the closed school and the community that can be leveraged to support Explore Envision. Therefore, the Explore Envision leadership team will engage in a thorough analysis of the school and the community beginning in January of 2013 to learn more about the school and the community. This comprehensive review of the school will enable our founding team to identify the successful practices in place at the closing school that can be adopted by Explore Envision as a new charter school.
 3. **Enrollment of Students:** It is our goal to provide as many students as possible who are affected by the school closure with the opportunity to attend Explore Envision. In fact, the rationale for Envision's founding is to lessen the deleterious and destabilizing effects of school closure on its students by serving a portion of the population that will be impacted by the Chancellor's decision to close the neighborhood school. Explore Envision's goal of implementing a school replacement strategy is driven by our desire to provide a high-quality option for students who had been attending a failing school that will be closed by the NYC DOE for poor performance. Through our work to serve students who had attended the closed failing school, our founding team will work with the Institute's General Counsel to ensure that the school's admissions policies are within the provisions of the Act and any other applicable laws, rules and/or regulations.

Explore Schools designed a research-based academic approach that is founded on the premise of serving the students who are at a significant academic risk due to their previous enrollment at a failing school. Explore Envision's decision to partner with Explore Schools to create a high-performing charter school has been made on the basis of this approach. Given this, Explore Envision has not developed an alternative facility plan for our school. Operating outside of an NYC DOE facility that has been closed for poor performance would significantly depart from the goals and objectives of the vision and mission of Explore Envision.

Students Served

We seek to open Explore Envision Charter School in order to provide more educationally under-served students with the high-quality public education that they deserve. Explore Schools currently

supports three high-quality public charter schools in Brooklyn, NY. Explore Envision Charter School will be modeled after the network's other schools: Explore Charter School (Explore) which currently enrolls 500 Kindergarten through 8th grade students; Explore Empower Charter School (Empower), which opened in the fall of 2009 and serves 300 students in Kindergarten through 4th grade; Excel Charter School (Excel) opened in August 2011 and serves 240 students in Kindergarten through 3rd grade. Exceed Charter School, the network's fourth school, will open in August 2012 and like Excel will preference students who had attended or were zoned to attend a failing school.

The academic performance of schools the Explore Schools network demonstrate the need for more high-quality options in the districts we seek to serve. The chart below shows the 8th grade performance on state exams in 2011 of students in district 17, where Explore Charter School is located, as well as students in district 18 where Explore Envision Charter School may be located:

8 th Grade	Explore	CSD 17	CSD 18
ELA	46%	27%	29%
MATH	64%	42%	44%

Additionally, in their first year of taking standardized tests, students at Empower Charter School outperformed their peers in the district and the city in ELA and math, demonstrating the success of the Explore Schools model.

3 rd Grade	Empower	CSD 17	CSD 18
ELA	56%	43 %	42%
MATH	61%	49%	47%

Currently, there are close to 4,000 families on the waiting list to attend either Explore, Empower, or Excel. According to the New York City Charter Center, the waiting list for charter schools in New York City has reached 40,000 students.

Approximately 75% of Explore. Empower's students are low-income and nearly 12% have special needs. 98% of Explore and Empower's students are African-American or Latino. As we are attempting to site Explore Exceed Charter School in the same, or nearby Community School Districts (CSD) as Explore, Empower and Excel, we expect Explore Envision Charter School's demographics to be similar.

Academic Philosophy

Beyond our opening strategy, we have developed a robust academic program to ensure that we meet the needs of students coming from a failing school:

We believe that our students have the ability, desire, and right to achieve. We expect that they will achieve.

- Students with different academic needs are supported through in-class, flexible, skill-based groups.
- A small class-size enables small-group and individualized instruction to take place.

We believe students achieve when a variety of instructional strategies are used to balance skills-instruction with instruction that encourages critical-thinking and problem-solving.

- Explore Envision Charter School’s school-wide approach to instruction balances explicit skills-instruction with lessons and units that reinforce critical-thinking and problem-solving.
- Teachers will use a wide range of instructional strategies to meet the different learning styles of students, including, but not limited to, one-on-one instruction, small-group instruction, large group instruction and cooperative learning groups.

We believe students achieve when they are assessed often and regularly against the academic goals and when the information from these assessments is used to drive instruction.

- Clear scope of academic objectives, aligned with curricular materials at each grade level.
- The administration of regular assessments that gauge a variety of skills provide data that are used to target instruction to best meet the needs of each student.
- Teachers will use a range of assessment tools such as portfolios, tests, and projects to measure student progress against the goals.

We believe students achieve in a school that is safe and has a distinct culture.

- The school community meets regularly to celebrate the accomplishments of students and staff.
- Teachers and administrators share and express common behavioral expectations to reinforce the values of hard work and respect, within Explore Envision Charter School and between all schools in the Explore network.
- Positive behavior is rewarded through membership in the “Respect Corps”; fighting and disrespect is discouraged through clear consequences.
- Students wear uniforms and staff members wear professional dress.

We believe students achieve when parents are involved in their children’s education.

- Teachers and administrators communicate weekly with parents and guardians.
- Parents are informed of their child’s academic performance through progress reports, report cards, and parent-teacher conferences.
- An annual “State of the School” is presented each year to inform parents and guardians about the school’s academic program, its financial stability, student attendance, and governance.
- Grade-level teachers plan regular parent nights to explain specific academic goals, and strategies that parents can use to support the goals at home.

We believe students achieve when the staff has regular and on-going opportunities for professional growth.

- Staff members participate in early release days to share best practices, meet with literacy and math consultants, and to plan.
- A full-time literacy and math specialist are on site to provide teachers with opportunities for growth in reading and math instruction.

- Teachers will participate in determining the kinds of professional development they need to best serve their students.

We expect and believe that *all* of our students will succeed at Explore Envision Charter School. The following are the design elements we will utilize to ensure that our students reach their potential.

Beginning Young:

Explore Envision Charter School will work with students beginning in Kindergarten. We believe that students will be better prepared for grade-level work at the intermediate level if we are able to work with them at the beginning of their academic experience.

Continuing through 8th Grade:

Students and families will be at Explore Envision Charter School for more than half of their school experience. The K-8 continuity will allow for the delivery of a clear and consistent scope of academic work. Many middle schools have to take time to discover the academic abilities of entering students. At Explore Envision Charter School, we will already have a sense of each student's strengths and challenges and will be able to quickly evaluate each student's academic needs. Because of the physical, social, and developmental changes that puberty brings, middle school can be a trying time for students. We will have already made connections with both students and their parents that will help to ease our students' transition to adulthood.

Longer School Day and Year:

Students at Explore Envision Charter School will be in school from August through June. The school day will begin at 7:50a.m. and will end at 3:45p.m. Our students will have nearly 25% more time for learning than if they attended a seven hour-a-day, 180 day-a-year school. The purpose of the extended day and extended year is based on the belief that students will retain more skills and knowledge in a consistent year-round schedule, as opposed to having a two month summer break that is traditionally offered. Explore Envision Charter School will be in session for approximately 192 school days each year.

Small Class Size:

A small class size is one way we provide each student with a quality education. The small class size (28 in K-5 with two teachers per classroom, and 20 students per class in 6-8) will enable teachers to work with students in small groups to individualize and tailor instruction.

Meeting the Needs of At-Risk Students:

Explore Envision Charter School's approach to meeting the needs of students at-risk of academic failure is a combination of high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards, and re-allocating resources based on the data yielded by the assessments. Explore Envision Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who are performing below grade level. Throughout their K-8 career at Explore Envision Charter School, students' reading comprehension and accuracy will

be assessed utilizing the Fountas & Pinnell reading assessment. In math, students will be assessed at all grade levels through math interim assessments that are aligned to the New York State math standards. The data from all of these assessments will provide teachers and administration with regular ways to identify students who are performing below grade level. Remedial instruction at Explore Envision Charter School will be provided through a range of methods and strategies. Explore Envision Charter School's learning support team will work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the assessments. In addition, students may be provided with extended math and literacy instruction through a range of research-based remediation programs such as Soar to Success and Fast For Word in literacy, and Fast Math and Number Words in math.

Additionally, Explore Envision will work with the Achievement Network, a nonprofit that provides schools that serve high-need students with effective data-driven strategies to identify and close gaps in student learning and embed these strategies into schools' everyday routines. Specifically, they will offer support on interim assessments and focus on effective implementation of re-teaching plans.

Continuous Research to Drive Improvement:

Explore Envision Charter School will employ a repertoire of best practices to continually refine and improve our instructional approach. We will use strategies that include, but are not limited to:

- Accessing research-based professional development through organizations such as Urban Education Exchange, the AUSSIES, The National Council of the Teaching of Mathematics.
- Reading current research about effective instructional practices and then piloting those instructional practices.
- Visiting and reading about high-achieving schools across the city and the country that are "getting it done" – where students in low-income communities are achieving their state's standards at high levels.

Instructional Decision Making:

The school principal, the academic director, the classroom teacher, and members of the learning support team will all be involved in the instructional decision-making process. The teacher will administer the classroom assessment. Within a week, the data from the assessment will be "crunched" and a data meeting will be held with the teacher and the instructional leader (the principal and/or the academic director). During the data meeting, the results will be analyzed and discussed to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. The teacher and the instructional leader will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts. Students who repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the learning support team. This team – in conjunction with instructional leadership – will determine the types of remedial support best suited to the students' needs. Achievement data of the students receiving the additional support will be closely monitored to determine the extent to which they will require the additional time with the learning support team.

Governance and Organizational Design:

The financial, programmatic, and compliance aspects of Explore Envision Charter School will be monitored by the Board of Trustees. Explore Envision Charter School's Board of Trustees is composed of individuals with a variety of perspectives and skill sets. Members include individuals with expertise and experience in law, finance, management, the community, education and Principalship. Other Trustees will include community and parent representation. Explore Envision Charter School's day-to-day programmatic and operational management will be primarily managed by a full-time Principal and Director of Operations at the school level.

Explore Envision Charter School's organizational design also includes a robust partnership with Explore Schools, a non-profit school management organization that currently supports two charter schools and is planning the launch of a fourth school in August 2012, in Brooklyn, New York. Explore Schools will provide support to Explore Envision Charter School in key areas including, but not limited to, teacher recruitment and selection, budget preparation and monitoring, compliance, operations, leadership evaluation and professional development, and fundraising. The staff at Explore Schools holds expertise in academics and pedagogy, finance, fundraising, operations, technology and talent recruitment.

Curriculum and Instructional Design

Curriculum Selection and Processes

Summarize the school's curriculum, by subject, and the rationale for curriculum decisions. Be sure to include:

- **Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population;**
 - **Discussion of how the school's curriculum is aligned to New York State standards (reflecting the adoption and adaption of the Common Core State Standards); and**
 - **An explanation of how the curriculum furthers the school's specific mission and unique themes, if applicable.**
 - **Include a timeline outlining the pre-opening curriculum selection and development process used to ensure that the school has a quality curriculum in place and ready for teachers to use upon commencement of instruction. Be sure to note the individuals involved in each step of the process.**
 - **Discuss the process that will be used to further develop and implement the school's curriculum once the school is in operation.**
 - **Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources.**
 - **Describe the process and procedures the school will use to evaluate, review and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade. Describe who will be responsible for these processes and how teachers will be involved.**
-

Anchor Curriculum and Teaching

Explore Envision Charter School will use Journeys for literacy and Investigations in Number, Data, and Space for math as curriculum anchors. Both of these curricula are aligned with the Common Core Standards for ELA and Math that New York State is adopting, thereby ensuring that our students are learning materials deemed important by state requirements.

To ensure that our teachers are aware of what standards to teach and when to teach them, pedagogical personnel at the network level will work closely with literacy and math coordinators at the school level on the following:

- Creating a scope and sequence that is aligned with Journeys for literacy and Investigations in Math, Data, and Space for math. As previously noted, Journeys and Investigations are aligned with Common Core State Standards.
- Developing a pacing calendar for our teachers to demonstrate when and how teachers should be using certain approaches and lessons.
- Selecting and providing supplemental resources as needed for teachers if there are any gaps in Common Core State Standards and student progress.
- Leveraging pacing guides/calendars that are in use at other network schools and adapting them, as needed, to meet the specific needs of the schools, as revealed by interim assessment data.

Journeys was selected as the anchor curriculum for literacy and Investigations in Math, Data, and Space for math because they are aligned to the Common Core Standards which New York is adopting for Math and ELA; they have a balanced and comprehensive approach to learning which matches our mission of providing students with both academic and critical thinking skills; and they provide a variety of strategies for supporting students behind grade level, on grade level, and above grade level, allowing teachers to tailor their lessons to fit students' individual needs. Further, both have included within them, assessments that can be used as quick-checks and for more comprehensive assessments, to ensure that students are gaining the skills and knowledge they need to perform against state adopted standards for learning.

For both curricula to be implemented and used effectively it is critical that teachers know their students well. To that end, Explore Envision will be using a co-teaching model which lowers the student to teacher ratio so teachers can work with students in smaller groups, know their learning needs more fully and best implement the curriculum anchors to meet their students' needs. To ensure that all of our students are progressing, Explore Network will work closely with Explore Envision to identify gaps in student learning and offer recommendations for supplemental materials. Explore Envision will choose which materials to use based on individual student need as revealed by data.

Meeting the Needs of the Student Population

Because Explore Envision will replace a school slated for closure because of consistently low performance, we anticipate serving a student body with a significant number of special needs and students below grade level. We have selected our anchor curricula with this student population in mind.

The literacy curriculum has leveled texts for each lesson: below, on, and above reading level and includes strategies for guided and independent work. The math curriculum, Investigations in Math, Data, and Space includes extension and remedial activities and provides specific intervention strategies that teachers can use to pre-teach and re-teach students who need additional support. Additionally, ELL support is built into both curricula so that no student is left behind.

However, just as important as the curricula are the structures in place to ensure exemplary instruction. To that end, Envision Charter School will use a co-teacher structure. In grades K-5, there will be 25-30 students and two teachers per classroom, making the student/teacher ratio no more than 1:15. At each grade level in K-5, one of the teachers in the co-teacher classroom will be a special education instructor. The upper grades (6-8) will have one teacher per classroom of no more than 20 students. Co-teaching is designed to meet the educational needs of students with diverse learning needs and students at all academic levels benefit from a lower teacher to student ratio. Our adoption of co-teaching is based on both research demonstrating its positive impact (see: Lenz, K., & Deschler, D. (2004). Teaching content to all: Evidence-based inclusive practices in middle and secondary schools. Boston, MA: Pearson.) and best practices from high-performing charter schools such as KIPP and Achievement First. Additional information and research on how we will reach at-risk and under-served students can be found in Response 08.

Evaluating Effectiveness/Responding to Data

Instruction is most effective when tailored to the needs of students. (Armstrong, 1994; Hearne & Stone, 1995; Jackson et al., 2000). To ensure that we reach students where they are, assessment must take place on an ongoing basis. Our approach to assessment includes examining the progress of special needs students (performance based assessment, noted for its positive effect by Dalton, Tinvan, Riley, Rawson, & Dias, 1995) and providing support to teachers to re-teach and tailor curriculum and instruction as needed (curriculum assessment noted for its positive outcomes by Ellison, 1992; Glomb & Morgan, 1991; King-Sears & Cummings, 1996; Plucker, Callahan, & Tomchin, 1996). [http://www.internationalsped.com/documents/Educ._Benefits\(2\).doc](http://www.internationalsped.com/documents/Educ._Benefits(2).doc)

For both math and literacy the school will use a data-driven approach to tracking and amending, as needed, our curricular approach. Weekly assessments are components of both anchor curricula and each provides guidelines on how to assess what students are learning from week to week. Should gaps emerge demonstrating that there is a disconnect between the implementation of the lessons and what students are learning, we will use the remediation tools within the curricula to get students back on track. Further, Explore Schools' Managing Director of Program will meet with the principal weekly to review assessment data and strategize on school-level, grade-level or classroom level changes that need to be made.

Explore Envision's staff will examine student data every 8 weeks and review and revise curriculum materials as needed to meet student need. School based leadership team with support from network, will memorialize changes that need to happen in real time based on data. Teachers are closely involved in the curriculum review process on an on-going basis. Teachers gather data and review the data with the school's academic leadership team on a quarterly basis. The data inform what changes the network and the schools will make to the curriculum during the year, but also over the summer to prepare for the following school year. For more real-time conversations, there are regularly scheduled extended data meetings throughout the year to review data with teachers. These meetings are used to reflect as a group on data before changes are made.

Additionally, all schools in the Explore Network are part of the Achievement Network. The Achievement Network is a non-profit provider of interim assessment that works with schools to provide high-quality standards-aligned assessments; tools to analyze assessment results and identify student-learning gaps, and to create action plans to address these gaps. Achievement Network also facilitates networks of peer schools to collaborate to improve their use of data.

In the spring before the start of a new grade level, leadership team at the school level will work with the Explore Schools network to develop new curriculum for that grade. Decisions will be based on real time data at the school and will leverage expertise of the network schools that already serve those additional grades. Data used to inform Explore Envision's curricular selections will come from our annual program audit (Response 23), Achievement Network data, New York State assessment data, and data gathered throughout the year.

Throughout the year, other key school stakeholders, including parents and the school's board will have the opportunity to evaluate and respond to school data, New York State assessment data, feedback from the programmatic audit, and Achievement Network data will be reviewed by these key stakeholders at formal meetings held throughout the year.

Preparing Teachers for Instruction

Envision Charter School will implement a rigorous pre-service program to ensure teachers understand the curriculum and are ready to teach students who may arrive with various abilities. The development of our Pre-Service Institute is based on a combination of extensive research and field visits to successful charter and turnaround schools that provide their teachers with training and professional support before the school year begins. Several case studies document the importance and impact of pre-service for teachers working with underserved populations (<http://www.massinsight.org/stg/research/turnaround-case-studies/>) The compelling impact of pre-service programs has sparked the growth of similar approaches in New York City as well, specifically “Teacher U,” an education graduate school program at Hunter College. Individually, each of the charter networks boasts 97-100 percent of their students passing the E.L.A. and math exams and significant outperformance of their district schools. (<http://www.teacheru.org/?a=w>) These successes can be attributed in no small part to the excellent teacher preparation occurring at Teacher U, where teachers are equipped with strategies and lessons directly relevant to raising student achievement in classrooms. Below is a draft of our pre-service agenda.

Date	Activity
6/15/13	Academic Director will begin working for Envision 1.5 months early and planning out details of the pre-service training along with the Principal.
6/15/13	An additional staff member (likely an Assistant) will begin working for Envision 1.5 months early and setting up systems for payroll and ordering for curricula, materials necessary for pre-service training in conjunction with Academic Director and Principal.
8/6/13-8/21/13	18 teachers will attend 12 day pre-service training.
8/10/13, 8/17/13, 8/24/13	Explore Envision Leadership Team will conduct weekly surveys on the quality and the implementation of the pre-service trainings.
By 8/30/13	Explore Envision Leadership Team will collect and analyze overall survey data during and at the end of the Pre-Service Institute from teachers.
By 2/5/14	An independent School Quality Auditor will provide feedback on the implementation and effects of the Pre-Service Institute.

Pre-Service Goals and Draft Agenda/Timeline

Pre-Service Goals Aligned to Trainings

Goal 1: Building Knowledge

- Summer Reading (Differentiated, Research-Based Instructional Texts)
- How data-driven instruction works at Envision
- Operations/Procedures Manual
- Staying Organized
- Observation and Evaluation
- Dean Handbook and Discipline
- Teacher Handbook

- Parent/Student Handbook
- Grading Policy
- Technology use (cell phones, email, school software)
- School-based intervention (Response to Intervention, Child Study Team)
- Human Resources Information

Goal 2: Building a Team

- Teacher Museum
- Off-Site Activity with Physical Challenges
- Daily Celebrations and Shout outs
- Professional Learning Communities training
- Student Home Visits
- Team Building Activities
- Management Strategies
- Integrated Team Teaching Training for Teachers
- Letters to parents
- Constructive Conflict
- Work in grade level teams: roles in the team planning process, protocols, etc.

Goal 3: Building Curriculum

- How Unit/Lesson Planning works at Envision
- Presenting Math/Literacy Frameworks with example Units
- Familiarization with scripted curricula
- Collaborative Unit and Lesson Planning Sessions
- Modeling a Collaborative Unit Planning Session
- Building Assessments
- Balance between skill building and critical thinking
- “The Investment”: Getting Students Invested in Learning

Goal 4: Creating an Environment for Learning

- Model Classroom
- Explanation of School-wide information (mission, voice rubric, behavior expectations, etc.)
- Creating a college-prep environment
- Building Tour
- Ample time for classroom set up

Goal 5: Goal-Setting: Outcome Focus

- Looking at last year’s performance data

- SMART goals set at the school level (achievement, attendance, culture) are shared with staff who set more specific goals aligned to school-wide goals
- Prioritizing, Efficacy, Work-Life Balance Readings

Goal 6: Understanding the Mission

- Speaker/movie
- Explore Schools Sessions
 - o Role of Network
 - o Political context: local and national level
- Personalizing the school's mission
- Tour of the neighborhood
- Operating Values

Goal 7: Focus on Week 1 and 2

- PD on giving clear directions
- Creating highly specific lesson plans and activities for Week 1
- "First Days" Lesson Planning Template

Draft Agenda: Pre-Service Training for Explore Envision Charter School

Week 1: August 5th-9th

AUGUST 5	AUGUST 6	AUGUST 7	AUGUST 8	AUGUST 9
STAFF RETREAT OFF-SITE	Team Building Activities	Team Building Activities	Team Building Activities	Team Building Activities
Off-Site Activity with Physical Challenges	HR Information	Teacher Handbook	Parent/Student Handbook	School-based intervention (RTI, Child Study Team)
Summer Reading Groups	Constructive Conflict	Teacher Museum	PLC training	Work in grade level teams: roles in the team, planning process, protocols, etc.
Activity to "make the mission personal"	Looking at last year's performance data	How Unit/Lesson Planning works at Excel	Modeling a Collaborative Unit Planning Session	"The Investment"
Network-Related Activity	Network-Related Activities	Efficacy Article	Work-Life Balance Article	Tour of the neighborhood

Speaker	Prioritizing Article	Presenting the Frameworks and good examples		Familiarization with scripted curricula
		Explanation of School-wide information	Familiarization with scripted curricula	Explanation of School-wide information
Daily Celebrations and Shout outs	Daily Celebrations and Shout outs	Daily Celebrations and Shout outs	Daily Celebrations and Shout outs	Daily Celebrations and Shout outs
			Movie (evening)	

Week 2: August 12th- 16th

AUGUST 12	AUGUST 13	AUGUST 14	AUGUST 15	AUGUST 16
How data-driven instruction works at Envision	Operations/Procedures Manual	Staying Organized	Observation and Evaluation	Smart goals set at the school level
Technology use	Dean Handbook and Discipline	Grading Policy	Creating highly specific lesson plans and activities for Week 1 and 2	PD on giving directions
Building Tour	Model Classroom Supply Distribution	Classroom Set-Up Time	Classroom Set-Up Time	Classroom Set-Up Time
Familiarization with scripted curricula	Familiarization with scripted curricula	Familiarization with scripted curricula	Familiarization with scripted curricula	PD on balance between skill building and critical thinking
CTT Training for Teachers	Letters to parents	Building Assessments	Home Visits PD	
Creating a college-prep environment	Collaborative Unit and Lesson Planning Sessions	Collaborative Unit and Lesson Planning Sessions	Collaborative Unit and Lesson Planning Sessions *Administrator Feedback*	Collaborative Unit and Lesson Planning Sessions *Administrator Feedback*
		Management Strategies	Home Visits	Home Visits
Daily Celebrations	Daily Celebrations and	Daily	Daily	Daily

and Shout outs	Shout outs	Celebrations and Shout outs	Celebrations and Shout outs	Celebrations and Shout outs

Week 3: August 19th- 23RD

AUGUST 19	AUGUST 20	AUGUST 21	AUGUST 22	AUGUST 23
Smart goals set at the team level	Review Week 1 Lesson Plans	FIRST DAY OF SCHOOL		
	Administrator room Walk-through Two			
Collaborative Unit and Lesson Planning Sessions *Administrator Feedback*	Collaborative Unit and Lesson Planning Sessions *Administrator Feedback*			
Classroom Set-Up Time	Classroom Set-Up Time			
Administrator room Walk-through One				
Daily Celebrations and Shout outs	Daily Celebrations and Shout outs			

Assessment System

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- **Describe each assessment's purpose, design and format.**
 - **Explain the rationale for the assessments that have already been selected.**
 - **Describe key considerations in the selection or creation of any assessments that have not yet been selected or created.**
 - **Describe how assessment results will be collected and analyzed.**
 - **Explain how the school will ensure assessment results are valid and reliable.**
 - **Describe who will be responsible for administering the assessments and collecting and analyzing the results.**
 - **Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments.**
 - **Explain how assessment results will be used by the following stakeholders:**
 - **Teachers**
 - **School leaders**
 - **The school's board of trustees**
 - **Students**
 - **Describe how parents and students will be informed about academic achievement and progress.**
-

All assessments that will be administered by Explore Envision Charter School are aligned to the New York State standards/Common Core. Student progress towards specific goals will be measured through every assessment that is administered, and Explore Envision Charter School's commitment to continuous improvement means that data from assessments will be reviewed every 6-8 weeks, and will be used to drive changes in instruction and curriculum as needed to ensure the achievement of all students.

Terra Nova

All schools in the Explore Schools network use the Terra Nova exam to measure student performance against that of their peers nation-wide. Students are benchmarked in Kindergarten (and in our first year of operation, all students will be benchmarked) and then at each grade level are tested annually thereafter so that instructional staff can assess growth from year to year, and so that our students can be gauged on a national standard.

Literacy

Explore Envision Charter School will use the Fountas and Pinnell Benchmark Assessment Systems three times per year to assess student achievement and progress in reading. The administration of the Benchmark Assessment Systems, in addition to the coding, scoring, and interpretation of student responses, are standardized procedures, which provide a reliable and valid measure of student performance and achievement. Teachers at Explore Envision will receive professional development by a trained individual in proper and systematic administration of the assessments and in systematic analysis of the data gathered for each student. Each time a student is assessed, they read several books, think about what is read, speak about what is read, and write about what is read. Teachers will

use these data to provide targeted instruction at each student's instructional level and to monitor each student's growth.

The Fountas and Pinnell Benchmark Assessment Systems are scientifically researched and aligned to state standards and to the internal benchmark levels that will be used at Explore Envision. Students are asked to demonstrate specific understandings as they are assessed. The categories of items to be assessed are: what students know and understand *within* a text, *beyond* a text, and *about* a text. The expectations in each of these categories are directly linked to the state standards as detailed in New York State's 2005 *English Language Arts Core Curriculum (Prekindergarten – Grade 12)*.

Better interims are required to truly ensure that students are prepared to succeed in college preparatory high schools. To that end, Explore Envision will work with the Achievement Network to improve on its interim assessments, which Envision will administer four times a year. The Achievement Network is a non-profit provider of interim assessment that works with schools to provide high-quality standards-aligned assessments; tools to analyze assessment results and identify student-learning gaps, and to create action plans to address these gaps. Achievement Network also facilitates networks of peer schools to collaborate to improve their use of data.

Writing

In writing, students' written responses are assessed using a past New York State ELA exam. Students are assessed using this tool three times a year. In September and April, they take a sample assessment at their current grade level. Additionally, writing assessments, aligned to the rigor and format of the New York State exams are administered twice a year.

Math

Students in K-8 take Math Interims, aligned with the New York State standards/Common Core instruction. Students in students in K – 8th grade take these assessments five times a year. The information from these assessments is used in several ways. For objectives that many students did not master, teachers re-teach the objective during the spiral review portion of their math instruction. Additional practice in these areas is provided to students during breakfast. This information is used to create strategic math groups, in which students receive additional and differentiated support from the school's learning support team.

Science

In Social Studies and Science, students are assessed regularly through teacher-created assessments and prepared assessments. These assessments are aligned to the curriculum, which is aligned to the New York State standards. The information from these assessments is used to determine what skills need to be re-taught and re-assessed. In the 4th and 8th grades, students take a science interim assessment twice a year. This interim assessment is directly linked to the New York State science assessment.

This range of assessment tools will allow Explore Envision Charter School teachers and administrators to critique the school's instructional program, quickly adjust instructional practices, and establish new goals and expectations to better serve the student population. Some of these assessments may be used to support the school's charter renewal application. The applicant

understands that such assessment measures would need to be valid and reliable. The following pages contain a sample assessment calendar for students attending Explore Envision Charter School.

Sample Assessment Calendar
Semester 1: K-8

	Sep	Oct	Nov	Dec
K:		K.1 Math Interim		K.2 Math Interim
		Math Oral Assessment		
	K.1 F&P			K.2 F&P
First Grade:	1.1 Math Interim	Math Oral Assessment		1.2 Math Interim
	1.1 F&P			
Second Grade:		2.1 Math Interim		
	2.1 F&P			
Third Grade:		3.1 Math Interim		
			Math Dress Rehearsal	
	3.1 F&P			
		Achievement Network Literacy Assessment 3.1		Achievement Network Literacy Assessment 3.2
Fourth Grade:		4.1 Math Interim		
	4.1 F&P			
		Achievement Network Literacy Assessment 4.1		Achievement Network Literacy Assessment 4.2

Fifth Grade:		5.1 Math Interim		5.2 Math Interim
	5.1 F&P		ELA Dress Rehearsal	
		Achievement Network Literacy Assessment 5.1		Achievement Network Literacy Assessment 5.2
Sixth Grade:		6.1 Math Interim		
	6.1 F&P		ELA Dress Rehearsal	
		Achievement Network Literacy Assessment 6.1		Achievement Network Literacy Assessment 6.2
Seventh Grade:		7.1 Math Interim		7.2 Math Interim
	7.1 F&P		ELA Dress Rehearsal	
		Achievement Network Literacy Assessment 7.1		Achievement Network Literacy Assessment 7.2
Eighth Grade:		8.1 Math Interim		8.2 Math Interim
	8.1 F&P		ELA Dress Rehearsal	
		Achievement Network Literacy Assessment 8.1		Achievement Network Literacy Assessment 8.2

	Jan	Feb	Mar	April	May	June
K:			K.3 Math Interim		K.4 Math Interim	
				NYSESLAT Speaking		
	Terra Nova				NYSESLAT Reading, Writing, and Listening	Terra Nova
					K.3 F&P	
First Grade:		1.3 Math Interim		1.4 Math Interim		1.5 Math Interim
	Literacy Interim				1.2 F&P	
				NYSESLAT Speaking		
					NYSESLAT Reading, Writing, and Listening	Terra Nova
Second Grade:	2.2 Math Interim	2.3 Math Interim		2.4 Math Interim		2.5 Math Interim
	Literacy Interim			NYSESLAT Speaking		
					NYSESLAT Reading, Writing, and Listening	Terra Nova
					2.2 F&P	

Third Grade:	3.2 Math Interim		3.3 Math Interim	3.4 Math Interim		3.5 Math Interim
	ELA Dress Rehearsal		ELA Dress Rehearsal	NYSESLAT Speaking		
		Achievement Network Literacy Assessment 3.3		Achievement Network Literacy Assessment 3.4	NYSESLAT Reading, Writing, and Listening	Terra Nova
					ELA State	
					Math State	
					3.2 F&P	
Fourth Grade:	4.2 Math Interim	4.3 Math Interim		4.4 Math Interim		4.5 Math Interim
	ELA Dress Rehearsal		ELA Dress Rehearsal		4.2 F&P	
		Achievement Network Literacy Assessment 4.3		Achievement Network Literacy Assessment 4.4	ELA State	Terra Nova
					Math State	
			Science Dress Rehearsal		Science State Performance	
					Science State Performance	
						Science State Written

Fifth Grade:		5.3 Math Interim		5.4 Math Interim	5.5 Math Interim	
	ELA Writing Dress Rehearsal		ELA Dress Rehearsal		5.2 F&P	
		Achievement Network Literacy Assessment 5.3		Achievement Network Literacy Assessment 5.4	ELA State	Terra Nova
					Math State	
Sixth Grade:	6.2 Math Interim	6.3 Math Interim		6.4 Math Interim	6.5 Math Interim	
	ELA Writing Dress Rehearsal		ELA Dress Rehearsal		6.2 F&P	
		Achievement Network Literacy Assessment 6.3		Achievement Network Literacy Assessment 6.4	ELA State	
					11-13 Math State	
Seventh Grade		7.3 Math Interim		7.4 Math Interim	7.5 Math Interim	
		ELA Writing Dress Rehearsal	ELA Dress Rehearsal		ELA State	Terra Nova
		Achievement Network Literacy Assessment 7.3		Achievement Network Literacy Assessment 7.4	Math State	
					7.2 F&P	

Eighth Grade:		8.3 Math Interim		8.4 Math Interim		8.5 Math Interim
		ELA Writing Dress Rehearsal	ELA Dress Rehearsal		8.2 F&P	
		Achievement Network Literacy Assessment 8.3		Achievement Network Literacy Assessment 8.4	ELA State	Terra Nova
					Math State	
			Science Dress Rehearsal			Science State Written
						Integrated Algebra Regents

Explore Envision Charter School's focus on continuous improvement means that assessment data will be used on a regular basis. Data will be used to assess student progress against the academic goals, including mastery of a curriculum aligned to New York state standards, and to drive programmatic adjustments and changes. We will also use assessment data regularly to track whether Explore Envision is meeting the benchmarks prescribed by our Accountability Plan.

Teachers/Leaders

The school principal, the academic directors, the classroom teacher, and members of the learning support team will all be involved in the process of using data on a regular basis to inform decisions related to teaching and learning. Explore Envision Charter School will use a formulaic approach to ensure that data is collected and analyzed on a regular basis. First, teachers will administer classroom assessments regularly. Within a week, data from any student assessment will be "crunched" and a data meeting will be held with the teacher and one of the school's instructional leaders (the principal and/or the academic director). During the data meeting, test results will be analyzed and discussed to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. The teacher and the instructional leader will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts. Students that repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the learning support team, which consists of licensed special educators and teachers with expertise in reading recovery and other proven remediation strategies. This team – in conjunction with instructional leadership – will determine the types of remedial support best suited to the students' needs. Achievement data of the students

receiving the additional support will be closely monitored to determine the extent to which they will require the additional time with the learning support team.

Explore Envision will also use a “step back” each term to meet as a group and assess all data that has been collected during the term. Each term, all teachers will meet with instructional leadership to review all assessment data as a group so that all members of the academic community share an understanding of the data and its implications for changes in the classroom and to the curriculum. The teachers’ role in this process is to identify which standards they need to re-teach, and to provide differentiated, individualized instruction for specific students, based on the data. The role of the principal in this process is to: ensure that assessments are given on schedule; expeditiously manage the data-crunching process so that teachers have timely results; facilitate data meetings with the teachers and provide guidance as to which standards need to be prioritized; re-allocate resources in the areas of money, time and personnel to ensure that students are given proper levels of instructional support, based on the results of the assessments and monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught.

Board of Trustees

The Board shall be notified of student academic progress via monthly meetings and through updates provided by Explore Schools. The board will be provided with the following specific information throughout the course of the year by the Principal, the CEO of Explore Schools and other designated employees of both the school and Explore Schools:

- Achievement Network assessment data
- NYS and Terra Nova test data
- Parent, student and staff satisfaction surveys
- Annual third-party evaluator school quality reviews

The board will use this data to ensure the school is academically successful and to hold Explore Schools accountable for the academic support it provides to the schools.

Students

Students are walked through their assessment results in small groups, individually, and as a class so they understand how they are scoring, what they have accomplished and what they need to work on. As objectives are met, students are guided through understanding what action they took to accomplish a goal, and are then empowered to take responsibility for that action. Likewise, when students are not meeting expectations, they are counseled through how their actions led to that short-fall, and how to adjust their efforts accordingly in the future.

Explore Envision will reward excellence in behavior and academic growth at daily morning meetings and at weekly community circle gatherings. Further, we will work to ensure that children have internalized the importance of academic growth and meeting behavior expectations. They will understand their current level of performance and through this work, will be motivated to improve academically. When a student grows to a new reading level or is rewarded by being named to 'Respect Corps' at the end of the week, they will be encouraged to proudly announce these accolades to families, teachers, staff and leadership. This is a process that is used at the other Explore Schools

network schools, where it is common to hear a child proclaim, "I just moved up to a level G in reading!"

The school's hallways will also display visual images that will invest our students in getting smarter and in meeting behavioral expectations. For example, we will have bulletin boards dedicated to publicly celebrating students who have turned in all of their homework in a given period of time. We may also hold friendly attendance competitions between classes and display the names of all of the students in a given class who are present and on time during a term help to invest our students in behaviors that contribute to their success.

Families

As a school, we will provide opportunities for our families to come together to speak with one another about our schools and about their children's growth. This ensures that parents have the information required to become involved in their child's education and to hold the school accountable. The following methods are used to keep parents informed as well as allow them to share their concerns and expectations:

Parent-Teacher Association: Explore Envision Charter School's Parent-Teacher Association will be an active part of the school. The PTA will partner with Explore Envision Charter School to provide a safe and healthy environment for students. Membership to the PTA is automatic for all children enrolled. A PTA Bulletin Board will be posted at the school so that parents may access information about PTA activities, and students' take home homework folders will also include PTA information. Explore Envision Charter School's administration will coordinate with the PTA to ensure that the PTA meetings are held on the same evenings as all-school events so that parents may attend both.

Cell Phones: All classroom and enrichment teachers have cell phones to discuss academic and behavior issues. Though teachers will not be accessible to speak on the phone during hours of instruction, they will check their cell phone for messages twice each day and will return calls within one business day.

Weekly Blue Memo: Once a week, Explore Envision Charter School will send a Blue Memo to the parents and guardians of each student. This memo contains important information about school events and news. It will go home in students' take-home folder every Monday. The first Blue Memo will go home at the end of the first full week of school.

Classroom Newsletter: Once a week, K-4 teachers will send home a class newsletter outlining the week's academic objectives, classroom news, homework, and the names of students on the Respect Corps. Parents should keep an eye out for this newsletter each week. The first newsletter will go home the by the 2nd week of school. Upper School teachers will send a monthly update.

Monthly Calendar: Each month, parents will receive a calendar that outlines important events, such as early dismissal and parent-teacher conference days. This calendar will be sent in students' homework folder.

Parent-Teacher Conferences: Parents and teachers have the opportunity to discuss each student's progress in formal conference that will be held twice per year. It is expected that every parent attend each of the parent-teacher conferences.

Report Cards & Progress Reports: Four times per year, teachers will send home progress reports outlining each student's progress in the areas of literacy, math and behavior. Formal report cards will be issued at the end of each term.

Take-Home Folder: Homework will be assigned each evening and sent home either as a weekly packet or on a daily basis in a "Take-Home Folder". Homework will be checked on a daily basis for completion and will be checked on a weekly basis for accuracy. Parents and guardians are expected to review the contents of this folder each night.

PASSAS: Created by staff and parents at Explore Schools' network schools, PASSAS! (Parents, Staff, Students Achieving Success) is an annual event for members of the entire Explore Schools community (parents, teachers, students) to attend in order that they can get to know each other in venues other than school. Events will be planned and executed by Explore Schools and open to all members of the Explore Schools community.

Additionally parents can get involved with the governance of Explore Envision Charter School as the Board of Trustees is expected to have one parent thus giving parents more access to data and more input in how that data is used.

Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum. This response should:

- **Describe the instructional methods or techniques to be employed in the proposed school, including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.**
 - **Identify any research or existing models that support the use of these instructional methods, especially considering the school's target population.**
 - **Explain how these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.**
-

Explore Envision Charter School will provide an educational program that balances explicit skills-instruction with a curriculum that encourages students to be critical thinkers and problem-solvers. Instruction will be based on a curriculum that uses specific end-of-year benchmarks, based on the New York State Standards for learning. We define “skills-instruction” as instruction which provides our students with the basic tools they need to be literate in both English and math. For example, our early literacy program features a phonics component which provides students with the ability to decode the sounds that make up words, to recognize the letters of the alphabet, to identify the sounds those letters make, and to put letters together to make words. In math, for example, skills-instruction means that our early elementary math program will ensure that students are able to perform basic operations such as the ability to count, perform mathematical operations, and recognize patterns of both numbers and shapes.

We define “instruction that encourages students to be critical thinkers and problem-solvers” as instruction which provides our students with opportunities to apply concepts to new situations. For example, reading comprehension in our early literacy program is achieved through a range of activities. Students have the opportunity to explain how a story or poem is relevant to their own life, to dramatize a text with peers, or to design and use puppets to re-tell a story. To support critical-thinking in math, for example, students may conduct projects such as polling their classmates about an issue of importance, predicting the results of the survey, organizing the data in a chart, comparing their predictions to the actual results, making a decision based on the results.

Instructional Strategies:

The instructional strategies at Explore Envision Charter School will mirror the strategies employed at current schools in the Explore Network as outlined above. Additional instructional components and strategies used at Explore Envision Charter School include:

Using data to drive instruction: We will gather weekly 'quick-check' data in Math and ELA and will use interim assessments in each subject area that are aligned to the New York State exam standards. Data will be crunched, analyzed and used to drive instruction each week. Data will be used to determine which objectives need to be re-taught and which objectives have been mastered.

Using varied instructional groupings daily to meet the individual needs of our students:

Individual, small group and whole group instruction will occur daily. Whole group instruction will

allow teachers to provide explicit instruction and to model their thinking for students. Small group instruction will permit our faculty to tailor instruction to the specific needs of students, including Explore Envision Charter School's special needs population and students in need of remediation. Individual instruction will provide opportunities for our classroom faculty and our support services team to address even more specific individual needs.

Co-teaching: At Explore Envision, we view co-teaching as a specific approach to teaching that is fundamentally based on collaboration. Co-teaching is designed to meet the educational needs of students with diverse learning options and students at all academic levels benefit from greater teacher attention. In preparing our teachers to effectively utilize the co-teaching structure, we will focus professional development on helping them learn about the different approaches to co-teaching and how, as a team, they can strategically use time, student configuration, and co-planning within their classrooms.

Aligning instruction to New York State Standards/Common Core: Our daily, weekly and long-term instructional plans will address the New York State learning standards and the needs of our students. We will identify specific and measurable objectives and will continually assess student learning using formative and summative assessments. These on-going checks for understanding will be used to inform our planning and instruction.

Using a variety of questioning techniques: Our teachers will receive training that will prepare them to implement a range of techniques to elicit higher-order thinking from students

Providing regular feedback to our teacher to improve their practice: We believe that providing regular feedback to faculty is an important piece of a school's instructional strategy and can be used to ensure that students are engaged and on task. Informal observation 'walk-through' documents, in addition to our formal classroom observation and staff evaluation tools, will provide the structure through which we will continuously evaluate staff.

Meeting the Needs of All Students

Schools in the Explore Schools network meet the needs of students at-risk of academic failure and our accelerated learners through a combination of high academic expectations, standards-based instruction, extended time to teach Math and ELA, structures to target and differentiate through small-group instruction and regular assessments. Our curricular approach provides teachers with the opportunity and materials to differentiate for both at-risk and accelerated learners on a daily basis.

The assessment practices used at Explore Envision ensure that teachers have regular opportunities to identify students at risk of academic failure and provide struggling learners with remedial instruction through a range of methods and strategies. Members of Explore Envision's learning support team, which includes certified special educators and reading recovery specialists, work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the assessments. In addition, students in need of remediation are provided with extended Math and literacy instruction through materials provided by the anchor curricula selected for Math and literacy. Further, the school may, as needed, elect to adopt additional research-based remediation programs such as Fountas & Pinnell Leveled Literacy Intervention for literacy (LLI) and Do The Math (by Marilyn Burns) for Math.

Our co-teaching model for grades K-5 (as described in Response 5), provides a structure for built-in differentiation, as does our smaller class size in the upper grades (6-8). In our lower grades, the co-teacher model enables half of the students in a given class to leave for special area classes (such as PE, music or art), while the other half of the students in the class are instructed by the two classroom teachers. This permits each teacher to provide instruction in guided reading or Math at the specific instructional level of a small group of children. Teachers are also able to gather formative assessments for individual children as they 'check-in' with each child in the group. After half the class is instructed in this manner for 50 minutes, the special area teacher swaps children and classroom teachers have another 50 minute block with the remaining half of the class.

Our support services team, including special educators and intervention teachers, will also be employed at Explore Envision Charter School to further differentiate instruction for our students. For the students at Explore Envision Charter School who need additional minutes on task to achieve proficiency, members of support services will pull small, targeted groups and individual students to provide additional time to meet instructional objectives, and to prepare students to achieve on the New York State ELA and Math exams. Our approach at Explore Envision Charter School will also provide opportunities for students who need challenges beyond their grade level. Students who are reading above grade level will be provided with classroom instruction at that level on a daily basis. Student achievement data on our interim assessments, administered every 8 weeks in math and literacy, will be used to determine the configuration and frequency of the targeted groups. These groups will be re-shuffled after each interim assessment to best meet the individual needs – in real time - of our students.

Course Overview

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core, and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g. Singapore Math, FOSS, etc.) that would be used in each course; and essential course specific assessments (e.g. the state's 3-8 assessments/Regents' exams, end of course portfolios or performances, etc.). For each course, provide some indication of the amount of time in which students will participate in the course. For high school courses, indicate the number of credits awarded for the successful completion of the course.

English Language Arts

Overview: Our ELA program is aligned with Common Core State Standards that were recently adopted by New York State. Additionally, we will use an anchor curriculum, Journeys, which is also aligned with CCSS to ensure that students not only meet but exceed the state standards. Students in grades K-5 receive ELA instruction through read-alouds, word study, shared reading, and other reading and writing activities for a total of 750 minutes per week. Students in grades 6-8 have more focused ELA instruction as their learning is buttressed by other subjects. Therefore they receive a total of 540 minutes of ELA instruction plus 60 minutes of ELA that integrates technology. Below are brief descriptions of content/skills for each grade and assessments.

Kindergarten	Content/ Skills: Phonological and Phonemic Awareness; Print Awareness; Alphabet Recognition and Phonics; Spelling; Handwriting; Composition; Motivation to Write; Listening and Speaking Assessments: Fountas & Pinnell Benchmark Assessments; Foundations assessments; Teacher-created guided reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics; Terra Nova Language & Reading
1st Grade	Content/ Skills: Phonemic Awareness, Decoding Including Phonics and Structural Analysis, Print Awareness, Fluency, Background Knowledge and Vocabulary Development, Comprehension Strategies, Motivation to Read and Write, Spelling, Handwriting, Composition, Listening and Speaking Assessments: Fountas & Pinnell Benchmark Assessments; Foundations assessments; Teacher-created guided reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics; Terra Nova Language & Reading

2nd Grade	Content/ Skills: Phonemic Awareness, Decoding Including Phonics and Structural Analysis, Print Awareness, Fluency, Background Knowledge and Vocabulary Development, Comprehension Strategies, Motivation to Read and Write, Spelling, Handwriting, Composition, Listening and Speaking Assessments: Fountas & Pinnell Benchmark Assessments; Foundations assessments; Teacher-created guided reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics; Terra Nova Language & Reading; Explore Schools' State Assessment "Dress Rehearsal"
3rd Grade	Content/Skills: Decoding Including Phonics and Structural Analysis, Fluency, Background Knowledge and Vocabulary Development, Comprehension Strategies, Motivation to Read and Write, Spelling, Handwriting, Composition, Listening and Speaking. Assessments: Explore Schools'-Achievement Network interim assessments (3x/year), Teacher-created guided reading assessments, Teacher-created exit tickets, Teacher-created projects with evaluation rubrics, Terra Nova Language & Reading, Explore Schools' State Assessment "Dress Rehearsal" (2x/year) , NYS State Assessment, Teacher observation during whole group, small group, and individual instruction, Daily guided reading assessments, Teacher-created writing and reading process conference sheets , ‘Show and tell’ observations, Daily oral language discussions
4th Grade	Content/Skills: Decoding Including Phonics and Structural Analysis, Fluency, Background Knowledge and Vocabulary Development, Comprehension Strategies, Motivation to Read and Write, Spelling, Handwriting, Composition, Listening and Speaking. Students should be able to ensure subject verb agreement; choose words and phrases for effect; produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly use frequently confused words; choose words and phrases to convey ideas precisely; and choose punctuation for affect. Assessments: Explore Schools'-Achievement Network interim assessments (3x/year), Teacher-created guided reading assessments, Teacher-created exit tickets, Teacher-created projects with evaluation rubrics, Terra Nova Language & Reading, Explore Schools' State Assessment "Dress Rehearsal" (2x/year) , NYS State Assessment, Teacher observation during whole group, small group, and individual instruction, Daily guided reading assessments, Teacher-

	created writing and reading process conference sheets , ‘Show and tell’ observations, Daily oral language discussions
5th Grade	Content/Skills: Decoding Structural Analysis, Fluency, Background Knowledge and Vocabulary Development, Comprehension Strategies, Motivation to Read and Write, Composition, Listening and Speaking. In addition to mastering the expectations set for fourth graders, fifth graders should be able to recognize and correct inappropriate shifts in verb tense and use punctuation to separate items in a series. Assessments: Explore Schools’-Achievement Network interim assessments (3x/year), Teacher-created guided reading assessments, Teacher-created exit tickets, Teacher-created projects with evaluation rubrics, Terra Nova Language & Reading, Explore Schools' State Assessment "Dress Rehearsal" (2x/year) , NYS State Assessment, Teacher observation during whole group, small group, and individual instruction, Daily guided reading assessments, Teacher-created writing and reading process conference sheets , ‘Show and tell’ observations, Daily oral language discussions
6th Grade	Content/Skills: Decoding Structural Analysis, Fluency, Background Knowledge and Vocabulary Development, Comprehension Strategies, Motivation to Read and Write, Composition, Listening and Speaking. In addition to mastering the expectations set for fifth graders, sixth graders should be able to recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns; recognize variations from standard English in their own and others’ writing and speaking and identify and use strategies to improve expression on conventional language; use punctuation; vary sentence patterns for meaning, interest, and style, maintain consistency in style and tone. Assessments: Explore Schools’-Achievement Network interim assessments (3x/year), Teacher-created guided reading assessments, Teacher-created exit tickets, Teacher-created projects with evaluation rubrics, Terra Nova Language & Reading, Explore Schools' State Assessment "Dress Rehearsal" (2x/year) , NYS State Assessment, Teacher observation during whole group, small group, and individual instruction, Daily guided reading assessments, Teacher-created writing and reading process conference sheets , ‘Show and tell’ observations, Daily oral language discussions
7th Grade	Content/Skills: Decoding Structural Analysis, Fluency, Background Knowledge and Vocabulary Development, Comprehension Strategies, Motivation to Read and Write, Composition, Listening and Speaking. In addition to mastering the expectations set for sixth graders, seventh

	graders should be able to place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; choose language that expresses ideas precisely and concisely. Assessments: Explore Schools'-Achievement Network interim assessments (3x/year), Teacher-created guided reading assessments, Teacher-created exit tickets, Teacher-created projects with evaluation rubrics, Terra Nova Language & Reading, Explore Schools' State Assessment "Dress Rehearsal" (2x/year) , NYS State Assessment, Teacher observation during whole group, small group, and individual instruction, Daily guided reading assessments, Teacher-created writing and reading process conference sheets , 'Show and tell' observations, Daily oral language discussions

Mathematics

Overview: Our Mathematics program is aligned with Common Core State Standards that were recently adopted by New York State. Additionally, we will use an anchor curriculum, Investigations in Numbers, Data, and Space, which is also aligned with CCSS to ensure that students not only meet but exceed the state standards. Students in grades K-5 receive Mathematics instruction through calendar math, spiral review, and other activities for a total of 750 minutes per week. Students in grades 6-8 have more focused Mathematics instruction therefore they receive a total of 300 minutes of ELA instruction plus 45 minutes of Mathematics that integrates technology. Below are brief descriptions of content/skills for each grade and assessments.

Kindergarten	Content/Skills: Counting and cardinality (e.g. know number names and the count sequence); Operations and Algebraic Thinking (understand addition as putting together and adding to, and understand subtraction as taking apart and taking from); Number and Operations in Base Ten; Measurement and Data (e.g. describe and compare measurable attributes); Geometry (e.g. identify and describe shapes) Assessments: Explore Schools' baseline oral and written assessments, School-created quick checks and exit slips, Daily classwork, Daily homework, Teacher observation during morning Calendar Math, individual, small, and whole group instruction, Explore Schools' interim assessments (3x/year), Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments, Terra Nova
1st Grade	Content/Skills: Operations and Algebraic Thinking (e.g. represent and solve problems involving addition and subtraction); Number and Operations in Base Ten (e.g. extend the counting sequence and understand place value); Measurement and Data (e.g. measure lengths indirectly and by iterating length unit; tell and write time); Geometry (reason with shapes and their attributes). Assessments: Explore Schools' baseline oral and written assessments, School-created quick checks and exit slips, Daily classwork, Daily homework, Teacher observation during morning Calendar Math, individual, small, and whole group instruction, Explore Schools' interim assessments (3x/year), Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments, Terra Nova
2nd Grade	Content/Skills: Operations and Algebraic Thinking (e.g. represent and solve problems involving addition and subtraction); Number and Operations in Base Ten (e.g. understand place value); Measurement and Data (e.g. measure and estimate lengths in standard units; work with time and

	money); Geometry (reason with shapes and their attributes). Assessments: Explore Schools’ baseline oral and written assessments, School-created quick checks and exit slips, Daily classwork, Daily homework, Teacher observation during morning Calendar Math, individual, small, and whole group instruction, Explore Schools’ interim assessments (3x/year), Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments, Terra Nova
3rd Grade	Content/Skills: Operations and Algebraic Thinking (e.g. represent and solve problems involving multiplication and division); Number and Operations in Base Ten (e.g. understand place value and properties of operations to perform multi-digit arithmetic); Number and Operations-Fractions; Measurement and Data (e.g. solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; represent and interpret data); Geometry (reason with shapes and their attributes). Assessments: Explore Schools’ baseline oral and written assessments, Achievement network assessments, School-created quick checks and exit slips, Daily classwork, Daily homework, Teacher observation during morning Calendar Math, individual, small, and whole group instruction, Explore Schools’ interim assessments (3x/year), Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments, Terra Nova, NYS Exams.
4th Grade	Content/Skills: Operations and Algebraic Thinking (e.g. use the four operations with whole numbers to solve problems); Number and Operations in Base Ten (e.g. understand place value and properties of operations to perform multi-digit whole numbers); Number and Operations-Fractions (e.g. extend understanding of fraction equivalence and ordering); Measurement and Data (e.g. solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit); Geometry (draw and identify lines and angles and classify shapes by properties of their lines and angles). Assessments: Explore Schools’ baseline oral and written assessments, Achievement network assessments, School-created quick checks and exit slips, Daily classwork, Daily homework, Teacher observation during morning Calendar Math, individual, small, and whole group instruction, Explore Schools’ interim assessments (3x/year), Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments, Terra Nova, NYS Exams.

5th Grade	Content/Skills: Operations and Algebraic Thinking (e.g. write and interpret numerical expressions); Number and Operations in Base Ten (e.g. understand the place value system and properties of operations to perform multi-digit whole number and with decimals to hundredths); Number and Operations-Fractions (e.g. use equivalent fractions as a strategy to add and subtract fractions); Measurement and Data (e.g. convert like measurement units within a given measurement system); Geometry (e.g. graph points on the coordinate plane to solve real-world and mathematical problems). Assessments: Explore Schools’ baseline oral and written assessments, Achievement network assessments, School-created quick checks and exit slips, Daily classwork, Daily homework, Teacher observation during morning Calendar Math, individual, small, and whole group instruction, Explore Schools’ interim assessments (3x/year), Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments, Terra Nova, NYS Exams.
6th Grade	Content/Skills: Ratios and Proportional Relationships (understand the ratio concepts and use ratio reasoning to solve problems); The Number System (e.g. apply and extend previous understandings of multiplication and division to divide fractions by fractions); Expressions and Equations (e.g. apply and extend previous understandings of arithmetic to algebraic expressions); Geometry (e.g. solve real-world and mathematical problems involving area, surface area, and volume); Statistics and Probability (e.g. develop understanding of statistical variability). Assessments: Explore Schools’ baseline oral and written assessments, Achievement network assessments, School-created quick checks and exit slips, Daily classwork, Daily homework, Teacher observation during morning Calendar Math, individual, small, and whole group instruction, Explore Schools’ interim assessments (3x/year), Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments, Terra Nova, NYS Exams.
7th Grade	Content/Skills: Ratios and Proportional Relationships (e.g. analyze proportional relationships and use them to solve real-world and mathematical problems); The Number System (e.g. apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers); Expressions and Equations (e.g. use properties of operations to generate equivalent expressions); Geometry (e.g. draw, construct, and describe geometrical figures and describe the relationships between them); Statistics and

	Probability (e.g. use random sampling to draw inferences about a population). Assessments: Explore Schools’ baseline oral and written assessments, Achievement network assessments, School-created quick checks and exit slips, Daily classwork, Daily homework, Teacher observation during morning Calendar Math, individual, small, and whole group instruction, Explore Schools’ interim assessments (3x/year), Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments, Terra Nova, NYS Exams.

Science

Overview: New York State Common Core Standards for K-5 in history/social studies, science, and technology are integrated into the K-5 reading standards. However, we have highlighted specific skills and information we expect students in grades K-5 to acquire.

Kindergarten	Content/Skills: Analysis, Inquiry, and Design (e.g. Abstraction and symbolic representation are used to communicate mathematically) physical setting (e.g. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity), living environment (e.g. Living things are both similar to and different from each other and from nonliving things), and systems thinking (e.g. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions). Curricular Resources: FOSS Science activities and investigations, Teacher-created activities, Nonfiction guided reading library, Explore Schools' EYT (Explain Your Thinking) math assessments, enVision Math, EveryDay Math resources, TERC Math resources Assessments: FOSS Science assessments, Explore Schools' EYT (Explain Your Thinking) math assessments, Teacher observations during activities and investigations in whole and small group settings, Homework, Teacher-created assessments Time: 130 minutes per week
1st Grade	Content/Skills: Analysis, Inquiry, and Design (e.g. Abstraction and symbolic representation are used to communicate mathematically) physical setting (e.g. The earth and celestial phenomena can be described by principles of relative motion and perspective), living environment (e.g. Living things are both similar to and different from each other and from nonliving things), and systems thinking (e.g. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions). Curricular Resources: FOSS Science activities and investigations, Teacher-created activities, Nonfiction guided reading library, Explore Schools' EYT (Explain Your Thinking) math assessments, enVision Math, EveryDay Math resources, TERC Math resources

	Assessments: FOSS Science assessments, Explore Schools' EYT (Explain Your Thinking) math assessments, Teacher observations during activities and investigations in whole and small group settings, Homework, Teacher-created assessments Time: 130 minutes per week
2nd Grade	Content/Skills: Analysis, Inquiry, and Design (e.g. Abstraction and symbolic representation are used to communicate mathematically); Information Systems (e.g. Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use), physical setting, living environment, systems thinking; physical setting (e.g. The earth and celestial phenomena can be described by principles of relative motion and perspective), living environment (e.g. Living things are both similar to and different from each other and from nonliving things), and systems thinking (e.g. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions). Curricular Resources: FOSS Science activities and investigations, Teacher-created activities, Nonfiction guided reading library, Explore Schools' EYT (Explain Your Thinking) math assessments, enVision Math, EveryDay Math resources, TERC Math resources Assessments: FOSS Science assessments, Explore Schools' EYT (Explain Your Thinking) math assessments, Teacher observations during activities and investigations in whole and small group settings, Homework, Teacher-created assessments. Time: 130 minutes per week
3rd Grade	Content/Skills: Analysis, Inquiry, and Design and Scientific Inquiry (e.g. Abstraction and symbolic representation are used to communicate mathematically); Information Systems (e.g. Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use), physical setting, living environment, systems thinking; physical setting (e.g. The earth and celestial phenomena can be described by principles of relative motion and perspective), living environment (e.g. Living things are both similar to and different from each other and from nonliving things), systems thinking (e.g. Through systems thinking, people can recognize

	the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions), and Interdisciplinary Problem Solving. Curricular Resources: FOSS Science activities and investigations, Teacher-created activities, Nonfiction guided reading library, Explore Schools' EYT (Explain Your Thinking) math assessments, enVision Math, EveryDay Math resources, TERC Math resources Assessments: FOSS Science assessments, Explore Schools' EYT (Explain Your Thinking) math assessments, Teacher observations during activities and investigations in whole and small group settings, Homework, Teacher-created assessments. Time: 130 minutes per week
4th Grade	Content/Skills: Analysis, Inquiry, and Design and Scientific Inquiry (e.g. Abstraction and symbolic representation are used to communicate mathematically); Information Systems (e.g. Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use), physical setting, living environment, systems thinking; physical setting (e.g. The earth and celestial phenomena can be described by principles of relative motion and perspective), living environment (e.g. Living things are both similar to and different from each other and from nonliving things), systems thinking (e.g. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions), and Interdisciplinary Problem Solving. Curricular Resources: FOSS Science activities and investigations, Teacher-created activities, Nonfiction guided reading library, Explore Schools' EYT (Explain Your Thinking) math assessments, enVision Math, EveryDay Math resources, TERC Math resources Assessments: FOSS Science assessments, Explore Schools' EYT (Explain Your Thinking) math assessments, Teacher observations during activities and investigations in whole and small group settings, Homework, Teacher-created assessments. Time: 130 minutes per week
5th Grade	Content/Skills: Analysis, Inquiry, and Design and Scientific Inquiry (e.g. Abstraction and symbolic representation are used to communicate mathematically); Information Systems (e.g.

	Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use), physical setting, living environment, systems thinking; physical setting (e.g. The earth and celestial phenomena can be described by principles of relative motion and perspective), living environment (e.g. Living things are both similar to and different from each other and from nonliving things), systems thinking (e.g. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions), and Interdisciplinary Problem Solving. Curricular Resources: FOSS Science activities and investigations, Teacher-created activities, Nonfiction guided reading library, Explore Schools' EYT (Explain Your Thinking) math assessments, enVision Math, EveryDay Math resources, TERC Math resources Assessments: FOSS Science assessments, Explore Schools' EYT (Explain Your Thinking) math assessments, Teacher observations during activities and investigations in whole and small group settings, Homework, Teacher-created assessments. Time: 130 minutes
6 th Grade	Content/Skills: Key Ideas and Details (e.g. follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks); Craft and Structure (e.g. determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context); Integration of Knowledge and Ideas (e.g. distinguish among facts, reasoned judgment based on research findings); Text Type and Purposes (e.g. write arguments focused on discipline-specific content including introducing and supporting claims with logical reasoning and data, maintain a formal style, and provide conclusion); Production and Distribution of Writing; Research to Build and Present Knowledge (conduct short research projects to answer a question, drawing on several sources, draw evidence from informational texts to support analysis, reflection, and research. Curricular Resources: FOSS Science activities and investigations, Teacher-created activities, Nonfiction guided reading library, Explore Schools' EYT (Explain Your Thinking) math assessments, enVision Math, EveryDay Math resources, TERC Math resources

	Assessments: FOSS Science assessments, Explore Schools' EYT (Explain Your Thinking) math assessments, Teacher observations during activities and investigations in whole and small group settings, Homework, Teacher-created assessments. Time: 180 minutes per week plus 90 minutes with technology integration.
7th Grade	Content/Skills: Key Ideas and Details (e.g. follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks); Craft and Structure (e.g. determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context); Integration of Knowledge and Ideas (e.g. distinguish among facts, reasoned judgment based on research findings); Text Type and Purposes (e.g. write arguments focused on discipline-specific content including introducing and supporting claims with logical reasoning and data, maintain a formal style, and provide conclusion); Production and Distribution of Writing; Research to Build and Present Knowledge (conduct short research projects to answer a question, drawing on several sources, draw evidence from informational texts to support analysis, reflection, and research). Curricular Resources: FOSS Science activities and investigations, Teacher-created activities, Nonfiction guided reading library, Explore Schools' EYT (Explain Your Thinking) math assessments, enVision Math, EveryDay Math resources, TERC Math resources Assessments: FOSS Science assessments, Explore Schools' EYT (Explain Your Thinking) math assessments, Teacher observations during activities and investigations in whole and small group settings, Homework, Teacher-created assessments. Time: 180 minutes per week plus 90 minutes with technology integration.

Social Studies

Overview: New York State Common Core Standards for K-5 in history/social studies, science, and technology are integrated into the K-5 reading standards. However, we have highlighted specific skills and information we expect students in grades K-5 to acquire.

Kindergarten	Content/Skills: Demonstrate an understanding of one's physical self, including gender, ethnicity, and language spoken; Develop an understanding about the ways in which rules affect children and adults; Compare and contrast one's own likes and dislikes with those of others; Locate and draw Brooklyn on a map; Develop an understanding of how people in families, schools and neighborhoods rely on each other to meet needs and wants. Curricular Resources: Houghton Mifflin Harcourt activities, big books, and leveled books, Teacher-created activities, Content-based read alouds, Classroom maps, Nonfiction guided reading library Assessments: Houghton Mifflin Harcourt assessments, Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 85 minutes per week
1st Grade	Content/Skills: Identify rules and expectations in class, school and home; Become familiar with jobs of family members; Identify examples of family life and culture; Distinguish between near and distant past through studying families; Compare and contrast relative location of people, places and things using family/school members as a reference point. Curricular Resources: Houghton Mifflin Harcourt activities, big books, and leveled books, Teacher-created activities, Content-based read alouds, Classroom maps, Nonfiction guided reading library Assessments: Houghton Mifflin Harcourt assessments, Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 85 minutes per week
2nd Grade	Content/Skills: Describe and compare the different people and cultures of the local community; Demonstrate an understanding of what it means to be a good neighborhood

	citizen; Identify community leaders; Gather information about the traditions of various local groups; Become familiar with neighborhood commerce. Curricular Resources: Houghton Mifflin Harcourt activities, big books, and leveled books, Teacher-created activities, Content-based read alouds, Classroom maps, Nonfiction guided reading library Assessments: Houghton Mifflin Harcourt assessments, Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 85 minutes per week
3rd Grade	Content/Skills: History of the United States and New York; World History; Geography; Civics, Citizenship and Government. Key ideas include: Locate the 5 boroughs of NYC and identify their physical features (Hudson and East River, Atlantic Ocean, island vs. landlocked); Understand the significance of Ellis Island to NYC immigration; different events, people, problems, and ideas that make up world communities. Curricular Resources: Houghton Mifflin Harcourt activities, big books, and leveled books, Teacher-created activities, Content-based read alouds, Classroom maps, Nonfiction guided reading library Assessments: Houghton Mifflin Harcourt assessments, Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 85 minutes per week
4th Grade	Content/Skills: History of the United States and New York; World History; Geography; Civics, Citizenship and Government. Key ideas include: Describe the natural resources of New York; Describe and compare the contributions made by the French, Dutch, and English colonists in New York; Describe the basic structure of state and city governments. Examples of key ideas: Understanding the important accomplishments and contributions of Native American Indians who lived in our community and State; major explorers of New York State; the importance of the Bill of Rights; geographic features that influenced the war; and basic democratic values.

	Curricular Resources: Houghton Mifflin Harcourt activities, big books, and leveled books, Teacher-created activities, Content-based read alouds, Classroom maps, Nonfiction guided reading library Assessments: Houghton Mifflin Harcourt assessments, Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 85 minutes per week
5th Grade	Content/Skills: History of the United States and New York; World History; Geography; Civics, Citizenship and Government. Key ideas include: Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States; understand and demonstrate how political boundaries change over time and place; concepts such as scarcity, supply and demand, market, and opportunity costs; basic values such as justice, due process, equality, majority rule, etc Curricular Resources: Houghton Mifflin Harcourt activities, big books, and leveled books, Teacher-created activities, Content-based read alouds, Classroom maps, Nonfiction guided reading library Assessments: Houghton Mifflin Harcourt assessments, Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 85 minutes per week
6th Grade	Content/Skills: History of the United States and New York; World History; Geography; Civics, Citizenship and Government. Key ideas include: Different peoples may view the same event or issue from different perspectives; the use of grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere; family, clan, and tribal groups act to maintain law and order. Curricular Resources: Houghton Mifflin Harcourt activities and literature, Teacher-created activities, Content-based read alouds, Classroom maps, Nonfiction guided reading library Assessments: Houghton Mifflin Harcourt assessments, Teacher-created assessments, Teacher observation during

	small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 160 minutes per week
7th Grade	Content/Skills: History of the United States and New York; World History; Geography; Civics, Citizenship and Government. Key ideas include: How a bill becomes a law, Different peoples may view the same event or issue from different perspectives; the use of grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere; family, clan, and tribal groups act to maintain law and order. Curricular Resources: Houghton Mifflin Harcourt activities and literature, Teacher-created activities, Content-based read alouds, Classroom maps, Nonfiction guided reading library Assessments: Houghton Mifflin Harcourt assessments, Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 160 minutes per week

Languages Other Than English (LOTE-Foreign Language)

Kindergarten	Content/Skills: Students will be able to use a language other than English for communication (e.g. exchange simple greetings); students will develop cross-cultural skills and understandings (e.g. recognize cultural patterns and traditions of the target culture in the target language). Curricular Resources: Teacher-created activities Assessments: Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 45 minutes per week
1st Grade	Content/Skills: Students will be able to use a language other than English for communication (e.g. exchange simple greetings); students will develop cross-cultural skills and understandings (e.g. recognize cultural patterns and traditions of the target culture in the target language). Curricular Resources: Teacher-created activities Assessments: Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 45 minutes per week
2nd Grade	Content/Skills: Students will be able to use a language other than English for communication (e.g. exchange simple greetings); students will develop cross-cultural skills and understandings (e.g. recognize cultural patterns and traditions of the target culture in the target language). Curricular Resources: Teacher-created activities Assessments: Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 45 minutes per week
3rd Grade	Content/Skills: Students will be able to use a language other than English for communication (e.g. exchange simple greetings and answer questions about self and family); students will develop cross-cultural skills and understandings

	(e.g. recognize cultural patterns and traditions of the target culture in the target language; correctly use and interpret cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain). Curricular Resources: Teacher-created activities Assessments: Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 45 minutes per week
4th Grade	Content/Skills: Students will be able to use a language other than English for communication (e.g. exchange simple greetings and answer questions about self and family, discuss classroom activities with a peer); students will develop cross-cultural skills and understandings (e.g. recognize cultural patterns and traditions of the target culture in the target language; correctly use and interpret cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain). Curricular Resources: Teacher-created activities Assessments: Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 45 minutes per week
5th Grade	Content/Skills: Students will be able to use a language other than English for communication (e.g. exchange simple greetings and answer questions about self and family, discuss classroom activities with a peer); students will develop cross-cultural skills and understandings (e.g. recognize cultural patterns and traditions of the target culture in the target language; correctly use and interpret cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain). Curricular Resources: Teacher-created activities Assessments: Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics

	Time: 45 minutes per week
6th Grade	Content/Skills: Students will be able to use a language other than English for communication (e.g. follow conversations and understand messages that concern everyday life and the larger society; view slides depicting diversity within the target culture and discuss their reactions); students will develop cross-cultural skills and understandings (e.g. role play daily activities such as ordering in a restaurant or shopping, using authentic materials from target language Cultures; write in their own language an essay about cultural similarities between their country and a country in which the target language is spoken). Curricular Resources: Teacher-created activities Assessments: Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 85 minutes per week
7th Grade	Content/Skills: Students will be able to use a language other than English for communication (e.g. follow conversations and understand messages that concern everyday life and the larger society; view slides depicting diversity within the target culture and discuss their reactions); students will develop cross-cultural skills and understandings (e.g. role play daily activities such as ordering in a restaurant or shopping, using authentic materials from target language Cultures; write in their own language an essay about cultural similarities between their country and a country in which the target language is spoken). Curricular Resources: Teacher-created activities Assessments: Teacher-created assessments, Teacher observation during small and whole group instruction, Classwork and homework, School-based projects with assessment rubrics Time: 85 minutes per week

Physical Education

Kindergarten	Content/Skills: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health (e.g. demonstrate mastery of fundamental motor, non-loco-motor, and manipulative skills, and understand fundamental principles of movement); Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment (e.g. contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities); and Students will understand and be able to manage their personal and community resources (e.g. know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time). Curricular Resources: Teacher-created activities Assessments: Teacher-created guided reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 105 minutes per week
1st Grade	Content/Skills: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health (e.g. demonstrate mastery of fundamental motor, non-loco-motor, and manipulative skills, and understand fundamental principles of movement); Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment (e.g. contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities); and Students will understand and be able to manage their personal and community resources (e.g. know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time). Curricular Resources: Teacher-created activities Assessments: Teacher-created guided reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 105 minutes per week
2nd Grade	Content/Skills: Students will have the necessary knowledge

	and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health (e.g. demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement); Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment (e.g. contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities); and Students will understand and be able to manage their personal and community resources (e.g. know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time). Curricular Resources: Teacher-created activities Assessments: Teacher-created reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 105 minutes per week
3rd Grade	Content/Skills: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health (e.g. demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement); Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment (e.g. contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities); and Students will understand and be able to manage their personal and community resources (e.g. know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time). Curricular Resources: Teacher-created activities Assessments: Teacher-created reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 105 minutes per week
4th Grade	Content/Skills: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health

	(e.g. demonstrate competency in a variety of physical activities: games, sports, exercises) that provide conditioning for each fitness area and know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints); Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment (e.g. develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others); and Students will understand and be able to manage their personal and community resources (e.g. should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available). Curricular Resources: Teacher-created activities Assessments: Teacher-created reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 105 minutes per week
5th Grade	Content/Skills: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health (e.g. demonstrate competency in a variety of physical activities: games, sports, exercises) that provide conditioning for each fitness area and know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints); Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment (e.g. develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others); and Students will understand and be able to manage their personal and community resources (e.g. should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available). Curricular Resources: Teacher-created activities Assessments: Teacher-created reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 105 minutes per week
6th Grade	Content/Skills: Students will have the necessary knowledge

	and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health (e.g. demonstrate competency in a variety of physical activities : games, sports, exercises) that provide conditioning for each fitness area and know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints); Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment (e.g. develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others); and Students will understand and be able to manage their personal and community resources (e.g. should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available). Curricular Resources: Teacher-created activities Assessments: Teacher-created reading assessments; Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 90 minutes per week
7 th Grade	Content/Skills: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health (e.g. demonstrate competency in a variety of physical activities: games, sports, exercises) that provide conditioning for each fitness area and know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints); Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment (e.g. develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others); and Students will understand and be able to manage their personal and community resources (e.g. should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available). Curricular Resources: Teacher-created activities Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 90 minutes per week

Art and Music

Kindergarten	Content/Skills: Students will actively engage in the process that constitutes the creation and performance in the art (e.g. sing songs in a group or color a picture); be knowledgeable about and make use of materials available for participation in the arts in various roles (e.g. using common items such as keys and measuring sticks to improvise group composition); respond critically to a variety of works in the arts (describe what they see in a work of art and tell what they think the work is about); develop an understanding of the personal and cultural forces that shape artistic communication. (e.g. sing folk music common to a period of history in the United States). Curricular Resources: Teacher-created activities Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 90 minutes per week
1st Grade	Content/Skills: Students will actively engage in the process that constitutes the creation and performance in the art (e.g. sing songs in a group or color a picture); be knowledgeable about and make use of materials available for participation in the arts in various roles (e.g. using common items such as keys and measuring sticks to improvise group composition); respond critically to a variety of works in the arts (describe what they see in a work of art and tell what they think the work is about); develop an understanding of the personal and cultural forces that shape artistic communication. (e.g. sing folk music common to a period of history in the United States). Curricular Resources: Teacher-created activities Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 90 minutes per week
2nd Grade	Content/Skills: Students will actively engage in the process that constitutes the creation and performance in the art (e.g. sing songs in a group or color a picture); be knowledgeable about and make use of materials available for participation in the arts in various roles (e.g. using common items such as keys and measuring sticks to improvise group composition); respond critically to a variety of works in the arts (describe what they see in a work of art and tell what they think the work is about); develop an understanding of the personal and

	cultural forces that shape artistic communication. (e.g. sing folk music common to a period of history in the United States). Curricular Resources: Teacher-created activities Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 90 minutes per week
3rd Grade	Content/Skills: Students will actively engage in the process that constitutes the creation and performance in the art (e.g. sing songs in a group or color a picture); be knowledgeable about and make use of materials available for participation in the arts in various roles (e.g. using common items such as keys and measuring sticks to improvise group composition); respond critically to a variety of works in the arts (describe what they see in a work of art and tell what they think the work is about); develop an understanding of the personal and cultural forces that shape artistic communication. (e.g. sing folk music common to a period of history in the United States). Curricular Resources: Teacher-created activities Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 90 minutes per week
4th Grade	Content/Skills: Students will actively engage in the process that constitutes the creation and performance in the art (e.g. select a medium for a work of art based on their experience with the medium and their desire that it should look a certain way); be knowledgeable about and make use of materials available for participation in the arts in various roles (e.g. keep a log of locations where they hear music in the community); respond critically to a variety of works in the arts (e.g. describe what they see in a work of art and tell what they think the work is about); develop an understanding of the personal and cultural forces that shape artistic communication. (e.g. in music class make a pin map which shows the country of origin of folk songs and recordings). Curricular Resources: Teacher-created activities Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics

	Time: 90 minutes per week
5th Grade	Content/Skills: Students will actively engage in the process that constitutes the creation and performance in the art (e.g. select a medium for a work of art based on their experience with the medium and their desire that it should look a certain way); be knowledgeable about and make use of materials available for participation in the arts in various roles (e.g. keep a log of locations where they hear music in the community); respond critically to a variety of works in the arts (e.g. describe what they see in a work of art and tell what they think the work is about); develop an understanding of the personal and cultural forces that shape artistic communication. (e.g. in music class make a pin map which shows the country of origin of folk songs and recordings). Curricular Resources: Teacher-created activities Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 90 minutes per week
6th Grade	Content/Skills: Students will actively engage in the process that constitutes the creation and performance in the art (e.g. research the style of a selected sculptor and design a work based on that style but expressing the student's ideas); be knowledgeable about and make use of materials available for participation in the arts in various roles (e.g. prepare for a solo performance, use library materials at school or in the community to write a short paper on the composer of a solo work they are preparing); respond critically to a variety of works in the arts (e.g. write an interpretation of Horace Pippin's <i>Domino Players</i> after class analysis of images and composition); develop an understanding of the personal and cultural forces that shape artistic communication. (e.g. compile a list of listening selections categorized by countries or cultures in the world). Curricular Resources: Teacher-created activities Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 90 minutes per week
7th Grade	Content/Skills: Students will actively engage in the process that constitutes the creation and performance in the art (e.g. research the style of a selected sculptor and design a work based on that style but expressing the student's ideas); be knowledgeable about and make use of materials available for

	participation in the arts in various roles (e.g. prepare for a solo performance, use library materials at school or in the community to write a short paper on the composer of a solo work they are preparing); respond critically to a variety of works in the arts (e.g. write an interpretation of Horace Pippin's <i>Domino Players</i> after class analysis of images and composition); develop an understanding of the personal and cultural forces that shape artistic communication. (e.g. compile a list of listening selections categorized by countries or cultures in the world). Curricular Resources: Teacher-created activities Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 90 minutes per week

Technology

Overview: New York State Common Core Standards for K-5 in history/social studies, science, and technology are integrated into the K-5 reading standards. Additionally, students will be provided with opportunities for engineering design as a part of their math and science classes and the use of standard technology software (such as Microsoft Word or literacy based learning software) to enhance classroom learning.

Kindergarten	Content/Skills: Through the use of literacy and mathematics focused software students will both increase their understanding of these subjects and learn how to use the basics of a computer including a keyboard, mouse, and headphones. Curricular Resources: Teacher-created activities, educational software Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 20 minutes per week
1st Grade	Content/Skills: Through the use of literacy and mathematics focused software students will both increase their understanding of these subjects and learn how to use the basics of a computer including a keyboard, mouse, and headphones. Curricular Resources: Teacher-created activities, educational software Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 20 minutes per week
2nd Grade	Content/Skills: Through the use of literacy and mathematics focused software students will both increase their understanding of these subjects and learn how to use the basics of a computer including a keyboard, mouse, and headphones. Curricular Resources: Teacher-created activities, educational software Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 20 minutes per week
3rd Grade	Content/Skills: Through the use of literacy and mathematics

	focused software students will both increase their understanding of these subjects and learn how to use the basics of a computer including a keyboard, mouse, and headphones. Students begin typing and navigating Microsoft Word. Curricular Resources: Teacher-created activities, educational software Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 20 minutes per week
4th Grade	Content/Skills: Through the use of literacy and mathematics focused software students will both increase their understanding of these subjects and learn how to use the basics of a computer including a keyboard, mouse, and headphones. Students begin typing, navigating Microsoft Word, and the internet. Curricular Resources: Teacher-created activities, educational software Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 20 minutes per week
5th Grade	Content/Skills: Students begin typing, creating simple spreadsheets, and slideshows. Increased usage of the internet and learning the difference between primary and secondary sources and how to tell the difference between a reliable source, facts, and opinions. Curricular Resources: Teacher-created activities. Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 20 minutes per week
6th Grade	Content/Skills: Students begin typing, creating simple spreadsheets, and slideshows. Increased usage of the internet and learning the difference between primary and secondary sources and how to tell the difference between a reliable source, facts, and opinions. Curricular Resources: Teacher-created activities. Assessments: Teacher-created exit tickets; Teacher-created

	projects with evaluation rubrics Time: 20 minutes per week
7th Grade	Content/Skills: Students begin typing, creating simple spreadsheets, and slideshows. Increased usage of the internet and learning the difference between primary and secondary sources and how to tell the difference between a reliable source, facts, and opinions. Curricular Resources: Teacher-created activities. Assessments: Teacher-created exit tickets; Teacher-created projects with evaluation rubrics Time: 20 minutes per week

Promotion and Graduation Policy

Explain the school's policies and standards for promoting students from one grade to the next. Address when and how the school would inform students and parents about promotion and graduation policies and decisions.

If the proposed school would serve students in the 12th grade within the proposed charter term, include the following:

- **A description of the types of diplomas offered including how students will, at least minimally, meet the requirements set forth by New York State for the granting of each type of diploma.**
 - **If the school's specific requirements for graduation go *beyond* the basic requirements for the awarding of each type of New York State diploma, please describe these requirements and the rationale for their selection.**
 - **Referring to courses found in the Course Overview (Response 6(d)), outline specific course sequences that would lead to graduation.**
-

Explore Envision Charter School believes that all students will learn and achieve. Therefore, students will not be placed in ability-based classes. Instead, student assessment information is used by the teacher as he or she plans their instruction. Because we strive to create curriculum and assessment models that are robust, rigorous, and accurately reflect the needs of our students, students may be retained in their current grade level for the following reasons to ensure they have mastered the material:

- Absent more than 15 times in the school year
- Tardy/Early Pick-Up more than 30 times in the school year
- Reading below grade level, as indicated by the Fountas and Pinnell assessment
- Did not earn a "3" or "4" on the state exams in Math and ELA.
- Earned less than a 70% average in core classes (math, science, social studies, English); grades 5-8 only

However, if there are signs that a student's promotion to the next grade is in doubt, Explore Envision will use a variety of techniques to address the problem. Students may be provided with:

- Small group instruction or push in support
- Counseling
- Enrichment opportunities

If our intervention strategies are not successful, promotion-in-doubt procedures will begin which includes communication between school administration and parents/guardians.

A curriculum framework for all grade levels for which the proposed school would be authorized to provide instruction in its first year of operation aligned to New York State Standards (reflecting the adoption of the Common Core State Standards (CCSS)) for each of the four core content areas: English language arts, mathematics, science and social studies. These minimum requirements do not preclude an applicant from providing a complete curriculum framework for all grades proposed throughout the initial charter period to demonstrate the articulation of the instructional program over that time period. In addition to demonstrating alignment to state standards, the frameworks should also demonstrate how other key elements of the school’s academic program align to the school’s chosen curriculum. Please see relevant portions of the Guidance Handbook for a further discussion about the curriculum framework.

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Explore Envision Charter School's Balanced Curricular Focus: Lessons, Activities, and Curriculum

Subject Area	Examples of activities to build skills	Examples of activities to reinforce critical-thinking & problem-solving
Literacy / English	- Sequential and consistent phonics instruction using a program such as Foundations. - Sequential and consistent instruction in vocabulary, spelling, prefixes, suffixes, and grammatical conventions through a textbook. - Focus on paragraph and essay formation. - Strategies to improve reading skills (i.e. visualization, prediction).	- Using leveled books for students to choose and read - Student written and oral response to the actions of the characters in a story. - Writing persuasive essays about personally meaningful issues - Comparing and contrasting motivations of different characters - Writing original poems and stories.
Math	- Sequential and consistent instruction regarding number operations and numbers - Memorizing addition and subtraction facts - Memorizing common formulae - Memorization of strategies to attack word problems	- Using the calendar to discover patterns and to make mathematical inferences as seen in the <u>Calendar Math</u> series "Playing" store to calculate money. - Surveying peers and adults about a specific issue and tabulating and presenting the data.
Science	- Reciting the components of the scientific method. - Defining scientific terms relating to meteorology, earth science or biology.	- Exploring the neighborhood's community gardens to make inferences about the relationship between pollution and ecology. - Creating weather tools to predict weather patterns, conducting science experiments and making hypotheses.
Art	- Identifying the difference between two mediums of art - Placing different art movements in a correct chronological sequence.	- Discovering properties of clay by experimenting and "playing" with it. - Determining an appropriate artistic medium to represent a subject based on the identity or mood of that subject.
Technology	- Identify the basic parts and functions of a computer, including the keyboard, mouse, CD drive - Ability to operate word processing, and spreadsheet programs.	- Using a word-processor program to write an original story; illustrating the story using computer graphics - Using technology to create a visual presentation of data.
Social Studies	- Identifying the capitals of 50 states, naming significant Presidents of the US - Listing the sequence of events that led to the Civil War - Identifying the effects of the Industrial Revolution	- Walking around the neighborhood to identify different architectural styles and evidence of different populations. - Writing a biography about a community member to gain insight into the American immigrant experience - Examining and drawing conclusions from primary sources.
Daily School Schedule	Students have core subjects every day (i.e. literacy and math).	Art and music enrichment blocks engage students in artistic endeavors

Explore Envision Charter School's K-2 Literacy Instructional Framework

Element of Literacy	Why?
Phonics	Provides students with sequential instruction to master building blocks of reading; letter names, initial sounds, phoneme segmentation
Reading Lesson & Read Aloud or Shared Reading	Explicitly demonstrates reading process and reading strategies; provides social support, builds fluency
Independent Reading	Opportunity for students to apply reading strategies independently, challenges reader to work on his/her own reading with a variety of texts, promotes fluency, builds reading confidence.
Guided Reading & Literacy Centers	Provides students with teacher selected-text, guided demonstration / explanation of reading strategies; gives students an opportunity to read a variety of texts and problem-solve while reading for meaning.
Formal Writing & Independent Writing, Grammar, Handwriting	Demonstrates how writing works, writing process, concepts of print, how words work; provides opportunities to draw attention to letters, words, and sounds; increases spelling knowledge and provides written language resources in the classroom

Explore Envision Charter School's Grades 3-8 Literacy Instructional Framework (E = Elementary Level; I = Intermediate Level)

Element of Literacy	Why?
Reading & Reading Comprehension Instruction	
Guided ELA (E) & Textual Analysis (E, I)	- Students review and revisit reading comprehension strategies and practice with a variety of texts - Students practice test prep strategies applicable to multiple choice and short answer questions - Allows for small group, targeted instruction to meet all students' instructional needs.
Independent Reading / Conferring with individual students (E,I)	Students read a variety of increasingly challenging texts that require them to apply reading strategies, develop responsibility for individual reading work and broaden experiences with a variety of text, build reading stamina.
Novel Study (I)	Students share one text to make literature meaningful and relevant; introduces new material; students apply reading comprehension strategies.
Writing Instruction	
Writing & Grammar Skills (E, I)	Introduces new writing and editing skills; students review and revisit concepts.
Formal Writing & Response to Literature (E, I)	Students respond in writing to texts; students apply writing skills and develop and practice explicit writing routines.
Writing Mini-Lesson & Independent Writing (E, I)	Students develop their writing voice and develop an understanding of the writing process by writing a variety of genres.
Vocabulary Instruction	
(E,I)	Explicit instruction to help students learn how to decipher meaning of new words and to expand their word and word knowledge.

**Explore Envision Charter School Charter Schools' Math Framework at Primary (P),
Elementary (E) and Intermediate (I) Levels**

Element of Math	What does it look like?	Why?
Morning Math Routine (P, E)	• Calendar/morning meeting time • Repeated practice with concepts that require many exposures	• Connects mathematics with real-world contexts • Develops time concepts and number properties • Targets visual and auditory learners
Do Now (I)	• Review of previously taught material • Questions mirror the format of the state test	• Students review learned material so that they don't forget it • Material may preview upcoming skills that they will learn
Fact Fluency & Fact Strategy (P,E,I)	• Mental Math (whole group oral exercises, number strings/cluster problems) • Fact Review (timed tests, flashcards, review games) • (1 time per week – timed test based on operation strategies that are being taught)	• Students develop strategies to master facts. • Develop number sense and the relationships between numbers and operations • Allows teachers to monitor student progress with math facts and fluency of basic facts • Builds mental math skills
Problem of the Day (P,E,I) “EYT” (Explain Your Thinking)	• One word problem – students working independently, teacher modeling strategies, students explaining their solutions	• Opportunities to practice content knowledge in word problem contexts • Practice explaining thinking and showing work – two major elements of the state tests • Content may connect to concepts taught in the Math Lesson • Enhances student understanding of the application of math concepts • Emphasizes communication of mathematical ideas
Spiral Review (P,E,I)	• Short content-based questions and exercises to review all strands	• Students revisit learned material so they do not forget it • Time for teachers to revisit concepts that were challenging for the class as a whole • Differentiated to meet all students' instructional levels
Math Mini-Lesson and Centers (P)	• Introduces new material • Students working independently and in small groups at centers that focus on either the new skill, number sense or spiral review	• Allows students to have independent practice with new material • Emphasizes number sense and recognizes it's a building block for math
Math Lesson (E, I)	• Introduces new material	• Provides opportunity for guided instruction, independent practice and group work

Subject Area: ENGLISH LANGUAGE ARTS		Grade Level: Kindergarten	
READING: LITERATURE			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Key Ideas and Details			
1. With prompting and support, ask and answer questions about key details in a text.	Lesson 3 Lesson 12 Lesson 19 Lesson 21	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
2. With prompting and support, retell familiar stories, including key details.	Lesson 2 Lesson 5 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
3. With prompting and support, identify characters, settings, and major events in a story.	Lesson 3 Lesson 5 Lesson 12 Lesson 19 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
Craft and Structure			
4. Ask and answer questions about unknown words in a text.	Lesson 22	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

5. Recognize common types of texts (e.g., storybooks, poems).	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
Integration of Knowledge and Skills			
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Lesson 25	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
8. (Not applicable to literature)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Lesson 21	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

Range of Reading and Level of Text Complexity			
10. Actively engage in group reading activities with purpose and understanding.	Lesson 5 Lesson 12 Lesson 21 Lesson 22	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
READING: FOUNDATIONAL SKILLS			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Print Concepts			
1. Demonstrate understanding of the organization and basic features of print.	<i>See below for specific applications.</i>	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
a. Follow words from left to right, top to bottom, and page by page.	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
b. Recognize that spoken words are represented in written language by specific sequences of letters.	Lesson 3	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

c. Understand that words are separated by spaces in print.	Lesson 4 Lesson 5 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
d. Recognize and name all upper- and lowercase letters of the alphabet.	Lesson 3 Lesson 4 Lesson 11 Lesson 22	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>See below for specific applications.</i>	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
a. Recognize and produce rhyming words.	Lesson 1 Lesson 12 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
b. Count, pronounce, blend, and segment syllables in spoken words.	Lesson 29 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

c. Blend and segment onsets and rimes of single-syllable spoken words.	Lesson 6 Lesson 7 Lesson 8	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	Lesson 2 Lesson 3 Lesson 11 Lesson 13	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Lesson 23 Lesson 24 Lesson 25 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See below for specific applications.</i>	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	Lesson 1 Lesson 4 Lesson 8 Lesson 9 Lesson 10	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Lesson 6 Lesson 11 Lesson 23 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Lesson 2 Lesson 3 Lesson 4 Lesson 6 Lesson 8 Lesson 10	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
Fluency			
4. Read emergent-reader texts with purpose and understanding..	Lesson 11 Lesson 12 Lesson 13	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
WRITING			
Common Core Standards	Journeys Lesson	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Text Types and Purposes			

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Lesson 26 Lesson 27 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Lesson 3 Lesson 4 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Lesson 5 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15 Lesson 19	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
Production and Distribution of Writing			
4. (Begins in grade 3)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Lesson 4 Lesson 5 Lesson 10 Lesson 13 Lesson 15 Lesson 20 Lesson 23 Lesson 25 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Lesson 30	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
Research to Build and Present Knowledge			
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Lesson 11 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Foundations assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Lesson 4 Lesson 8 Lesson 1 Lesson 15 Lesson 16 Lesson 20 Lesson 24 Lesson 25 Lesson 27 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
9. (Begins in grade 4)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Range of Writing			
10. (Begins in grade 3)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
SPEAKING AND LISTENING			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Comprehension and Collaboration			
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<i>See below for specific applications.</i>	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Lesson 3 Lesson 5 Lesson 11 Lesson 13 Lesson 14 Lesson 15 Lesson 16 Lesson 24 Lesson 26 Lesson 27	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
b. Continue a conversation through multiple exchanges.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Lesson 1 Lesson 3 Lesson 5 Lesson 6 Lesson 9 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15 Lesson 21 Lesson 22 Lesson 23 Lesson 25 Lesson 27 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Lesson 3 Lesson 5 Lesson 9 Lesson 12 Lesson 13 Lesson 15 Lesson 27 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
Presentation of Knowledge and Ideas			

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Lesson 5 Lesson 9 Lesson 10 Lesson 12 Lesson 14 Lesson 15 Lesson 17 Lesson 21 Lesson 23 Lesson 24 Lesson 25 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Lesson 12 Lesson 14 Lesson 23 Lesson 25 Lesson 28 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
6. Speak audibly and express thoughts, feelings, and ideas clearly.	Lesson 5 Lesson 8 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 16 Lesson 17 Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lesson 25 Lesson 26 Lesson 27 Lesson 28 Lesson 29 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
LANGUAGE			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Conventions of Standard English			

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>See below for specific applications.</i>	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
a. Print many upper- and lowercase letters.	Lesson 4 Lesson 11 Lesson 23 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
b. Use frequently occurring nouns and verbs.	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 11 Lesson 12 Lesson 14 Lesson 18 Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 25 Lesson 27 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Lesson 26	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Lesson 24	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Lesson 29 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
f. Produce and expand complete sentences in shared language activities.	Lesson 4 Lesson 5 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15 Lesson 23	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>See below for specific applications.</i>	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
a. Capitalize the first word in a sentence and the pronoun I.	Lesson 4 Lesson 11 Lesson 12 Lesson 13 Lesson 15 Lesson 22 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

b. Recognize and name end punctuation.	Lesson 13 Lesson 15 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Lesson 4 Lesson 11 Lesson 12 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Lesson 5 Lesson 10 Lesson 14 Lesson 15 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
Knowledge of Language (Begins in grade 2)			
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>See below for specific applications.</i>	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Lesson 11 Lesson 21 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>See below for specific applications.</i>	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Lesson 7 Lesson 12 Lesson 13 Lesson 14 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Lesson 22 Lesson 26	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

c.identify real-life connections between words and their use (e.g., note places at school that are colorful).	Lesson 5 Lesson 8 Lesson 11 Lesson 15 Lesson 22	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Lesson 4 Lesson 11 Lesson 14 Lesson 15 Lesson 23	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • <i>Foundations</i> Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk <i>Robust Vocabulary</i> • <i>Making Meaning</i> • edHelper (online) • Reading A-Z (online)

Subject Area: MATHEMATICS		Grade Level: Grade K		
COUNTING AND CARDINALITY				
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (formal/ informal including state assessments)	Resources
Counting and Comparing: Beginning pattern skills, repeating patterns. Counting to 10. Number words. Counting sequence backwards 10 to zero. Measuring and Counting	Reason with shapes and their attributes.	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars
Fractions and Ordinals: Domino Number Builder		2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars
NUMBERS AND OPERATIONS IN BASE TEN				
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (formal/ informal including state assessments)	Resources

How Many Do You Have: Straws to Represent Tens and Ones Measuring and Counting: Tally Marks, Five Frame with Dots	Work with numbers 11-19 to gain foundations for place value.	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
MEASUREMENT AND DATA				
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Who is in School Today: Sorting by attributes Sorting and Suveys: Sorting by attributes	Describe and compare measurable attributes.	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Who is in School Today: Sorting by attributes Sorting and Suveys: Sorting by attributes		2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars
Sorting and Surveys: Sorting by Attributes How Many Do You Have?	Classify objects and count the number of objects in each category.	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars
GEOMETRY				
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments <i>(formal/ informal including state assessments)</i>	Resources

Make a Shape, Build a Block	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Make a Shape, Build a Block Sorting and Surveys		2. Correctly name shapes regardless of their orientations or overall size.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Make a Shape, Build a Block		3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars
Measuring and Counting Make a Shape, Build a Block	Analyze, compare, create, and compose shapes.	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars

Make a Shape, Build a Block Sorting and Surveys		5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Make a Shape, Build a Block		6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Standards and Key Ideas	Performance Indicators	Assessments (formal/ informal including state assessments)	Resources
STANDARD 1: Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Analysis, Inquiry, and Design (Mathematical Analysis): <i>Key Idea 1:</i> Abstraction and symbolic representation are used to communicate mathematically	M1.1 Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment. M1.1a Use plus, minus, greater than, less than, equal to, multiplication, and division signs M1.1b Select the appropriate operation to solve mathematical problems M1.1c Apply mathematical skills to describe the natural world	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources

Analysis, Inquiry, and Design (Mathematical Analysis): <i>Key Idea 2:</i> Deductive and inductive reasoning are used to reach mathematical conclusions	M2.1 Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions. M2.1a Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions M2.1b Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): <i>Key Idea 3:</i> Critical thinking skills are used in the solution of mathematical problems	M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible M3.1a Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers (Fahrenheit and Celsius), graduated cylinder to solve problems about the natural world	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Analysis, Inquiry, and Design (Scientific Inquiry): <i>Key Idea 1:</i> The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process	S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library

Analysis, Inquiry, and Design (Scientific Inquiry): Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity	S2.1 Develop written plans for exploring phenomena or for evaluation explanations guided by questions or proposed explanations they have helped formulate S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2 Share their research plans with others and revise them based on their suggestions. S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time S2.3a use appropriate “inquiry and process skills” to collect data S2.3b Record observations accurately and concisely	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Analysis, Inquiry, and Design (Scientific Inquiry): Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	S3.1 Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables S3.1a Accurately transfer data from a science journal or notes to appropriate graphic organizer S3.2 Interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships S3.2a State, orally and in writing, any inferences or generalizations indicated by the data collected S3.3 Share their findings with others and actively seek their interpretations and ideas S3.3a Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas S3.4 Adjust their explanations and understandings of objects and events based on their findings and new ideas S3.4a State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation S3.4b State, orally and in writing, any new questions that arise from their investigation	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 4: The Physical and Living Settings: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Physical Setting: Key Idea 1: The earth and celestial phenomena can be described by principles of relative motion and perspective	1.1a Natural cycles and patterns include: • Earth spinning around once every 24 hours (rotation) resulting in day and night • Earth moving in a path around the sun (revolution), resulting in one Earth year • the length of daylight and darkness varying with the seasons • weather changing from day to day and through the seasons • the appearance of the moon changing as it moves in a path around Earth to complete a single cycle 1.1b Humans organize time into units based on natural motions of Earth: second, minute, hour, week, month1.1c The sun and other stars appear to move in a recognizable pattern both daily and seasonally	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	2.1a Weather is the condition of the outside air at a particular moment2.1b Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)2.1c Water is recycled by natural processes on Earth • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, sleet, snow, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Physical Setting: Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	3.1a Matter takes up space and has mass. Two objects cannot occupy the same place at the same time 3.1b Matter has properties (Color, hardness, odor, sound, taste, etc.) that can be observed through the senses 3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light 3.1d Measurements can be made with standard metric units and nonstandard units (Note: Exceptions to the metric system usage are found in meteorology.) 3.1e The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders. 3.1f Objects and/or materials can be sorted or classified according to their properties 3.1g Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: • temperature – hot or cold	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: Key idea 5: Students will understand that energy and matter interact through forces that result in changes in motion.	5.1a The position of an object can be described by locating it relative to another object of the background (e.g., on top of, next to, over, under, etc.) 5.1b The position or direction of motion of an object can be changed by pushing or pulling 5.1c The force of gravity pulls objects toward the center of Earth	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: Key idea 1: Living things are both similar to and different from each other and from nonliving things	1.1a Animals need air, water, and food in order to live and thrive 1.1b Plants require air, water, nutrients, and light in order to live and thrive 1.1c Nonliving things do not live and thrive 1.1d Nonliving things can be human-created or naturally occurring 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: Key idea 3: Individual organisms and species change over time	3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction 3.1c In order to survive in their environment, plants and animals must be adapted to that environment 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: Key idea 4: The continuity of life is sustained through reproduction and development	4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death 4.1b Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant 4.1c The length of time from beginning of development to death of the plant is called its life span 4.1d Life cycles of some plants include changes from seed to mature plant 4.1e Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult 4.1f Each kind of animal goes through its own stages of growth and development during its life span 4.1g The length of time from an animal's birth to its death is called life span. Life spans of different animals vary 4.2a Growth is the process by which plants and animals increase in size 4.2b Food supplies the energy and materials necessary for growth and repair	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: Key idea 5: Students will understand that organisms maintain a dynamic equilibrium that sustains life	5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste 5.1b An organism's external physical features can enable it to carry out life functions in its particular environment 5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow 5.2b Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating) 5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment 5.2d Some animals, including humans, move from place to place to meet their needs 5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat, storage in winter, coat thickness in winter, camouflage, shedding of fur 5.2f Some animal behaviors are influenced by changing environmental conditions. These behaviors may include: nest building, hibernating,	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 6: Interconnectedness: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.	
Systems Thinking: Key idea 1: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	• observe and describe interactions among components of simple systems • identify common things that can be considered to be systems (e.g., plant, a transportation system, human beings) • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Models: Key idea 2: Models are simplified representations of objects, structures, or systems, used in analysis, explanation, or design	• analyze, construct, and operate models in order to discover attributes of the real thing • discover that a model of something is different from the real thing but can be used to study the real thing • use different types of models, such as graphs, diagrams, and maps, to represent various aspects of the real world • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Magnitude and Scale: Key idea 3: The grouping of magnitudes of size, time, frequency, and pressures of other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect behavior and design of systems	• observe that things in nature and things that people make have very different sizes, weights, and ages • recognize that almost anything has limits on how big or small it can be • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Equilibrium and Stability: Key idea 4: Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium)	• observe that things change in some ways and stay the same in some ways • recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Patterns of Change: Key idea 5: Identifying patterns of change is necessary for making predictions about future behavior and conditions	• use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data • analyze data by making tables and graphs and looking for patterns of change • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources

Content Unit Topics: Trees Animals Two by Two Wood and Paper			
Process Skills - Standard 4			
General Skills 1. follow safety procedures in the classroom and laboratory 2. safely and accurately use the following measurement tools: metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter 3. use appropriate units for measured or calculated values 4. recognize and analyze patterns and trends 5. classify objects according to an established scheme and a student-generated scheme 6. develop and use a dichotomous key 7. sequence events 8. identify cause-and-effect relationships 9. use indicators and interpret results Living Environment Skills 1. manipulate a compound microscope to view microscopic objects 2. determine the size of a microscopic object, using a compound microscope 3. prepare a wet mount slide 4. use appropriate staining techniques 5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits 6. classify living things according to a student-generated scheme and an established scheme 7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web 8. identify pulse points and pulse rates 9. identify structure and function relationships in organisms Physical Setting Skills 1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map 2. using identification tests and a flow chart, identify mineral samples 3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type 4. plot the location of recent earthquake and volcanic activity on a map and identify patterns of distribution 5. use a magnetic compass to find cardinal directions 6. measure the angular elevation of an object, using appropriate instruments 7. generate and interpret field maps including topographic and weather maps 8. predict the characteristics of an air mass based on the origin of the air mass 9. measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc. 10. determine the density of liquids, and regular- and irregular-shaped solids 11. determine the volume of a regular- and an irregular-shaped solid, using water displacement 12. using the periodic table, identify an element as a metal, nonmetal, or noble gas 13. determine the identity of an unknown element, using physical and chemical properties 14. using appropriate resources, separate the parts of a mixture 15. determine the electrical conductivity of a material, using a simple circuit 16. determine the speed and acceleration of a moving object			

Subject Area: SOCIAL STUDIES Grade Level: Kindergarten				
Content Standards	Key Ideas	New York State Performance Indicators	Assessments (formal/ informal including state assessments)	Resources
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	Key Idea 1: Students will understand that the history of New York State and the United States requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions	- know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and background played a role in creating it - explain those values, practices, and traditions that unite all Americans	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
	Key Idea 2: Students will understand important how ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives	- gather and organize information about the traditions transmitted by various groups living in their neighborhood and community - recognize how traditions and practices were passed from one generation to the next - distinguish between near and distant	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
	Key Idea 4: Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments	- consider different interpretations of key events and/or issues in history and understand the differences in these accounts - explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state - view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
STANDARD 2: WORLD HISTORY: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	Key Idea 1: Students will understand that the study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives	- read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses - explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop - study about world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library

	Key Idea 2: Students will examine different time periods, examining themes across time and within cultures, focusing on important turning points in world history to help organize the study of world cultures and civilizations	- distinguish between past, present, and future periods - develop timelines that display important events and eras from world history - compare important events and accomplishments from different time periods in world history	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
	Key Idea 3: Students will understand that the major social, political, cultural, and religious developments in world history involve learning about the important roles and contributions of individuals and groups	- understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities - know information about important developments from world history	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
	Key Idea 4: Students will investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time	- consider different interpretations of key events and developments in world history and understand the differences in these accounts - explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world - view historic events through the eyes of those who were there, as shown in their art, writings, music and artifacts	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
STANDARD 3: GEOGRAPHY: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth's surface.	Key Idea 1: Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and	- study about how people live, work, and utilize natural resources - draw basic maps and diagrams that serve as representations of places, physical features, and objects - locate places within the local community, state, and nation - investigate how people depend on	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
	Key Idea 2: Students will apply the skills of asking and answering geographic questions; analyzing theories of geography and acquiring, organizing and analyzing geographic information (adapted from The National Geography Standards, 1994: Geography for Life)	ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (adapted from The National Geography Standards, 1994)	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT: Students will use a variety of intellectual skills to demonstrate their understanding for the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	Key Idea 1: Students will understand that the study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law (adapted from The National Standards for Civics and Government, 1994)	• describe the basic purposes of government and the importance of civic life • discuss how and why the world is divided into nations and what kinds of governments other nations have	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand that the state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for rights, and respect for self, others, and property), principles, and practices	• know what the United States Constitution is and why it is important (adapted from The National Standards for Civics and Government, 1994) • understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities	• understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that they will acquire as they age	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	• show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

Kindergarten Instructional Sequence: Self & Others	
Term 1	Demonstrate an understanding of one's physical self including gender, ethnicity, and language spoken. Distinguish the characteristics of the school community. Demonstrate an understanding of one's responsibilities at home, in school, in the classroom and in the community.
Term 2	Develop an understanding about the ways in which rules affect children and adults. Identify the reasons for which people make and change rules. Establish reasons why families and school groups need rules to govern and protect themselves.
Term 3	Compare and contrast one's own likes and dislikes with those of others. Using folktales, fables, legends, music and oral histories, identify ways in which individuals and families are alike and different. Locate and draw the United States and the Atlantic and Pacific Oceans on maps.
Term 4	Locate and draw Brooklyn on a map. Identify the contributions made by different groups within the neighborhood and community. Identify ways in which people change over time. Identify symbols and celebrations of our nation, including the flag.

Term 5	Develop an understanding of how people in families, schools and neighborhoods rely on each other to meet needs and wants. Become familiar with decisions and choices that we make regarding our needs and wants. Demonstrate an understanding of basic human needs and wants. Identify needs, wants, talents and abilities of oneself and others. By interviewing family members, demonstrate an understanding of families' wants and needs.

Subject Area: ENGLISH LANGUAGE ARTS		Grade Level: Grade 1	
READING: LITERATURE			
Common Core Standards	Lessons	Assessments (formal/ informal including state assessments)	Resources
Key Ideas and Details			
1. Ask and answer questions about key details in a text.	Lesson 2, 10, 7, 8, 12, 14, 17, 20, 21, 23, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Lesson 3, 7, 12, 14, 23, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

3. Describe characters, settings, and major events in a story, using key details.	Lesson 2, 3, 5, 8, 10, 12, 14, 17, 20, 21, 23, 25, 26, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Lesson 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Lesson 3, 7	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Identify who is telling the story at various points in a text.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Skills			

7. Use illustrations and details in a story to describe its characters, setting, or events.	Lesson 17, 20, 23, 26, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. (Not applicable to literature)			
9. Compare and contrast the adventures and experiences of characters in stories.	Lesson 14, 21, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Level of Text Complexity			

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Lesson 2, 3, 5, 10, 8, 10, 14, 17, 20, 21, 23, 25, 26, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: INFORMATIONAL TEXT			
Common Core Standards	Lessons	Assessments (formal/ informal including state assessments)	Resources
Key Ideas and Details			
1. Ask and answer questions about key details in a text.	Lesson 1, 4, 7, 9, 11, 13, 15, 16, 18, 19, 22, 24, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys"

			curriculum
2. Identify the main topic and retell key details of a text.	Lesson 1, 7, 11, 13, 15, 16, 18, 24, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Lesson 11, 13, 15, 18, 22, 24, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
Craft and Structure			
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Lesson 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Lesson 11, 13, 15, 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Lesson 22, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Ideas			
7. Use the illustrations and details in a text to describe its key ideas.	Lesson 9, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online)

		• “Journeys” assessments	• Reading A-Z (online) • “Journeys” curriculum
8. Identify the reasons an author gives to support points in a text.	Lesson 11, 13, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • “Journeys” curriculum
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Lesson 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
Range of Reading and Level of Text Complexity			
10. With prompting and support, read informational texts appropriately complex for grade 1.	Lesson 1, 4, 7, 9, 16, 18, 19, 22, 24, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: FOUNDATIONAL SKILLS			
Common Core Standards	Lessons	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Print Concepts			
1. Demonstrate understanding of the organization and basic features of print.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading

		assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Lesson 3, 12, 13, 14, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making

		• Terra Nova Language & Reading • “Journeys” assessments	- Meaning • edHelper (online) • Reading A-Z (online) • “Journeys” curriculum
a.Distinguish long from short vowel sounds in spoken single-syllable words.	Lesson 1, 5, 16, 17, 18, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • “Journeys” curriculum
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
c. isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Lesson 1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 15, 16, 17	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Lesson 5, 6, 7, 8, 9, 10, 11, 12, 13, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	Lesson 11, 12, 13, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online)

		• “Journeys” assessments	• Reading A-Z (online) • “Journeys” curriculum
b. Decode regularly spelled one-syllable words.	Lesson 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • “Journeys” curriculum
c. Know final -e and common vowel team conventions for representing long vowel sounds.	Lesson 14, 16, 17, 18, 19, 24, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	Lesson 21, 23, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
f. Read words with inflectional endings.	Lesson 3, 11, 26, 27, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
g. Recognize and read grade-appropriate irregularly spelled words.	Lesson 11, 13, 14, 15, 21, 22, 23, 24, 25, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Read grade-level text with purpose and understanding.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
b. Read grade-level text orally with accuracy, appropriate rate, and expression.	Lesson 6, 7, 9, 11, 13, 14, 15, 18, 20, 21, 22, 23, 24, 25, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Lesson 5	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
WRITING			
Common Core Standards	Lessons	Assessments (formal/ informal including state assessments)	Resources
Text Types and Purposes			
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Lesson 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Lesson 11, 12, 13, 14, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education

		tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Lesson 20, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Production and Distribution of Writing			
4. (Begins in grade 3)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Lesson 11, 12, 13, 15, 20, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary

		- rubrics • Terra Nova • “Journeys” assessments	• Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Research to Build and Present Knowledge			
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Lesson 12, 14	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online)

			• Reading A-Z (online) • "Journeys" curriculum
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Lesson 11, 13, 14, 22, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. (Begins in grade 4)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Range of Writing			
10. (Begins in grade 3)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
SPEAKING AND LISTENING			
Common Core Standards	Lessons	Assessments (formal/ informal including state assessments)	Resources
Comprehension and Collaboration			

1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	Lesson 1, 2, 3, 7, 9	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Lesson 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 15, 16, 17, 18, 1, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Lesson 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Ask questions to clear up any confusion about the topics and texts under discussion.	Lesson 11, 12, 13, 14, 22, 23, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Lesson 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Lesson 2, 5, 6, 10, 15, 18, 19, 20, 21, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Presentation of Knowledge and Ideas			

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Lesson 1, 5, 8, 13, 15, 16, 17, 20, 21, 23, 24, 25, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Lesson 13, 16, 25, 28, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

6. Produce complete sentences when appropriate to task and situation.	Lesson 21, 23, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
LANGUAGE			
Common Core Standards	Lessons	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Print all upper- and lowercase letters.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Use common, proper, and possessive nouns.	Lesson 1, 2, 3, 9, 11, 12	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Lesson 13, 15, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Lesson 21, 22, 23, 24, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Lesson 13, 14, 19, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
f. Use frequently occurring adjectives.	Lesson 4, 5, 10, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Lesson 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
h. Use determiners (e.g., articles, demonstratives).		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

i. Use frequently occurring prepositions (e.g., during, beyond, toward).	Lesson 10, 15, 10, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Lesson 3, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24, 26, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Capitalize dates and names of people.	Lesson 1, 11, 18, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Use end punctuation for sentences.	Lesson 2, 3, 6, 7, 8, 15, 16, 21, 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use commas in dates and to separate single words in a series.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Lesson 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Knowledge of Language (Begins in grade 2)			
Vocabulary Acquisition and Use			

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Lesson 2, 11, 12, 13, 17, 18, 23, 24, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Use frequently occurring affixes as a clue to the meaning of a word.	Lesson 15, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Lesson 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Lesson 1, 6, 11, 14, 17, 23, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Lesson 1, 2, 5, 6, 7, 8, 9, 10, 14, 16, 17, 18, 19, 20, 21, 24, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Lesson 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	Lesson 12, 13, 14, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

Subject Area: MATHEMATICS		Grade Level: Grade 1		
OPERATIONS AND ALGEBRAIC THINKING				
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (formal/ informal including state assessments)	Resources
Addition and Subtraction: Solving Story Problems More Addition and Subtraction: Number Games and Crayon Puzzles Algebra: Color, Shape and Number Patterns	Represent and solve problems involving addition and subtraction.	1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ¹	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars
Addition and Subtraction: Solving Story Problems More Addition and Subtraction: Number Games and Crayon Puzzles Algebra: Color, Shape and Number Patterns		2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars

Algebra: Color, Shape and Number Patterns Addition and Subtraction: Solving Story Problems	Understand and apply properties of operations and the relationship between addition and subtraction.	3. Apply properties of operations as strategies to add and subtract. ² Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Addition and Subtraction: Solving Story Problems More Addition and Subtraction: Number Games and Crayon Puzzles		4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting and The Number System: How Many of Each Addition and Subtraction: Solving Story Problems	Add and subtract within 20.	5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Algebra: Color, Shape and Number Patterns Addition and Subtraction: Solving Story Problems		6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Algebra: Color, Shape and Number Patterns Addition and Subtraction: Solving Story Problems	Work with addition and subtraction equations.	7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Algebra: Color, Shape and Number Patterns Addition and Subtraction: Solving Story Problems		8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \_ - 3$, $6 + 6 = \_$.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
NUMBERS AND OPERATIONS IN BASE TEN				
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (formal/ informal including state assessments)	Resources

Counting and the Number System: How Many of Each?	Extend the counting sequence.	1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting and the Number System: How Many of Each? More Addition and Subtraction: Number Games and Crayon Puzzles Place Values and Number Sense	Understand place value.	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Place Values and Number Sense		a. 10 can be thought of as a bundle of ten ones — called a “ten.”	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars
Counting and the Number System: How Many of Each? More Addition and Subtraction: Number Games and Crayon Puzzles Place Values and Number Sense		b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars

Counting and the Number System: How Many of Each? More Addition and Subtraction: Number Games and Crayon Puzzles Place Values and Number Sense		c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Place Values and Number Sense		3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting and the Number System: How Many of Each? More Addition and Subtraction: Number Games and Crayon Puzzles Place Values and Number Sense	Use place value understanding and properties of operations to add and subtract.	4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting and the Number System: How Many of Each? More Addition and Subtraction: Number Games and Crayon Puzzles Place Values and Number Sense		5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting and the Number System: How Many of Each? More Addition and Subtraction: Number Games and Crayon Puzzles Place Values and Number Sense		6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
MEASUREMENT AND DATA				
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state assessments</i>)	Resources
3-D Geometry: Blocks and Boxes Algebra: Color, Shapes and Number Patterns Linear Measurement: Fish Lengths and Animal Jumps	Measure lengths indirectly and by iterating length units.	1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Measurement: Fish Lengths and Animal Jumps		2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Money and Time	Tell and write time.	3. Tell and write time in hours and half-hours using analog and digital clocks.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Algebra: Color, Shapes and Number Patterns Data and Graphs: Which Would You Rather Be?	Represent and interpret data.	4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
GEOMETRY				
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state assessments</i>)	Resources
2-D Geometry: Making Shapes and Designing Quilts 3-D Geometry: Blocks and Boxes	Reason with shapes and their attributes.	1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

2-D Geometry: Making Shapes and Designing Quilts 3-D Geometry: Blocks and Boxes		2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. ¹	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
2-D Geometry: Making Shapes and Designing Quilts 3-D Geometry: Blocks and Boxes		3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Standards and Key Ideas	Performance Indicators	Assessments (formal/ informal including state assessments)	Resources
STANDARD 1: Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Analysis, Inquiry, and Design (Mathematical Analysis): Key Idea 1: Abstraction and symbolic representation are used to communicate mathematically	M1.1 Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment. M1.1a Use plus, minus, greater than, less than, equal to, multiplication, and division signs M1.1b Select the appropriate operation to solve mathematical problems M1.1c Apply mathematical skills to describe the natural world	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): Key Idea 2: Deductive and inductive reasoning are used to reach mathematical conclusions	M2.1 Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions. M2.1a Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions M2.1b Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): Key Idea 3: Critical thinking skills are used in the solution of mathematical problems	M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible M3.1a Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers (Fahrenheit and Celsius), graduated cylinder to solve problems about the natural world	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Analysis, Inquiry, and Design (Scientific Inquiry): Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process	S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library

Analysis, Inquiry, and Design (Scientific Inquiry): <i>Key Idea 2:</i> Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity	S2.1 Develop written plans for exploring phenomena or for evaluation explanations guided by questions or proposed explanations they have helped formulate S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2 Share their research plans with others and revise them based on their suggestions. S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time S2.3a use appropriate “inquiry and process skills” to collect data S2.3b Record observations accurately and concisely	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 4: The Physical and Living Settings: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Physical Setting: Key Idea 1: The earth and celestial phenomena can be described by principles of relative motion and perspective	1.1a Natural cycles and patterns include: • Earth spinning around once every 24 hours (rotation) resulting in day and night • Earth moving in a path around the sun (revolution), resulting in one Earth year • the length of daylight and darkness varying with the seasons • weather changing from day to day and through the seasons • the appearance of the moon changing as it moves in a path around Earth to complete a single cycle 1.1b Humans organize time into units based on natural motions of Earth: second, minute, hour, week, month 1.1c The sun and other stars appear to move in a recognizable pattern both daily and seasonally	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	2.1a Weather is the condition of the outside air at a particular moment 2.1b Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy) 2.1c Water is recycled by natural processes on Earth • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, sleet, snow, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Physical Setting: Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	3.1a Matter takes up space and has mass. Two objects cannot occupy the same place at the same time 3.1b Matter has properties (Color, hardness, odor, sound, taste, etc.) that can be observed through the senses 3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light 3.1d Measurements can be made with standard metric units and nonstandard units (Note: Exceptions to the metric system usage are found in meteorology.) 3.1e The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders. 3.1f Objects and/or materials can be sorted or classified according to their properties 3.1g Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: • temperature – hot or cold	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: Key idea 4: Energy exists in many forms, and when these forms change energy is conserved.	<i>Not addressed in grade 1</i>	<i>Not addressed in grade 1</i>	<i>Not addressed in grade 1</i>
Physical Setting: Key idea 5: Students will understand that energy and matter interact through forces that result in changes in motion.	5.1a The position of an object can be described by locating it relative to another object of the background (e.g., on top of, next to, over, under, etc.) 5.1b The position or direction of motion of an object can be changed by pushing or pulling 5.1c The force of gravity pulls objects toward the center of Earth	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: Key idea 1: Living things are both similar to and different from each other and from nonliving things	1.1a Animals need air, water, and food in order to live and thrive 1.1b Plants require air, water, nutrients, and light in order to live and thrive 1.1c Nonliving things do not live and thrive 1.1d Nonliving things can be human-created or naturally occurring 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: Key idea 3: Individual organisms and species change over time	3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction 3.1c In order to survive in their environment, plants and animals must be adapted to that environment 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library
The Living Environment: Key idea 4: The continuity of life is sustained through reproduction and development	4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death 4.1b Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant 4.1c The length of time from beginning of development to death of the plant is called its life span 4.1d Life cycles of some plants include changes from seed to mature plant 4.1e Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult 4.1f Each kind of animal goes through its own stages of growth and development during its life span 4.1g The length of time from an animal's birth to its death is called life span. Life spans of different animals vary 4.2a Growth is the process by which plants and animals increase in size 4.2b Food supplies the energy and materials necessary for growth and repair	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library

The Living Environment: Key idea 5: Students will understand that organisms maintain a dynamic equilibrium that sustains life	5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste 5.1b An organism's external physical features can enable it to carry out life functions in its particular environment 5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow 5.2b Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating) 5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment 5.2d Some animals, including humans, move from place to place to meet their needs 5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat, storage in winter, coat thickness in winter, camouflage, shedding of fur 5.2f Some animal behaviors are influenced by changing environmental conditions. These behaviors may include: nest building, hibernating,	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: Key idea 6: Plants and animals depend on each other and their physical environment	6.1a Green plants are producers because they provide the basic food supply for themselves and animals 6.1b All animals depend on plants. Some animals (predators) eat other animals (prey). 6.1c Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain 6.1d Decomposers are living things that play a vital role in recycling nutrients 6.1e An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment 6.1f When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations 6.2a Plants manufacture food by utilizing air, water, and energy from the sun 6.2b The sun's energy is transferred on Earth from plants to animals through the food chain 6.2c Heat energy from the sun powers the water cycle (see Physical Science Key Idea 2)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Systems Thinking: Key idea 1: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	- observe and describe interactions among components of simple systems - identify common things that can be considered to be systems (e.g., plant, a transportation system, human beings)	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library
Models: Key idea 2: Models are simplified representations of objects, structures, or systems, used in analysis, explanation, or design	- analyze, construct, and operate models in order to discover attributes of the real thing - discover that a model of something is different from the real thing but can be used to study the real thing - use different types of models, such as graphs, diagrams, and maps, to represent various aspects of the real world	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Magnitude and Scale: Key idea 3: The grouping of magnitudes of size, time, frequency, and pressures of other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect behavior and design of systems	- observe that things in nature and things that people make have very different sizes, weights, and ages - recognize that almost anything has limits on how big or small it can be	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library
Equilibrium and Stability: Key idea 4: Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium)	- observe that things change in some ways and stay the same in some ways - recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library
Patterns of Change: Key idea 5: Identifying patterns of change is necessary for making predictions about future behavior and conditions	- use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data - analyze data by making tables and graphs and looking for patterns of change	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources

Content Unit Topics:
Insects and Plants
Air and Weather
Balance and Motion

Process Skills - Standard 4 (K-8)

General Skills

1. follow safety procedures in the classroom and laboratory
2. safely and accurately use the following measurement tools: metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter
3. use appropriate units for measured or calculated values
4. recognize and analyze patterns and trends
5. classify objects according to an established scheme and a student-generated scheme
6. develop and use a dichotomous key
7. sequence events
8. identify cause-and-effect relationships
9. use indicators and interpret results

Living Environment Skills

1. manipulate a compound microscope to view microscopic objects
2. determine the size of a microscopic object, using a compound microscope
3. prepare a wet mount slide
4. use appropriate staining techniques
5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits
6. classify living things according to a student-generated scheme and an established scheme
7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web
8. identify pulse points and pulse rates
9. identify structure and function relationships in organisms

Physical Setting Skills

1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map
2. using identification tests and a flow chart, identify mineral samples
3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type
4. plot the location of recent earthquake and volcanic activity on a map and identify patterns of distribution
5. use a magnetic compass to find cardinal directions
6. measure the angular elevation of an object, using appropriate instruments
7. generate and interpret field maps including topographic and weather maps
8. predict the characteristics of an air mass based on the origin of the air mass
9. measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc.
10. determine the density of liquids, and regular- and irregular-shaped solids
11. determine the volume of a regular- and an irregular-shaped solid, using water displacement
12. using the periodic table, identify an element as a metal, nonmetal, or noble gas
13. determine the identity of an unknown element, using physical and chemical properties
14. using appropriate resources, separate the parts of a mixture
15. determine the electrical conductivity of a material, using a simple circuit
16. determine the speed and acceleration of a moving object

Subject Area: SOCIAL STUDIES Grade Level: Grade 1				
Standards	Key Ideas	New York State Performance Indicators	Assessments (formal/ informal including state assessments)	Resources
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	Key Idea 1: Students will understand that the history of New York State and the United States requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions	• know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and background played a role in creating it • understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents • explain those values, practices, and traditions that unite all Americans	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand important how ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives	• gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant past and interpret simple timelines	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments	• consider different interpretations of key events and/or issues in history and understand the differences in these accounts • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 2: WORLD HISTORY: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	Key Idea 1: Students will understand that the study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives	• read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • study about world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will examine different time periods, examining themes across time and within cultures, focusing on important turning points in world history to help organize the study of world cultures and civilizations	• distinguish between past, present, and future periods • develop timelines that display important events and eras from world history • compare important events and accomplishments from different time periods in world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that the major social, political, cultural, and religious developments in world history involve learning about the important roles and contributions of individuals and groups	• understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • gather and present information about important developments from world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time	• consider different interpretations of key events and developments in world history and understand the differences in these accounts • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • view historic events through the eyes of those who were there, as shown in their art, writings, music and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 3: GEOGRAPHY: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth's surface.	Key Idea 1: Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography (adapted from The National Geography Standards, 1994: Geography for Life)	- study about how people live, work, and utilize natural resources - draw basic maps and diagrams that serve as representations of places, physical features, and objects - locate places within the local community, state, and nation - investigate how people depend on and modify the physical environment	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
	Key Idea 2: Students will apply the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information (adapted from The National Geography Standards, 1994: Geography for Life)	ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (adapted from The National Geography Standards, 1994)	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT: Students will use a variety of intellectual skills to demonstrate their understanding for the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	Key Idea 1: Students will understand that the study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law (adapted from The National Standards for Civics and Government, 1994)	- describe the basic purposes of government and the importance of civic life - discuss how and why the world is divided into nations and what kinds of governments other nations have	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
	Key Idea 2: Students will understand that the state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government (adapted from The National Standards for Civics and Government, 1994)	- know what the United States Constitution is and why it is important (adapted from The National Standards for Civics and Government, 1994) - understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
	Key Idea 3: Students will understand that central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities	- understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation - examine what it means to be a good citizen in the classroom, school, home, and community - identify and describe the rules and responsibilities students have at home, in the classroom, and at school - examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State - understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service - identify basic rights that students have and those that they will acquire as they age	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library
	Key Idea 4: Students will probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	- show a willingness to consider other points of view before drawing conclusions or making judgments - participate in activities that focus on a classroom, school, or community issue or problem - suggest alternative solutions or courses of action to hypothetical or historic problems - evaluate the consequences for each alternative solution or course of action	- Houghton Mifflin Harcourt assessments - Teacher-created assessments - Teacher observation during small and whole group instruction - Classwork and homework - School-based projects with assessment rubrics	- Houghton Mifflin Harcourt activities, big books, and leveled books - Teacher-created activities - Content-based read alouds - Classroom maps - Nonfiction guided reading library

Grade 1 Instructional Sequence: Families: Mine and Others	
Term 1	Identify rules and expectations in class, school and home. Identify different jobs to do in the classroom. Identify the different responsibilities of family members and of students.
Term 2	Become familiar with jobs of family members. Compare and contrast different jobs of family members within the class. Identify common businesses and jobs of family members. Identify ways people use money in their families.
Term 3	Identify examples of family life and culture. Identify different people and cultures of the class. Compare and contrast the class' different families.
Term 4	Distinguish between near and distant past through studying families. Compare current family life with family life in the past. Identify the role the student's family has played in shaping American culture by gathering oral histories and family memorabilia.
Term 5	Compare and contrast relative location of people, places and things using family/school members as a reference point. Explore Brooklyn to identify community landmarks (e.g. traffic lights, signs, and street markers).

Subject Area: ENGLISH LANGUAGE ARTS		Grade Level: Grade 2	
READING: LITERATURE			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Key Ideas and Details			
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Lesson 6, 8, 9, 14, 15, 21, 24, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

3. Describe how characters in a story respond to major events and challenges.	Lesson 9, 10, 11, 15, 17, 22, 24, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Lesson 2, 5, 6, 12	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Lesson 1, 2, 6, 9, 12, 13, 16, 17, 22, 25, 26, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Lesson 2, 8, 10, 13, 18, 19, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Skills			

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Lesson 1, 2, 4, 5, 7, 11, 15, 17, 19, 20, 23, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. (Not applicable to literature)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Level of Text Complexity			

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Lesson 21, 22, 23, 24, 25, 26, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: INFORMATIONAL TEXT			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Key Ideas and Details			
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Lesson 2, 6, 8, 10, 11, 12, 13, 14, 18, 21, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Lesson 6, 8, 14, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Lesson 10, 11, 14, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Lesson 2, 6, 12, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Lesson 2, 6, 12, 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Lesson 2, 8, 10, 18, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Ideas			
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Lesson 2, 11, 13,	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

8. Describe how reasons support specific points the author makes in a text.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. Compare and contrast the most important points presented by two texts on the same topic.	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Level of Text Complexity			

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Lesson 21, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: FOUNDATIONAL SKILLS			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys"

			curriculum
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Lesson 2, 3, 4, 5	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Know spelling-sound correspondences for additional common vowel teams.	Lesson 12, 13, 14, 17, 19, 26, 27, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
c. Decode regularly spelled two-syllable words with long vowels.	Lesson 9, 11, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Decode words with common prefixes and suffixes.	Lesson 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
e. Identify words with inconsistent but common spelling-sound correspondences.	Lesson 4, 7, 16, 17, 18, 21, 22, 24, 25, 28, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
f. Recognize and read grade-appropriate irregularly spelled words.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Read grade-level text with purpose and understanding.	Lesson 1, 2, 5, 7, 8, 9, 15, 20, 22, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online)

		• “Journeys” assessments	• Reading A-Z (online) • "Journeys" curriculum
b. Read grade-level text orally with accuracy, appropriate rate, and expression.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Lesson 3, 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys”	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
WRITING			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Text Types and Purposes			
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Lesson 1, 2, 3, 11, 12, 13, 14, 15, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk • Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Lesson 6, 8, 9, 10, 21, 22, 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Lesson 1, 2, 3, 4, 5, 7, 17, 18, 19, 20	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Production and Distribution of Writing			
4. (Begins in grade 3)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Lesson 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 20, 21, 22, 23, 25, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Research to Build and Present Knowledge			

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Lesson 11, 12, 13, 15, 16, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. Recall information from experiences or gather information from provided sources to answer a question.	Lesson 6, 7, 9, 10, 16, 24, 25, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. (Begins in grade 4)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Range of Writing			
10. (Begins in grade 3)	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
SPEAKING AND LISTENING			

Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Comprehension and Collaboration			
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Build on others' talk in conversations by linking their comments to the remarks of others.	Lesson 14, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Lesson 4, 7, 15, 17, 18, 20, 21, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Lesson 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Lesson 2, 3, 5, 6, 7, 8, 10, 12, 16, 17, 19, 22, 23, 24, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Presentation of Knowledge and Ideas			

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Lesson 2, 4, 15, 16, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Lesson 9, 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
LANGUAGE			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys"

			curriculum
a. Use collective nouns (e.g., group).	Lesson 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Lesson 6, 11	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
c. Use reflexive pronouns (e.g., myself, ourselves).		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Lesson 8, 23, 24, 25, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
e. Use adjectives and adverbs, and choose between them depending on what is to be modified	Lesson 1, 5, 21, 22, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Capitalize holidays, product names, and geographic names.	Lesson 7, 12, 14, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
b. Use commas in greetings and closings of letters.	Lesson 2, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use an apostrophe to form contractions and frequently occurring possessives.	Lesson 1, 10, 26, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Lesson 12, 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
Knowledge of Language			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Compare formal and informal uses of English.	Lesson 22, 26, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language &	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper

		Reading • “Journeys” assessments	(online) • Reading A-Z (online) • "Journeys" curriculum
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Lesson 3, 4, 7, 11, 16, 17, 19, 23, 24, 25, 26, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language &	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper

		Reading • “Journeys” assessments	(online) • Reading A-Z (online) • “Journeys” curriculum
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Lesson 6, 11, 20	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • “Journeys” curriculum
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Lesson 10, 14, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys”	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Lesson 8	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Lesson 2, 4, 7, 9, 11, 12, 13, 14, 16, 20, 21, 22, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<i>See breakdown of standards below for specifics.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Lesson 1, 5, 15, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Lesson 3, 6, 8, 18, 22, 24, 25, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum

Subject Area: MATHEMATICS		Grade Level: Grade 2		
	OPERATIONS AND ALGEBRAIC THINKING			
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (formal/ informal including state assessments)	Resources
Counting Coins and Combinations Stickers, Number Strings and Story Problems	Represent and solve problems involving addition and subtraction.	1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars
Counting Coins and Combinations Stickers, Number Strings and Story Problems	Add and subtract within 20.	2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars

Counting Coins and Combinations How Many Floors, How Many Rooms?	Work with equal groups of objects to gain foundations for multiplication.	3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Stickers, Number Strings and Story Problems How Many Tens? How Many Ones?		4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	NUMBER AND OPERATIONS IN BASE TEN			
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state assessments</i>)	Resources

How Many Tens? How Many Ones?	Understand place value.	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
How Many Tens? How Many Ones? Stickers, Number Strings and Story Problems		a. 100 can be thought of as a bundle of ten tens — called a “hundred.”	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

How Many Tens? How Many Ones?		b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
How Many Tens? How Many Ones? How Many Floors? How Many Rooms?		2. Count within 1000; skip-count by 5s, 10s, and 100s.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

How Many Tens? How Many Ones? How Many Floors? How Many Rooms?		3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting Coins and Combinations How Many Tens? How Many Ones?		4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting Coins and Combinations How Many Tens? How Many Ones?	Use place value understanding and properties of operations to add and subtract.	5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting Coins and Combinations Stickers, Number Strings and Story Problems		6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting Coins and Combinations How Many Tens? How Many Ones? Stickers, Number Strings and Story Problems		7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting Coins and Combinations How Many Tens? How Many Ones? Stickers, Number Strings and Story Problems		8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting Coins and Combinations How Many Tens? How Many Ones?		9. Explain why addition and subtraction strategies work, using place value and the properties of operations.1	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	MEASUREMENT AND DATA			
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Shapes, Blocks and Symmetry Measuring Length and Time	Measure and estimate lengths in standard units.	1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Shapes, Blocks and Symmetry Measuring Length and Time		2.Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Shapes, Blocks and Symmetry Measuring Length and Time		3. Estimate lengths using units of inches, feet, centimeters, and meters.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Shapes, Blocks and Symmetry Measuring Length and Time Pockets, Teeth and Favorite Things		4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Shapes, Blocks and Symmetry Measuring Length and Time Pockets, Teeth and Favorite Things Stickers, Number Strings and Story Problems	Relate addition and subtraction to length.	5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Shapes, Blocks and Symmetry Measuring Length and Time Pockets, Teeth and Favorite Things		6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Measuring Length and Time	Work with time and money.	7. Tell and write time from analog and digital clocks to the nearest five minutes, using a m. and p m.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Stickers, Number Strings and Story Problems		8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Shapes, Blocks and Symmetry Measuring Length and Time	Represent and interpret data.	9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Pockets, Teeth and Favorite Things		10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	GEOMETRY			
Units/Lessons	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Shapes, Blocks and Symmetry	Reason with shapes and their attributes.	1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Shapes, Blocks and Symmetry Parts of a Whole, Parts of a Group		2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Shapes, Blocks and Symmetry Parts of a Whole, Parts of a Group		3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Subject Area: SCIENCE		Grade Level: Grade 2	
Standards and Key Ideas	Performance Indicators	Assessments (formal/ informal including state assessments)	Resources
STANDARD 1: Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Analysis, Inquiry, and Design (Mathematical Analysis): Key Idea 1: Abstraction and symbolic representation are used to communicate mathematically	M1.1 Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment. M1.1a Use plus, minus, greater than, less than, equal to, multiplication, and division signs M1.1b Select the appropriate operation to solve mathematical problems M1.1c Apply mathematical skills to describe the natural world	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): Key Idea 2: Deductive and inductive reasoning are used to reach mathematical conclusions	M2.1 Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions. M2.1a Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions M2.1b Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): Key Idea 3: Critical thinking skills are used in the solution of mathematical problems	M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible M3.1a Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers (Fahrenheit and Celsius), graduated cylinder to solve problems about the natural world	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources

Analysis, Inquiry, and Design (Scientific Inquiry): Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process	S1.1 Ask “why” questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library
Analysis, Inquiry, and Design (Scientific Inquiry): Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity	S2.1 Develop written plans for exploring phenomena or for evaluation explanations guided by questions or proposed explanations they have helped formulate S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2 Share their research plans with others and revise them based on their suggestions. S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time S2.3a use appropriate “inquiry and process skills” to collect data S2.3b Record observations accurately and concisely	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library

Analysis, Inquiry, and Design (Scientific Inquiry): <i>Key Idea 3:</i> The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	S3.1 Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables S3.1a Accurately transfer data from a science journal or notes to appropriate graphic organizer S3.2 Interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships S3.2a State, orally and in writing, any inferences or generalizations indicated by the data collected S3.3 Share their findings with others and actively seek their interpretations and ideas S3.3a Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas S3.4 Adjust their explanations and understandings of objects and events based on their findings and new ideas S3.4a State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation S3.4b State, orally and in writing, any new questions that arise from their investigation	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library
STANDARD 2: Information Systems: Students will access, generate, process, and transfer information using appropriate technologies.			
Information Systems: Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use	- use a variety of media to access scientific information - consult several sources of information and points of view before drawing conclusions - identify and report sources in oral and written communications	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library
Information Systems: Information technology can have positive and negative impacts on society, depending upon how it is used	- distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process) - demonstrate an ability to critically evaluate information and misinformation - recognize the impact of information technology on the daily life of students	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library

STANDARD 4: The Physical and Living Settings: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.	
Physical Setting: <i>Key Idea 1:</i> The earth and celestial phenomena can be described by principles of relative motion and perspective	1.1a Natural cycles and patterns include: • Earth spinning around once every 24 hours (rotation) resulting in day and night • Earth moving in a path around the sun (revolution), resulting in one Earth year • the length of daylight and darkness varying with the seasons • weather changing from day to day and through the seasons • the appearance of the moon changing as it moves in a path around Earth to complete a single cycle 1.1b Humans organize time into units based on natural motions of Earth: second, minute, hour, week, month 1.1c The sun and other stars appear to move in a recognizable pattern both daily and seasonally • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: <i>Key Idea 2:</i> Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	2.1a Weather is the condition of the outside air at a particular moment 2.1b Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy) 2.1c Water is recycled by natural processes on Earth • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, sleet, snow, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: <i>Key Idea 3:</i> Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	3.1a Matter takes up space and has mass. Two objects cannot occupy the same place at the same time 3.1b Matter has properties (Color, hardness, odor, sound, taste, etc.) that can be observed through the senses 3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light 3.1d Measurements can be made with standard metric units and nonstandard units (Note: Exceptions to the metric system usage are found in meteorology.) 3.1e The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders. 3.1f Objects and/or materials can be sorted or classified according to their properties 3.1g Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: • temperature – hot or cold • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Physical Setting: Key idea 4: Energy exists in many forms, and when these forms change energy is conserved.	4.1a Energy exists in various forms: heat, electric, sound, chemical, mechanical, light 4.1b Energy can be transferred from one place to another 4.1c Some materials transfer energy better than others (heat and electricity) 4.1d Energy and matter interact: water is evaporated by the sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light 4.1e Electricity travels in a closed circuit 4.1f Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another 4.1g Interactions with forms of energy can be either helpful or harmful 4.2a Everyday events involve one form of energy being changed to another 4.2b Humans utilize interactions between matter and energy • chemical to electrical, light, and heat: battery and bulb • electrical to sound (e.g., doorbell buzzer) • mechanical to sound (e.g., musical instruments, clapping) • light to electrical (e.g., solar-powered calculator)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: Key idea 5: Students will understand that energy and matter interact through forces that result in changes in motion.	5.1a The position of an object can be described by locating it relative to another object of the background (e.g., on top of, next to, over, under, etc.) 5.1b The position or direction of motion of an object can be changed by pushing or pulling 5.1c The force of gravity pulls objects toward the center of Earth 5.1d The amount of change in the motion of an object is affected by friction 5.1e Magnetism is a force that may attract or repel certain materials 5.1f Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes 5.2a The forces of gravity and magnetism can affect objects through gases, liquids, and solids 5.2b The force of magnetism on objects decreases as distance increases	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: Key idea 1: Living things are both similar to and different from each other and from nonliving things	1.1a Animals need air, water, and food in order to live and thrive 1.1b Plants require air, water, nutrients, and light in order to live and thrive 1.1c Nonliving things do not live and thrive 1.1d Nonliving things can be human-created or naturally occurring 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: Key idea 2: Students will understand that organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	2.1a Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals) 2.1b Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle) 2.2a Plants and animals closely resemble their parents and other individuals in their species 2.2b Plants and animals can transfer specific traits to their offspring when they reproduce	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: Key idea 3: Individual organisms and species change over time	3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction 3.1c In order to survive in their environment, plants and animals must be adapted to that environment 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: Key idea 5: Students will understand that organisms maintain a dynamic equilibrium that sustains life	5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste 5.1b An organism's external physical features can enable it to carry out life functions in its particular environment 5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow 5.2b Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating) 5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment 5.2d Some animals, including humans, move from place to place to meet their needs 5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat, storage in winter, coat thickness in winter, camouflage, shedding of fur 5.2f Some animal behaviors are influenced by changing environmental conditions. These behaviors may include: nest building, hibernating,	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library
The Living Environment: Key idea 6: Plants and animals depend on each other and their physical environment	6.1a Green plants are producers because they provide the basic food supply for themselves and animals 6.1b All animals depend on plants. Some animals (predators) eat other animals (prey). 6.1c Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain 6.1d Decomposers are living things that play a vital role in recycling nutrients 6.1e An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment 6.1f When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations 6.2a Plants manufacture food by utilizing air, water, and energy from the sun 6.2b The sun's energy is transferred on Earth from plants to animals through the food chain 6.2c Heat energy from the sun powers the water cycle (see Physical Science Key Idea 2)	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library
The Living Environment: Key idea 7: Human decisions and activities have had a profound impact on the physical and living environments	7.1a Humans depend on their natural and constructed environments 7.1b Over time, humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities 7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms	- FOSS Science assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library

STANDARD 6: Interconnectedness: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.	
Systems Thinking: Key idea 1: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	• observe and describe interactions among components of simple systems • identify common things that can be considered to be systems (e.g., plant, a transportation system, human beings) • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Models: Key idea 2: Models are simplified representations of objects, structures, or systems, used in analysis, explanation, or design	• analyze, construct, and operate models in order to discover attributes of the real thing • discover that a model of something is different from the real thing but can be used to study the real thing • use different types of models, such as graphs, diagrams, and maps, to represent various aspects of the real world • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Magnitude and Scale: Key idea 3: The grouping of magnitudes of size, time, frequency, and pressures of other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect behavior and design of systems	• observe that things in nature and things that people make have very different sizes, weights, and ages • recognize that almost anything has limits on how big or small it can be • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Equilibrium and Stability: Key idea 4: Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium)	• observe that things change in some ways and stay the same in some ways • recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Patterns of Change: Key idea 5: Identifying patterns of change is necessary for making predictions about future behavior and conditions	• use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data • analyze data by making tables and graphs and looking for patterns of change • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Strategies: Key idea 2: Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results	• work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Content Unit Topics: Plants and Animals Solids and Liquids Pebbles, Sand and Silt
Process Skills - Standard 4 (K-8)
General Skills 1. follow safety procedures in the classroom and laboratory 2. safely and accurately use the following measurement tools: metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter 3. use appropriate units for measured or calculated values 4. recognize and analyze patterns and trends 5. classify objects according to an established scheme and a student-generated scheme 6. develop and use a dichotomous key 7. sequence events 8. identify cause-and-effect relationships 9. use indicators and interpret results Living Environment Skills 1. manipulate a compound microscope to view microscopic objects 2. determine the size of a microscopic object, using a compound microscope 3. prepare a wet mount slide 4. use appropriate staining techniques 5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits 6. classify living things according to a student-generated scheme and an established scheme 7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web 8. identify pulse points and pulse rates 9. identify structure and function relationships in organisms Physical Setting Skills 1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map 2. using identification tests and a flow chart, identify mineral samples 3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type 4. plot the location of recent earthquake and volcanic activity on a map and identify patterns of distribution 5. use a magnetic compass to find cardinal directions 6. measure the angular elevation of an object, using appropriate instruments 7. generate and interpret field maps including topographic and weather maps 8. predict the characteristics of an air mass based on the origin of the air mass 9. measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc. 10. determine the density of liquids, and regular- and irregular-shaped solids 11. determine the volume of a regular- and an irregular-shaped solid, using water displacement 12. using the periodic table, identify an element as a metal, nonmetal, or noble gas 13. determine the identity of an unknown element, using physical and chemical properties 14. using appropriate resources, separate the parts of a mixture 15. determine the electrical conductivity of a material, using a simple circuit 16. determine the speed and acceleration of a moving object

Subject Area: SOCIAL STUDIES Grade Level: Grade 2				
Standards	Key Ideas	New York State Performance Indicators	Assessments (formal/ informal including state assessments)	Resources
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	Key Idea 1: Students will understand that the history of New York State and the United States requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions	• know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and background played a role in creating it • understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents • explain those values, practices, and traditions that unite all Americans	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand important how ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives	• gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant past and interpret simple timelines	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments	• consider different interpretations of key events and/or issues in history and understand the differences in these accounts • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 2: WORLD HISTORY: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	Key Idea 1: Students will understand that the study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives	• read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • study about world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will examine different time periods, examining themes across time and within cultures, focusing on important turning points in world history to help organize the study of world cultures and civilizations	• distinguish between past, present, and future periods • develop timelines that display important events and eras from world history • measure and understand the meaning of calendar time of years, decades, centuries, and millennia, using BC and AD as reference points • compare important events and accomplishments from different time periods in world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that the major social, political, cultural, and religious developments in world history involve learning about the important roles and contributions of individuals and groups	• understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • gather and present information about important developments from world history • understand how the terms social, political, economic, and cultural can be used to describe human activities or practices	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time	• consider different interpretations of key events and developments in world history and understand the differences in these accounts • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • view historic events through the eyes of those who were there, as shown in their art, writings, music and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
STANDARD 3: GEOGRAPHY: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth's surface.	Key Idea 1: Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and	• study about how people live, work, and utilize natural resources • draw basic maps and diagrams that serve as representations of places, physical features, and objects • locate places within the local community, state, and nation • identify and compare the physical,	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will apply the skills of asking and answering geographic questions; analyzing theories of geography' and acquiring, organizing, and analyzing geographic information (adapted from The National Geography Standards, 1994: Geography for Life)	• ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (adapted from The National Geography Standards, 1994)	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT: Students will use a variety of intellectual skills to demonstrate their understanding for the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	Key Idea 1: Students will understand that the study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law (adapted from The National Standards for Civics and Government, 1994)	• know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice • explain the probable consequences of the absence of government and rules • describe the basic purposes of government and the importance of civic life • discuss how and why the world is divided into nations and what kinds of governments other nations have	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand that the state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government (adapted from The National Standards for Civics and Government, 1994)	• know what the United States Constitution is and why it is important (adapted from The National Standards for Civics and Government, 1994) • understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities	• understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that they will acquire as they age	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	• show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

Grade 2 Instructional Sequence: Communities: Mine and Others	
Term 1	Describe and compare the different people and cultures of the local community. Distinguish between community organizations, schools, museums, police stations, hospitals, synagogues, churches, parks, apartment houses, etc. Explore Brooklyn to identify maps and symbols (e.g. traffic lights, signs, street markings, train station)
Term 2	Demonstrate an understanding of what it means to be a good neighborhood citizen. Identify roles a citizen has within their community. Identify differences between the past and the present in local history.
Term 3	Identify community leaders. Identify qualities such as bravery, ingenuity, perseverance, and honesty in local heroes.
Term 4	Gather information about the traditions of various local groups. Distinguish between near and distant past through studying the local community.
Term 5	Become familiar with neighborhood commerce. Demonstrate an understanding of how people exchange money for goods and services. Identify neighborhood resources.

Subject Area: ENGLISH LANGUAGE ARTS		Grade Level: Grade 3	
READING: LITERATURE			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Key Ideas and Details			
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lesson 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 19, 21, 23, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments • “Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Lesson 13, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments • “Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Lesson 1, 7, 9, 11, 12, 13, 19, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments • “Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Lesson 1, 2, 3, 4, 5, 7, 8, 12, 15, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Distinguish their own point of view from that of the narrator or those of the characters.	Lesson 2, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Ideas			

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Lesson 5, 6	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. (Not applicable to literature)	<i>Not Applicable</i>		
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Complexity of Text			
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Lesson 26, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: INFORMATIONAL TEXT			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state	Resources

		<i>assessments)</i>	
Key Ideas and Details			
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lesson 7, 11, 13, 14, 17, 18, 20, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Lesson 10, 14, 20, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Lesson 7, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Lesson 4, 5, 9, 11, 14, 16, 18, 20	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Lesson 1, 4, 9, 10, 18, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Distinguish their own point of view from that of the author of a text.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Ideas			

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Lesson 1, 3, 4, 5, 10, 11, 13, 14, 16, 17, 18, 19, 20, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Lesson 14, 22, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	Lesson 1, 3, 4,	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Level of Text Complexity			

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Lesson 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments • “Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: FOUNDATIONAL SKILLS			
Common Core Standards	Journeys Lesson	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	Lesson 22, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments • “Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Lesson 5, 11, 14, 17, 18, 19, 21, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments • “Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Decode words with common Latin suffixes.	Lesson 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Decode multisyllable words.	Lesson 2, 3, 5, 6, 7, 14, 15, 16, 17, 18, 19, 20, 26, 27, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Read grade-appropriate irregularly spelled words.	Lesson 1, 5, 8, 12, 13, 15, 16, 19, 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Fluency			

4. Read with sufficient accuracy and fluency to support comprehension.	<i>See breakdown of standard below for specific lesson alignment.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Read grade-level text with purpose and understanding.	Lesson 1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 22, 23, 24, 25, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	Lesson 21, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
WRITING			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Text Types and Purposes			
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	<i>See breakdown of standard below for specific lesson alignment.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Lesson 6, 9, 16, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Provide reasons that support the opinion.	Lesson 6, 9, 10, 16, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Lesson 6, 16	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Provide a concluding statement or section.	Lesson 16	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Lesson 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Lesson 8, 26, 27, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Develop the topic with facts, definitions, and details.	Lesson 7, 8, 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Lesson 7, 8, 26, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Provide a concluding statement or section.	Lesson 26, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Lesson 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Lesson 1, 2, 3, 4, 10, 11, 12, 13, 14, 15, 21, 22, 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Lesson 1, 2, 3, 4, 10, 11, 12, 13, 14, 15, 21, 22, 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use temporal words and phrases to signal event order.	Lesson 3, 10, 11, 15, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Provide a sense of closure.	Lesson 1, 2, 3, 10, 12, 15, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Production and Distribution of Writing			
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Lesson 1, 2, 4, 6, 7, 10, 11, 12, 13, 15, 18, 21, 22, 23, 24, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing..	Lesson 1, 2, 4, 6, 7, 8, 10, 12, 13, 15, 16, 22, 23, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Research to Build and Present Knowledge			
7. Conduct short research projects that build knowledge about a topic.	Lesson 11, 12, 14, 17, 18, 19, 20, 21, 22, 24, 27, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Lesson 4, 13, 14, 15, 18, 19, 23, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. (Begins in grade 4)			
Range of Writing			

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Lesson 1, 5, 6, 7, 8, 9, 10, 11, 14, 19, 20, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
SPEAKING AND LISTENING			
Common Core Standards	Journeys Lesson	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Comprehension and Collaboration			
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Lesson 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Lesson 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Lesson 3, 17, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Lesson 12	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Explain their own ideas and understanding in light of the discussion.	Lesson 2, 5, 7, 10, 11, 13, 14, 15, 19, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Lesson 10, 12, 16, 20, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Presentation of Knowledge and Ideas			
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Lesson 1, 6, 8, 13, 15, 17, 22, 23, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Lesson 9	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
LANGUAGE			
Common Core Standards	Journeys Lesson	Assessments (formal/ informal including state assessments)	Resources
Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>See breakdown of standard below for specific lesson alignment.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Lesson 4, 6, 10	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Form and use regular and irregular plural nouns.	Lesson 11, 16	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use abstract nouns (e.g., childhood).	Teacher-created lesson using resource materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Form and use regular and irregular verbs.	Lesson 11, 14, 18, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Lesson 6, 7, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
f. Ensure subject-verb and pronoun-antecedent agreement.	Lesson 13, 14, 18, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Lesson 17	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
h. Use coordinating and subordinating conjunctions.	Lesson 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
i. Produce simple, compound, and complex sentences.	Lesson 2, 3, 6, 7, 8, 13, 15, 18, 21, 25, 27, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Lesson 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Capitalize appropriate words in titles.	Lesson 1, 11, 12, 13, 20, 22, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Use commas in addresses.	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

c. Use commas and quotation marks in dialogue.	Lesson 3, 23, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Form and use possessives.	Lesson 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Lesson 1, 2, 4, 5, 6, 11, 12, 13, 14, 17, 1, 20, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 24, 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Lesson 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Knowledge of Language			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Lesson 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Choose words and phrases for effect.	Lesson 5, 6, 11, 12, 13, 15, 17, 18, 21, 22, 25, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Recognize and observe differences between the conventions of spoken and written standard English.	Lesson 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Lesson 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Use sentence-level context as a clue to the meaning of a word or phrase.	Lesson 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 22, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Lesson 14, 15, 17, 19, 21, 22, 23, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Lesson 23, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Lesson 3, 4, 5, 8, 9, 11, 12, 13, 17, 22, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<i>See breakdown of standard below for specific lesson alignment.</i>	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Lesson 12, 15, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Lesson 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 20, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Lesson 5	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Lesson 1, 15, 16, 17, 18, 22, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments - Achievement Network Interim Assessments (4 times annually) - New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Foundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

Subject Area: MATHEMATICS		Grade Level: Grade 3		
	OPERATIONS AND ALGEBRAIC THINKING			
Content and Process Standards	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (formal/ informal including state assessments)	Resources
Trading Stickers, Combining Coins Equal Groups	Represent and solve problems involving addition and subtraction.	1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Trading Stickers, Combining Coins Equal Groups Stories, Tables and Graphs How Many Hundreds, How Many Miles?		2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore

			• New York State Assessment	Schools' EYT exemplars
Trading Stickers, Combining Coins Equal Groups Stories, Tables and Graphs How Many Hundreds, How Many Miles?		3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Stories, Tables and Graphs		4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Equal Groups	Understand properties of multiplication and the relationship between multiplication and division.	5. Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Equal Groups		6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Equal Groups Stories, Tables and Graphs	Multiply and divide within 100.	7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Fourth Grade Prep Equal Groups	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Trading Stickers, Combining Coins Equal Groups Stories, Tables and Graphs How Many Hundreds, How Many Miles?		9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	NUMBER AND OPERATIONS IN BASE TEN			
Content and Process Standards	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state</i>)	Resources

			assessments)	
Trading Stickers, Combinig Coins	Use place value understanding and properties of operations to perform multi-digit arithmetic.	1. Use place value understanding to round whole numbers to the nearest 10 or 100.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Equal Groups How Many Hundreds, How Many Miles		2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Equal Groups		3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	NUMBER AND OPERATIONS--FRACTIONS			
Content and Process Standards	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Finding Fair Shares	Develop understanding of fractions as numbers.	1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore

			• New York State Assessment	Schools' EYT exemplars
Finding Fair Shares		2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Finding Fair Shares Collections and Travel Stories		a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Finding Fair Shares Collections and Travel Stories		b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Finding Fair Shares Stories, Tables and Graphs		3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Finding Fair Shares Stories, Tables and Graphs		a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Finding Fair Shares Stories, Tables and Graphs		b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Finding Fair Shares Stories, Tables and Graphs		c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Finding Fair Shares Stories, Tables and Graphs		d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	MEASUREMENT AND DATA			
Content and Process Standards	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state assessments</i>)	Resources
Stories, Tables and Graphs	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT

			Assessment	exemplars
3-D Geometry, Capacity and Mass		2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Stories, Tables and Graphs	Represent and interpret data.	3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars
Finding Fair Shares Stories, Tables and Graphs		4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	• Explore Schools’ baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools’ interim assessments (3x/year) • Explore Schools’ EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools’ EYT exemplars

3-D Geometry, Capacity and Mass Perimeter, Angle and Area	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	5. Recognize area as an attribute of plane figures and understand concepts of area measurement.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
3-D Geometry, Capacity and Mass Perimeter, Angle and Area		a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

3-D Geometry, Capacity and Mass Perimeter, Angle and Area		b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area		6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Perimeter, Angles and Area Equal Groups		7. Relate area to the operations of multiplication and addition.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area Equal Groups		a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Perimeter, Angles and Area Equal Groups		b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area Equal Groups		c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Perimeter, Angles and Area Equal Groups		d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area Equal Groups 3-D Geometry, Capacity, and Mass	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	GEOMETRY			
Content and Process Standards	Key Ideas and Bands Within Strands	Common Core Standards	Assessments (<i>formal/ informal including state</i>)	Resources

			<i>assessments)</i>	
Perimeter, Angles and Area Stories, Tables and Graphs 3-D Geometry, Capacity, and Mass	Reason with shapes and their attributes.	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area Stories, Tables and Graphs 3-D Geometry, Capacity, and Mass		2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Subject Area: SCIENCE		Grade Level: Grade 3	
Standards and Key Ideas	Performance Indicators	Assessments (formal/ informal including state assessments)	Resources
STANDARD 1: Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Analysis, Inquiry, and Design (Mathematical Analysis): Key Idea 1: Abstraction and symbolic representation are used to communicate mathematically	M1 1 Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment M1 1a Use plus, minus, greater than, less than, equal to, multiplication, and division signs M1 1b Select the appropriate operation to solve mathematical problems M1 1c Apply mathematical skills to describe the natural world	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): Key Idea 2: Deductive and inductive reasoning are used to reach mathematical conclusions	M2 1 Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions M2 1a Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions M2 1b Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): Key Idea 3: Critical thinking skills are used in the solution of mathematical problems	M3 1 Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible M3 1a Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers (Fahrenheit and Celsius), graduated cylinder to solve problems about the natural world	- FOSS Science assessments - Explore Schools' EYT (Explain Your Thinking) math assessments - Teacher observations during activities and investigations in whole and small group settings - Homework - Teacher-created assessments	- FOSS Science activities and investigations - Teacher-created activities - Nonfiction guided reading library - Explore Schools' EYT (Explain Your Thinking) math assessments - enVision Math - EveryDay Math resources - TERC Math resources

Analysis, Inquiry, and Design (Scientific Inquiry): Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process	S1 1 Ask “why” questions in attempts to seek greater understanding concerning objects and events they have observed and heard about S1 1a observe and discuss objects and events and record observations S1 1b Articulate appropriate questions based on observations S1 2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings S1 2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1 3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed S1 3a Clearly express a tentative explanation or description which can be tested	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Analysis, Inquiry, and Design (Scientific Inquiry): Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity	S2 1 Develop written plans for exploring phenomena or for evaluation explanations guided by questions or proposed explanations they have helped formulate S2 1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc) S2 2 Share their research plans with others and revise them based on their suggestions S2 2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2 3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time S2 3a use appropriate “inquiry and process skills” to collect data S2 3b Record observations accurately and concisely	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 4: The Physical and Living Settings: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Physical Setting: Key Idea 1: The earth and celestial phenomena can be described by principles of relative motion and perspective	1 1a Natural cycles and patterns include: • Earth spinning around once every 24 hours (rotation) resulting in day and night • Earth moving in a path around the sun (revolution), resulting in one Earth year • the length of daylight and darkness varying with the seasons • weather changing from day to day and through the seasons • the appearance of the moon changing as it moves in a path around Earth to complete a single cycle 1 1b Humans organize time into units based on natural motions of Earth: second, minute, hour, week, month1 1c The sun and other stars appear to move in a recognizable pattern both daily and seasonally	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land	2 1a Weather is the condition of the outside air at a particular moment2 1b Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)2 1c Water is recycled by natural processes on Earth • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, sleet, snow, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Physical Setting: Key idea 4: Energy exists in many forms, and when these forms change energy is conserved	4 1a Energy exists in various forms: heat, electric, sound, chemical, mechanical, light 4 1b Energy can be transferred from one place to another 4 1c Some materials transfer energy better than others (heat and electricity) 4 1d Energy and matter interact: water is evaporated by the sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light 4 1e Electricity travels in a closed circuit 4 1f Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another 4 1g Interactions with forms of energy can be either helpful or harmful 4 2a Everyday events involve one form of energy being changed to another 4 2b Humans utilize interactions between matter and energy • chemical to electrical, light, and heat: battery and bulb • electrical to sound (e.g., doorbell buzzer) • mechanical to sound (e.g., musical instruments, clapping) • light to electrical (e.g., solar-powered)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: Key idea 5: Students will understand that energy and matter interact through forces that result in changes in motion	5 1a The position of an object can be described by locating it relative to another object of the background (e.g., on top of, next to, over, under, etc.) 5 1b The position or direction of motion of an object can be changed by pushing or pulling 5 1c The force of gravity pulls objects toward the center of Earth 5 1d The amount of change in the motion of an object is affected by friction 5 1e Magnetism is a force that may attract or repel certain materials 5 1f Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes 5 2a The forces of gravity and magnetism can affect objects through gases, liquids, and solids 5 2b The force of magnetism on objects decreases as distance increases	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: Key idea 2: Students will understand that organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	2 1a Some traits of living things have been inherited (e g , color of flowers and number of limbs of animals) 2 1b Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e g , having scars; riding a bicycle) 2 2a Plants and animals closely resemble their parents and other individuals in their species 2 2b Plants and animals can transfer specific traits to their offspring when they reproduce	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: Key idea 3: Individual organisms and species change over time	3 1a Each animal has different structures that serve different functions in growth, survival, and reproduction 3 1b Each plant has different structures that serve different functions in growth, survival, and reproduction 3 1c In order to survive in their environment, plants and animals must be adapted to that environment 3 2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment 3 2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: Key idea 5: Students will understand that organisms maintain a dynamic equilibrium that sustains life	5 1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste 5 1b An organism's external physical features can enable it to carry out life functions in its particular environment 5 2a Plants respond to changes in their environment For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow 5 2b Animals respond to change in their environment, (e g , perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating) 5 2c Senses can provide essential information (regarding danger, food, mates, etc) to animals about their environment 5 2d Some animals, including humans, move from place to place to meet their needs 5 2e Particular animal characteristics are influenced by changing environmental conditions including: fat, storage in winter, coat thickness in winter, camouflage, shedding of fur 5 2f Some animal behaviors are influenced by changing environmental conditions These behaviors may include: nest building, hibernating,	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 6: Interconnectedness: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.	
Systems Thinking: Key idea 1 : Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	• observe and describe interactions among components of simple systems • identify common things that can be considered to be systems (e g, plant, a transportation system, human beings) • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Models: Key idea 2 : Models are simplified representations of objects, structures, or systems, used in analysis, explanation, or design	• analyze, construct, and operate models in order to discover attributes of the real thing • discover that a model of something is different from the real thing but can be used to study the real thing • use different types of models, such as graphs, diagrams, and maps, to represent various aspects of the real world • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Magnitude and Scale: Key idea 3 : The grouping of magnitudes of size, time, frequency, and pressures of other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect behavior and design of systems	• observe that things in nature and things that people make have very different sizes, weights, and ages • recognize that almost anything has limits on how big or small it can be • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Equilibrium and Stability: Key idea 4 : Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium)	• observe that things change in some ways and stay the same in some ways • recognize that things can change in different ways such as size, weight, color, and movement Some small changes can be detected by taking measurements • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Patterns of Change: Key idea 5: Identifying patterns of change is necessary for making predictions about future behavior and conditions	• use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data • analyze data by making tables and graphs and looking for patterns of change • FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments • FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources

STANDARD 7: Interdisciplinary Problem Solving: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Strategies: <i>Key idea 2:</i> Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results	• work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Content Unit Topics:
 Structures of Life
 Sun, Moon, and Stars
 Physics of Sound

Process Skills - Standard 4 (K-8)

General Skills

1. follow safety procedures in the classroom and laboratory
2. safely and accurately use the following measurement tools: metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter
3. use appropriate units for measured or calculated values
4. recognize and analyze patterns and trends
5. classify objects according to an established scheme and a student-generated scheme
6. develop and use a dichotomous key
7. sequence events
8. identify cause-and-effect relationships
9. use indicators and interpret results

Living Environment Skills

1. manipulate a compound microscope to view microscopic objects
2. determine the size of a microscopic object, using a compound microscope
3. prepare a wet mount slide
4. use appropriate staining techniques
5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits
6. classify living things according to a student-generated scheme and an established scheme
7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web
8. identify pulse points and pulse rates
9. identify structure and function relationships in organisms

Physical Setting Skills

1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map
2. using identification tests and a flow chart, identify mineral samples
3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type
4. plot the location of recent earthquake and volcanic activity on a map and identify patterns of distribution
5. use a magnetic compass to find cardinal directions

Subject Area: SOCIAL STUDIES Grade Level: Grade 3				
Standards	Key Ideas	New York State Performance Indicators	Assessments (formal/ informal including state assessments)	Resources
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York	Key Idea 1: Students will understand that the history of New York State and the United States requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions	• know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and background played a role in creating it • understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents • explain those values, practices, and traditions that unite all Americans	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand important how ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives	• gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant past and interpret simple timelines	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments	• consider different interpretations of key events and/or issues in history and understand the differences in these accounts • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 2: WORLD HISTORY: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives	Key Idea 1: Students will understand that the study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives	• read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • study about world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will examine different time periods, examining themes across time and within cultures, focusing on important turning points in world history to help organize the study of world cultures and civilizations	• distinguish between past, present, and future periods • develop timelines that display important events and eras from world history • measure and understand the meaning of calendar time of years, decades, centuries, and millennia, using BC and AD as reference points • compare important events and accomplishments from different time periods in world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that the major social, political, cultural, and religious developments in world history involve learning about the important roles and contributions of individuals and groups	• understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • gather and present information about important developments from world history • understand how the terms social, political, economic, and cultural can be used to describe human activities or practices	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time	• consider different interpretations of key events and developments in world history and understand the differences in these accounts • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • view historic events through the eyes of those who were there, as shown in their art, writings, music and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
STANDARD 3: GEOGRAPHY: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface	Key Idea 1: Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and	• study about how people live, work, and utilize natural resources • draw basic maps and diagrams that serve as representations of places, physical features, and objects • locate places within the local community, state, and nation • identify and compare the physical,	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
Key Idea 1: Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography (adapted from The National Geography Standards, 1994: Geography for Life)	Key Idea 2: Students will apply the skills of asking and answering geographic questions; analyzing theories of geography’ and acquiring, organizing, and analyzing geographic information (adapted from The National Geography Standards, 1994: Geography for Life)	• ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (adapted from The National Geography Standards, 1994)	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 4: ECONOMICS: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U S and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms	Key Idea 1: Students will understand that the study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world	• know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources • understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT: Students will use a variety of intellectual skills to demonstrate their understanding for the necessity for establishing governments; the governmental system of the U S and other nations; the U S Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation	Key Idea 1: Students will understand that the study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law (adapted from The National Standards for Civics and Government, 1994)	• know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice • explain the probable consequences of the absence of government and rules • describe the basic purposes of government and the importance of civic life • understand that social and political systems are based upon people's beliefs • discuss how and why the world is divided into nations and what kinds of governments other nations have	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand that the state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government (adapted from The National Standards for Civics and Government, 1994)	• explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States • understand the basic civil values that are the foundation of American constitutional democracy • know what the United States Constitution is and why it is important (adapted from The National Standards for Civics and Government, 1994) • understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government • understand the structure of New York State and local governments, including executive, legislative, and judicial branches	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that central to civics and citizenship is an understanding of the roles of the citizen within America constitutional democracy and the scope of a citizen's rights and responsibilities	• understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that they will acquire as they age	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	• show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action • prioritize the solutions based on established criteria • propose an action plan to address the issue of how to solve the problem	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

Grade 3 Instructional Sequence: Local History and Government: New York City and State	
Term 1	Locate the 5 boroughs of NYC and identify their physical features (Hudson and East River, Atlantic Ocean, island vs. landlocked). Identify the different motivations for groups that immigrated to New York City throughout its history, and the individual and group's contributions to American society. Describe the immigrant experience to New York City from the perspective of the different groups that immigrated. Demonstrate an understanding of how economic opportunity motivated immigrant groups to come to NYC.
Term 2	Understand the significance of Ellis Island to NYC immigration. Identify and compare rural, urban and suburban communities in NYC and surrounding areas. Compare and contrast urban, suburban and rural New York communities focusing on transportation, economic resources and natural resources. Identify ways in which the geography of an area affects people's lives (i.e. how do people in NYC live compared to people in rural areas).
Term 3	Describe the natural resources of New York. Understand how scarce resources (space) influence how a city develops (e.g. building up not out). Compare and contrast the environments, cultures, and customs of Native American Peoples of New York. Identify the location of different Native American tribes on New York State maps including boundaries of states, cardinal directions, legend and scale. Identify the major explorers of New York State and the impact of those explorations on Native Americans.
Term 4	Describe and compare the contributions made by the French, Dutch, and English colonists in New York. Identify the forms of government that the colonists of New York created. Describe the production of goods and services in New York State. Describe the concept of taxation and government in New York. Identify the bodies of elected representatives responsible for making state and city laws. Identify various current government representatives at the state and local level.

Term 5	Describe the basic structure of state and city governments. Describe the process for making laws at the state level. Compare and contrast local and state laws. Draft a classroom constitution, defining a code of conduct. Compare and contrast classroom constitution with NYS constitution. Develop a list of alternative solutions to a classroom conflict and propose an action plan to solve the problem.

Cross Walk K-8 Other Areas

Explore Excel Charter School	
Subject Area: OTHER	Grade Levels: Kindergarten - 8
The Arts Providing our students with a well-rounded education is a crucial element at Explore Excel, as we believe that this characteristic will help us to achieve our mission in providing our students with the requisite skills to succeed in college preparatory high schools. Students from Kindergarten through grade 8 will receive one 40-minute weekly instructional period in visual arts and one 40-minute weekly instructional period in general music. Each of the classes will be taught by certified teachers with expertise in both the content areas and in instructional strategies and techniques. Through daily collaborative planning periods, teachers of the arts will be encouraged to integrate core academic subject matter into their instructional activities in music and visual art. Curricula is designed to meet the NYS Learning Standards in the Arts.	
Physical Education and Health Students at Excel will receive instruction in physical education and health from Kindergarten through grade 8. In addition to weekly instructional periods throughout the grades, children will participate in recess to add to the importance we place on providing physical activity to promote good health. Systematic exercise, structured sporting activity, good sportmanship and teamwork, and the explicit teaching of healthy living will be consistent components of our curriculum. The NYS Learning Standards in Health and Physical Education will be addressed in these classes.	
Character and Career Education Using our five school expectations as central points, we will provide students in all grade levels with explicit instruction in character education. Social skills, peer mediation, and increasing coping mechanisms will be emphasized through role plays, read-alouds, journal writing, and our use of resources such as <i>Second Step</i> . Our school expectations are: We come to school prepared to learn; We listen and follow directions; We treat others the way we want to be treated; We respect our environment; and We try our hardest. Further, our students will be exposed to potential career development through visits from professionals within our community, field trips, and read alouds. School expectations are taught daily during morning meeting and in advisory. Character education lessons are delivered once weekly.	
Languages other than English Middle school students will receive instruction in Spanish. The instruction will follow the NYS curriculum for the first year of foreign language study, with the potential of our 8th grade graduates passing the foreign language proficiency exam and entering high school at the second year instructional level. This will provide them with additional opportunities to take AP and college level courses throughout their upper high school years. Instruction, which will be standards-based, will engage students in reading, writing, listening, and speaking in Spanish. Spanish is taught to 4th and 5th grade students 1 period weekly; to 6th grade students 3 periods weekly; to 7th grade students 4 periods weekly; to 8th grade students 5 periods weekly.	

Technology

Our teachers will integrate technology into the curriculum so that our students acquire technology skills. Computer labs and interactive white board technology used throughout the school day will assist and encourage the development of 21st century skills in our learners. Computer technology instruction will include keyboarding basics, in addition to exposure and use of common office programs, such as word processing, slide show presentations, and simple spreadsheets. Students will also be provided with opportunities for engineering design as a part of their math and science extensions.

FOSS Scope and Sequence

Grade		Life Science	Earth and Space Science	Physical Science and Technology	Scientific Reasoning and Technology	Alternative Modules*
Middle School	6-8	Human Brain and Senses	Earth History	Electronics		
		Diversity of Life	Planetary Science	Chemical Interactions		
		Populations and Ecosystems	Weather and Water	Force and Motion		
K-6	5-6	Food and Nutrition	Solar Energy	Levers and Pulleys	Models and Designs	Living Systems*
		Environments	Landforms	Mixtures and Solutions	Variables	Water Planet*
	3-4	Human Body	Water	Magnetism and Electricity	Ideas and Inventions	Matter and Energy*
		Structures of Life	Earth Materials	Physics of Sound	Measurement	Sun, Moon, and Stars*
	1-2	New Plants	Air and Weather	Solids and Liquids		Insects and Plants*
		Insects	Pebbles, Sand, and Silt	Balance and Motion		Plants and Animals*
	K	Trees		Wood and Paper		
		Animals Two by Two		Fabric		

School Calendar

Provide a copy of the proposed school's calendar for its first year of operation, including:

- **Total number of days of instruction for the school year;**
 - **First and last day of classes;**
 - **Organization of the school year (i.e. semesters, trimesters, quarters, etc.), especially important for schools that will ultimately include 9th through 12th grades;**
 - **All planned holidays and other days off, as well as planned half days; and**
 - **Dates for summer school, if planned.**
-

All students at Explore Envision Charter School will be in school from August through June. The school day will begin at 7:50 a.m. and will end at 4:20 p.m. Our students will have 25% more time for learning than if they attended a seven hour-a-day, 180 day-a-year school. The purpose of the extended day and extended year is based on the belief that students will retain more skills and knowledge in a consistent year-round schedule, as opposed to having a two month summer break that is traditionally offered. Explore Envision Charter School will be in session for approximately 192 school days each year. The first day of classes for students is August 21, 2013 and the last day is June 27, 2014.

The proposed calendar for the 2013-14 academic year follows and includes all planned holiday, other days off, and planned half days:

Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample student schedule for a typical week of instruction.

Provide a narrative that clearly explains the length of the school day (including the approximate start and dismissal times for the school day), explicitly noting times that are part of the core academic day as opposed to time devoted to supplementary activities (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical student's day or week in addition to the schedule(s).

For schools that will ultimately include all or select grades within the Kindergarten through 8th grade range, state the minimum number of hours the school will devote to core academic subjects in each grade, i.e., English language arts, mathematics, science, and social studies, and the total number of hours/minutes of instruction per week (exclusive of lunch, recess, study hall, etc.). Total instructional time for any given grade may be no less than required of other public schools. See the Guidance Handbook for more information.

Daily and Weekly Schedule

Explore Exceed Charter School's scheduling will ensure that students receive sufficient instruction to meet the requirements of the New York State Standards for Learning. The schedule will also ensure that teachers have adequate time to plan and prepare their lessons. The starred (*) subjects will be taught by a person other than the classroom teacher, and will provide the teacher with a time to prepare lessons.

The rationale behind the schedule is to ensure that students have ample time in each subject to meet and exceed the New York State Standards of Learning. ELA standards will be taught both during the shared reading, read-aloud, word study, reading mini-lesson and writing blocks thus connecting reading and writing. In addition, ELA standards will be taught through science and social studies, which will also help to connect reading and writing through review of, and written response to historical and scientific text. Students will engage in a variety of comprehension activities through non-fiction text in those subjects. Three days a week, the writing block is adjacent to science and social studies (separated by recess) in order for students to make seamless connections between reading, writing and science and social studies content.

Sample K-5 Daily and Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50	Breakfast/ Morning Work	Breakfast/ Morning Work	Breakfast/ Morning Work	Breakfast/ Morning Work	Breakfast/ Morning Work
8:20	Morning Meeting (CDOS) / Calendar Math	Morning Meeting / Calendar Math	Morning Meeting (FCS)/ Calendar Math	Morning Meeting / Calendar Math	Morning Meeting / Calendar Math
8:30					

8:45					
9:00					
9:15	Reading Mini-Lesson	Reading Mini-Lesson	Reading Mini-Lesson	Reading Mini-Lesson	Reading Mini-Lesson
9:30					
9:45	Word Study	Word Study	Word Study	Word Study	
10:00					Word Study
10:15	Physical Education *	Math – Explain Your Thinking	Art *	Music *	
10:30					Math
10:45	Shared Reading		Shared Reading	Shared Reading	
11:00					
11:15	Lunch *	Lunch *	Lunch *	Lunch *	Lunch *
11:30					
11:45					
12:00	Science *	LOTE *	Social Studies	Science *	Math – Explain Your Thinking
12:15					
12:30	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Writing

12:45					
1:00	Math	Math	Math	Math	Read Aloud
1:15					
1:30	Social Studies	Social Studies	Science*	Technology*	Math – Spiral Review
1:45					
	Recess	Recess	Recess	Recess	Recess
2:00					
2:15					
2:30					Physical Education*
	Writing	Writing	Writing	Writing	
2:45					
3:00					Read Aloud
3:15					
	Math – Spiral Review	Math – Spiral Review	Math – Spiral Review	Math – Spiral Review	Free Time
3:30					
4:00					
	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
4:20					

Sample Middle School Daily and Weekly Schedule

The schedule below represents a student's schedule. However, our goal is to show an ELA teacher's perspective, as well. Single stars (*) indicate when the ELA teacher would be teaching – either the class of this particular student, or the other section of ELA. A double star (**) indicates when the ELA teacher would have a preparation period.

Duration	Monday	Tuesday	Wednesday	Thursday	Friday
15 minutes	Advisory *	Community Circle *	Advisory *	Advisory *	Community Circle *
40 minutes	Social Studies *	Social Studies *	LOTE **	Social Studies *	Social Studies *
60 minutes	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *
90 minutes	Math *	Math *	Math *	Math *	Math *
45 minutes	PE **	Introduction to Tech **	PE (20 Weeks) FCS (20 Weeks) **	Math Lab **	Health **
45 minutes	Lunch **	Lunch & PE (Group Games) **	Lunch **	Lunch & PE (Group Games) **	Lunch **
45 minutes	Physical Science *	LOTE **	Physical Science * & Technology Lab	Physical Science *	Physical Science * & Lab
45 minutes	Math Technology ** Lab	Art **		Music **	
60 minutes	Reading/ Grammar / Mechanics/ Writing Lab *	Writing Technology Lab *	Reading/ Grammar / Mechanics/ Writing Lab *	Reading/ Grammar / Mechanics/ Writing Lab *	Reading/ Grammar / Mechanics/ Writing Lab *

Sample Teacher Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample teacher schedule for a typical week of instruction.

Provide a narrative that clearly explains the length of the work day, explicitly identifying times devoted to the teacher's core teaching assignments, planning, and other activities as applicable (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical teacher's day or week in addition to the schedule(s).

Sample K-5 Teacher Daily and Weekly Schedule

Teachers arrive at 7:30am and typically leave at 5pm, depending on whether or not they have additional activities to lead and if there is professional development taking place after school. Lower school teachers will spend 150 minutes on reading and writing instruction, 105 minutes on math, and 30 minutes on social studies, daily. Other subjects such as science, technology, gym, art, and music, are taught by a person other than the classroom teacher, giving the teacher 120 minutes to plan each day. These subjects are marked with an asterisk in the schedule below. Teachers are also expected to cover recess for 15 minutes a day. The schedule will ensure that teachers have adequate time to plan and prepare their lessons.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50	Breakfast/ Morning Work	Breakfast/ Morning Work	Breakfast/ Morning Work	Breakfast/ Morning Work	Breakfast/ Morning Work
8:20	Morning Meeting (CDOS) / Calendar Math	Morning Meeting / Calendar Math	Morning Meeting (FCS)/ Calendar Math	Morning Meeting / Calendar Math	Morning Meeting / Calendar Math
8:30					
8:45					
	Reading Mini-Lesson	Reading Mini- Lesson	Reading Mini- Lesson	Reading Mini-Lesson	Reading Mini- Lesson
9:00					
9:15					
	Word Study	Word Study	Word Study	Word Study	
9:30					
9:45	Physical Education *	Math – Explain Your	Art *	Music *	Word Study
10:00					

		Thinking			
10:15					
10:30					Math
10:45	Shared Reading		Shared Reading	Shared Reading	
11:00					
11:15	Lunch *	Lunch *	Lunch *	Lunch *	Lunch *
11:30					
11:45					
12:00	Science *	LOTE *	Social Studies	Science *	Math – Explain Your Thinking
12:15					
12:30	Read Aloud	Read Aloud	Read Aloud	Read Aloud	
					Writing
12:45					
1:00	Math	Math	Math	Math	
					Read Aloud
1:15					
1:30	Social Studies	Social Studies	Science*	Technology*	Math – Spiral Review
1:45	Recess	Recess	Recess	Recess	Recess

2:00					
2:15					
2:30					
2:45					
3:00					
3:15					
3:30					
4:00					
4:20					

Sample Middle School Teacher Daily and Weekly Schedule

Teachers arrive at 7:30am and typically leave at 5pm, depending on whether or not they have additional activities to lead and if there is professional development taking place after school. While the schedule below represents a student's schedule, our goal is to show an ELA teacher's perspective, as well. Single stars (*) indicate when the ELA teacher would be teaching – either the class of this particular student, or the other section of ELA. A double star (**) indicates when the ELA teacher would have a preparation period. On a typical day, an ELA teacher will provide instruction for 295 minutes, have 135 minutes for preparation, and spend 15 minutes on an extracurricular program.

Duration	Monday	Tuesday	Wednesday	Thursday	Friday
15 minutes	Advisory * CDOS	Community Circle *	Advisory * CDOS	Advisory *	Community Circle *
40 minutes	Social Studies *	Social Studies *	LOTE **	Social Studies *	Social Studies *

60 minutes	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *
90 minutes	Math *	Math *	Math *	Math *	Math *
45 minutes	PE **	Introduction to Tech **	PE (20 Weeks) FCS (20 Weeks) **	Math Lab **	Health **
45 minutes	Lunch **	Lunch & PE (Group Games) **	Lunch **	Lunch & PE (Group Games) **	Lunch **
45 minutes	Physical Science *	LOTE **	Physical Science * & Technology Lab	Physical Science *	Physical Science * & Lab
45 minutes	Math Technology ** Lab	Art **		Music **	
60 minutes	Reading/ Grammar / Mechanics/ Writing Lab *	Writing Technology Lab *	Reading/ Grammar / Mechanics/ Writing Lab *	Reading/ Grammar / Mechanics/ Writing Lab *	Reading/ Grammar / Mechanics/ Writing Lab *

Struggling Students

Discuss the proposed school's methods and strategies for identifying and serving students who are struggling academically and at-risk of academic failure. In answering, describe:

- **How the school will determine and identify which students are struggling, including within the context of a Response to Intervention (RtI) program. The applicant should clearly define the term "struggling student" as it would be applied in the school;**
 - **The strategies, programs and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.**
 - **Any research or evidence that supports the appropriateness of the proposed approach; and**
 - **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**
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Explore Envision Charter School's approach to meeting the needs of students at-risk of academic failure is a combination of high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards. These strategies will support students in need of remediation, students with IEP's and ELL students. Explore Envision Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who need additional support for any of the reasons stated above and will then provide support that is tailored to the specific needs of the student.

In order to serve students at-risk of academic failure, Explore Envision will follow Explore Schools' approach to continuous improvement. Teachers, special education certified learning specialists and other members of the school's support services team, which includes a Reading Recovery Specialist and Academic Intervention teachers, (please see Response 12(a) for specific definitions of these positions) will work in conjunction to support at-risk students. Specifically,

- All students will be assessed on their mastery of the New York State Standards of Learning in math and ELA every six to eight weeks on interim assessments. These interim assessments have been implemented at both Explore and Empower Charter School and demonstrate a high correlation to the standards that students are assessed on the NYS ELA and math exams. The Achievement Network interim assessments will be used for ELA and Explore Schools network created interim assessments will be used for Math.
- Within a week of the interim assessment being administered, the data are crunched and discussed with both the classroom teachers and members of the support services team. Specific attention is paid to the individual students' mastery of the standards and re-teaching techniques are discussed.
- Based on the data, individual students are taught individually or in small groups with either the classroom teacher or members of the support services team. Instruction in small groups will focus on the specific skills, as identified by the interim assessment results, which require additional instruction.
- Students may be provided with extended math and literacy instruction through a range of research-based remediation programs such as Soar to Success and in literacy, and Fast Math and Number Words in math both in class and during pull-outs with members of the support services team.

- Given that charter schools that seek to serve students who attended failing traditional public schools often have students with severe special needs, we anticipate students may need a more restrictive learning environment. As such we will create a 12:1:1 classroom as needed. This will require us to hire additional certified special education teachers and aides, which are reflected in Responses 12(a) and 24(f).
- Students with IEPs will work with learning specialists, certified in special education. The learning specialist will either push-in or provide pull-out instruction. This will remain flexible based on the needs of the students.
- In addition to the classroom teachers and the special-education certified learning specialists, Academic Intervention teachers will provide students who are in need of remediation, and therefore at risk of academic failure, with small-group instruction. This small-group instruction may be push-in.
- Starting in year one, depending on student need, one of the special education certified learning specialists may be certified to work with ELL/LEP students. In addition, we will seek to hire at least one classroom teacher annually who is ESL certified. These members of the team will provide in-class, and as needed, pull-out services to support our ELL/LEP population.

Other strategies and structures Explore Envision will employ to successfully serve students at-risk of academic failure include:

- A longer school day and a longer school year to ensure that students will have more time on task to learn the New York State Standards.
- Teachers and Academic Intervention teachers provide tutoring throughout the day to those students who require additional instruction. Opportunities for tutoring time may include enrichment, lunch and breakfast tutoring groups and at the end of the day (after spiral review and before dismissal). The timing and frequency of tutoring will be determined on a student-by-student basis by classroom teachers and members of the support services team based on student data.
- Professional development for all staff, during pre-service and throughout the year, which addresses effective teaching strategies for students at risk of academic failure. For example, professional development may include strategies for engaging ELLs in literacy (such as QTEL), or effective math remediation strategies for struggling learners.

The budget for Explore Envision Charter School has been designed with the needs of students at-risk of academic failure, including students who require remediation, students with IEP's and ELL students. The number of staff members budgeted for each year will mean a low student-teacher ratio and the ability for teachers to work with small groups of at-risk students. In addition, the school support services team (which includes special education certified staff, staff with ELL certification, Reading Recovery Specialists and Academic Intervention teachers) has been budgeted for at an augmented level for each year of the charter term to ensure that specialists are available to work with at risk students as the student population grows. Finally, the materials budget for the school includes the assumption that curricular materials, as described above to support the needs of at-risk students will be purchased by the school.

Students with Disabilities

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer Appendix D – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate by references the assurances found in this document. In answering, describe:

- **The proposed charter school's process for identifying students with disabilities (child find), especially within the context of the school's RtI process;**
 - **The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);**
 - **The services or settings that will be provided by the school district of the student's residency or through a third party contract;**
 - **Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;**
 - **The process for coordination between general education teachers and special education teachers or service providers;**
 - **The process that will be used to monitor the achievement and progress of students with disabilities; and**
 - **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**
 - **Specific professional development for identifying, supporting and evaluating the progress of special education students including the implementation of RtI and behavioral intervention plans in the classroom.**
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Overview

The founders of Explore Envision Charter School share the belief that all students, regardless of family background, income, race, religion, sex, or health can achieve academically. This core belief extends to students with disabilities. To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), Explore Envision Charter School will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment—including the creation of more restrictive classrooms, such as a 12:1:1 classroom—will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special education students will be expected to master the general curriculum to the maximum extent possible with the use of supplementary aides and other services as outlined in their IEP. In the regular education classroom (inclusion setting), we are fully committed to using a wide range of techniques needed to engage students who are challenged by traditional lectures, reading and writing. For example, regular classroom instruction will engage students' musical, visual, kinesthetic and social intelligences. Members of our Support Services Team, including certified special educators, will work closely with classroom teachers to develop and implement appropriate instructional plans and assessments for an inclusion setting. To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate receive credit for,

nonacademic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services.

Staffing

Explore Envision Charter School's staffing model is included below to highlight the school's commitment to staffing to meet the needs of our special education students:

	Certified	K-3	K-4	K-5	K-6	K-7
ADMINISTRATIVE PERSONNEL						
Instructional Management						
Principal	Yes	1.0	1.0	1.0	1.0	1.0
Academic Director	Yes	1.0	1.0	2.0	2.0	2.0
Directors, Deans & Coordinator						
Dean		1.0	1.0	2.0	2.0	3.0
Literacy Coordinator	Yes	1.0	1.0	1.0	1.0	1.0
Math Coordinator	Yes			1.0	1.0	1.0
Special Ed Coordinator	Yes	0.5	1.0	1.5	2.0	2.0
Dean's Assistant	No	1.0	1.0	1.0	1.0	2.0
Operations/Business						
Director of Operations	No	1.0	1.0	1.0	1.0	1.0
Finance Manager	No	1.0	1.0	1.0	1.0	1.0
Operations Manager	No	1.0	1.0	2.0	2.0	2.0
Administrative Staff						
Pupil Accounting Associate	No	1.0	1.0	1.0	1.0	1.0
Purchasing Associate	No	1.0	1.0	1.0	1.0	1.0
Data Management Associate	No	1.0	1.0	1.0	1.0	1.0
HR Associate	No		1.0	1.0	1.0	1.0
Program Associate	No			1.0	2.0	2.0
Executive Assistant	No					1.0
INSTRUCTIONAL PERSONNEL						
Teachers - Regular	Yes	17.0	21.0	25.0	30.0	34.0
Special Education Teachers (includes learning specialists, reading recovery teachers, 12:1:1 teacher, and intervention teachers)	Yes	1.5	2.0	2.5	3.0	4.0
Specialty Teachers	Yes	2.0	2.0	3.0	3.0	4.0
Special Ed Aides	Yes	1.0	1.0	1.0	2.0	2.0
Other						
Social Worker/Counselor		1.0	1.0	1.0	1.0	1.0
High School Placement					1.0	1.0
TOTAL STAFF		34.0	40.	51.	60.	69.

			0	0	0	0

The staffing model at Excel has been created in order to meet the needs of students who previously attended a failing public school. It is a robust staffing model because we anticipate that students will need more remediation and on-going support in order to achieve academically. We also include additional special education teachers should a more restrictive learning environment (i.e. 12:1:1) be required for our students.

Explore Envision will employ a robust Support Services Team to meet the individual needs of students attending the school. Definitions of the specific roles of the Support Services Team include (Full position descriptions of all members of the Support Services Team can be found in Response 12(a)):

- **Learning Specialists:** Learning Specialists are certified special educators who will provide mandated services to students with IEPs. Based on the needs of the students with special needs, they may also work with individual students and small groups of students to provide additional instruction, based on their needs as identified by achievement data. Based on the specific needs of the student population, we may hire learning specialists who are ESL certified. Throughout the course of the charter, three special education certified Learning Specialists will be part of the Support Services Team.
- **Reading Recovery Teacher:** One Reading Recovery instructor will implement the Reading Recovery program with 1st grade students identified as needing intensive reading instruction support. This person will be a certified teacher who has had Reading Recovery training. Throughout the course of the charter, one person will serve as a Reading Recovery teacher.
- **Academic Intervention Teachers:** Academic Intervention Teachers are certified teachers who will work with individual students and small groups of students to provide additional instruction, based on their needs as identified by achievement data. They will provide this instruction by pushing into the classroom and/or pulling students out. There will be zero Academic Intervention Teachers in Years 1-2 of the charter, one Academic Intervention Teacher in Year 3 and two Academic Intervention Teachers in Years 4 and 5.

The school will hire three special education certified learning specialists for our first year of operation to ensure that our students' learning needs are met. In addition, we will hire one Reading Recovery teacher in year one who will implement the Reading Recovery program. Because Explore Envision Charter School seeks to serve students who had been attending a failing traditional public school, we believe that it's likely that a higher percentage of our students will have special needs¹. As such, we will staff appropriately from our founding to meet the needs of these students. As such, we will staff appropriately from our founding to meet the needs of these students, including creating a 12:1:1 classroom as needed. This will require us to hire additional certified special education teachers and aides, which are reflected in the staffing chart.

Learning specialists will be employed to ensure that the abilities of all students are reviewed on an on-going basis, using Response to Intervention (RTI) strategies. RTI means that teachers and specialists identify students at risk for poor learning outcomes by monitoring student progress within the classroom. They then provide evidence-based interventions to assess their effectiveness with a student and to adjust the intensity and nature of those interventions depending on a student's

¹ Interviews with leaders of the Mastery and Green Dot turnaround schools indicate that these schools tend to have a higher percentage of special education students.

responsiveness over time. This process enables Explore Envision Charter School to identify students whose learning style simply dictates different instructional strategies as well as students who need to be evaluated by their districts' Committee of Special Education to determine whether an IEP is necessary.

Explore Envision Charter School will provide Special Education Teacher Support Services in a general education setting and will ensure that all enrolled students required to have these services are served in accordance with the specific mandates on their IEP. To do this, Explore Envision Charter School will be staffed by four New York State certified, full-time learning specialists to provide direct and indirect service to students. The specialists' primary responsibilities will include, but shall not be limited to:

- Coordinate all meetings and activities with the Committee on Special Education (CSE);
- Provide information to and obtain information from CSEs as needed throughout the year
- Determine if entering students have IEP's
- Ensure that all services are provided in accordance with each student's IEP in the context of the charter school setting.
- Ensure that all special education reporting requirements are satisfied
- Represent Explore Envision Charter School at all school district CSE meetings
- Train instructional staff on methods for educating special education children
- Inform staff of all FERPA requirements as they relate to student record privacy
- Oversee the process of identifying students who may need referral to the New York City Public School CSE.

The learning specialists will communicate directly over the phone, by email, or by United States postal service with various members of the Committee on Special Education. These individuals will be the contact for Explore Envision Charter School and most communication will occur with them. As our school grows, Explore Envision Charter School will hire additional certified special education staff to meet the needs of our students.

Explore Envision Charter School will liaise with the CSE of the school district of residence to ensure the participation of appropriate staff at IEP meetings. Staff, if feasible, may be released with class coverage for meetings that must be held during the school day or arrangements will be made for staff to participate via teleconference, or the teacher will provide information via written correspondence. The learning specialists, and Principal, collaborate in order to ensure accurate IDEA reporting on areas such as student performance and services received.

Preparing teachers to effectively work with special needs students

During pre-service, a professional development workshop will be given to all staff explaining the referral process to the CSE, RTI, the development and implementation of the IEP, evaluation and reporting of the student's progress toward meeting their individual goals and objectives, confidentiality of student records, and discipline of students with disabilities. In addition, each teacher will receive copies of their student's IEP at the beginning of the school year. At this time, the learning specialists will discuss the IEP with the teacher and answer any questions. As the year progresses the learning specialists will facilitate meetings among teachers and the so that teachers understand the objectives outlined in the IEP and learn strategies and modifications that best serve the individual student (based on the information in the IEP) within the general education classroom.

Services Overview

Explore Envision Charter School will comply with all federal Child Find legislation (34 CFR §300.125), which requires the school to have in place a process for identifying, locating and evaluating students with disabilities. Our strategies for serving students with IEP's includes employing full-time dedicated learning specialists starting in year one. In addition, Explore Envision Charter School will hire a school support services team as the school grows that will include additional Academic Intervention teacher and counselors qualified to meet the requirements of our school's special needs populations. Further, staff working with special needs students will have access to a resource room in which to provide additional support/pull-out services. The specifics of Explore Envision Charter School's approach to serving its special needs student population will be developed as students enroll in our school and we are able to assess the number students with special needs and the specific types of services they will require.

In the case of students whose IEPs require a more restrictive environment, such as a 12:1:1 classroom, Explore Envision will hire additional certified special education teachers and aides to create these classrooms as needed. The programmatic and financial impact of the addition of a 12:1:1 classroom are reflected in Response 12(a) and Response 24(f).

In the case of students whose IEPs require the provision of related services not available at the school (such as speech, occupational therapy, physical therapy, vision therapy), the school will contact the CSE of the school district of residence to arrange for services to be provided by the Department of Education or contract with individual providers on a per diem, fee for service, basis. The school will continue to reassess its special education methods and strategies and may, in the future, bring certain services in-house, should it be determined that such a change would be beneficial to our special needs students.

Explore Envision Charter School will comply with federal laws and regulations that require the IEP to be implemented as soon as possible following the meeting in which the IEP is developed. As soon as a student enrolls in Explore Envision Charter School, we will obtain the student records and other information that will be needed to implement the IEP. Students will be transitioned into Explore Envision Charter School and the school's learning specialists will meet with the parents and teachers of any student who has an IEP. The purpose of this meeting will be to welcome all students and to discuss with the parents and the CSE how services will be provided to the student according to the IEP.

In all instances, Explore Envision Charter School will work with the CSE to ensure that all services recommended by the IEP allow the student to advance appropriately towards attaining annual goals, to become involved in the general curriculum, and to participate in extracurricular and other nonacademic activities in the least restrictive environment.

In order for the learning specialists to keep the parents informed about the progress their child is making toward their individual goals, parents will be provided with a copy of IEP page 6 (goals and objectives) with the progress section filled in each time a report card goes home. One month before a student's annual review, the learning specialist will gather teacher reports, related-service provider updates, and IEP pages 3, 4, 5, and 6. These reports include the student's progress, current performance levels, and recommendations for service for the upcoming year.

This information will then be sent to the Explore Envision Charter School contact at the CSE. If a child fails to make progress toward their goals with the services provided, the learning specialist will send a request for a re-evaluation to the CSE to determine if further services are required. Similarly if a student has reached their goals before their annual review, a request will be sent for a re-evaluation to adapt the IEP or declassify the student.

Identifying Students with Disabilities

If a teacher feels a child in his/her classroom is not progressing or may have a disability, s/he initiates implements a Response to Intervention (RTI) process:

- The teacher provides instruction to students using a range of differentiated instructional strategies and student grouping configurations (large group, small group, individualized instruction)
- Based on achievement data, if a student is not demonstrating growth, the teacher begins an academic log to document the attempted interventions at the classroom level.
- If classroom interventions are not working, the teacher initiates the RTI process.
- An in-house meeting is scheduled with the teacher, learning specialist, and Principal.
- Possible outcomes - more strategies will be given to help the student, placement in an at-risk small pull-out group, recommendation for a learning analysis where a profile of the student's learning strengths and weaknesses are outlined, or a referral to the Committee on Special Education (CSE) for evaluation
- If the student is not referred to the CSE at this time, a follow-up meeting is held after one month with the teacher, Principal, and the learning specialist to check on progress.
- If there is no progress, a discussion ensues on next steps (referral to CSE, alternative strategies, small group interventions, etc.)
- Once it has been decided to refer a student to the CSE, the parent is called in for a meeting to discuss the student and the referral. The learning specialist gives the teacher the Department of Education Initial Student Referral form to fill out. Once filled out, the learning specialist makes a copy and sends the original to the CSE.
- The learning specialist follows up with the CSE after 30 days to find out the date of the student's evaluation and then once again to find out the date of the meeting in order to assure the teacher's attendance.

A similar process is put in place if the suspected disability is of an emotional or behavioral nature. Either the teacher or the Academic Director initiates the process for the student, as described in process above.

Security of Records

All IEPs and confidential student with disability files will be housed in a locked file cabinet in the office. The files are fully available to those professionals who work directly with the students. In order to look at a file or IEP, the professional must sign it out using a sign out log that is located on the top of the locked file cabinet.

Attracting/Retaining Special Needs Population

Currently, the schools in Explore Schools' network serve a special needs population that is approximately 15%, which is higher than the rates of students with special needs attending traditional public schools in the surrounding District and New York City as a whole. Explore Envision Charter School also intends to serve a proportion of special needs students that is higher than the surrounding District and New York City as a whole. We believe our small class and school size and the personalized attention dedicated to students over their nine years with Explore Envision Charter School will attract families with children who have special needs.

Our recruitment materials and outreach to enroll students will include such messaging so that families may be aware of our program's appropriateness for their special needs students. Finally, because Explore Envision Charter School seeks to engage in school turnaround, we believe our special education population will mirror that at other turnaround schools. At Mastery Schools in Philadelphia, for example, over 20% of the student population at their turnaround schools is special needs, which is higher than the percentage of students with special needs at their "new start" charter schools. Explore Envision Charter School is currently planning for a similar percentage of students in its turnaround school.

English Language Learners

Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- **The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need, including how the school will ensure that they are not inappropriately identified as students with special education needs;**
 - **The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of English language learners (both within general education classrooms and in other settings);**
 - **Any research or evidence that supports the appropriateness of this approach;**
 - **The process for coordination between general education teachers and staff serving English language learners;**
 - **The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;**
 - **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and**
 - **How the school will make all necessary materials available to parents of English language learners in a language that they can understand.**
 - **How the school will make after school and other extra-curricular programming available to English language learners.**
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Approach/Research Base

Explore Envision Charter School will treat English Language Learners (ELL) and Limited English Proficiency (LEP) students in accordance with all applicable Federal Laws and Regulations. All students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students. ELL/LEP students at Explore Envision Charter School will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods.

Explore Envision Charter School will primarily utilize a structured immersion approach for ELL/LEP students. Structured English Immersion has demonstrated both empirical effectiveness and efficiency in utilizing limited educational resources, while at the same time, upholding the principles of desegregation and fostering acculturation among ELL students². In addition, Explore Envision Charter School's approach to education embeds the following research proven elements for effectively serving ELL/LEP students:

- High expectations for language minority students, as evidenced by active learning environments that are academically challenging (Collier, 1992; Lucas, Henze, & Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991).
- Staff development programs designed to assist ALL teachers (not just English as a Second Language (ESL) or bilingual education teachers) in providing effective

² Baker, 1998; Rossell & Kuder, 2005

instruction to language minority students (Lucas, Henze, & Donato, 1990; Tikunoff et al., 1991).

- Emphasis on functional communication between teacher and students and among fellow students (Garcia, 1991).
- Organization of the instruction of basic skills and academic content around thematic units (Garcia, 1991).
- Frequent student interaction through the use of collaborative learning techniques (Garcia, 1991).
- Teachers with a high commitment to the educational success of all their students (Garcia, 1991).
- Principals supportive of their instructional staff and of teacher autonomy while maintaining an awareness of curriculum and academic accountability (Garcia, 1991).
- Involvement of majority and minority parents in formal parent support activities (Garcia, 1991)³.

Identifying ELL/LEP students

Parents of all students who enroll in the school are given a Home Language Survey. This survey will be completed during an initial parent interview. Interpreters will be available to assist during these interviews so that the interview may be conducted in English and the home language. The LAB-LAU tests or another appropriate mechanism will also be used when there is a question regarding the exact needs of each student. These assessments will ensure that ELL/LEP students are placed correctly and given the appropriate services. Classroom teachers may also recommend students for English language instruction based on classroom observations and consultation with the Principal, or their designee. All students who are determined to be Non-English proficient (NEP) or Limited English Proficient (LEP) will be enrolled in the ELL program.

Services for ELL/LEP students

Explore Envision Charter School will provide services for ELL/LEP students using both a push-in and pull-out model. Members of the support services team will provide small group push-in and/or pull-out instruction for students who need additional support. If enrollment at Explore Envision indicates the need, a dedicated ESL-certified teacher will be hired in year one as part of the support services team. In addition, in the first year we will seek to hire at least one classroom teacher who is ESL certified in order to support the needs of our ELL/LEP students. During the times of the day when small group learning occurs, this teacher will work specifically to support our ELL/LEP student population. Classroom teachers will also be responsible for successfully meeting the needs of ELL students. All classroom teachers will receive training, materials and professional development from qualified staff, and, where needed, from outside experts, during pre-service and throughout the year. ELL/LEP training will address in-class teaching strategies and approaches necessary to effectively meet the needs of its English Language Learners. At Explore Envision Charter School, ELL/LEPs:

- Develop English language and literacy. The school will provide high-quality literacy instruction that focuses on the language needs of all students.

³ Adapted from comprehensive list of successful instructional strategies for ELL/ESL learners: Center for Applied Linguistics study, September 1993.

- Focus on the same learning goals and objectives as the native English-speaking children.
- Have additional small group instruction with the classroom teacher and the specialist, as needed.
- Work in heterogeneous groups that include other ELL/LEP's as well as native-English speakers who have similar language and literacy needs.
- Are included in all classroom activities and programs; no student will be excluded from curricular or extracurricular activities based on their language proficiency level.
- Use materials adapted verbally as well as supplemented with materials in the student's native language.
- Are assessed on an on-going basis through classroom work, performance on interim assessments and through their performance on the NYS assessment and the NYSESLAT.
- (Except for students who have been enrolled in school in the US for less than one year) Will take the ELA assessment on an annual basis for grades 3-8.
- Work in small groups focusing on grade-level goals and classroom objectives.
- Will not be placed into settings (such as those for students with IEPs) on the basis of their limited English proficiency.

The progress of all ELL/LEP students will be measured on an on-going basis. Student performance on the New York State English as a Second Language Achievement Test (NYSESLAT) will be used, along with student performance on the NYS ELA assessment to evaluate students' English proficiency. It is expected that all students will improve their fluency in English as measured by these assessments on an annual basis. This expectation will define the success of our program in serving ELL/LEP students and program modification will begin immediately if problems occur.

Exiting from ELL Designation

The scores on the NYSESLAT will be used to determine whether a student's level of proficiency in English is high enough to exit out of the ELL/LEP program. A committee, including the Principal, the student's classroom teacher, members of the support services team who have worked with the student and parent(s) will be involved in the assessment of a student's progress and potential exit from the program. The decision to exit will be made based on performance of the NYSESLAT and in addition, the classroom teacher will present documentation of student progress and independent work. A portfolio of student work, including anecdotal information by the classroom teacher and the ESL learning specialist, may be used as an indicator of classroom performance.

Monitoring Effectiveness

All students in the ESL program, as well as students who have been exited from ESL services will be monitored by their classroom teachers and by the Principal. Based on the assessments by the teachers and parent input, a student will be provided with ESL services if additional language support has been deemed necessary for classroom success. The following measures will be used to assess the effectiveness of Explore Envision Charter Schools' approach to serving ELL/LEP students

- Teacher Observation: Classroom teachers will keep anecdotal records and checklists for ELL/LEP students and those who have been exited from the program. These records will be filed in student work folders and reviewed at least once per each of the five school terms per year.

- Standardized ESL Test: The NYSESLAT will be administered to document student progress. The results will be analyzed within a week of receiving results and all results will be reviewed by the classroom teachers and learning specialists to further focus instruction.
- If progress is not occurring in a timely manner then the team of specialists will meet to research new methods of teaching ELL/LEP students and develop a plan with strategies to intervene with the ELL/LEP student who is not progressing.
- If it is suspected that an ELL/LEP student may have a disability, the student will be assessed in their native language to determine their levels and abilities. If it is determined that an ELL/LEP student may have a disability, they will be referred to the CSE at the student's district of residence.
- Teacher Assessments: ELL/LEP students will be assessed by the same measures as the other students. Teachers will include English language supplements to target the needs of ELL/LEP students. ELL/LEP students may be assessed in their native language if necessary for determining their academic progress.
- Parents will be communicated with on a regular basis through phone calls from teachers and may contact staff via cell phone, numbers of which will be given out at the start of each year. Explore Envision Charter School will seek to have multiple staff members who are bilingual and can make calls to parents in their native language.
- All phone calls will be logged.
- In order to help ELL/LEP parents become more active members of the Explore Envision Charter School community, they will be called regarding activities and parent meetings. As needed a translator will be made available for non-English speaking parents at meetings and other school events.

ELL/LEP students will be given appropriate support based on demonstration of a lack of familiarity with English. ELL/LEP students will not be excluded from curricular and extracurricular activities in school due to the inability to speak and understand the language of instruction. Translation will be made available when necessary. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation in the school community.

Gifted and Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served. In answering, describe:

- **How the school will determine and identify which students are advanced and/or gifted. The applicant should define the term "advanced student" as s/he deems appropriate;**
 - **The strategies and/or programs the school will use to accelerate learning for advanced students and/or gifted (both within general education classrooms and in other settings);**
 - **The resources the school will devote to serving advanced students and/or gifted (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);**
 - **Any research or evidence that supports the appropriateness of this approach;**
 - **The personnel that the school will devote to serving advanced and/or gifted students; and**
 - **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**
-

Accelerated learners are supported by some of the same structures that benefit our students in need. Our approach to assessment enables us to effectively identify accelerated learners, and our longer school day and year provides our accelerated learners with additional opportunities for higher-level instruction. Further, our approach to differentiated instruction ensures that teachers' lessons include activities that provide "stretch" work for accelerated learners, and at times, small group instruction is provided according to proficiency level, which allows our accelerated learners to work together and receive individual instructor focus. Finally, our accelerated learners are provided with opportunities through our schools' extra-curricular programs, which span subjects from chess to international affairs and enable all students to pursue additional interests.

Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation. This response should:

- **Identify and describe the specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school.**
 - **Explain how instructional leaders will monitor the effectiveness of the academic program.**
-

Instructional leadership positions

Explore Envision Charter School will be led by a Principal who will be responsible for the day to day academic and operational issues of the school. Academic Directors for the lower school (K-4) and upper school (5-8) will work closely with the Principal to ensure academic excellence at all grade levels. The Director(s) of Culture will report to the Academic Directors, along with the school's counselors and enrichment teachers. The Director of Operations will lead the major non-instructional leadership functions of the school.

Roles/Responsibilities:

Principal:

Whole-school quality

- Create and maintain a culture of high-achievement for staff and students.
- Ensure fidelity of all students and staff to Explore's mission, vision and core values.
- Identify academic priorities and set measurable goals to achieve priorities.
- Manage members of the leadership team against annual goals.

Student Achievement & Student Success

- Define instructional approach and adopt school curriculum that is aligned to state standards.
- Assess effectiveness of curriculum and lead implementation of changes as needed.
- Create a school-wide culture focused on assessment and the constant use of data to drive student performance.
- Monitor teacher lesson plans and instruction to ensure effectiveness and alignment with school-wide achievement priorities.
- Ensure effective creation and implementation of support services to meet individual students' academic needs.
- Create and execute a school-wide schedule that maximizes time aligned to academic priorities and teacher collaboration.

Staff Selection, Development & Retention

- Create and implement a process to effectively assess quality of applicants for all school-based positions and to place all qualified candidates in appropriate roles.
- Guide teachers in setting annual professional goals and in seeking on-going professional development opportunities both within and outside of Explore's network.
- Evaluate staff using Explore Schools' assessment process. School leaders are expected to conduct classroom visits regularly and provide immediate feedback to teachers.
- Assess whole-staff professional development needs; design and implement relevant in-service sessions.

Student Investment & Safety

- Design and implement school-wide procedures and policies to ensure student safety.
- Create and ensure enforcement of school-wide discipline policy.
- Devise structures and incentives for students to internalize and celebrate achievement of academic goals.

Director of School Culture:

Teaching and Learning

- Provides support for new and struggling teachers in the following ways: conducts observations and walk-throughs; provides feedback; models strategies that foster a classroom culture characterized by high levels of student achievement
- Works with the Academic Directors and Principal to identify teacher's areas of growth
- Creates and implements a plan to support struggling teachers

School Culture

- Creates all-school professional development in the following areas: investing students in the academic goals; fostering and building community within the classroom; building relationships with students
- Designs and facilitates community circle
- Designs K-8 acculturation program; works with the Deans to execute acculturation
- Designs and executes all-school events to support school culture

Management

- Supports and supervises the enrichment team
- Supports and supervises the upper school dean
- Manages the lower school grade-level deans

Parent & Community Support

- Liaises with the PTA to schedule and organize community- wide events
- Organizes and markets annual PASSAS events
- Supports the deans to coordinate handbook meetings, manage attendance and tardy data, manage handbook violations, meet with parents regarding handbook violations

Academic Director:

The Academic Director supports the school Principal in the following areas:

- Teacher support and instructional planning
- Identifies students in need of individualized instruction;
- Student assessment
- Professional Development
- School culture
- Parent involvement
- School Schedule

Additionally, the Academic Director will support teachers in the following area:

- Provides support & professional development to teachers to create and implement individualized academic and behavioral logs

- Provides support to teachers to ensure differentiation of instruction
- Designs & facilitates the SIR process
- Creates academic and behavioral interventions
- Orientation of new students & parents
- Coaching/Advocacy for students and parents who need a different academic setting
- Facilitates all behavior intervention and post-suspension meetings to design behavior contracts
- Determines suspendable offenses, aligned with the hierarchy of behaviors
- Ensures students with special needs receive service, in compliance with their IEPs; manages personnel as needed; provides direct services as needed
- Ensures school-wide compliance with all special education laws
- Supervision of attendance policy & procedures
- Tracking of teacher progress re: New York State certification requirements
- Attends Saturday Academy
- Shares all-clear duties
- Provide direct service to children to help them achieve their IEP goals
- Collaborate as needed with the Child Referral Team
- Produce state mandated reports and special education invoices
- Provide alternate instruction as needed

Director of Operations:

- Day-to-day school operations
- Purchasing and Inventory
- Student Transportation and Meal Services
- Student Information and Record Keeping
- Student Recruitment and Enrollment
- Facilities Management and Maintenance
- Ensuring compliance with all state and local regulations and reporting requirements

Monitoring Effectiveness of Academic Programs

External programmatic audit: The 102 Group will examine academic progress and fulfillment of our mission. The purpose of this audit, as explained above, is to guide a myriad of actions including school site goals for the subsequent year, professional development, protocols and procedures, and staffing allocations. The annual third party program audit is conducted as a supplement to district and state mandated reviews and is an integral part of assessing school-wide quality, student achievement, and staff satisfaction.

Review of interim assessment data: Explore Envision's relentless focus on using data to drive continuous improvement is one of the school's defining features. Data from all assessments are analyzed immediately upon collection and examined by all instructional staff to guide instruction, instructional grouping, and additional supports. Data from assessment guides:

- re-teaching of commonly missed objectives during the spiral review portion of instruction and integration of objectives into future lessons;
- additional practice time for students provided throughout the day and integrated into other content areas (for example, a commonly-missed literacy standard may be integrated into a Science lesson);

- the areas in which staff may need professional development;
- decisions to adjust instruction at the school-level.

As previously mentioned, all schools in the Explore Network are part of the Achievement Network enabling us to make better use of our data by benchmarking it against other schools. This ensures that we are progressing and equipping our students with the knowledge they need to succeed.

Feedback surveys from teachers about professional development: In order to assess the effectiveness of Explore Envision Charter School's professional development program, the school's Principal will use a variety of measures. Staff surveys, administered to teachers, will ask for feedback and assessment on professional development provided. The Principal will also use a combination of peer observations and administrative-led observations to assess whether professional development sessions are driving the school's achievement goals. Finally, test data, both on summative and formative assessments will be analyzed to measure the effectiveness of the school's approach to professional development. All of these assessment measures will be used to drive improvements in the school's professional development program on an on-going basis.

On-going Teacher Supervision and Support

Describe the school's approach to individual teacher supervision and support.

To ensure our teachers are well supported and are receiving adequate supervision, Explore Envision will implement a robust professional development plan. Professional development opportunities allow both the leadership team and the teachers to highlight and correct areas in instruction that need improvement. Explore Envision Charter School's approach to professional development will prioritize the following topics:

- School Operating Values
- Building a classroom culture conducive to success
- Lesson planning and writing mastery objectives
- Checking for student understanding
- Strategies to teach and assess reading comprehension
- Strategies to teach and assess mathematical concept comprehension
- Strategies for effectively reaching special student populations
- Efficacy and rigor
- Continuous improvement: using data to assess effectiveness
- Strategies for Effective Co-Teaching

The goal of our school's professional development approach is to assist teachers in meeting student academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skills and content knowledge. A combination of peer observations, administrative-led observations, learning walks, readings, lesson studies, contracted services, and attendance at professional conferences will support the attainment of professional development goals.

During the year, professional development will occur on a weekly basis during one of the weekly faculty meetings, and during in-depth sessions at in-service days and planning days throughout the year. Students are released early each Wednesday to ensure that teachers have uninterrupted time each week to focus on their professional development. Teachers and administrators will be asked each term to identify areas in which they would like to have more professional development. The Principal will then create a professional development schedule based on these requests and areas that the Principal has personally identified as opportunities for growth through classroom observations and evaluation of student performance data. The Principal will also seek input from Explore Envision Charter School's other instructional leaders including the Upper and Lower School Academic Directors. The Directors will be in classrooms daily to assess instruction, and will work with the Principal to ensure that professional development is driven by the observed needs of teachers and students in attaining the goals set by the organization. The Principal will be further guided in developing professional development by the school's Academic Leadership Team (ALT), a group of experienced teachers at the school, whose role is full explained in attachment 25(b).

The Principal will facilitate most professional development sessions. When appropriate, other faculty members with training or experience in certain areas will lead sessions. At times, outside specialists will be hired to give workshops. Teachers will also have opportunities to access professional development activities outside of the school. For example, teachers at Explore Schools' other network schools have taken time to take part in the Uncommon Schools Teacher Taxonomy Training and to attend professional conferences in their core content areas. Funds have been allocated in the

Explore Envision Charter School budget to ensure that valuable professional development opportunities may be accessed by staff.

Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals. This response should:

- **Describe how and when professional development will be delivered;**
 - **Describe who will be responsible for providing professional development;**
 - **Describe how professional development topics will be identified and the professional development priorities would be over the course of the first five years of operation;**
 - **Explain how the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects;**
 - **Explain the process for evaluating the efficacy of the professional development program.**
-

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will be hired to give workshops. Teachers will also have opportunities to access professional development activities outside of the school. For example, teachers at Explore Schools' other network schools have taken time to take part in the Uncommon Schools Teacher Taxonomy Training and to attend professional conferences in their core content areas. Funds have been allocated in the Explore Envision Charter School budget to ensure that valuable professional development opportunities may be accessed by staff.

Supporting Special Populations

Effectively supporting all students is one of Explore Envision Charter School's main priorities. As such, professional development to support Explore Envision Charter School's ELL and special education students will be provided in a variety of ways. During pre-service, teachers will be given the IEPs of the students that will be in the class, as well as the home language surveys of students who come from homes in which English is not the first language. The purpose of sharing these documents will be to provide teachers with important background information they will need to set up their classrooms for success. Teachers will be given an overview of how to read the IEP and will also be given training so that they can understand the modifications listed on the document. This PD may be provided by the principal or outside experts. During the school year, in-service workshops on topics such as differentiation strategies, memory, and attention will be given. During the school year, the school principal and the teacher will review lesson plans and look for evidence of differentiated instruction to support the different needs of the students in the classroom. To support the needs of ELL students, Explore Envision Charter School will contract services with a literacy consultant who has specialized knowledge supporting English Language Learners. During pre-service, the consultant will share best instructional practices that support language development. During the school year, the consultant will observe teachers and identify the ways they are scaffolding and supporting the development of their students' mastery of the English language.

Teacher Support

The schools in the Explore Schools network are committed to retaining great teachers. One of the strategies Explore Envision Charter School will use to retain great teachers is to offer them personalized, on-going professional development opportunities. Resources might include external professional development/classes, additional coaching from the school's academic leadership and/or planned visits to classrooms within the school and in great schools across New York City. The aim of this personalized professional development is to make teachers feel valued and empowered. Twice during the year, the teacher and academic leader will meet to review progress against the goal and make adjustments to the plan as needed. Explore Envision Charter School's staff will leverage the text "The Inspired Teacher" by Carol Steele to help them to better understand this process of setting and attaining professional development goals.

Co-Teaching Model

At Explore Envision, we view co-teaching as a specific approach to teaching that is fundamentally based on collaboration. Co-teaching is designed to meet the educational needs of students with diverse learning options and students at all academic levels benefit from greater teacher attention. In preparing our teachers to effectively utilize the co-teaching structure, we will focus professional development on helping them learn about the different approaches to co-teaching and how, as a team, they can strategically use time, student configuration, and co-planning within their classrooms. Time at pre-service will be used to strengthen the co-teacher relationship and to review the different

approaches to co-teaching (including one teach, one observe, parallel teaching and station teaching) that may be utilized throughout the year, given the needs of the class and the subject matter being covered. Additionally, time will be spent at pre-service to coach co-teachers about how they should be spending their time in the classroom during the first month of school. Professional development, around the co-teaching model, will continue through the school year.

Evaluating Effectiveness

In order to assess the effectiveness of Explore Envision Charter School's professional development program, the school's Principal will use a variety of measures. Staff surveys, administered to teachers, will ask for feedback and assessment on professional development provided. The Principal will also use a combination of peer observations and administrative-led observations to assess whether professional development sessions are driving the school's achievement goals. Finally, test data, both on summative and formative assessments will be analyzed to measure the effectiveness of the school's approach to professional development. All of these assessment measures will be used to drive improvements in the school's professional development program on an on-going basis.

Approach to Professional Development in Year 1:

Explore Envision Charter School's approach to professional development will be comprehensive each year. To provide a better sense of how professional development will be structured at Explore Envision Charter School, we have included our plans for professional development in our first year of operations. During pre-service, teachers will focus on Explore Envision Charter School's operating values, student efficacy, strategies to build and maintain a positive classroom culture, and lesson-planning. Once the school year begins, the other topics will be focused on during Wednesday early release, during one of the in-service days or during the planning days at the end of each term. Please refer to the table below to view how Explore Envision Charter School may allocate time and resources to meet its first year professional development priorities.

Year 1 Professional Development Priorities

Area of Professional Development	Authors, Readings or Consultants	Programs/Structures to Support the Professional Development	Pre-Service?	In-Service?
Building A Classroom Culture	Nel Noddings (Author) Harry Wong Uncommon Schools “Teacher Taxonomy”	Morning Meeting Problem-solving Community Circle	Yes	Yes
Lesson-Planning & Writing Mastery Objectives	The Skillful Teacher, J. Saphier	Explore’s Lesson Plan Template	Yes	Yes
Data	J. Saphier “The Skillful Teacher” The Leadership and Learning Center – Data Teams	Exit slips Questioning Techniques Lesson Study Peer Observation	No	Yes
Strategies to Teach and Assess Reading Comprehension	Fountas and Pinnell Education Exchange National Reading Panel	“Benchmark Assessment System” Guided Reading Lesson Study Peer Observation	No	Yes
Strategies to Teach and Assess Number Sense	Math Solutions	Calendar Math Explain Your Thinking	No	Yes
Efficacy	Carol Dweck Jeff Howard “It’s Being Done”	Letter to Self	Yes	Yes
Social Emotional/Culturally Relevant Learning	“Yardsticks” The Center for Culturally Responsive Teaching and Learning	Cooperative Learning Groups Peer Observation Embedded into curriculum	Yes	Yes
Differentiated Learning	Carol Ann Tomlinson - The Differentiated Classroom: Responding to the Needs of All Learners	Co-teaching model Literary specialist and teacher collaboration Small groups instruction focus	No	Yes
Co-Teaching Model	Marilyn Friend and Lynne Cook, “Interactions: Collaboration Skills for School Professionals” Principal and Teachers Experienced in the Co-Teacher Model	Utilizing lesson plans to strategically map out student groups and teacher moves	Yes	Yes

Teacher Evaluation and Accountability

- **Explain how expectations for teacher performance and student achievement will be established and communicated to and instilled in staff.**
 - **Describe the school's process and criteria for evaluating teacher performance and how teachers will be held accountable for student achievement.**
-

A standard performance evaluation system is implemented for all staff. Staff evaluation is frequent and ongoing to facilitate professional growth, drive continuous improvement and inform staff promotion and salary decisions. Providing regular feedback to faculty is an important piece of a school's instructional strategy and is used to ensure that staff practice is continuously improving. Standard observation walk-through documents, formal classroom observation and staff evaluation tools, provide the structure through which staff at all network schools are evaluated and supported.

Informal feedback, through instructional walk-throughs, occurs weekly in every classroom. The walk-throughs are used to keep leadership informed about student progress and to initiate conversations with teachers about positive areas of student learning and areas in need of improvement. Formal observations occur at all network schools once annually and include a pre-observation conference and lesson plan review prior to the formal observation. As informal or formal observations are occurring, a supervisor may implement a plan for improvement that identifies how a teacher must improve in order to continue as a member of the school community.

Additionally, an annual third party program audit of each school site is used to evaluate schools against school-wide learning goals and to drive improvement at each site. This annual process is used to guide a myriad of actions including school site goals for the subsequent year, professional development, protocols and procedures, and staffing allocations. The annual third party program audit is conducted as a supplement to district and state mandated reviews and is an integral part of assessing school-wide quality, student achievement, and staff satisfaction.

And finally, all employees at Explore Envision Charter School will be evaluated for hire based on their demonstration of organization-wide operating values. This is based on the belief that the way in which Explore employees conduct their professional duties is critical to our larger success as an organization. Explore Envision Charter School's operating values are: *Our communication is direct and sensitive; We make things happen; We are flexible; We are professional.* As part of the hiring process, prospective employees are asked questions about their demonstration of these values.

Below is the rubric we will use to evaluate our teachers:

Instructional Planning <i>Do lesson plans thoughtfully consider the academic standards and current student achievement data?</i> <i>Do plans demonstrate team planning and team thinking?</i> <i>Do plans consider individual student needs?</i>			
Underdeveloped	Developing	Proficient	Exemplary
• No evidence of objectives on submitted plans • No checks for understanding evident on lesson plans • No evidence of plans considering student assessment data. • Little to no correlation between the activities and the objective. • Little to no evidence of developmentally-appropriate activities • Little to no evidence that the materials and resources correlate with the learning objectives. • No evidence of chronology in the lesson plans. • No evidence of accommodation of the different levels of students • No evidence of collaboration among the team • Plans rarely include	• Objectives submitted on plans do not consistently describe what students should know and be able to do by the end of the lesson • Objectives are inconsistently measurable and specific. • Lesson plans miss opportunities to consider student assessment data. • Planned activities are somewhat relevant to the objective. • Activities do not consistently consider developmentally-appropriate instruction. • Materials and resources inconsistently support instructional goals. • Vague chronology in the lesson plan. • Checks for understanding are inconsistently evident on lesson plans. • Inconsistent	• Objectives submitted on lesson plans regularly show what students are expected to know and be able to do by the end of the lesson • Objectives are measurable and specific. • Lesson plans consider student assessment data. • Planned activities are relevant to the objective. • Activities demonstrate an understanding of developmentally-appropriate instruction. • Materials and resources support the instructional goals. • Plans have a lesson beginning, middle, and end. • Checks for understanding, aligned to the daily objectives, are included on the plans • As appropriate, plans sometimes accommodate the needs of higher-level students and students with IEPS	• Objectives submitted on lesson plans always show what students are expected to know and be able to do by the end of the lesson • Objectives are consistently measurable and specific. • Lesson plans always consider and respond to student assessment data. • Planned activities are consistently relevant to the objective. • Activities demonstrate a good understanding of developmentally appropriate instruction. • Materials and resources clearly support the instructional goals. • Plans have a clear lesson beginning, middle, and end. • Specific checks for understanding, aligned to the daily objectives, are always included on the plans

components prioritized by school leadership	evidence to accommodate the different levels of students • Collaboration among the team is inconsistent (analysis of student data happens irregularly; shared re-teaching plans are inconsistently devised; common assessment are inconsistently developed and implemented • Plans inconsistently include components prioritized by school leadership	• Collaboration among the team is efficient (analysis of student data happens regularly; shared re-teaching plans occurs based on these data; common assessment are developed and implemented • Plans regularly include components prioritized by school leadership	• As appropriate, plans accommodate the needs of higher-level students and students with IEPS • Collaboration among the team is highly efficient (analysis of student data happens regularly; shared re-teaching plans occurs based on these data; common assessment are developed and implemented • Plans always include components prioritized by school leadership

Instructional Planning <i>Do lesson plans thoughtfully consider the academic standards and current student achievement data?</i> <i>Do plans demonstrate team planning and team thinking?</i> <i>Do plans consider individual student needs?</i>			
Underdeveloped	Developing	Proficient	Exemplary
• No evidence of objectives on submitted plans • No checks for understanding evident on lesson plans • No evidence of plans considering student assessment data. • Little to no correlation between the activities and the	• Objectives submitted on plans do not consistently describe what students should know and be able to do by the end of the lesson • Objectives are inconsistently measurable and specific. • Lesson plans miss opportunities to consider student	• Objectives submitted on lesson plans regularly show what students are expected to know and be able to do by the end of the lesson • Objectives are measurable and specific. • Lesson plans consider student assessment data. • Planned activities are relevant to the	• Objectives submitted on lesson plans always show what students are expected to know and be able to do by the end of the lesson • Objectives are consistently measurable and specific. • Lesson plans always consider and respond to student

objective. • Little to no evidence of developmentally-appropriate activities • Little to no evidence that the materials and resources correlate with the learning objectives. • No evidence of chronology in the lesson plans. • No evidence of accommodation of the different levels of students • No evidence of collaboration among the team • Plans rarely include components prioritized by school leadership	assessment data. • Planned activities are somewhat relevant to the objective. • Activities do not consistently consider developmentally-appropriate instruction. • Materials and resources inconsistently support instructional goals. • Vague chronology in the lesson plan. • Checks for understanding are inconsistently evident on lesson plans. • Inconsistent evidence to accommodate the different levels of students • Collaboration among the team is inconsistent (analysis of student data happens irregularly; shared re-teaching plans are inconsistently devised; common assessment are inconsistently developed and implemented • Plans inconsistently include components prioritized by school leadership	objective. • Activities demonstrate an understanding of developmentally-appropriate instruction. • Materials and resources support the instructional goals. • Plans have a lesson beginning, middle, and end. • Checks for understanding, aligned to the daily objectives, are included on the plans • As appropriate, plans sometimes accommodate the needs of higher-level students and students with IEPS • Collaboration among the team is efficient (analysis of student data happens regularly; shared re-teaching plans occurs based on these data; common assessment are developed and implemented • Plans regularly include components prioritized by school leadership	assessment data. • Planned activities are consistently relevant to the objective. • Activities demonstrate a good understanding of developmentally appropriate instruction. • Materials and resources clearly support the instructional goals. • Plans have a clear lesson beginning, middle, and end. • Specific checks for understanding, aligned to the daily objectives, are always included on the plans • As appropriate, plans accommodate the needs of higher-level students and students with IEPS • Collaboration among the team is highly efficient (analysis of student data happens regularly; shared re-teaching plans occurs based on these data; common assessment are developed and implemented • Plans always include components prioritized by school leadership

Instructional Delivery <i>Are the ways in which students are grouped, the activities students do and the teaching moves the teacher makes all strategically implemented to ensure all students achieve the objective?</i>			
Underdeveloped	Developing	Proficient	Exemplary
• No evidence that the teacher strategically utilizes different groupings of students to best match the objective • No evidence that the teacher strategically utilizes different types of instructional activities to best match the objective • Teacher does not respond to student responses • Teacher rarely provides feedback to students during the lesson. • Teacher's communication hinders student understanding and comprehension • No evidence of questioning techniques • No evidence of checks for understanding • No evidence of different activities or methods used for students with different needs	• Teacher relies primarily on one form of instructional grouping; other types of groupings are inconsistently effective • Teacher uses limited range of instructional activities. • Teacher inconsistently responds and/or makes changes to student response. • Teacher inconsistently provides useful feedback to students. • Teacher's communication supports student understanding and comprehension • Questioning techniques are used inconsistently and focus primarily on comprehension and recall • Checks for understanding happen inconsistently • Inconsistently different activities or methods are used for students with different needs	• Teacher utilizes individual, small-group and large group instructional groupings to support student achievement of the objective. • A variety of instructional activities are implemented to effectively lead to student achievement of the objective • Teacher responds and makes changes based on student responses to the lesson. • Teacher provides useful feedback to students during the lesson. • Teacher's word choices and communication techniques effectively teach a new concept • Questioning techniques are regularly used to support students' higher-level thinking skills (i.e. evaluation, synthesis, analysis) • Checks for understanding happen during the lesson	• Teacher regularly and strategically utilizes individual, small-group and large group instructional groupings to effectively support student achievement of the objective. • A wide variety of instructional activities are strategically implemented to effectively lead to student achievement of the objective • In real time, teacher responds and makes changes to lessons, based on student responses. • Teacher regularly gives high-quality feedback to students during the lessons. • Teacher's word choices and communication techniques are strategically used to effectively teach a new concept • A wide variety of questioning techniques are strategically used to leverage

		• Higher level learners and students with IEPs are provided with activities to meet their needs	students' higher-order thinking skills (i.e. evaluation, synthesis, analysis) • Checks for understanding among 100% of students happen throughout the lesson • Higher level learners and students with IEPs are regularly provided with different activities to meet their needs

Classroom Culture & Environment <i>Is the classroom visually designed to aid student learning?</i> <i>Is the environment safe and orderly?</i> <i>Is the environment characterized by a tone of respect?</i>			
Underdeveloped	Developing	Proficient	Exemplary
• Classroom environment is untidy • No evidence of Explore visuals in the classroom • No evidence of student work • No evidence of a strategic classroom set-up design • No evidence that students understand classroom procedures or routines • Students are not safe • No evidence that students treat one another with respect • Teacher's tone is rarely patient and is characterized by sarcasm • Teacher unclearly communicates expectations and escalates poor student behavior through their reactions • Teacher rarely provides re-directs. • Students show little to no respect for the teacher. • Teacher does not demonstrate the desire to build relationships with students	• Classroom environment is inconsistently neat • Some evidence of Explore visuals in the classroom • Student work is posted but doesn't consistently include the learning objective or the teacher's assessment • Classroom set-up somewhat considers student and teacher movement • Some students demonstrate an understanding of some classroom procedures and routines • Students are somewhat safe • Some students treat one another with respect some of the time • Teacher's tone is inconsistently patient; sarcasm is sometimes used • Calm and patient re-directs are inconsistently given • Teacher's directions are confusing or unclear • Re-directs are inconsistently calmly and patiently communicated	• Classroom environment is mostly neat and orderly • Common Explore visuals – as outlined in the handbook – are visible on the classroom door and in the classroom • Current student work is posted on the outside bulletin boards and includes the objective, rubric, and the teacher's assessment • Classroom is strategically designed to consider student and teacher movement • Most students demonstrate most classroom procedures and routines most of the time • Students are always safe • Most students treat one another with respect most of the time • Teacher's tone is patient and positive • Re-directs are provided calmly and patiently • Teacher clearly	• Classroom environment is always neat and orderly • Common Explore visuals – as outlined in the handbook – are always visible on the classroom door and in the classroom • Current student work that is posted in the classroom and on the outside bulletin board demonstrates a relevant and rigorous learning objective and includes the learning objective, the teacher's assessment of the objective, and a rubric • Classroom is strategically designed to consider student and teacher movement • 100% of students seamlessly demonstrate classroom procedures and routines 100% of the time • Students are always safe • 100% of students

	• Students inconsistently demonstrate respect for the teacher. • Teacher builds relationships with some students, some of the time	communicates expectations and provides calm and patient re-directs • Most students demonstrate respect for the teacher. • Evidence that the teacher maintains positive relationships with all students	treat one another with respect 100% of the time • Teacher's tone is always patient and positive • Re-directs are consistently provided calmly and patiently • Teacher clearly communicates expectations, briefly & to the point • All students demonstrate respect for the teacher • Evidence that the teacher has strong and positive relationships with all students

Student Engagement & Time-on-Task <i>Is time effectively managed, utilized and maximized?</i>			
Underdeveloped	Developing	Proficient	Exemplary
• Little to no evidence of student engagement • Little to no evidence of teacher momentum • Little to no evidence of teacher “with-it-ness” • Students rarely follow the teacher’s expectations • Transitions from one activity are chaotic • No evidence of an instructional “do-now”	• Teacher inconsistently engages students • Instruction inconsistently demonstrates momentum • Teacher inconsistently uses verbal & non-verbal cues/reminders • Students inconsistently follow the teacher’s expectations the first time they are asked, • Transitions to a new activity result in less than 80% of student engagement, more than a minute after the transition is initiated • Transitions into the classroom sometimes include a “do-now”	• Teacher engages most students by utilizing a variety of engagement strategies • Evidence of teacher momentum, most students are focused and paying attention • Teacher demonstrates “with-it-ness” and regularly uses verbal and non-verbal cues and reminders • Most students follow the teacher’s expectations the first time they are asked, • Transitions from one activity to the next maximize instructional time; most students are engaged in their next activity within 1 minute • Transitions into the classroom always include a “do-now”	• Teacher successfully engages all students by utilizing a variety of engagement strategies. • Consistent evidence of teacher momentum, all students are focused and paying attention Teacher consistently demonstrates “with-it-ness” and strategically uses a range of verbal and non-verbal cues and reminders • All students follow the teacher’s expectations the first time they are asked • Transitions from one activity to the next maximize instructional time; all students are engaged in their next activity within 1 minute • Transitions into the classroom always include a “do-now”

High & Clear Expectations <i>Does the teacher demonstrate an unyielding belief that all students can achieve at high levels?</i>			
Underdeveloped	Developing	Proficient	Exemplary
• Teacher reflection is characterized by blame on the student or outside external factors for less than 100% achievement • Little to no evidence of wait time • Teacher rarely holds students accountable to meeting expectations • Teacher does not demonstrate reflection. • Teacher does not generate new ideas or strategies	• Teacher's reflection is inconsistently characterized by the question "What more can I do so that 100% of my students can master the learning objective?" • Teacher's inconsistently uses wait time • Teacher inconsistently holds students accountable to meeting expectations • Teacher's reflection of the lesson is somewhat accurate. • Teacher reluctantly generates new ideas/strategies at lesson planning	• Teacher's reflection is characterized by the question "What more can I do so that 100% of my students can master the learning objective?" • Teacher uses wait time with most students most of the time • Teacher holds most students accountable to meeting expectations, most of the time • Upon reflection teacher accurately assesses the lesson's effectiveness and names a next step • Teacher generates new ideas and strategies during lesson planning	• Teacher's reflection is always characterized by the question "What more can I do so that 100% of my students can master the learning objective?" • Teacher always uses wait time with all students • Teacher holds all students accountable to meeting expectations, 100% of the time • Upon reflection, teacher accurately assesses the lesson's strengths, areas for growth, and names next steps • Teacher generates new ideas and strategies during lesson planning

EXPLORE OPERATING VALUES			
Our communication is direct and sensitive			
Underdeveloped	Developing	Proficient	Exemplary
• Communication during dialogue is rarely characterized by active listening • Appearance that there is no desire to hear a new perspective • Little to no sensitivity in regard to time or place when issues are raised • Challenges are communicated as road-blocks or reasons to give up • Speaker's comments and actions demonstrate little belief that their colleagues or the organization want the best for students • Writing is rarely checked and is characterized by errors	• Communication during dialogue inconsistently demonstrates active listening • Sensitive issues and concerns are inconsistently raised at appropriate times or in discreet locations • Challenges are posed after they have become a crisis • Speaker's comments and actions sometimes question the motives of their colleagues or the organization as a whole • Writing is inconsistently error-free and/little effort is made to revise or to ask for help	• Communication during dialogue demonstrates active listening • Sensitive issues and concerns are raised at an appropriate time or in a discreet location • Challenges are framed pro-actively • Speaker's comments and actions mostly demonstrate their belief that their colleagues want the very best for the students and for the organization • Writing is error-free and/or efforts are made to ensure accuracy of writing	• Communication during dialogue is always characterized by body language, eye contact and questions that demonstrate active listening and a desire to hear a new perspective • Sensitive issues and concerns are always raised at an appropriate time and/or in a discreet location • Challenges are framed pro-actively; language used demonstrates speaker's belief that they can be solved • Speaker's comments and actions always demonstrate their belief that their colleagues want the very best for the students and for the organization • Writing is always error-free and/or efforts are always made to ensure accuracy of writing

EXPLORE OPERATING VALUES			
We are flexible and reflective			
Underdeveloped	Developing	Proficient	Exemplary
- Behaviors and actions rarely or never demonstrate a willingness to go above and beyond the standard job description - Requests for support are met with complaints or excessive and unnecessary questions - Behaviors, actions, and comments demonstrate an active resistance to change or new ideas or demonstrate a fierce reliance on one's own ideas - Fails to engage in activities that foster professional growth	- Behaviors and actions inconsistently demonstrate a willingness to go above and beyond the standard job description - Behaviors, actions, and comments inconsistently demonstrate a willingness to change one's mind - Rarely engages in activities that foster professional growth	- Behaviors and actions demonstrate a willingness to go above and beyond the standard job description - Behaviors, actions, and comments demonstrate a willingness to change one's mind - Regularly engages in activities that foster professional growth	- Behaviors and actions always demonstrate a willingness to go above and beyond the standard job description - Behaviors, actions, and comments always demonstrate a willingness to change one's mind - Evidence of an eagerness to evaluate old habits, routines or approaches to assess their effectiveness - Very frequently engages in activities that foster professional growth

EXPLORE OPERATING VALUES			
We make things happen			
Underdeveloped	Developing	Proficient	Exemplary
• Actions are rarely taken and are rarely aligned to outcomes • Actions demonstrate a random approach with little to no strategy • Actions taken are not seen through to goal completion • Little to no evidence of personal responsibility in reflection; little to no evidence of a sense of efficacy; a reliance on others to solve challenges is apparent • Behavior remains the same, after feedback is repeatedly given • Time is rarely used efficiently	• Actions taken have little correlation to relevant goals • Actions inconsistently demonstrate strategic thinking • Actions taken are inconsistently seen through to goal completion • Inconsistent evidence of independent reflection; inconsistent evidence to independently create and/or implement solutions • Inconsistent or little effort is made to change behavior after feedback is given • Time is inconsistently used efficiently	• Actions taken mostly correlate to relevant goals • Action steps mostly demonstrate discipline and focus • Evidence of independent reflection, followed by consistent attempts to independently create and implement solutions • New or different actions are taken after feedback is given • Time is used efficiently most of the time	• Actions taken correlate to relevant goals • Actions taken are characterized by discipline and focus • Evidence of independent reflection, followed by self-sufficiency in the creation and implementation of solutions • New or different actions are immediately taken after feedback is given • Time is used efficiently

EXPLORE OPERATING VALUES			
We demonstrate professional integrity			
Underdeveloped	Developing	Proficient	Exemplary
• Words and actions are rarely characterized by honesty and transparency • Professional responsibilities, as outlined in the job description,	• Words and actions are inconsistently characterized by honesty and transparency • Professional responsibilities, as outlined in the job	• Words and actions are consistently characterized by honesty and transparency • Professional responsibilities, as outlined in the	• Words and actions are characterized by honesty and transparency at all times • All professional responsibilities, as outlined in the job description, and as

and as requested by the supervisor, are met with complaints and excessive questions and are not consistently carried out • Arrival to work and to meetings is consistently late • Demeanor at meetings is characterized by a lack of focus, engagement in a different activity, or socializing/whispering with others • Paperwork is rarely submitted on time without several reminders	description, and as requested by the supervisor, are inconsistently carried out or met • Arrival to work and to meetings is inconsistently punctual • Demeanor at meetings is inconsistently characterized by focus • Paperwork is inconsistently submitted on time	job description, and as requested by the supervisor, are carried out consistently • Punctual arrival to work and to meetings • Demeanor at meetings is mostly professional • Submission of paperwork is punctual	requested by the supervisor, are quickly carried out • Punctual arrival to work and to meetings • Demeanor at meetings is always professional • Submission of paperwork is always punctual

Teacher Accountability for Student Achievement

Just as our students know, teachers at Explore Envision will also understand that Effort = Results and that their teaching directly impacts the academic achievement of their students. To ensure progress, Explore Envision will examine student data every 8 weeks and review and revise curriculum materials as needed. School based leadership team with support from network, will memorialize changes that need to happen in real time based on data.

Teachers are closely involved in this process. Teachers gather data and review with the academic leadership team on a quarterly basis. This data informs what changes the network and the schools must make to the curriculum, in particular over the summer to prepare for the new school year. For more real-time conversations, there are regularly scheduled extended meetings throughout the year to review data with teachers. These meetings are used to reflect as a group on data before changes are made.

Additionally, all schools in the Explore Network are part of the Achievement Network. The Achievement Network is a non-profit provider of interim assessment that works with schools to provide high-quality standards-aligned assessments; tools to analyze assessment results and identify student-learning gaps, and to create action plans to address these gaps. Achievement Network also facilitates networks of peer schools to collaborate to improve their use of data.

School Culture and Discipline

Explain how the school will establish and maintain a culture that supports learning and achievement. This response should address:

- **The school's general approach to school culture and rationale for this approach;**
 - **How the school will maintain a safe and orderly environment;**
 - **The school's approach to behavior management and discipline; and**
 - **If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford them.**
-

We believe students achieve in a school that is safe and has a distinct culture. To that end we have the following principles that not only foster a love of learning but also ensure safety and high levels of achievement for all students and staff:

Effort Equals Results

A guiding principle for all Explore Schools' staff and stakeholders is that effort equals results. Explore Envision will not rely heavily on extrinsic rewards to encourage students to exert effort. Instead, staff will use every available opportunity to engender intrinsic satisfaction for students by showing how students' effort leads to their own achievement. Students who attend schools in the Explore Network are recognized formally and regularly for achievement through Respect Corps and Community Circle. In addition, students are walked through their assessment results in small groups, individually, and as a class so they understand how they are scoring, what they have accomplished and what they need to work on. As objectives are met, students are guided through understanding what action they took to accomplish a goal, and are then empowered to take responsibility for that action. Likewise, when students are not meeting expectations, they are counseled through how their actions led to that short-fall, and how to adjust their efforts accordingly in the future. This way, students develop responsibility for their actions behaviorally and academically, creating a plentitude of opportunities for students to internalize the efforts equals results principle.

Love of Learning

One of the core beliefs of Explore Envision Charter School is that students learn best when there is a safe and distinct culture at school. In order to create and maintain a strong culture and to foster a love of learning, the school community meets regularly to celebrate the accomplishments of students and staff. Respect Corps (an honor bestowed upon students for behavioral and/or academic excellence) celebrates students and reinforces the values of hard work and respect. Schools also reward excellence in behavior and academic growth at daily morning meetings and at weekly Community Circle gatherings. All students receive weekly instruction in art, music, physical education, and technology in addition to access to multiple extra-curricular activities to foster a love of learning and excitement about school. In grades 6-8, students choose from a myriad of electives and are encouraged to provide feedback about what electives should be offered.

Safety/Classroom Management

At Explore Envision Charter School students will be expected to meet five behavioral expectations currently in place at all schools in the Explore Network. These five expectations are the corner stone of Envision's classroom management approach:

- *We listen and follow directions;*
- *We treat others as we would like to be treated;*
- *We respect our environment;*
- *We come to school prepared to learn;*
- *We try our hardest.*

These expectations are basic, clear, and ensure that all members of the learning community feel safe at all times. Teachers and administrators share and express these common behavioral expectations to reinforce the values of hard work and respect, within the school and between all schools in the Explore network.

We know from multiple student and family surveys administered at Explore and Empower that our students and their families feel safe in our schools. We have consistent consequences for children who do not meet school expectations and we celebrate those who do meet expectations. To instill a thorough understanding of our expectations in our children and our families, we consistently engage in the following activities:

- We provide explicit instruction around school expectations between one and four weeks at the beginning of each school year. This is referred to as our acculturation period.
- We enforce and teach our school culture and expectations through read alouds, role plays, daily community circles, activities during morning meetings and extensive practice of routines and rituals.
- After the school year begins, we continue to teach, remind our students and practice expectations, routines and rituals during daily morning meetings and weekly community circles.
- We believe in telling our families when things go wrong. Our faculty and staff have cell phones and email addresses, which allow frequent and ongoing communication between all adult members of our learning community.
- We listen to feedback from our students, families, faculty and staff. Further, we respond to said feedback.
- We are proactive in gathering these data by administering surveys to our constituency groups. We respond quickly by collaborating to formulate action plans in our quest to continuously improve.
- We have a substantial adult presence during arrival, dismissal and during transitions. School leaders and faculty/staff are on duty every day during arrival and dismissal. Many adult members of the community are visible and active during transitions and we monitor student use of bathrooms, cafeteria and hallways in a strong, proactive manner. The procedures for use of bathrooms, water fountains, walking in hallways and stairwells are clear and enforced.
- School safety agents provided by the Department of Education are on duty during the day at each of our schools.

In order to ensure teachers are prepared for strong classroom management, professional development workshops are given during pre-service and throughout the year regarding strategies for managing difficult behavior. Each teacher is given a behavior binder with all materials discussed, along with an alphabetical filing system in order to keep a behavior record for each student. Teachers at the school

are expected to maintain safe classrooms, but may rely on the Directors of Culture at the school for support related to school safety and discipline. The Directors of Culture are responsible for maintaining a strong and safe school culture, and report to the school's academic leadership team.

Discipline

In the event that students do not meet the expectations, Explore Envision Charter School utilizes a "continuum of consequences" which emphasizes prevention strategies followed by intervention strategies that start small and grow if the behavior continues. Our goal is to provide appropriate consequences and interventions and to understand why a student is making poor choices. The more severe consequences are for those students whose behavior continues to be problematic. For those students who continue to make poor choices, we will have a very clear record of what has been tried and implemented to help them.

Details of our discipline policy including more information on the specific roles of teachers and administrators are included as Response 10(d).

Uniforms

To foster a distinct culture that encourages learning and a feeling of community, we will require that students wear a uniform as follows:

For Kindergarten through 5th graders, the school uniform is as follows:

- Light blue, button-down shirt (short or long-sleeve)
- Solid black shoes with rubber-soles; *shoes or sneakers with logos are not permitted.*
- Student will be able to wear school t-shirts on *Fridays only*, or on *field trips*
- Navy blue pants, shorts, skirt, or dress
- Navy blue sweater or cardigan
- White or navy blue knee socks or tights (girls)
- Navy blue tie (optional)
- No sandals or flip-flops

6th-8th grade uniform is as follows:

- Tan khaki pants or skirts (appropriate length)
- Solid black shoes
- Solid black or navy blue belt with a small belt buckle
- Special school navy blue polo shirt
- White or navy long sleeved shirts may be worn under the school's polo shirt
- Navy blue wool cardigan - optional
- Khaki shorts are permitted in the summer. Shorts should be at least knee length
- Solid black, white, or navy socks/tights

Additional details of our uniform policy can be found in Response 10(d). If parents are unable to provide uniforms for their students, a fund will be established by Explore Envision Charter School to subsidize the purchase of uniforms for students. Parents will contact the Principal or his/her designee to discuss arrangements should they not be able to afford the purchase of the school uniform.

Discipline Policy (for general education students)

At Explore Envision Charter School, we expect our students to meet five all-school behavioral expectations:

- **We listen and follow directions;**
- **We treat others as we would like to be treated;**
- **We respect our environment;**
- **We come to school prepared to learn;**
- **We try our hardest.**

In the event that students do not meet the expectations, Explore Envision Charter School utilizes a “continuum of consequences” which emphasizes prevention strategies followed by intervention strategies that start small and grow if the behavior continues. Our goal is to provide appropriate consequences and interventions and to understand why a student is making poor choices. The more severe consequences are for those students whose behavior continues to be problematic. For those students who continue to make poor choices, we will have a very clear record of what has been tried and implemented to help them.

Professional development workshops are given during pre-service and throughout the year regarding strategies for managing difficult behavior. Each teacher is given a behavior binder with all materials discussed, along with an alphabetical filing system in order to keep a behavior record for each child.

The Continuum of Consequences

1. If a child is not following directions, the teacher first tries classroom interventions. Some examples: ignore, special job, redirect, change of seat.
2. After attempting classroom management practices, staff members issue a classroom red slip
3. Student loses membership on Respect Corps
4. Parent/guardian must be notified by the teacher
5. After the first red slip, the teacher assigns a consequence to fit the behavior (i.e., cleaning, letter of apology, loss of privilege, loss of time during recess, classroom detention, etc.).
After three classroom red slips:
 - a. Teacher contacts Principal, or designee
 - b. Teacher calls in parent/guardian for a meeting with student
 - c. Teacher start behavior log and alerts parents to continuum of consequences
 - d. Parent signs letter which describes the continuum of consequences
6. The student is then given a grace period (no red slips) for two weeks. If, after two weeks, the behavior continues:
 - a. The teacher may issue red slips, provide appropriate consequences, and call home.
 - b. At the third red slip, the child earns an office referral.
 - c. This office referral begins the Behavioral Student Intervention Referral (SIR) process:

- i. Behavioral Intervention Plan or Contract is created for the student
 - ii. Meeting is scheduled with parent, teacher, student
- 7. Student is allowed a two week grace period without red slips but with consequences as needed
- 8. If the behavior continues, the following consequences are meted:
 - a. In-school suspension
 - b. Principal, or designee, sends letter and phones parent/guardian
 - c. Teacher provides daily work in all subjects for student
 - d. Principal or designee conducts a post-suspension meeting with parent and student
 - e. After 3 in-school suspensions, the next step is out-of-school suspension
- 9. Out of school suspension
 - a. Principal sends letter and phones parent/guardian
 - b. Principal, or designee, conducts post-suspension meeting with parent and student
 - c. The 3rd post suspension meeting serves as a pre-expulsion meeting

Suspension and Expulsion

A student bypasses this continuum and automatically gets an office referral which may result in a suspension or expulsion if they commit: assault; verbal or physical abuse; vandalism; theft; false bomb threat or false emergency alarm; use of drugs, alcohol, tobacco; gambling; leaving campus without permission; conduct which disrupts school or classroom activity or endangers the health, safety, or welfare of others; disrespect towards faculty; threatening or harassing students or staff; cheating; profane language, any act which school officials reasonably conclude warrants a suspension. Explore Envision Charter School shall comply with the federal Gun Free Schools Act, 20 U.S.C., and any student who is determined to have brought a firearm to school, or to have possessed a firearm at school, shall be expelled for not less than one year. In order to determine consistent and appropriate consequences for office referrals, a behavior matrix is used, which is included below.

Explore Envision Charter School reserves the right to alter consequences at our discretion. Any of the above offenses may result in immediate expulsion depending on the severity of the action. Explore Envision Charter School's process for suspensions of up to 10 days is based on U.S. Supreme Court case law (*Goss v. Lopez*, 419 U.S. 565 (1975)) provides 14th Amendment due process protections which include student's and parent's right to know the reason and evidence for the suspension and the right for a student to tell his or her side of the story prior to or shortly after commencement of the suspension. Protections will also include the right to counsel, to confront and present witness, and to challenge and present evidence in a long-term suspension or expulsion case.

Alternative Instruction

Anytime a suspension is given to a student, the school will provide two hours of alternative instruction for each day of the suspension. Suspended students will be provided with the alternative instruction on site, separate from their peers. For each day that the student is suspended they will receive an additional day of alternative instruction. Instruction will be provided live either by a tutor

or by a member of Explore Envision Charter School's staff. The assigned work will be prepared by the student's regular classroom teacher.

Explore Envision Charter School's Student Behavior Violation and Consequence Matrix

Offense	First Offense	Second Offense	Third Offense	Fourth Offense
Arson	Recommendation for expulsion and referral to law enforcement			
Assault or battery of a student (includes fighting)	1 day in-school suspension	1-3 day out of school suspension	3-5 day out of school suspension	Recommendation for expulsion
Assault or battery of school personnel	5 day out of school suspension, possible recommendation for expulsion	Recommendation for expulsion		
Bomb threat	Recommendation for expulsion and referral to law enforcement & counseling			
Defiance of school authority	½ day in -school suspension	1 day in-school suspension	1-3 day out of school suspension	3-5 day out of school suspension, recommendation for expulsion
Disrespect of peers (includes bullying and excessive teasing)	Lunch detention (K-4) After-School Detention (5-8)	½ day in-school suspension	1 day in-school suspension	1-3 day out of school suspension
Disruptive behavior and/or play fighting	Lunch detention (K-4) After-School Detention (5-8)	½ day in-school suspension	1 day in-school suspension	1-3 day out of school suspension
Drugs or alcohol: selling, using, possession	Parent meeting and referral to law enforcement & counseling	Recommendation for expulsion		
Electronic devices: use of beeper, cell phone, or non-instructional devices during school hours	Confiscated and released to parent/guardian	→	→	→
Fire alarm,	5 day out of	Recommendation		

tampering with apparatus	school suspension, referral to law enforcement	for expulsion, referral to law enforcement		
Leaving classroom without permission or running away from school personnel	½ day in-school suspension	1 day in-school suspension	1-2 day out of school suspension	3-5 day out of school suspension, recommendation for expulsion
Leaving school grounds without permission	5 days out of school suspension and/or Recommendation for expulsion			
Misuse of computer resources (hacking, violating copyright law, damaging equipment etc.)	Loss of computer privileges; referral to law enforcement			
Profanity: using inappropriate or profane language aimed at another	Lunch detention (K-4) After-School Detention (5-8)	½ day in-school suspension	1 day in-school suspension	1-3 day out of school suspension
Safety, endangering safety of students or staff (throwing objects, etc.)	½ day in-school suspension	1-3 day in-school suspension	1-2 day out of school suspension	3-5 day out of school suspension
Sexual assault or harassment	Referral to law enforcement; out of school suspension and/or recommendation for expulsion			
Tardy to School	After 3 tardies, after-school detention for each tardy (5-8)	→	→	→
Theft	1 day in-school suspension	1-3 day out of school suspension	3-5 day out of school suspension	5 day out of school suspension. Recommendation for expulsion
Uniform Violation	Call/Letter to parent	→	→	→
Vandalism/graffiti	Lunch detention (K-4)	1-2 day in school suspension,	1 day out of school	3-5 day out of school

	After-School Detention (5-8), call to parents, restitution	restitution	suspension, restitution	suspension, restitution
Weapon: drawing a picture of a weapon aimed at someone	1 day out of school suspension	2-3 days out of school suspension	3-5 days out of school suspension	5 days out of school suspension Recommendation for expulsion
Weapon: false claim	1 day out of school suspension	2-3 days out of school suspension	3-5 days out of school suspension	5 days out of school suspension, recommendation for expulsion
Weapon: possession or use of weapon	Recommendation for expulsion, referral to law enforcement			

Expulsion and Long-Term Suspension Process & Procedures

When a student engages in behavior punishable by suspension (of up to 10 days), they are informed of their misconduct and asked to leave the class or activity in which they are participating immediately. They report to the office and share their version of the events; their parents are contacted and asked to pick the child up from school. The Principal, immediately notifies the student's parents or guardians in writing, and assures receipt of such notice within 24 hours. The notice will set a time and place for a conference with the Principal and shall inform parents or guardians of their right to be accompanied by counsel or an individual of their choice.

A letter outlining the incident and a time for a meeting between the parent & guardian, Principal, and the Dean of Students and/or HSS will be sent to the parent by UPS. At the meeting, copies of the following will be distributed to the parent:

- Explore Envision Charter School's Parent-Student Handbook
- "Expulsion Process & Procedures"
- If applicable, the letter outlining the behavior continuum, that was sent to parents and guardians after the student received their third classroom red slip
- A complete "Description of Behaviors and Interventions" document that outlines the students' behaviors and the steps the school took to address the behaviors
- Proof that parent received parent/guardian handbook (from the students' file in the main office)

If the Principal maintains that the behavior warrants an expulsion, a recommendation of expulsion will be issued to the Disciplinary Committee of the Board of Trustees, which will include a description of the behavior and/or academic problems, a description of the alternatives explored, and prior action taken to resolve the problem. A copy of such recommendation will be sent to the student and his or her parents or guardians of the opportunity for a fair hearing where the student may be represented by counsel, present evidence, and question witnesses. Such recommendation shall also

set the time and place for the hearing and shall inform the parent or guardian of their right to be accompanied by counsel or an individual of their choice.

The following items are sent to members of the Board of Trustees:

- “Expulsion Recommendation Cover Sheet”
- “Disciplinary Letter to Committee”
- “Description of Behaviors and Interventions”

The following items are sent to parents and guardians, with proof of receipt:

- Explore Envision Charter School’s expulsion policy, as outlined in the Parent-Student Handbook
- “Expulsion Process & Procedures”
- A copy of the “Disciplinary Letter to Committee”
- Description of “Behaviors and Interventions”

Students are expelled only after being found guilty at a formal expulsion hearing with the Disciplinary Committee of the Board of Trustees. The Disciplinary Committee will issue a decision at a meeting of the Board of Trustees. Parents or guardians may appeal the decision to the full Board by writing to the Chairperson of the Board of Trustees. The parent or guardian is permitted to speak for 5 minutes at the next regularly scheduled Board meeting, followed by questions from members of the Board of Trustees. The Board of Trustees will go into executive session and either uphold or overturn the decision of the Disciplinary Committee. If dissatisfied with the result, the parent or guardian may appeal the decision to the Chancellor’s office, then to the NYS Education Dept., then to the New York Board of Regents. Students who have been expelled from any school in the Explore Schools network are not eligible for re-enrollment at Explore Schools network school, except in special circumstances, determined at the discretion of the school’s administration. Administration may use one, or a combination, of the following criteria to determine if a student is eligible for re-enrollment:

- the nature of the expellable offense;
- the student’s age and grade at the time of the offense;
- the student’s academic standing at Explore Envision Charter School;
- the student’s over-all behavior and the frequency of their participation in the Respect Corps

Suspensions of more than 10 days will result in expulsion unless the student has a disability. In such cases Explore Envision Charter School will comply with all of the requirements under the Individuals with Disabilities Act (IDEA) relating to discipline of students with disabilities, specifically sections 300.519 through 300.529 of the section entitled “Discipline Procedures” of the federal IDEA legislation. In cases where the discipline policies described in the sections above violate the provisions of IDEA, the provisions of IDEA will take precedence.

Search and Seizure Policy¹

¹ The search and seizure policy of Explore Envision Charter School is taken from the NYC DOE Chancellor’s regulations.

Students have a constitutional right to be free from unreasonable searches and seizures. A student's person and possessions will be searched only where there is a reasonable, individualized suspicion of wrongdoing. The school recognizes its limited authority to perform strip searches. The extent and scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Searches will always be conducted with a reasonable degree of privacy and consideration for the dignity of the individual. Law enforcement will be notified if student is in possession of or uses a weapon.

Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (IDEA))

In compliance with section 2851 (2) (h), Explore Exceed Charter School's discipline rules and procedures apply to students with disabilities to the extent that they are consistent with federal laws and regulations regarding the placement of students with disabilities. Specifically, Explore Exceed Charter School will comply with all of the requirements under the Individuals with Disabilities Act (IDEA) relating to discipline of students with disabilities, specifically sections 300.519 through 300.529 of the section entitled "Discipline Procedures" of the federal IDEA legislation. In cases where the discipline policies described in the sections above violate the provisions of IDEA, the provisions of IDEA will take precedence.

Our approach to discipline for students with disabilities is as follows:

- The school will ensure that in the case of a suspension for five consecutive school days or less that parents will be provided an opportunity for an informal conference.
- During suspensions or removals for periods of up to ten school days in a school year (that are not a change in placement) students with disabilities will be provided alternative instruction on the same basis as all students.
- During suspensions or removals of periods of ten consecutive school days or less that in the aggregate total more than 10 school days in a school year (but does not constitute a change in their placement) students with disabilities will be provided services to continue their progress in the general education curriculum and meeting their IEP goals.
- When first suspending or removing a disabled student for more than ten school days in a school year or imposing a suspension that would constitute a change in placement, the school district of residence will be contacted to ensure that no later than 10 days after a suspension the school district of residence's meeting is convened to develop a functional assessment and behavior intervention plan or modify the existing plan.
- Explore Exceed Charter School will cooperate fully with the school district of residence to gather data to define the behavioral problem. The school will implement the behavior plan developed. In addition, the school will immediately contact the school district of residence to convene a manifestation determination meeting no later than 10 school days after a decision is made to impose a disciplinary change in placement.
- Upon the school district of residence's completion of the manifestation determination, those students whose behavior is not a manifestation of their disability will be subject to the same disciplinary measures as non-disabled students.
- If the behavior is determined to be a manifestation of the child's disability, the student will be returned to their current placement unless the parent agrees to a change. The student will attend an alternative education setting if it is determined that the student returning to their present placement poses a danger to themselves or others or if there is an impartial hearing or court order permitting this alternative placement.
- Students with and without disabilities receiving in-school suspensions will be assigned to the Dean's office, or alternative appropriate setting within the school, for direct instruction during the entire period of the suspension. The student's classroom teacher will assign the student regularly scheduled class work and homework, which will be delivered by the Dean or another qualified teacher within the school. The Dean ensures

that all assignments are performed, reviewed, and delivered to the classroom teacher in a timely fashion.

- Students with and without disabilities receiving out-of-school suspensions will be assigned to the Dean's office, or another appropriate setting within the school, as follows: A suspended student shall be assigned for one hour per day for direct instruction from the Dean of Students or another qualified teacher within the school. The student's classroom teacher will assign the student regularly scheduled class work and homework, which will be delivered by the teacher. The Dean of Students will ensure that all assignments are performed, reviewed, and delivered to the classroom teacher in a timely fashion.
- All alternative instruction is documented in a log located in the Dean's office.
- Whenever appropriate, and at the discretion of the Support Services Team, a suspended student may be issued an extracurricular assignment(s) pertaining to the issues, behaviors, acts, and/or conduct that precipitated the suspension, in an effort to prevent, through learning, similar future behaviors, acts, and/or conduct by the student.
- In accordance with 34 CFR § 300.534 due process protections will be provided for a student who has yet to be evaluated by the CSE, but who the school knows may be eligible for referral to a CSE or who is undergoing evaluation at the time of the incident requiring discipline under Explore Exceed Charter School's discipline policy.

Dress Code Policy

For Kindergarten through 5th graders, the school uniform is as follows:

- Light blue, button-down shirt (short or long-sleeve)
- Solid black shoes with rubber-soles; *shoes or sneakers with logos are not permitted.*
- Student will be able to wear school t-shirts on *Fridays only*, or on *field trips*
- Navy blue pants, shorts, skirt, or dress
- Navy blue sweater or cardigan
- White or navy blue knee socks or tights (girls)
- Navy blue tie (optional)
- No sandals or flip-flops

6th-8th grade uniform is as follows:

- Tan khaki pants or skirts (appropriate length)
- Solid black shoes
- Solid black or navy blue belt with a small belt buckle
- Special school navy blue polo shirt
- White or navy long sleeved shirts may be worn under the school's polo shirt
- Navy blue wool cardigan - optional
- Khaki shorts are permitted in the summer. Shorts should be at least knee length
- Solid black, white, or navy socks/tights

If a student comes to school out of uniform s/he will receive a consequence that will not include missing any portion of class. Upper School students will receive an after school detention the day after the violation. School personnel will do their best to provide students with the appropriate attire.

Hats & Jewelry: Students are not permitted to wear hats or baseball caps in the building. An exception will be made for head covers worn in connection with the exercise of religious practice. In the summer months, parents or guardians who would like students to wear a visor or hat to recess must submit the request in writing to the main office. School personnel are instructed to confiscate baseball caps, label the hat with the child's name, and give the hat to the student's teacher who will contact the parent or guardian. Parents and guardians are expected to set up a time with the appropriate school personnel to retrieve the cap.

We ask that students do not wear jewelry that may get lost or broken. Examples include earrings larger than a quarter, long necklaces or bracelets. Students who arrive at school wearing this jewelry will be asked to place it inside their shirt, where it is not visible.

Cell Phones, Electronic Games & Other Distractive Objects: Students are not permitted to bring objects to school or school-related activities (field trips, field day, etc) that will distract them from learning. Distractive objects include games, cell phones, yo-yos, or any other items that staff reasonably concludes may distract students from learning. If a member of the staff sees one of these items, they may confiscate the item and return it to the student's teacher.

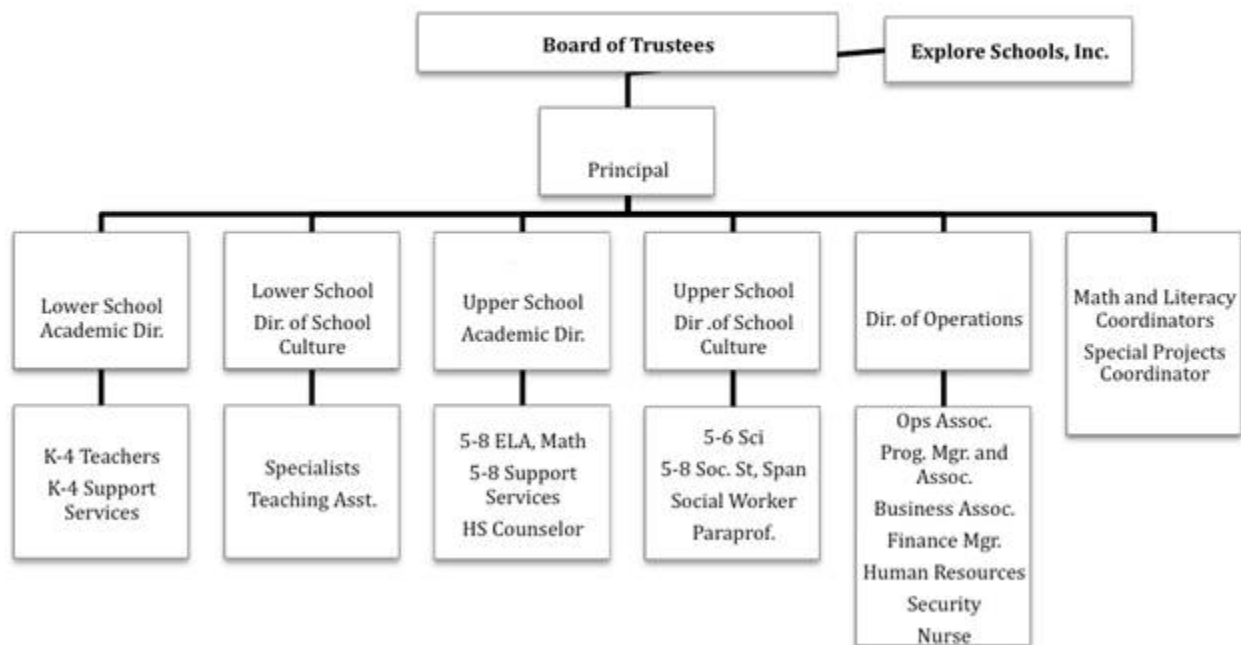
If parents are unable to provide uniforms for their students, a fund will be established by Explore Envision Charter School to subsidize the purchase of uniforms for students. Parents will contact the

Principal or his/her designee to discuss arrangements should they not be able to afford the purchase of the school uniform.

Organizational Chart

Provide an organizational chart for the school and a narrative description of the chart.

- The chart should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship.
- The narrative should explain the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.



The Principal is responsible for implementing and monitoring programmatic, fiscal, and compliance policies developed by Explore Schools, Inc., and approved by the Board of Trustees. The Principal manages the Academic Directors, Directors of Culture, and Director of Operations. Each of these positions manages their respective teams which support the academic, operational, financial and compliance-related activities of the school. (Additionally, full position descriptions of all members of the Support Services Team can be found in Attachment 41) Explore Schools, Inc. provides leadership coaching, evaluation, and strategic direction for the Principal, and technical oversight for the Finance Managers, Human Resources Managers, and Operations Directors.

The Board of Trustees will maintain overall control of Explore Envision Charter School and will be ultimately responsible for its quality and sustainability. Explore Schools, a non-profit school management organization will provide specific services to Explore Envision Charter School in the areas of compliance, facilities, finance, human resources, student recruitment, and leadership support and evaluation. The members of the Explore Schools team provide these services in exchange for a

fee, as outlined in an agreement between Explore Schools and Explore Envision Charter School's Board of Trustees. Explore Envision Charter School's Board of Trustees will evaluate the quality of the services provided by Explore Schools and have the opportunity to extend or cancel the agreement after at the end of each contract period. Additional information about the contract to be executed between Explore Envision Charter School and Explore Schools can be found in Attachment 6.

Up to two members of Explore Schools will be members of the Board of Trustees, and will recuse themselves from all decisions involving the renewal of the agreement with Explore Schools. The school Principal will be an employee of Explore Envision Charter School. He or she will be evaluated by a committee composed of members of the Board of Trustees. On a weekly basis, the Managing Director of Program of Explore Schools will support the Principal through check-ins, observations and feedback. The school Principal will manage the day-to-day programmatic and operational aspects of the school. The Principal will be responsible for staff evaluation and observation, student assessments (both internal and state-mandated), teacher professional development, school schedule, compliance with the delivery of special education and ELL services, school culture and student discipline, final teacher hiring decisions, and parent and family engagement. The Principal may delegate these duties to the Academic Directors as appropriate.

The following table demonstrates the responsibilities of Explore Schools, the Board of Trustees, and the school-based leadership team. In order to better clarify the specific functions, roles and responsibilities of Explore Schools, the school and the Board of Trustees, Explore Schools utilizes a tool called **RAPID**, piloted by the Aspire Schools school management organization during their expansion process. RAPID is an acronym that describes which entity **Recommends** a new idea, which entity provides **Input**, which entity **Decides** on the new course of action, which entity **Approves** that decision, and which entity executes on the decision (**Performs**).

RAPID Analysis ES = Explore Schools BOT = Board of Trustees SBT = School-Based Team					
BOT					
	Recommend new idea/ course of action	Input (From whom?)	Decide (Who?)	Approve (By whom?)	Perform (Who executes?)
Recruitment	BOT	ES	BOT	BOT	ES
Committees (formation of)	BOT (per charter)	ES	BOT	BOT	BOT
Meeting Preparation	ES	BOT SBT	BOT	BOT	ES
Compliance					
	Recommend new idea/ course of action	Input (From whom?)	Decide (Who?)	Approve (By whom?)	Perform (Who executes?)
Annual Report	ES	SBT BOT	ES	BOT	ES to complete data required by report.

					SBT to complete academic reflection and to participate in site visit
Charter Material Change	SBT	ES	ES	BOT	ES
Compliance					
Charter Renewal Application	ES	SBT BOT	ES	BOT	ES SBT to provide academic information and to participate in site visit
Compliance Reports (VADIR, Special Education, BEDS, SAVE)	SBT	ES	SBT	SBT	SBT
Site Visit Preparation	ES	SBT	ES SBT	ES	ES (prep documents & docs required by NYC DOE) SBT (prepping teachers)
Title I Application	ES	SBT	ES	SBT	ES ES to complete data required by report. SBT to complete academic reflection and to participate in site visit
Contracted Services					
	Recommend new idea/ course of action	Input (From whom?)	Decide (Who?)	Approve (By whom?)	Perform (Who executes?)
Technology Systems	ES SBT	SBT	SBT ES	SBT BOT	SBT
Consultants & Contracted Services (Identification of need and vetting of contracts)	SBT ES	ES	SBT	ES BOT (if over the approved limit)	SBT
Consultants (Management	SBT	ES	SBT	SBT	SBT

of)					
Facilities					
	Recommend new idea/ course of action	Input (From whom?)	Decide (Who?)	Approve (By whom?)	Perform (Who executes?)
School Facilities – Start-Up (New School)	ES	SBT	ES	SBT	ES SBT
School Facilities – Start-Up (Standing School)	ES	SBT	SBT	SBT	SBT with support from ES
Finance					
	Recommend new idea/ course of action	Input (From whom?)	Decide (Who?)	Approve (By whom?)	Perform (Who executes?)
Audit (Preparation/ Management of)	ES	BOT SBT	ES	BOT	ES, with support from SBT
Budget Preparation	ES	SBT BOT	ES	BOT	ES
Budget Reporting	ES	SBT BOT	ES	ES	ES
Budget Approval	ES	BOT Finance Committee	ES	BOT	ES
Payroll	SBT	ES	SBT	SBT	SBT

Fundraising					
	Recommend new idea/ course of action	Input (From whom?)	Decide (Who?)	Approve (By whom?)	Perform (Who executes?)
Soliciting Seed Funding (New School Only-for Planning)	ES	SBT BOT	ES	ES	ES
Reporting on Seed Funding	ES	BOT Finance Committee	ES	ES	ES
Identifying Special Projects	SBT	BOT	SBT	BOT	SBT
Special Projects	SBT BOT	BOT ES	SBT	BOT	SBT BOT
Reporting on Funds Special Projects	BOT	ES	ES	BOT	ES
Human Resources					
	Recommend new idea/ course of action	Input (From whom?)	Decide (Who?)	Approve (By whom?)	Perform (Who executes?)
Leadership Recruitment	ES	SBT	ES	SBT	ES
Leadership Selection	ES	BOT	ES SBT	BOT or SBT	ES
Leadership Evaluation Creation	ES	BOT SBT	ES	BOT	ES
Leadership Evaluation Execution (Principals)	ES	ES w/BOT	ES	BOT	ES w/BOT
Staff Recruitment	ES	SBT	ES	SBT	ES SBT
Staff Selection (Application, Resume Screen, Phone Call, Reference Check)	ES	SBT	ES	ES	ES
Staff Selection (Sample Teaching & Interview)	SBT	ES	SBT	SBT	SBT

Staff Salary Scale	ES	BOT SBT	ES	BOT	ES
Staff Dismissal	SBT	ES	SBT	SBT ES	SBT
Staff Evaluation Creation	ES	SBT	ES	SBT	ES
Staff Evaluation Execution	SBT	ES	SBT	SBT	SBT
Benefits Selection	ES	SBT	ES	ES	ES
Employee Handbook Creation	ES	SBT	ES	ES	ES SBT to create the “Academic Brief” section

Ordering & Purchasing					
	<i>Recommend</i> new idea/ course of action	<i>Input</i> (From whom?)	<i>Decide</i> (Who?)	<i>Approve</i> (By whom?)	<i>Perform</i> (Who executes?)
Ordering/Prch sng: Start-Up Materials	SBT	SBT ES	SBT	SBT	SBT ES
Ordering/Prch sng: Ongoing Supplies	SBT	SBT ES	SBT	SBT	SBT
School-Wide Events					
	<i>Recommend</i> new idea/ course of action	<i>Input</i> (From whom?)	<i>Decide</i> (Who?)	<i>Approve</i> (By whom?)	<i>Perform</i> (Who executes?)
Planning	SBT	ES	SBT	ES	SBT
Operationalizi ng & Staffing	SBT	ES	SBT	SBT	SBT
Students					
	<i>Recommend</i> new idea/ course of action	<i>Input</i> (From whom?)	<i>Decide</i> (Who?)	<i>Approve</i> (By whom?)	<i>Perform</i> (Who executes?)
Student Recruitment	SBT	ES	SBT	SBT	SBT (Presentations) ES (Materials)
Student Enrollment	ES	SBT	SBT ES	BOT	SBT ES
Student-Parent Handbook	SBT	SBT ES	SBT	SBT	ES (Template)
Recommendati on for Student Expulsion	SBT	ES	SBT	BOT	SBT
Teaching & Learning					
	<i>Recommend</i> new idea/ course of action	<i>Input</i> (From whom?)	<i>Decide</i> (Who?)	<i>Approve</i> (By whom?)	<i>Perform</i> (Who executes?)
Assessment Tools (Math Interims, ELA Interims, F & P)	SBT ES	SBT ES	SBT ES	SBT ES	SBT
Assessments (Scoring of)	SBT	ES	SBT	SBT	SBT
Curriculum/A nchor	SBT ES	SBT ES	SBT ES	SBT	SBT

Curriculum Decisions					
Professional Development (PD) (Matching teachers to resources)	SBT	ES	SBT	SBT	SBT
PD (To support the academic frameworks)	SBT	SBT ES	SBT	SBT	SBT
Twice Annual Ldrshp Retreat (Principals)	ES	SBT	ES	ES	ES
Retreat (School-Specific)	SBT	ES	SBT	SBT	SBT
Retreat (Teachers)	SBT	ES	SBT	SBT	SBT
Tutoring	SBT	ES	SBT	SBT	SBT
Yearly Calendar	ES & SBT	SBT	SBT	ES & SBT	ES

Staffing Chart and Rationale

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for the staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESL teachers, as well as any other specialty teachers.

If awarded a waiver, we will start with grades K-3:

	Certified	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served		K-3	K-4	K-5	K-6	K-7
Enrollment		240	300	360	420	480
Principal	Yes	1	1	1	1	1
Academic Director	Yes	1	2	2	3	3
Operations Director	No	1	1	1	1	1
Finance/HR Manager	No	1	1	2	2	2
Operations Manager	No	0	0	1	2	2
Operations Assistant	No	1	2	2	2	2
Purchasing Assistant	No	1	1	1	1	1
Program Assistant	No	1	1	1	1	2
Teachers	Yes	12	15	18	23	27
Enrichment	Yes	2	3	3	4	4
Special Education Certified Teachers (1 Per Grade)	Yes	4	6	7	8	9
Math, Literacy, SpEd Coordinators	Yes	3	3	3	3	3
Deans	Yes	2	2	3	3	4
Counselor	Yes	1.5	1.5	2	2.5	2.5
Total Headcount		31.5	39.5	47	56.5	63.5

Should we not receive a waiver, we will start with grades K-2:

	Certified	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served		K-2	K-3	K-4	K-5	K-5
Enrollment		180	240	300	360	360
Principal	Yes	1	1	1	1	1
Academic Director	Yes	1	1	2	2	3
Operations Director	No	1	1	1	1	1
Finance/HR Manager	No	1	1	1	1	2
Operations Manager	No			1	1	2
Operations Assistant	No	1	2	2	2	2
Purchasing Assistant	No	1	1	1	1	1
Program Assistant	No					1
Teachers	Yes	9	12	15	18	23
Enrichment	Yes	2	3	3	4	4
Special Education Certified Teachers (1 Per Grade)	Yes	3	4	6	7	8
Math, Literacy, SpEd Coordinators	Yes	2	3	3	3	3
Deans	Yes	1	2	3	3	4
Counselor	Yes	1	1.5	2	2.5	2.5
Total Headcount		24	32.5	41	46.5	57.5

The staffing model at Envision has been created in order to meet the needs of students who previously attended a failing public school. It is a robust staffing model because we anticipate that students will need more remediation and on-going support in order to achieve academically. We also include additional special education teachers should a more restrictive learning environment (i.e. 12:1:1) be required for our students.

Explore Envision Charter School will be led by a Principal who will be responsible for the day-to-day academic and operational facets of the school. Academic Directors for the lower school (K-4) and upper school (5-8) will work closely with the Principal to ensure academic excellence at all grade levels. In the lower grades (K-5), Explore Envision Charter School will employ the co-teacher model, with approximately 28 students to two teachers per classroom, making the student/teacher ratio 1:14. In the upper grades (6-8) Explore Envision Charter School will have one teacher per classroom of 20 students with three classes per grade level. The teacher count also includes the enrichment staff of the school (the arts, physical education, etc). All students in every grade level will have access to enrichment classes each year. This facet of Explore Envision's program is essential to ensuring that students not only succeed academically, but grow into well-rounded young adults who love school.

Explore Envision will employ a robust Support Services Team to meet the individual needs of students attending the school. . Definitions of the specific roles of the Support Services Team include (Full position descriptions of all members of the Support Services Team can be found in Response 12(d)):

- **Learning Specialists:** Learning Specialists are certified special educators who will provide mandated services to students with IEPs. Based on the needs of the students with special needs, they may also work with individual students and small groups of students to provide additional instruction, based on their needs as identified by achievement data. Based on the specific needs of the student population, we may hire learning specialists who are ELL certified. Throughout the course of the charter, four people will be special education certified Learning Specialists.
- **Reading Recovery Teacher:** One Reading Recovery instructor will implement the Reading Recovery program with 1st grade students identified as needing intensive reading instruction support. This person is a certified teacher who has had Reading Recovery training. Throughout the course of the charter, one person will serve as a Reading Recovery teacher.
- **Academic Intervention Teachers:** Academic Intervention Teachers are certified teachers who will work with individual students and small groups of students to provide additional instruction, based on their needs as identified by achievement data. They will provide this instruction by pushing into the classroom and/or pulling students out. There will be zero Academic Intervention Teachers in Years 1 and 2 of the charter, one Academic Intervention Teacher in Year 3, two Academic Intervention Teachers in Year 4, and three Academic Intervention Teachers in Year 5.

Additionally, given that charter schools that seek to serve students who attended failing traditional public schools often have students with severe special needs, we anticipate students may need a more restrictive learning environment. As such we will create a 12:1:1 classroom as needed. This will require us to hire additional certified special education teachers and aides, which are reflected in the staffing chart. Finally, a special education services coordinator will oversee the implementation of special education services including coordinating meetings with the Committee on Special Education (CSE), determining if students have IEPs, ensuring all services are provided in accordance with each student's IEP in the context of the charter school setting, ensuring that all special education reporting requirements are satisfied, and other related duties.

The school will also employ counselors who will see to students' emotional needs and in year five a high school placement counselor to focus on high school placement for our students as they prepare

for college preparatory high schools. Program Directors will work to support the school in specific areas, such as school culture and student enrichment and Coordinators will support to staff and students in the areas of student enrichment, student support services and general programming. The Explore Schools' team specializing in the areas of training and coaching will serve to support the school-level academic staff on a daily basis.

Finance and operations managers will oversee the needs of the school. They will be supported by operations assistants, program assistants, and a receptionist. Explore Schools' operations team will provide support in operations, compliance, finance, facilities and budgeting and will be in touch with school-level operations staff on a daily basis.

School Leadership and Management Structure

Describe the qualifications required for the school leader.

- **If the founding team has already identified a school leader, explain the process that was used to recruit this person and the criteria that were used to select him or her. In addition, include a resume or brief biography for this person in this response.**
- **If the founding team has not yet identified a school leader, explain the process and criteria that will be used to select this person, including who will be involved and the role of the board (and management and/or partner organization(s), if any) in the process.**

Explain the management structure of the school. This response should address:

- **Roles and responsibility for managing at least the academic program, finances, hiring and operations;**
 - **Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;**
 - **If the school will work with a management organization, explain the relationship between employees of the school and that organization; and**
 - **Evaluation procedures and processes for staff in management positions.**
-

School Leader Qualifications

Explore Envision Charter School will be led by a Principal who will oversee the day to day operations as well as the academic quality of the school. The Principal will be supported in both areas by the Explore Schools' central office staff. Specifically, Principals will receive support from Explore Schools in the areas of:

- Finance
- Academic quality
- Operations
- Compliance
- Human Resources
- Strategic Planning
- Technology

Experience with the schools in Explore Schools' network, and research in the field demonstrates that school quality benefits when there is a support system for the Principal that covers both academic and operational support¹.

To be a Principal at Explore Envision Charter School, candidates must possess the following qualities:

- Achievement-focused strategist; relentlessly focused on the achievement of ambitious goals, can recognize and prioritize highest needs, is flexible in his/her approach to problem solving and understands the need to take calculated risks for the good of the organization.

¹ Ed Week: "Charter-Management Organizations: More Pluses Than Minuses"

- Self-aware, constant learner; a reflective practitioner who is aware of his/her strengths and weaknesses, open to feedback and seeks help to improve.
- Influential communicator and team builder; an active listener who can inspire others around a shared vision and motivate team members to work together to execute against the vision that has been set.
- Effective manager; a detail-oriented manager who is can set clear expectations and hold others accountable for progress. One who is skilled at creating and implementing systems and processes that enable work to be accomplished effectively across an organization.
- Accomplished teacher and instructional leader; A passionate educator who believes that all students will succeed academically in the right environment. A skilled instructional mentor who can model effective instructional strategies and work with teachers to both coach and evaluate their practice.

Principals must also possess the following experiences:

- Five years of classroom teaching experience; school administration experience preferred.
- Candidates should have experience in an urban setting with at-risk youth and should be able demonstrate achievement of exceptional results with their students.
- Demonstrated success managing a team of adults to achieve a common goal; ideally candidates have lead a team of adults to “turn around” a struggling initiative or organization.
- A minimum of a bachelor’s degree from a four-year college or university is required.

Explore Envision Charter School will use the Principal competency model developed by Explore Schools as a guide for selecting qualified Principal candidates:

Achievement-Focused Strategist
• Sets aggressive goals, works hard, and goes above and beyond to achieve goals. • Perseveres through challenges, with a sense of urgency and tenacity.
• Adaptable in the face of continuous change and can continue to focus on goals that have been set.
• Quickly and effectively identifies and prioritizes between primary and secondary objectives. Can understand the implications of potential decisions and can make appropriate trade-offs given limited time, financial and personnel resources.
• Constantly seeks and uses data to inform progress against goals.
• Analytical thinker who can see patterns from seemingly unrelated issues and correctly identify cause and effect.
• Willing to take measured risks, challenge conventional wisdom, stand by personal principles, and make sacrifices for the good of the organization.
Self-Aware Constant Learner
• Aware and reflective about strengths and weaknesses; constantly seeks feedback on behavior and approach and takes appropriate action based on feedback.
• Accepts well-founded blame. Recognizes and takes responsibility for failures.
• Appropriately balances humility and self-confidence.
Influential Communicator
• Inspirational speaker who can articulate a compelling rationale to invest others in the decision being made.
• Synthesizes a range of perspectives to appropriately match a message to a constituency.

• Aware of demeanor at all times and able to control expression and communication without letting emotion interfere.
• Garner respect through direct and sensitive communication and demonstration of personal integrity and honesty.

Team Builder & Leader
• Is able to assume authoritative leadership of a group for the good of the organization.
• Builds and maintains relationships across the organization to get things done.
• Can effectively guide others through ambiguity, instability, adversity, and change.
Effective Manager
• Sets clear expectations and holds others accountable for performance.
• Able to delegate projects and assess progress along the way.
• Recognizes strengths and weaknesses of others and can strategically manage their roles and performance to maximize strengths.
• Organizational systems and completed work demonstrate attention to detail.
Accomplished Teacher and Instructional Leader
• Demonstrates unyielding belief that all students can get smart through hard work.
• Is passionately motivated to provide a high-quality education for low-income students.
• Has generated significant, measurable academic results with low-income students in classroom and/or in building.
• Can identify strengths and weaknesses in instructional approach of others and can serve as both effective coach and evaluator.
• Shows evidence of exemplary planning, instructional methodology and the use of data to inform instruction.

Management Structure of School

School Management Roles

Explore Envision Charter School will be led by a Principal who will be responsible for the day to day academic program at the school. The Principal will be supported by Academic Directors for the lower school (K-4) and upper school (5-8) will work closely with the Principal to ensure the academic program is successfully implemented at all grade levels. Finances will be managed day to day by the school's finance manager, who will be hired in year one. The finance manager will receive ongoing assistance and support from Explore Schools' Director of Finance. The final hiring decisions at the school are made by the Principal, though all initial recruitment and screening for school staff is performed by Explore Schools' Talent Team (as described in Attachment 6). Operations for the school are the responsibility of the school's Director of Operations, who will be hired up to six months prior to the start of the school.

Management Practices and Procedures

Annually the school leadership reviews a variety data: academic, satisfaction, doe learning environment surveys, audit data. From that data we create an annual plan aligned to the priorities of the school. Plan is shared with school community and suggestions are noted. MD of program then uses that document to help reach its academic goals and priorities throughout the year. It is a living document that gets edited as needed with new data in real time.

Relationship between Explore Schools' Employees and Envision Employees

Explore Schools staff provides technical assistance and support, and oversight function for the board to ensure the academic and operational excellence of the school.

As described in Attachment 6, Explore Schools provides support in a number of areas including:

TALENT MANAGEMENT	TIMELINE
Revision and refinement of staff evaluation templates	Ongoing/As Needed
Design and implementation of a staff recruitment plan including the placement of ads, attendance at career fairs, letter-writing campaigns, open houses	Designed by end of Term 2; implemented in Terms 3-5
Revision of the staff application and application review criteria	Staff application and rubric revised by Day 1, Term 3
Refinement of the staff selection process, including recruitment and selection goals	Staff selection process outlined by end of Term 2; goals completed by Term 1
Conduct initial phone interviews to recommend candidates to the school leaders	Ongoing/as needed
Develop a leadership succession plan, in conjunction with the Board of Trustees	As needed, per leadership vacancies
Create and execute a leadership recruitment and selection strategy that includes grooming of internal candidates, tapping into established leadership networks and the placement of ads. Strategy will be network-wide, as well as school-specific, depending upon need	Ongoing
Revise and refine the leadership selection process with the outcome of recommending primary school leader candidates to the Board of Trustees.	Ongoing
Facilitate components of the secondary leader selection process, in collaboration with the School Principal, to queue up qualified candidates for the Principal's final selection.	Ongoing

Revision and refinement of leadership evaluation templates	Ongoing
Leadership coaching for primary school leaders on a regular basis; organization and facilitation of two leadership retreats throughout the school year	Leadership meetings every other month; leadership retreats in August and February
Support and supervision of school principal	Weekly 1:1 meetings and twice yearly evaluation (Mid-Year in February; Operating Values in August)

STRATEGIC PLANNING AROUND ESI'S CORE VALUES	TIMELINE
Facilitate the creation of a yearly priority plan based on input from the Board of Trustees and the Principal, and provide for approval by Board of Trustees	1st Draft reviewed at August leadership retreat; final draft completed by end of Term 1
Network-wide staff engagement and development through two primary events: pre-service day and mid-year network day.	August and February
Refinement and revision of observation tools to assess academic rigor, student investment, student safety	Focus on Walk-Through Document, Completed by end of Term 1
Distribution, collection and analysis of mid-year staff satisfaction survey	Administered in February, with a turnaround time within one month
School quality review: hire independent education expert and facilitate school quality review; facilitate cross-school review of project's findings	End of term 3
Support the school to administer the Terra Nova standardized test	Completed by the end of Term 5
Facilitate network-wide discussion to refine and revise the academic frameworks	Developed in conjunction with school principals
Coordinate cross-network opportunities to analyze student achievement and provide professional development	All sessions completed by the end of Term 2
Coordinate, deliver and evaluate 3 "New To Explore" sessions for instructional employees	Ongoing

new to the network Provide the school leader with tools and technical assistance to maintain a school environment and school culture characterized by high academic expectations and a safe, orderly and nurturing environment (e.g., formats to review attendance and suspension data)	Ongoing

GOVERNANCE SUPPORT	TIMELINE
Facilitate the preparation and distribution of Board meeting materials	Prior to each Board meeting
Assist, provide guidance and facilitate board development and committee development	As needed, per the Board of Trustees' goals
Support Board recruitment through the facilitation of school visits for Board candidates	As needed, per the Board of Trustees' goals
Facilitation of Board retreats to build capacity	Yearly, based on Board goals
Point of contact for parents and other stake holders to investigate complaints, including student discipline	Ongoing

FINANCE SUPPORT	TIMELINE
Prepare an annual budget, in conjunction with the School Principal, for Board approval	Per board meeting calendar
Provide technical assistance with the preparation and distribution of quarterly budget to actual reports	To be shared within the month following quarter end
Facilitate finance committee meetings to review the quarterly financial reports	Per board meeting calendar
Provide tools and technical assistance to school-based personnel to provide budget-to-actual figures to key members of the school-based leadership team	Process to be launched in Term 1
Serve as point person for the school to work with	Summer/Fall = support for year's audit

the auditors to prepare for the annual financial audit Conduct periodic internal audits to confirm school-based staff is following the procedures outlined in the Finance Manual	

HUMAN RESOURCES SUPPORT	TIMELINE
Revise the employee handbook template and review with employees	Completed prior to pre-service
Provide technical assistance for staff discipline issues, including termination	As needed
Provide support to create staff handbook addenda, specific to the school	As needed, per school leadership
Provide technical assistance to site-based leadership and staff with payroll	Ongoing, per each pay period
Recommend an employee benefit plan, for approval by the Board of Trustees and school leaders	June - per procurement policy
Recommend a salary scale, for approval by the Board of Trustees and school leaders	Completed prior to final passage of the budget as needed, per counsel
Ongoing revision of the hire letter	As needed by school leadership, based on employee needs
Provide technical assistance in the area of benefits administration to school-based leadership	As needed by school leadership
Provide technical assistance and expertise in the collection, filing, maintenance, and upkeep of personnel information	As needed
Point person with counsel to ensure personnel issues are handled in compliance with the law	As needed
Provide technical assistance to support the tracking of time and leave time	As needed
Provide technical assistance with compliance requirements of teacher certification and fingerprinting of all staff members	As needed

STUDENT ENROLLMENT AND INFORMATION	TIMELINE
Prepare a student-parent handbook template Provide support and technical assistance to comply with the law and procedures regarding student suspension & expulsion(e.g. tools to communicate with Trustees), student enrollment (tools to track initial and ongoing enrollment) and student immunization Provide the school with technical assistance to maintain, collect, store and transfer student records in compliance with city and state data collection mandates Draft and recommend a yearly calendar, aligned to Explore Schools' extended year model, for approval by the school leader Ongoing refinement of the network's marketing materials; school-specific marketing materials are revised by school-based staff	As needed As needed Complete by end of Term 5 As needed

REPORTING REQUIREMENTS	TIMELINE
Facilitate the completion of annual report, annual site visit preparation, charter material changes Assist the school in meeting the goals set forth in school's charter contract and any additional guidelines set forth by the school and the Board of Trustees	For school leader approval, prior to federal and state deadlines As needed

OTHER OPERATIONS SUPPORT	TIMELINE
Recommend liability, etc, insurance coverage and policies to the schools. Liase with insurance broker. Technical assistance to school-based staff	Coverage recommendations in June. Technical assistance ongoing.

on insurance policy issues	
Manage the completion of the Charter renewal application in conjunction with school-based staff	Per deadlines provided by NYC DOE and NYS Regents

ADVOCACY, POLICY, AND EXTERNAL RELATIONS SUPPORT	TIMELINE
Maintain communication with the NYCDOE regarding long-term space	Facilitate future site planning meeting with Office of Portfolio Development by completion of Term 2
Plan and execute an external fundraising event	Term 4 or Term 5
Send an annual newsletter and update to market the school's achievements	
Maintain network website, including updates as relevant to school's individual pages	Completed no later than end of Term 3
Advocate for Explore at the city, state, and national level with funders, policymakers, elected officials, and NYCDOE decision-makers	Ongoing

TECHNOLOGY SUPPORT	TIMELINE
Data management--facilitate network-wide support of Reddiker	Ongoing
Strategic vision, including network-wide technology planning such as purchasing/replacement schedule, inventory; network support; staff training	Ongoing
Manage on-site tech staff and contractors; act as point of contact for issues between school site and tech vendors	Ongoing

PUBLIC GRANTS SUPPORT	TIMELINE
Complete and submit to school leadership for approval; E-rate application, Title I application,	Per funder requirements
Facilitate ongoing reporting and invoicing requirements for CSP, Title grants and E-rate; provide school-based staff with reminders of deadlines and contract requirements; technical assistance with grant management/data delivery	Ongoing
Advise school staff regarding grant requirements	Ongoing

Leadership Evaluation

At Explore Envision there will be a mid-year evaluation of school based leadership conducted by a supervisor (in the case of principal, the evaluation will be completed by the Managing Director of Programs of the Explore Network). Employees will be evaluated based on their fulfillment of responsibilities outlined in their position. Additionally, all employees at Explore Envision Charter School will be evaluated based on their demonstration of organization-wide operating values. This is based on the belief that the way in which Explore employees conduct their professional duties is critical to our larger success as an organization. Explore Envision Charter School's operating values are: *Our communication is direct and sensitive; We make things happen; We are flexible; We are professional.*

Below is the evaluation rubric for school leadership:

TECHNICAL STRAND				
Student Achievement & Student Success				
	Never	Sometimes	Often	Always
Adheres to school-wide assessment calendar; ensures data is crunched; returns data to teachers within 5 business days of the assessment; prioritizes time for teachers to discuss implications				
Has a clear sense of grade level priorities in math and ELA, based on assessment data				
After school-wide assessments, re-allocates time & personnel asap to meet students' needs				
Monitors lesson plans & instruction to ensure alignment to priorities from assessment data				
Ensures effective implementation of tutoring & support services to meet individual academic needs				
School-wide schedule maximizes time aligned to academic priorities & teacher collaboration				
Ensures transparent communication of student data & objectives b/w teachers & support service				
Assesses effectiveness of curriculum and initiates changes as needed				
Comments: Student Achievement & Student Success				

TECHNICAL STRAND Student Investment & Student Safety				
	Never	Sometimes	Often	Always
Supports and implements school-wide procedures and policies to ensure student safety				
Supports solutions to safety and attendance issues through motivation and/or incentives				
Supports structures and incentives for students to internalize & celebrate academic goals				
Supports operations on program; clearly communicates needs to Ops team				
Comments: Student Investment & Student Safety				
TECHNICAL STRAND Staff Development, Supervision & Retention				
	Never	Sometimes	Often	Always
Identifies less-than-proficient teachers; initiates/supports the process to provide intervention				
Identifies proficient teachers; initiates/supports the process to provide professional development				
Evaluates lesson plans & conducts walk-throughs; gives immediate feedback				
Supports the process to counsel out staff members who have not demonstrated growth				
Assesses big-picture professional dev. needs; designs/implements relevant in-service sessions				
Comments: Staff Development, Supervision & Retention				

Leadership Strand HARD-WORKING STRATEGIST			
Underdeveloped	Developing	Proficient	Exemplary
• Unable to differentiate b/w long and short-term priorities • Unable to appropriately prioritize • No thought is given to the process of creating a solution; solutions devised do not have a long-lasting impact • Little to no evidence of independence in the solution-devising process • Little to no evidence of a change in performance/ • Little to no evidence of reflection • Solutions do not appropriately address the challenge • Action steps lack focus and discipline • Actions rarely show a desire to achieve 100% student achievement	• Inconsistent accurate differentiation between long-term and short-term priorities • Inconsistently prioritizes the most important issues • Processes and solutions are inconsistently matched to the issue that needs to be solved • Inconsistent independence and solution-orientation to challenges • Changes in performance are somewhat evident some of the times • Actions taken are inconsistently strategic and inconsistently correlate to measurable outcomes, • Action steps inconsistently demonstrate discipline and focus • Actions inconsistently demonstrate a pursuit of 100% student achievement	• Differentiates between long-term and short-term priorities • Correctly prioritizes the most important issues most of the time • Processes and solutions are appropriately matched to the issue that needs to be solved • Evidence of independence and solution-orientation to challenges, most of the time • Changes in performance are evident, fairly quickly following reflection • Actions taken are often strategic and correlate to measurable outcomes, based on prioritized goals • Action steps mostly demonstrate discipline and focus • Actions demonstrate a pursuit of 100% student achievement	• Effectively differentiates between short-term & long-term priorities & remedies • Consistently prioritizes the most important issues • Chooses thoughtful processes and solutions to ensure a long-lasting impact • Evidence of independence and a solution-orientation when approaching challenges • Changes in performance/new or different actions are quickly taken, based on reflection • Actions taken are strategic and correlate directly to measurable outcomes, based on ambitious and prioritized goals • Actions are carried through with discipline and focus • Actions demonstrate a relentless pursuit of 100% student achievement, all of the time

Leadership Strand: INFLUENTIAL COMMUNICATOR & TEAM-BUILDER			
Underdeveloped	Developing	Proficient	Exemplary
• Little to no evidence of valuing relationships • Little to no evidence of investing others in decision-making processes • Little to no evidence of appropriately matching message with the listener • Paralyzed by the decision-making process • Communication is characterized by exaggeration or an hysterical tone based on a subjective analysis • Communication during dialogue is rarely characterized by active listening; does not appear to want to hear new perspectives • Little to no sensitivity in regard to time or place when issues are raised; • Unable to accurately identify and expediently communicate	• Inconsistent evidence of valuing relationships • Inconsistently articulates rationale for decisions; utilizes few strategies to invest others in the decision-making process, and in the final decision, • Inconsistently delivers appropriate messages, • Inconsistently chooses appropriate decision-making processes • Communication inconsistently characterized by clear language, empirical data; tone is inconsistent • Inconsistently identifies areas of growth among direct reports and teachers; communicates areas for growth within an inappropriate time frame • Inconsistent demonstration of active listening • Sensitive issues and concerns are	• Evidence of valuing relationships most of the time • Articulates rationale for decisions; utilizes strategies to invest others in the decision-making process, and in the final decision, most of the time • Appropriately communicates messages, • Distinguishes b/w when it's necessary to make a decision and when to invest others in the decision-making process • Communication is characterized by clear language, empirical data, and a calm tone most of the time • Accurately identifies growth areas among employees and shares data within an appropriate and effective time frame, most of the time • Communication during dialogue demonstrates active listening most of the time • Sensitive issues and concerns are raised at an appropriate	• Builds, maintains, and values relationships both within and across the organization, all of the time • Articulates clear rationale for decisions; utilizes a range of strategies to invest others in both the decision-making process, and in the final decision • Appropriately communicates messages, strategically matches message to the specific constituency • Distinguishes b/w when it's necessary to make a decision and when to invest others in the decision-making process • Communication is consistently characterized by clear and precise language, empirical data, and a calm tone • Quickly/accurately identifies growth areas among employees and shares data within an appropriate and effective time frame • Communication during dialogue is always characterized by body language, eye contact and questions that demonstrate active listening and a desire to hear a new perspective • Sensitive issues and concerns are always

areas of growth of direct reports and teachers • Writing is rarely checked and is characterized by errors • Does not demonstrate or show importance of mission	inconsistently raised at appropriate times/locations • Writing is inconsistently error-free • Inconsistently reminds team of school mission	time/location • Writing is error-free and/or efforts are made to ensure accuracy of writing • Discusses and reminds team of school mission	raised at an appropriate time/location • Writing is always error-free and/or efforts are always made to ensure accuracy of writing • Consistently discusses and reminds team of school mission

Leadership Strand ORGANIZED MANAGER			
Underdeveloped	Developing	Proficient	Exemplary
• Little to no evidence of establishing information systems • Paralyzed by limited resources and is unable to make decisions • Organizational systems and completed work demonstrate a lack of attention to detail. • Little to no evidence of delegation • Time on independent projects is rarely used efficiently • Time in meetings is rarely maximized or used efficiently	• Inconsistently establishes and utilizes systems to record and respond to information from a variety of constituencies • Inconsistently makes a decision when constrained by limited resources (time, money, people) • Organizational systems and completed work inconsistently demonstrate attention to detail • Inconsistently delegates projects • Inconsistently assesses progress along the way • Time on independent projects is inconsistently used efficiently • Time in meetings is inconsistently used efficiently	• Sets up and maintains systems to record and respond to information from a variety of constituencies • Utilizes this system effectively, most of the time • Most of the time is able to achieve a goal or make the best decision, even when constrained by limited resources (time, money, people) • Organizational systems and completed work demonstrate a high attention to detail • Delegates projects most of the time • Assesses progress along the way • Time on independent projects is maximized and used efficiently most of the time • Time is maximized and used efficiently in meetings most of the time	• Sets up and maintains effective systems to record and respond to information from a variety of constituencies in an appropriate time frame • Able to achieve a goal or make the best decision, even when constrained by limited resources (time, money, people) • Organizational systems and completed work demonstrate a high attention to detail. • Effectively delegates projects • Accurately assesses progress along the way • Time on independent projects is maximized and used efficiently • Time in meetings is maximized and used efficiently

Leadership Strand EFFECTIVE TEACHER			
Underdeveloped	Developing	Proficient	Exemplary
• Reflection is characterized by blame on the student or outside external factors for less than 100% achievement • Rarely commands presence • Rarely invests students in the academic goals • Actively ignores or misses opportunities to be visible among teachers, parents and students	• Inconsistently demonstrates belief that 100% of students can achieve at high levels most of the time • Inconsistently demonstrates presence with students • Inconsistently invests students in the academic goals • Reflection is inconsistently characterized by the question “What more can we do so that 100% of our students will master the learning objectives?” • Inconsistently visible among teachers parents, and students	• Demonstrates unyielding belief that 100% of students can achieve at high levels most of the time • Demonstrates presence with students • Invests students in the academic goals • Reflection is characterized by the question “What more can we do so that 100% of our students will master the learning objectives?” • Visible among teachers, parents & students	• Consistently demonstrates unyielding belief that 100% of students can achieve at high levels • Commands presence with students on a regular basis, using a range of strategies • Effectively invests students in the academic goals, on a regular basis, using a range of strategies • Reflection is consistently characterized by the question “What more can we do so that 100% of our students will master the learning objectives?” • Maintains a high level of visibility among teachers, parents & students

EXPLORE OPERATING VALUES			
Our communication is direct and sensitive			
Underdeveloped	Developing	Proficient	Exemplary
• Communication during dialogue is rarely characterized by active listening • Appearance that there is no desire to hear a new perspective • Little to no sensitivity in regard to time or place when issues are raised • Challenges are communicated as road-blocks or reasons to give up • Speaker's comments and actions demonstrate little belief that their colleagues or the organization want the best for students • Writing is rarely checked and is characterized by errors	• Communication during dialogue inconsistently demonstrates active listening • Sensitive issues and concerns are inconsistently raised at appropriate times or in discreet locations • Challenges are posed after they have become a crisis • Speaker's comments and actions sometimes question the motives of their colleagues or the organization as a whole • Writing is inconsistently error-free and/little effort is made to revise or to ask for help	• Communication during dialogue demonstrates active listening • Sensitive issues and concerns are raised at an appropriate time or in a discreet location • Challenges are framed pro-actively • Speaker's comments and actions mostly demonstrate their belief that their colleagues want the very best for the students and for the organization • Writing is error-free and/or efforts are made to ensure accuracy of writing	• Communication during dialogue is always characterized by body language, eye contact and questions that demonstrate active listening and a desire to hear a new perspective • Sensitive issues and concerns are always raised at an appropriate time and/or in a discreet location • Challenges are framed pro-actively; language used demonstrates speaker's belief that they can be solved • Speaker's comments and actions always demonstrate their belief that their colleagues want the very best for the students and for the organization • Writing is always error-free and/or efforts are always made to ensure accuracy of writing

EXPLORE OPERATING VALUES			
We are flexible and reflective			
Underdeveloped	Developing	Proficient	Exemplary
- Behaviors and actions rarely or never demonstrate a willingness to go above and beyond the standard job description - Requests for support are met with complaints or excessive and unnecessary questions - Behaviors, actions, and comments demonstrate an active resistance to change or new ideas or demonstrate a fierce reliance on one's own ideas - Fails to engage in activities that foster professional growth	- Behaviors and actions inconsistently demonstrate a willingness to go above and beyond the standard job description - Behaviors, actions, and comments inconsistently demonstrate a willingness to change one's mind - Rarely engages in activities that foster professional growth	- Behaviors and actions demonstrate a willingness to go above and beyond the standard job description - Behaviors, actions, and comments demonstrate a willingness to change one's mind - Regularly engages in activities that foster professional growth	- Behaviors and actions always demonstrate a willingness to go above and beyond the standard job description - Behaviors, actions, and comments always demonstrate a willingness to change one's mind - Evidence of an eagerness to evaluate old habits, routines or approaches to assess their effectiveness - Very frequently engages in activities that foster professional growth

EXPLORE OPERATING VALUES			
We make things happen			
Underdeveloped	Developing	Proficient	Exemplary
• Actions are rarely taken and are rarely aligned to outcomes • Actions demonstrate a random approach with little to no strategy • Actions taken are not seen through to goal completion • Little to no evidence of personal responsibility in reflection; little to no evidence of a sense of efficacy; a reliance on others to solve challenges is apparent • Behavior remains the same, after feedback is repeatedly given • Time is rarely used efficiently	• Actions taken have little correlation to relevant goals • Actions inconsistently demonstrate strategic thinking • Actions taken are inconsistently seen through to goal completion • Inconsistent evidence of independent reflection; inconsistent evidence to independently create and/or implement solutions • Inconsistent or little effort is made to change behavior after feedback is given • Time is inconsistently used efficiently	• Actions taken mostly correlate to relevant goals • Action steps mostly demonstrate discipline and focus • Evidence of independent reflection, followed by consistent attempts to independently create and implement solutions • New or different actions are taken after feedback is given • Time is used efficiently most of the time	• Actions taken correlate to relevant goals • Actions taken are characterized by discipline and focus • Evidence of independent reflection, followed by self-sufficiency in the creation and implementation of solutions • New or different actions are immediately taken after feedback is given • Time is used efficiently

EXPLORE OPERATING VALUES			
We demonstrate professional integrity			
Underdeveloped	Developing	Proficient	Exemplary
- Words and actions are rarely characterized by honesty and transparency - Professional responsibilities, as outlined in the job description, and as requested by the supervisor, are met with complaints and excessive questions and are not consistently carried out - Arrival to work and to meetings is consistently late - Demeanor at meetings is characterized by a lack of focus, engagement in a different activity, or socializing/whispering with others - Paperwork is rarely submitted on time without several reminders	- Words and actions are inconsistently characterized by honesty and transparency - Professional responsibilities, as outlined in the job description, and as requested by the supervisor, are inconsistently carried out or met - Arrival to work and to meetings is inconsistently punctual - Demeanor at meetings is inconsistently characterized by focus - Paperwork is inconsistently submitted on time	- Words and actions are consistently characterized by honesty and transparency - Professional responsibilities, as outlined in the job description, and as requested by the supervisor, are carried out consistently - Punctual arrival to work and to meetings - Demeanor at meetings is mostly professional - Submission of paperwork is punctual	- Words and actions are characterized by honesty and transparency at all times - All professional responsibilities, as outlined in the job description, and as requested by the supervisor, are quickly carried out - Punctual arrival to work and to meetings - Demeanor at meetings is always professional - Submission of paperwork is always punctual

Staff Recruitment, Retention and Input

Describe how the school will recruit and retain staff, particularly high quality teachers. This response should provide:

- **The qualifications required of teachers and other staff;**
- **The process used to recruit and hire teachers and other staff; and**
- **The strategies used to retain high quality teachers.**

Describe how staff will be involved in the charter school, in particular, in the governance and management of the charter school.

Explore Envision Charter School's hiring policies and procedures are designed to ensure that employees demonstrate professionalism and possess the appropriate skills and qualifications to complete their duties.

Qualifications: Teachers

In accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of students taught or hours per week employed, will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

Additionally, Explore Schools has developed an effective teacher recruitment and hiring process for all network schools. Last year, Explore Schools received nearly 802 staff applications for 21 open instructional slots. As part of a year-round, intensive staff search, the organization uses a rigorous selection protocol, which includes resume review, a series of interviews and delivery of a sample lesson. The selection protocol is designed to evaluate candidates on nine standard core competencies that have been identified as integral to the success of an instructional professional in facilitating student achievement. The core competencies are:

- 1) Achievement Focused
- 2) Internal Locus of Control
- 3) Commitment to Going Above and Beyond
- 4) Flexible
- 5) Mission Driven
- 6) Reflective/Self Aware/Constant Learner
- 7) Team-Focused
- 8) Direct and Sensitive Communicator
- 9) Collaborative

The final decision for hiring is made at the school level for all teaching staff, while the decisions around leadership staff are made by Explore Schools. This process leverages the experience and expertise of Explore Schools' staff in recruitment and evaluation and enables school site leadership to select staff that is the best fit for the school site from a more limited, capable candidate pool.

Explore Envision will seek a mix of newer, and more experienced teachers, but in general, we will not consider first year teachers, given the anticipated challenges of school turnaround work in year one. We will seek teachers who have at least two years of teaching experience in an urban setting, who have earned an advanced degree in education, and who are certified in New York. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

Our selection process/criteria for teachers would entail:

- We will assess candidate resumes for relevant skills, experiences and qualifications. We will look for written mastery of the English language, as well as appropriate demonstration of Explore Schools' operating values (note where these are listed).
- Candidates whose applications meet our qualifications are contacted for a phone interview. During this conversation, the candidate describes goals they have set for their students and the outcome of those goals, their ability to work with others, their motivation to teach in an urban setting, their understanding of our organization's mission and their approach to instruction.
- Candidates whose responses meet the qualifications will be invited to meet with the Principal. During that interview, candidates are asked specific questions about their instruction, classroom management, their approach to parent involvement, their work ethic, their level of reflection, and their ability to work with others.
- Candidates are also required to teach a sample lesson that will be observed by the Principal or other leadership team member.
- If the candidate demonstrates that he/she is of high quality, then we extend an offer.

More details on the selection and hiring process can be found in Response 12(d).

Staff Involvement

Teachers at Explore Envision Charter School are absolutely essential to our school's success. They are the individuals most in touch with our students on a daily basis and as such, it is important that the communication lines between teachers, school leadership and the Board of Trustees remain open at all times. While the Principal will be the Board's primary point of contact regarding progress within the school, Explore Envision Charter School's Board of Trustees will allow teachers to be on non-voting board committees and teachers are welcome to attend all board meetings.

All teachers at Explore Envision Charter School will also be vital day-to-day collaborators with school leadership. Teachers have opportunities to provide input to the school principal who will have an "open door" policy to staff for informal feedback, and will administer formal staff evaluation surveys twice per year to engage teachers in their thinking about strategies for continuously improving the school. Teachers will also have the ability to become part of the school's leadership team. Explore Envision Charter School will have a distributed approach to leadership, and teachers with strong leadership potential can grow into leadership roles over time.

Teacher Advisory Board

The Teacher Advisory board is a group of teachers that is convened as deemed necessary by the school's administration to review and solve identified challenges. Challenges are identified in a variety of ways, including student and teacher survey feedback and through members of the school's community. This solutions-oriented group works to review identified problems and develop ideas for improving the school's culture and approach to academics based on the challenges identified. The group is made up of teacher volunteers and participation among teachers rotates on an annual basis.

Demo Classrooms

Teachers may also become involved with the school by agreeing to have their classroom designated as a "demo classroom". The designation is based on strong positive reviews of a teacher's classroom by the school's academic leadership. Once a classroom is identified as a demo classroom, teachers who may be struggling will be sent to the demo classroom to observe the strong practices in place. Demo classrooms are another way that Explore Envision Charter School will leverage its teaching staff to create a culture of professional development and continuous improvement.

Personnel Policies

Explore Exceed Charter School's hiring policies and procedures are designed to ensure that employees demonstrate professionalism and possess the appropriate skills and qualifications to complete their duties.

Qualifications: Teachers

In accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of students taught or hours per week employed, will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

Qualifications: Principal

To be a Principal at Explore Envision Charter School Charter School, candidates must possess the following qualities:

- Achievement-focused strategist; relentlessly focused on the achievement of ambitious goals, can recognize and prioritize highest needs, is flexible in his/her approach to problem solving and understands the need to take calculated risks for the good of the organization.
- Self-aware, constant learner; a reflective practitioner who is aware of his/her strengths and weaknesses, open to feedback and seeks help to improve.
- Influential communicator and team builder; an active listener who can inspire others around a shared vision and motivate team members to work together to execute against the vision that has been set.
- Effective manager; a detail-oriented manager who is can set clear expectations and hold others accountable for progress. One who is skilled at creating and implementing systems and processes that enable work to be accomplished effectively across an organization.
- Accomplished teacher and instructional leader; A passionate educator who believes that all students will succeed academically in the right environment. A skilled instructional mentor who can model effective instructional strategies and work with teachers to both coach and evaluate their practice.

Principals must also possess the following experiences:

- Five years of classroom teaching experience; school administration experience preferred.
- Candidates should have experience in an urban setting with at-risk youth and should be able demonstrate achievement of exceptional results with their students.
- Demonstrated success managing a team of adults to achieve a common goal; ideally candidates have lead a team of adults to “turn around” a struggling initiative or organization.
- A minimum of a bachelor’s degree from a four-year college or university is required.

All employees at Explore Envision Charter School will be evaluated for hire based on their demonstration of organization-wide operating values. This is based on the belief that the way in which Explore employees conduct their professional duties is critical to our larger success as an organization. Explore Envision Charter School’s operating values are: *Our communication is direct and sensitive; We make things happen; We are flexible; We are professional.* As part of the hiring process, prospective employees are asked questions about their demonstration of these values.

All staff must also align to nine competencies that define an employee of any Explore Schools network school.

Achievement Focused – This describes someone who is dedicated to achieving ambitious goals as opposed to someone who is focused merely on “punching a clock” or “going through the motions.”

Internal Locus of Control – A person with a high internal locus of control believes, when confronted with a challenge, that they have the ability to overcome that challenge.

Professional – This describes someone who follows basic professional norms, is reliable and punctual.

Above and Beyond – This is someone who goes beyond their own personal goals and responsibilities to pitch in when necessary to make sure the organization as a whole is successful.

Flexible – A flexible person is willing to alter course, when necessary. They assume the best in others and realize that sometimes external factors require us all to change our plans for the betterment of the organization.

Mission Driven – A mission driven person works relentlessly to achieve the mission of the organization.

Reflective/Self Aware/Constant Learner – This is someone who is reflective about their own actions and practice. It is someone who is able to assess gaps in their own knowledge, skills and mindsets that are preventing them from achieving their goals, and work to fill those gaps.

Collaboration/Team Focused – Someone who knows how to not only get along with others, but efficiently and effectively work on a team toward a collective goal/outcome.

Direct and Sensitive Communication – Someone who is able to effectively communicate with others, even when that communication is hard.

Explore Envision Charter School Charter School seeks and employs the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this school's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination. Explore Envision Charter School Charter School does not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R.. § 106.9 and a statement bearing Explore Envision Charter School Charter School's non-discrimination policy will be included in a box at the bottom of all position descriptions.

Hiring Process:

Explore Envision Charter School's hiring process is multi-tiered, to ensure that the organization makes a thoughtful hiring decision that will result in the hiring of an employee who will help our students to achieve our mission.

The hiring process for a teacher is as follows:

1. Explore Envision Charter School actively looks for teachers who have two years of teaching experience in an urban setting, who have earned an advanced degree in education, and who are New York State certified.
2. Candidates submit an application on line via the school's website, which is assessed for relevant skills, experiences and qualifications. The application is assessed for written mastery of the English language, as well as appropriate demonstration of Explore Envision Charter School's operating values.
3. Candidates whose applications meet those qualifications are contacted by the Executive Director or his designee for a phone interview. During this conversation, the candidate describes goals they have set for their students and the outcome of those goals, their ability to work with others, their motivation to teach in an urban setting, their understanding of Explore Envision Charter School's mission and school design, and – in broad terms – their approach to instruction.
4. Candidates whose responses meet the qualifications are invited in to visit the school and meet with the school's hiring committee. During that interview, candidates are asked specific questions about their instruction, classroom management, their approach to parent involvement, their work ethic, their level of reflection, and their ability to work with others.
5. On the day of the visit, candidates are also required to teach a sample lesson and are observed by an administrator or teacher.
6. If the candidate's responses during the hiring committee satisfy the requirements of the position, and if the observation demonstrated that the candidate is of high quality, then the candidate's references are checked. Candidates are asked to provide three references; Explore checks two of the three references before finalizing an offer with the candidate.
7. Following the reference check, the candidate must demonstrate they were fingerprinted by the New York State Education Department before they can begin work.

A similar process exists for hiring a school administrator. When hiring a school administrator, the hiring protocol is slightly altered to include more questions about the candidate's ability to lead individuals to achieve a common goal.

Dismissal

All employees at Explore Envision Charter school are employed “at-will,” and may be terminated with or without cause or notice and are not guaranteed employment for any length of time. Because Explore Envision Charter School is committed to retaining staff and to developing their professional skills, there is a commitment to ongoing feedback and observation, as detailed in the staff handbook presented at the end of this exhibit.

Responsibilities: Teachers (General)

- Provides a range of instructional, management, and assessment strategies to meet the different needs of students
- Ensures the safety of students under one’s supervision
- Sends home four progress reports and five report cards to parents & guardians
- Schedules and participate in three to four parent-teacher conferences during the school year
- Uses the DRA to assess students three – five times each year; uses other assessment tools as needed
- Assists with non-instructional supervision of students, as needed, such as hallway monitoring, substitute teaching, playground duty, or supervision of extracurricular activities
- Assists in moving students to proper locations during fire drills, and sports or arts programs
- Presents current student work on bulletin boards five times per year and in the classroom
- Creates a long-term academic plan for each term
- When absent, ensures all substitute plans are clear and thorough and copies are made
- Collaborates as scheduled with the other staff members
- Keeps accurate & organized records of student attendance & progress
- Accounts for books & supplies
- Organizes two grade-level curriculum nights per year and one grade-level breakfast per year
- Supports Explore’s behavioral policy
- Promptly submits required paperwork
- Keeps an up-to-date lesson plan book with objectives, lessons and assessment listed
- Keeps an accurate, up-to-date, documented account of students’ behavior and socio-emotional health

Responsibilities: Teachers (In Practice)

Instructional Planning: It is the classroom teacher that most impacts a student’s level of achievement. A large part of that impact comes from the effective planning and delivery of lesson plans. Teachers are given preparation time to collaborate in order for them to have more time to prepare rigorous, standards-based instruction for their students. Explore’s year-long calendar provides staff members with two additional planning days without students so that they have the time they need to plan effectively.

Teachers are responsible for the following in terms of instructional planning:

Year-At-A-Glance: Classroom and enrichment teachers are expected to have a year-long plan, organized by month, which outlines the broad topics they intend to teach in each subject. Templates will be provided.

Term Plans: During each term, students will be learning specific objectives in the subjects of English, Math, Social Studies, Science, Health, Physical Movement, and the Arts. Classroom and enrichment teachers are required to create a long-term plan for each subject they teach. This plan is to be completed prior to the beginning of each new term. Templates will be provided.

Weekly Plans: Classroom and enrichment teachers are required to create a weekly plan that shows how time is budgeted for each subject area. Templates will be provided.

Daily Plans: Classroom and enrichment teachers are required to create daily plans that show, in detail, the objective they plan to teach, how they plan to teach it, and the assessment they will use to assess student understanding of the objective. Templates will be provided. Daily and weekly plans must be typed and saved electronically. On Monday of each week, your plans will be viewed by other members of the team (support services personnel and team members) to encourage collaboration and transparency.

Daily Agenda: An agenda outlining the day's activities should be visible in the classroom. This may be constructed on Velcro cards, the chalkboard, or on posterboard. It is expected that current class activities match the listed agenda.

Display of Classroom Work: Completed and current student work should be visible both in the classroom and on the bulletin boards. The objective of the lesson and a description of the assignment should also be included. Bulletin boards are expected to show current student work and should be changed approximately every 6-8 weeks. Each grade is responsible for one bulletin board in the main hallway. The bulletin boards must be completed by the dates listed below.

Each bulletin board should have:

- Work that is 6 or less weeks old
- Title
- Content and performance standards displayed
- Task and clear description
- Clear and organized Rubric
- Graded work with comments- levels 2, 3 and 4 displayed
- Neat, attractive, readable and well designed layout

Parent-Teacher Communication

Staff are expected to communicate with parents and families in a variety of ways. Strong communication between school and home is a hallmark of all Explore schools.

Progress Reports: In the middle of Terms 2, 3, 4, and 5, classroom teachers will send home a progress report, which outlines student progress in the areas of literacy, math and behavior.

Report Cards: At the end of each term, parents and guardians will receive a more detailed picture of their child's progress on a report card. The report card outlines student progress in all of the areas taught.

Conferences: Parent conferences will be held at the beginning of Term II and at the beginning of Term IV. During parent conferences, teachers are expected to use examples of student work to show parents and guardians evidence of their children's progress. At the end of Term IV, conferences will be held only for those students who are promotion-in-doubt. Our goal is for 95% of our parents and guardians to attend both conferences.

Explore Cell Phones: The cell phone is a tool which should be used to hold our students to the high expectations we have set for them in regards to homework completion, behavior, and building strong relationships with parents and guardians. Cell phones should be used to reach out to your students' parents within the first week or two of school to welcome them and their child to your classroom community. Please include your cell phone number in your first classroom newsletter home. Parents will be instructed that teachers will not be answering their cell phone during the instructional day. Teachers should respond to their cell phone until 6:00 p.m. each school day to listen and respond to any questions about homework. Calls received after that time must be returned the next business day. Please re-iterate these directions in your first classroom newsletter.

Homework & Take-Home Folders: Homework should be assigned each evening and sent home, either as a weekly packet, or on a daily basis, in the child's Take-Home folder. Homework should be checked on a daily basis for completion. Once a week, homework should be checked for accuracy. The time expectation for homework is different for each grade level. Please speak to your AD about the specific time requirements for your grade. Parents and guardians are required to sign their child's homework each evening. (K-4) As a general rule, homework should be something that reinforces a lesson previously taught in class, and something that students can complete independently. Some of our parents, due to their work schedule, may not be able to participate with their child when they do homework. Other parents and guardians may have trouble understanding the homework assignments. A general rule of thumb is to ask, "Can the student independently understand the directions and complete the assignment on their own?" Homework is graded for completion and accuracy once each week. Sample homework rubrics are available from administration if needed. All homework should be turned in and checked during Team Time. Team Time teachers will submit the homework and homework sheet to the Upper School Program Associate. The US PA will place the homework in the mailboxes by 10:00 each day for pick up. Team Time teachers will call home if a student does not turn in a homework assignment.

Other

Emergency and Substitute Plans: Teachers are required to provide the Academic Director with five days of emergency substitute plans (one for each day of the week), including enough copies of student material, in the Red emergency substitute folder, by Friday, September 26th (Red Folders). These plans are to be used only in the event of an unplanned emergency when the teacher has not had the opportunity to create appropriate lesson plans. It's recommended that the grade level coordinate this effort and share lesson plans.

Contents:

- Daily Schedule

- Directions for lessons
- Copies of student work
- Extra Work

The Yellow Substitute Folder is given to the Academic Director with current substitute plans. These plans are to be used when the teacher knows they will not be in attendance, due to professional development, or a planned personal day. Please include your classroom schedule, explicit directions to complete the assignments, and enough copies for each student.

Reimbursements: Teachers are reimbursed up to \$100 during the fall for classroom supplies. Staff members are expected to pay for all fees and costs related to their attainment of New York State Certification.

Teacher Retreat: There will be an overnight retreat each spring. Classroom teacher, enrichment teacher, and support service staff attendance is required. The focus of the retreat will be announced closer to the date.

New Teacher Support: Explore requires teachers in their first year to Explore to attend three after school sessions.

Field Trip Responsibilities: Teachers may take two field trips per term that link directly to academic objectives. Teachers may speak to the AD if they would like to take more than two trips per term. Field trips may not take place during the month of July.

Observations & Feedback:

Explore operates on the principle that feedback from colleagues, supervisors and other constituents is valuable. Parent surveys are distributed each year – the results are a valuable lens to learn about how we are doing in the eyes of our parents and guardians. The Academic Directors directly supervise teachers. Walk-throughs may happen on a daily basis, in which the AD or Principal may simply “walk-through” to observe a moment in time. Observations are longer, sustained periods of time. Observations and walk-throughs may not be announced. However, feedback from observations will be given to teachers within 48 hours of the observation. Once or twice during the school year, all teachers will be formally observed by their respective Academic Director or Principal. The role of Support Services was designed to build each teacher’s capacity to meet their student’s different needs. Members of the Support Services team will be in the classroom often to assess how they can best meet teacher’s needs to best meet our student’s needs.

For more information on how teachers are held accountable for student achievement please review Attachment 14.

Responsibilities: Principal

Whole-school quality

- Create and maintain a culture of high-achievement for staff and students.
- Ensure fidelity of all students and staff to Explore’s mission, vision and core values.
- Identify academic priorities and set measurable goals to achieve priorities.

- Manage members of the leadership team against annual goals.

Student Achievement & Student Success

- Define instructional approach and adopt school curriculum that is aligned to state standards.
- Assess effectiveness of curriculum and lead implementation of changes as needed.
- Create a school-wide culture focused on assessment and the constant use of data to drive student performance.
- Monitor teacher lesson plans and instruction to ensure effectiveness and alignment with school-wide achievement priorities.
- Ensure effective creation and implementation of support services to meet individual students' academic needs.
- Create and execute a school-wide schedule that maximizes time aligned to academic priorities and teacher collaboration.

Staff Selection, Development & Retention

- Create and implement a process to effectively assess quality of applicants for all school-based positions and to place all qualified candidates in appropriate roles.
- Guide teachers in setting annual professional goals and in seeking on-going professional development opportunities both within and outside of Explore's network.
- Evaluate staff using Explore Schools' assessment process. Principals are expected to conduct classroom visits regularly and provide immediate feedback to teachers.
- Assess whole-staff professional development needs; design and implement relevant in-service sessions.

Student Investment & Safety

- Design and implement school-wide procedures and policies to ensure student safety.
- Create and ensure enforcement of school-wide discipline policy.
- Devise structures and incentives for students to internalize and celebrate achievement of academic goals.

Additional Positions: Responsibilities and Qualifications

Director of School Operations (Pre-Launch)

- Manages the student recruitment and enrollment process
- Manages new staff paperwork process
- Sets up student information systems
- Orders materials and supplies for school launch
- Establishes information data base

Director of School Operations (Launch)

- Oversees school operations in the areas of student information, meals, health, security, transportation and safety, schedule, compliance, event-planning, student recruitment and enrollment, facility management and finance
- Provides the Board with student information
- Collaborates with the CFHRO to provide the Board with financial information and to ensure the school's financial practices comply with best practices
- Collaborates with the CFHRO to ensure that employee files are kept up-to-date and that all employees are in compliance with NCLB and fingerprinting requirements
- Manages relationships with tech, security, nursing, and substitute services
- Supervises the Business Manager, Receptionist and Operations Associate

Qualifications for this position:

- College degree required, Master's degree, preferred
- 2 years of leadership experience
- Experience managing an office
- Alignment to Explore Schools' mission, vision and values
- Experience in a school setting, strongly preferred

Finance Manager

- Financial Management: Manages vendor relationships; manages accounts payable; posts invoices; disburses checks; posts cash receipts; makes bank deposits; manages petty cash; supports NYSTL, NYSSL and NYSLIB purchasing process; files all accounting documents in binders; manages annual financial audit for ECS and FOE; completes credit applications, as necessary
- Compliance: Implements and manages fixed asset tracking system; ensures compliance with grant and donor restrictions, and the appropriate accounting thereof; ensures software compliance and tracking;
- Development: Handles fundraising correspondence including but not limited to thank you letters, newsletters, annual appeal letters; ensures donor restrictions are honored; manages relationship with Firstgiving.com; supports fundraising events through cash collection and system development
- Collaboration with Explore Schools, Inc & network schools: Work as a part of the larger finance team, comprised of staff from ESI and network schools. Provide information and reports and required of ESI, in order to support financial oversight/budget development/financial reports, etc.
- Other projects/assignments as directed.

Qualifications for this position:

- College degree required,
- 2 years of financial management experience
- Experience with school finance, strongly preferred
- Analytical and detail-oriented
- Alignment to Explore Schools' mission, vision and values

Director of School Culture:

Teaching and Learning

- Provides support for new and struggling teachers in the following ways: conducts observations and walk-throughs; provides feedback; models strategies that foster a classroom culture characterized by high levels of student achievement
- Works with the Academic Directors and Principal to identify teacher's areas of growth
- Creates and implements a plan to support struggling teachers

School Culture

- Creates all-school professional development in the following areas: investing students in the academic goals; fostering and building community within the classroom; building relationships with students
- Designs and facilitates community circle
- Designs K-8 acculturation program; works with the Deans to execute acculturation
- Designs and executes all-school events to support school culture

Management

- Supports and supervises the enrichment team
- Supports and supervises the upper school dean
- Manages the lower school grade-level deans

Parent & Community Support

- Liaises with the PTA to schedule and organize community- wide events
- Organizes and markets annual PASSAS events
- Supports the deans to coordinate handbook meetings, manage attendance and tardy data, manage handbook violations, meet with parents regarding handbook violations

Qualifications for this position

- Master's degree in education, counseling, or social work
- 3-5 years of teaching experience
- Some leadership experience preferred

Academic Director

- Supports the school Principal in the following areas
 - Teacher support and instructional planning
 - Identifies students in need of individualized instruction;
 - Student assessment
 - Professional Development
 - School culture
 - Parent involvement
 - School Schedule
- Provides support & professional development to teachers to create and implement individualized academic and behavioral logs
- Provides support to teachers to ensure differentiation of instruction
- Designs & facilitates the SIR process
- Creates academic and behavioral interventions

- Orientation of new students & parents
- Coaching/Advocacy for students and parents who need a different academic setting
- Facilitates all behavior intervention and post-suspension meetings to design behavior contracts
- Determines suspendable offenses, aligned with the hierarchy of behaviors
- Ensures students with special needs receive service, in compliance with their IEPs; manages personnel as needed; provides direct services as needed
- Ensures school-wide compliance with all special education laws
- Supervision of attendance policy & procedures
- Tracking of teacher progress re: New York State certification requirements
- Attends Saturday Academy
- Shares all-clear duties
- Provide direct service to children to help them achieve their IEP goals
- Collaborate as needed with the Child Referral Team
- Produce state mandated reports and special education invoices
- Provide alternate instruction as needed

Qualifications for this position:

- Master's degree (M.Ed. or similar)
- 2 years of leadership experience
- 3 years of teaching experience
- Demonstrated experience with increasing academic performance in an underserved school
- Demonstrated experience successfully managing adults/a team of adults
- Alignment to Explore Schools' mission, vision and values

Certified Learning Specialist Job Descriptions

- Provides direct service to students to help them achieve their IEP goals
- Works collaboratively with teachers and other staff
- Assists teachers with differentiation in the classroom
- Participates as part of the student intervention referral team
- Attends CSE meetings
- Coordinates and facilitates testing modifications
- Assists with other projects as needed
- Attends all day, in-service professional development days
- Attends one staff meeting per month after school for up to two hours
- Ensures the safety of students under one's supervision
- Assists with non-instructional supervision of students, as needed, such as hallway monitoring, substitute teaching, lunch & playground duty, or supervision of extracurricular activities
- Assists in moving students to proper locations during fire drills, and sports or arts programs
- Keeps accurate & organized records of student attendance & progress
- Supports Explore's behavioral policy
- Promptly submits required paperwork
- Provide tutoring to small student groups as required.

- Operates professionally, in accordance with Explore's operating values

Qualifications for this position:

- Master's degree in education
- 3 years of teaching experience
- Experience in an underserved school environment, strongly preferred
- NY State teacher certification; NY State Special Education certification
- Alignment to Explore Schools' mission, vision and values

Academic Intervention Teacher Job Descriptions

- Pushes in to the classrooms and provides direct service to students
- Regularly collaborates to target instruction, based on student assessments
- Prepares professional development meetings; attends professional development workshops and shares information with teaching staff
- Assists teaching teams with planning as needed
- Assists in moving students to proper locations during fire drills, and sports or arts programs
- Collaborates as scheduled with the other staff members
- Keeps accurate & organized records of student attendance & progress

Qualifications for this position:

- 3 years of teaching experience
- Experience in an underserved school environment, strongly preferred
- NY State teacher certification
- Alignment to Explore Schools' mission, vision and values

Reading Recovery Job Description

- Uses reading assessment data to target 1st graders in need of academic intervention
- Implements the reading recovery program, based on needs dictated by the School Principal and the classroom teachers

Qualifications for this position:

- Master's degree in education, literacy focus strongly preferred
- 3 years of teaching experience
- Training in and experience successfully implementing Reading Recovery
- Experience in an underserved school environment, strongly preferred
- NY State teacher certification
- Alignment to Explore Schools' mission, vision and values

School Counselor/Social Worker Job Description

- Provides counseling to students, as outlined by their I.E.P.s
- Plans and implements support groups for students, as referred by parents, teachers, or other staff members
- Assists families to access social services in the community
- Plans curriculum and provides support for teachers for morning meeting and, in the older grades, advisory
- Investigates ACS claims, calls in, and records; contacts parent

Qualifications for this position:

- Master's degree in social work, or similar
- 3 years of school counseling experience
- Experience in an underserved school environment, strongly preferred
- Strong communication and interpersonal skills
- Alignment to Explore Schools' mission, vision and values

Enrichment Teacher and Language other than English Teacher Job Descriptions

- Ensures that students receive instruction in the areas of art, music, gym and health, and language other than English as outlined in the academic standard
- Collaborates with the Principal to organize an annual International Cultures Day, Field Day, and school performance
- Assists with non-instructional supervision of students as needed, such as hallway monitoring, substitute teaching, playground, breakfast, lunch and dismissal duty
- Assists in moving students to proper locations during fire drills, and sports or arts programs
- Accounts for books & supplies
- Supports Explore's behavioral policy
- Schedules and participate in four parent-teacher conferences during the school year
- Creates a long-term academic plan for each term
- When absent, ensures all substitute plans are clear and thorough and copies are made
- Collaborates as scheduled with the other staff members
- Keeps accurate & organized records of student attendance & progress
- Accounts for books & supplies

Qualifications for this position:

- Master's degree in education, preferred;
- 3 years of teaching experience, preferred;
- NY State teacher certification
- Experience in an underserved school environment, strongly preferred
- Alignment to Explore Schools' mission, vision and values

Operations Assistant Job Description

- Supports the Application process for free, reduced, and full priced meals, and reports percentages for related funding streams
- Reviews student meal applications and codes according to federal guidelines
- Maintain school meal tracking system
- Tally daily meal counts and enter into the tracking system
- Prepares MIE to be submitted to the Office of School nutrition
- Prepare student lunch invoices
- Collects payments from parents and prepares cash reports to Finance
- Manage and track attendance and lateness of students
- Logs arrival of buses in morning and afternoon and transfer bus discipline issues to Dean
- Coordinate student transportation
- Liaise with bus companies and parents during afternoon/evening hours
- Manages All Clear

- Arranges travel logistics for student trips
- Communicates travel logistics of field trips to relevant staff
- Coordinates procurement of bagged lunch and communicates to food service provider of lunch needs
- Assures supply of subway passes
- Maintain student biographical, transportation and meal codes in ATS and Explore's database
- Assist with database projects, as needed
- Assist with student recruitment, registration and lottery
- Supervises late pick-up students
- Prepare late pick-up invoices and collects payments from parents
- Coordinate daily substitutes for call outs and communicates absences on main board and HR Office
- Arranges daily coverage schedule based on staff leave
- Ensure that incident reports are completed for all student injuries and reports this information to the School Operations Manager
- Maintains a copy of all notes that are sent to parents in the students' file
- Ensures that all student immunization records are in compliance with federal and state health regulations and that the required information is reported to the city
- Ensures that students' health records are updated and filed, in compliance with federal and state health regulations
- Ensures that student allergy and other pertinent information is properly disseminated
- Ensure that parents sign-out sick students, in the main office
- Provides health workshops to staff and students as needed
- Maintain current CPR and defibrillator certifications and coordinate staff training
- Maintains and updates staff mailbox, room signs, hallway passes and emergency exit procedures
- Assures meals are provided for any school functions that require it
- Provides coverage for the main office, as needed
- Assist with other operations projects, as needed
- Operate professionally, in accordance with Explore's operating values
- Follow Explore's yearly schedule
- Arrives on time according to assigned schedule and leaves no later than appointed time
- Attend all day, in-service professional development days
- Attend one staff meeting per month after school for up to two hours
- Ensure the safety of students under one's supervision
- Assist with non-instructional supervision of students, as needed, such as hallway monitoring, substitute teaching, lunch & playground duty, or supervision of extracurricular activities
- Assist in moving students to proper locations during fire drills, and sports or arts programs
- Keep accurate & organized records of student attendance & progress
- Support Explore's behavioral policy
- Promptly submit required paperwork
- Provide support with high school admissions process, as determined through discussions with the Principal and Director of Operations

Qualifications for this position:

- High school diploma or equivalent;

- Strong interpersonal and customer-relations skills
- Attention to detail, commitment to task completion
- Alignment to Explore Schools' mission, vision and values

Program Assistant Job Description

- Assists the administrators with student arrival, breakfast, lunch, dismissal and other clerical duties, recess
- Assist classroom teachers as needed
- Assist with non-instructional supervision of students
- Assists in moving students to proper locations during fire drills and sports or arts programs
- Provides coverage during early release days
- Assist with preparation and distribution of student meals

Qualifications for this position:

- High school diploma or equivalent;
- 3 – 5 years of experience working with children in a school or camp setting, preferred
- Strong interpersonal and customer-relations skills
- Attention to detail, commitment to task completion
- Alignment to Explore Schools' mission, vision and values

School Receptionist/Associate Job Description

- Directs all inquires, either in person or by phone, to the appropriate staff member
- Welcomes and greets all guests
- Retrieves student attendance and inputs information daily
- Files correspondence
- Assists the administrative staff
- Enter and distribute mode changes
- Place daily phone calls to absent students and tracks absences
- Ensures that student academic records are current and filed
- Ensures that student contact information is correct
- Copy and distributes the Blue Memo

Qualifications for this position:

- High school diploma or equivalent;
- Strong interpersonal and customer-relations skills.
- Attention to detail, commitment to task completion
- Alignment to Explore Schools' mission, vision and values

Nurse/Health Services

- Ensures that all students are immunized, in compliance with federal and state health regulations
- Ensures that all students' health records are updated and filed, in compliance with federal and state health regulations
- Ensures that student allergy information is properly disseminated
- Cares for students that are ill; contacts parents and guardians as needed
- Conduct health education sessions for students

Qualifications for this position:

- RN degree
- Strong interpersonal and customer-relations skills
- Prior work in a school setting, strongly preferred
- Experience in an underserved community, strongly preferred
- Alignment to Explore Schools' mission, vision and values

The following document is the staff handbook that is in use in Explore Schools' other network schools. It is the intention of the founders that this staff handbook is also adopted for use at Explore Envision Charter School.

STAFF HANDBOOK

EXPLORE SCHOOLS

2011-2012

Welcome to the 2011-2012 School Year!

We are confident that our staff will provide our students with the outstanding public education they deserve. We are looking forward to building on our success in the 2010-2011 school year.

This year, our priorities are to have a school community characterized by:

- academic achievement, as measured by interim assessments, and the city and state assessments
- a safe and structured learning environment
- outstanding parent-school communication and mutual respect

This overview was put together in an effort to provide school staff with important information so that we can achieve our goals.

Introduction

This handbook provides information about many of the policies, practices, and benefits of Explore Charter School ("Explore"), Explore Empower Charter School ("Empower") and Explore Schools, Inc. ("Explore Schools"), collectively referred to as "Employer" as appropriate.

This handbook replaces all prior handbooks, and supersedes all prior oral descriptions, written policies and other written materials or memoranda that may have been distributed in the nature of a summary or handbook. Explore, Empower, and Explore Schools reserve the right to modify, revoke, suspend or change, any or all such plans, policies or procedures, in whole or in part, at any time, with or without notice. The resolution of any questions, interpretations or applications of the policies will be the sole prerogative of Explore, Empower, and Explore Schools, and their respective management teams. This handbook is not an employment contract.

Please note that all employees are employed "at-will," may be terminated with or without cause or notice and are not guaranteed employment for any length of time. This handbook is not intended to establish any promise of continued employment nor contractual rights between you and your employer. Rather, it is only intended to be a general outline of our policies, practices and benefits, which management may change at its discretion at any time.

OPERATING VALUES

[Make Font consistent throughout] Our staff selection, recruitment, and evaluation model is based on the following operating values. Our goal is to operate as a team and a community. We believe that we will help our students to achieve our goals by demonstrating the following values in our work. Specifically, it is expected that each member of our team operates with direct and sensitive communication, a clear desire to make things happen, a demonstration of flexibility, and a high level of professionalism.

Our communication is direct and sensitive

- Our actions and words demonstrate positive intent
- Active listening/understanding of other perspectives is apparent during dialogue
- Tone is patient

- Time and place is considered when bringing up issues
- Writing is revised and/or checked to be error-free

We make things happen

- Evidence of changes made in performance, based on reflection
- Help is asked for
- Actions show a desire to meet goals
- Actions characterized by a sense of urgency and strategic planning

We are flexible

- Actions demonstrate a willingness to go above and beyond the call of duty
- Actions demonstrate a willingness to try new ideas

We are professional

- Responsibilities are fulfilled
- Punctual completion of tasks and submission of paperwork
- Punctual arrival to work

Board Meetings 2011-2012

The Board meeting schedule will be distributed prior to September 30, 2011. Board meeting dates and locations will be posted in a public space within each building. Date changes will be announced no less than 24 hours prior to the changed date, and will be posted on the bulletin board as well. All board meetings are open to the public, and along with families and other community members, staff are encouraged to attend at any time.

STUDENT SAFETY

Mandated Reporting: Members of the staff are known as “Mandated Reporters”, in compliance with state law. If a member of the staff suspects that a child is being abused or neglected, they are obligated to report their suspicion to the Administration for Children’s Services (ACS). Staff members should contact the School Social Worker or School Principal if there are suspicions of abuse or neglect. Signs of abuse or neglect may include, but are not limited to: patterns of lateness to school and absence from school; late pick-up from school or the school bus; consistently unkempt or dirty; signs of physical abuse.

Incident Reports: Any accident involving a student must be documented on an incident form and given to the school’s Director of Operations. The nurse will contact the parent or guardian; in the event that the parent or guardian cannot be reached, the nurse will send a report home with the student.

Suicide Threat: If a student threatens their own life or the life of someone else, this needs to be brought immediately to the attention the School Social Worker or School Principal. If the child is in imminent danger, the parent will be contacted and a psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the school determines that the parent refuses to cooperate with the school or take alternative preventive measures, the Counselor must report this information immediately to the Administration for Children’s Services.

PROFESSIONALISM

Professional Documentation: All phone correspondence with parents and guardians should be documented, as directed by school-based leadership.

Direct and Sensitive Communication: Staff members are expected to raise concerns directly and sensitively with one another in the event of a conflict. While it is understood that “venting” is

helpful under appropriate circumstances, staff members are requested to be aware of their surroundings when venting.

Staff members are expected to respond to verbal, written, or e-mailed requests made by their colleagues, subordinates, or supervisors in a timely way; preferably within the business day, certainly within 24 hours of the request.

Tone of Voice: Adults are expected to give students directions using a clear and firm voice. Yelling or raising one's voice is not an acceptable way to speak to students, except if a student or group of students is in harm's way.

Inter-School Communication: Each week, staff members receive an Afternoon Memo (MAM/WAM) which contains important information about the upcoming week. Staff members are to read this correspondence to stay apprised of any changes to the schedule and special events. If you would like to contribute information to the MAM, please forward to the school's Director of Operations.

PARENT & GUARDIAN COMMUNICATION

Parents & Guardian Communication: We believe we will achieve our mission if parents and guardians are our partners. It is expected that all phone inquiries or e-mails from parents and guardians will be responded to within 24 hours.

Parent-Teacher Association and Staff Attendance at Meetings and Events: Administration coordinates with the PTA to ensure that PTA meetings are held on the same evening as all-school events. Attendance requirements at these events will be communicated to you by your school based leadership team.

PASSAS! Staff and parents brainstormed ways to build relationships between parents and staff members. Out of these conversations came the idea of PASSAS! (PArents, Staff, Students Achieving Success) which is envisioned as a series of events for members of the community to attend in order that they can get to know each other in venues other than school. These events are network-wide—staff attendance is encouraged but not mandatory.

OTHER

Field Trips: Gift shops will not be visited during field trips and purchases are not permitted. Students are not to bring money with them on field trips. If a staff member sees a student with money, they may take the money, put it in an envelope with the students' name and return it to the child's teacher.

Every time staff members are accompanying students for off-site activities (including small-group trips, after-hours and weekend activities), the formal field trip policy must be followed. Speak to your school operations team for more information.

Food Policy: Students are not permitted to eat candy or drink soda. Students may not bring glass bottles in the building. Staff may confiscate and throw away candy and soda.

Birthday Policy: Parents may schedule birthday parties by contacting the classroom teacher. Celebrations may not exceed twenty minutes, and should be scheduled in conjunction with your leadership team. Minor decorations such as a single balloon or sign are permitted, providing they do not distract from student learning. Birthday or any other types of candles are not permitted on school premises at any time. "Goody Bags" filled with candy are not permitted.

General Employment Guidelines

Teacher Certification

It is our minimum goal for every teacher to be New York State initially certified. To be initially certified, teachers must comply with the initial certification requirements as outlined by the New York State Department of Education.

Each teacher's progress towards certification will be discussed during his or her formal evaluation. It is each teacher's responsibility to keep his/her certification current. Lapsed or unattained certifications may result in loss of position and termination.

Anti-Discrimination & Equal Employment Opportunity

Our policy is to provide equal employment opportunity to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, or any other protected classification. This policy applies to all aspects of the employment experience, including recruitment, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff, organization-sponsored training, and social and recreational programs. Any and all such employment decisions will be made in a non-discriminatory manner.

Immigration Law Compliance

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility within three (3) business days of starting employment. Where indicated, employees will be required to submit documentation establishing continued eligibility for employment.

Health Information Privacy Policy (HIPAA)

We are committed to the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of Explore, Empower and Explore Schools employees and if applicable, students. If you have any questions about the employer's privacy practices under HIPAA, please see the Human Resources Office for further information.

Criminal Conviction

All employees are required to notify the Principal or Chief Executive Officer ("CEO") within five days of any criminal conviction whether it occurred in or out of the workplace.

Background Criminal Check

Employees must successfully clear a background criminal check before their first day of work. If a situation arises where an employee must begin work before clearance is received, the employee must receive an Emergency Conditional Appointment, which must be approved by the Board of Trustees. Under a conditional appointment, measures will be taken to ensure that the staff person is supervised closely to ensure the safety of students.

Employees who have never been fingerprinted for the New York State Education Department or the New York City Board of Education must be fingerprinted prior to working with students.

Accommodation for Individuals with Disabilities

We comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. We will also provide reasonable accommodation for such individuals in accordance with these laws. It is our policy to:

- ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that employees with disabilities are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment;
- administer medical examinations to employees when justified by business necessity;
- keep all medical-related information confidential and retain it in separate files;
- provide reasonable accommodation to applicants and employees with disabilities, except where it would create an undue hardship for the Employer, and
- notify individuals with disabilities that we provide reasonable accommodation to qualified individuals with disabilities by including this policy in our personnel handbook

and by posting the Equal Employment Opportunity Commission's poster on discrimination on our premises.

Procedure for Requesting Accommodation. A qualified individual with a disability may request a reasonable accommodation by communicating this request to the CEO (Explore Schools) or Principal (Explore and Empower) either orally or in writing. Upon receiving the request, the CEO or Principal will meet with the employee to identify the precise limitations resulting from the disability and the potential accommodation that Explore, Empower or Explore Schools might make. Explore, Empower and Explore Schools reserve the right to request additional medical documentation. The CEO or Principal will make the final decision regarding any accommodation after a dialogue with the employee.

employment Status and records

Employment Applications, Personal and Professional Data

We rely on the accuracy of information contained in the employment application, an applicant's resume, and other personal or professional data presented throughout the hiring process and during employment.

Any misrepresentations, falsifications or omissions in any of this information or data may result in Explore's, Empower's or Explore Schools' exclusion of an individual from further consideration for employment or, if already hired, termination of employment.

Employment Categories

NONEXEMPT employees are entitled to overtime pay for all hours worked over 40 hours in a workweek. Non-exempt employees do not receive compensation for their lunch time and they may not work during lunch time.

EXEMPT employees are not entitled to overtime pay.

In addition to the above categories, each employee will belong to one other employment category:

- REGULAR FULL-TIME employees are those who are regularly scheduled to work the full-time schedule of 40 hours a week. They receive all mandatory benefits and are generally eligible for all discretionary benefits, subject to the terms, conditions and limitations of each benefit program.
- REGULAR PART-TIME employees are those who are regularly scheduled to work less than the full-time schedule but work at least 20 hours per week. They receive all mandatory benefits and are eligible for some discretionary benefits on a prorated basis, subject to the terms, conditions and limitations of each benefit program.
- PART-TIME employees are those who are regularly scheduled to work less than 20 hours per week. They receive all legally mandated benefits but are not eligible for discretionary benefits.
- TEMPORARY employees are those that are hired for short-term periods. They will receive all legally mandated benefits but are not eligible for discretionary benefits.

Additionally, employees may be hired as Program or Operations/Leadership staff. Program employees include, but are not limited to, teachers, teaching assistants, and other program-related staff. All other staff are considered Operations/Leadership members. The determination is made at the time of hire and indicated in an employee's hire letter.

Examination of Personnel Files

Your employer will keep a confidential file on each employee that may contain the following items: application materials and resume, letters of appointment and acceptance, copies of certificates and licenses, performance evaluations, letters of commendation and/or warning letters regarding job performance, records of all disciplinary actions, a signed code of ethics, a signed employee acknowledgement report, a signed employee acknowledgement form, and documentation required by state or other regulatory agencies.

Any employee may examine his or her personnel file in the presence of the CEO or Principal. The employee may take written notes about the contents of the file. No personnel file is to be copied or removed from the office where it is kept unless expressly permitted by the CEO or Principal.

Confidentiality

Employees of this organization may not release any information about Explore, Empower, or Explore Schools, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the CEO or Principal.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the CEO or Principal. Any document or other material containing such information is required to be returned to the CEO or Principal upon an employee's termination or resignation.

Change of Personnel Status

Employees are required to notify the Human Resources office of any change in name, family status, address, telephone number, emergency contact or other information affecting personnel data held or used by Explore, Empower or Explore Schools.

Performance Evaluation

Our intention is to hire the most qualified people available and to give them the maximum opportunity to succeed and attain professional growth. All staff members are expected to demonstrate progressive expertise in job performance and knowledge.

Each staff person and his/her respective Manager or Director will discuss the staff person's performance and establish performance goals based upon the responsibilities and requirements of the position. Annual performance evaluations (based on the anniversary date of the staff person's hire) are conducted to provide the opportunity to discuss job responsibilities, to identify and correct weaknesses, to recognize strengths and to discuss positive, purposeful approaches for meeting goals. These reviews and evaluations serve as an objective basis from which recommendations for salary adjustments and other personnel decisions may be made.

We expect that staff will carry out their responsibilities fully and to the best of their abilities, and conduct themselves in a manner that best serves their organization's interests. If a staff person's work performance does not meet satisfactory standards, their Manager or Director, in conjunction with the CEO or Principal, may take any of the following steps:

- Identify areas of weakness, counsel and recommend ways to address them within a specified time frame; or
- Warn the staff person orally, and if the problem(s) continue, warn the staff person in writing with a copy to the staff person's personnel file; or
- Discharge the staff person.

These steps are not to be seen as progressive in nature. A director in conjunction with the CEO or Principal will take the step that is most appropriate under the circumstances and retains the right to terminate any employee at any time.

Employment Benefit Programs

Eligible employees are provided with a wide range of benefits. Some of these benefits — such as Workers' Compensation, Social Security and Unemployment Insurance — are provided to all employees, as required by law.

Additionally, Explore, Empower and Explore Schools provide a broad range of benefits to certain employees according to their employee classification. While some benefit programs require contributions from employees, most are fully paid by the Employer.

Discretionary Benefits Include:

- No-Fault Days
- Paid Holidays
- Medical Insurance
- 403(b)
- Long term and Short Term Disability
- Dental Insurance
- Parental Leave
- Leave Without Pay
- Bereavement Leave
- Life Insurance

Medical Insurance

Only Regular Full-Time employees, and regular part-time employees who work at least 20 hours per week, are eligible for medical benefits.

Employee co-payment for health care coverage will be required and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; individual plus child/children; family; etc). Employee contributions for health care coverage will be automatically withheld from employee paychecks on a pre-tax basis. More details are available in the Summary Plan Description available from the Human Resources office.

Deferred Compensation/Retirement Plan

The Employer provides a deferred compensation program to all Regular Full-Time employees. Under this program, employees may opt to defer a portion of their current gross pay and to have those funds invested in accordance with applicable federal and state guidelines. In accordance with federal guidelines, defined compensation is limited to a maximum contribution per year. More details on this plan are available from the Human Resources office.

Short- and Long-Term Disability Insurance

Explore, Empower and Explore Schools provide Short-Term Disability (STD) and Long-Term Disability (LTD) benefits to regular full-time employees and regular part-time employees who are unable to work because of a non-work-related injury or illness.

Details of the STD and LTD benefits plans, including benefit amounts, when they are payable, and limitations, restrictions, and other exclusions are described in the Summary Plan Description provided to eligible employees. Any employee wishing to claim disability must file appropriate reports and forms with the Human Resources office. Contact the Human Resources Office for more information about STD and LTD benefits.

Workers' Compensation Insurance

Explore, Empower and Explore Schools provide a comprehensive Workers' Compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical or hospital treatment. Subject to applicable legal requirements, Workers' Compensation insurance provides benefits after a short waiting period or immediately if the employee is hospitalized.

If you sustain a work-related injury or illness, you must inform the Human Resources office **immediately**. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable you to apply for coverage as quickly as possible, should coverage become necessary.

Neither the organization nor the insurance carrier will be liable for the payment of Workers' Compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social or athletic activity sponsored by the organization.

Unemployment Insurance

All employees are covered under New York State Unemployment Compensation Law. The cost of this coverage is paid by your employer.

Declining Insurance Benefits

Any employee who wishes to decline one or more of the insurance benefits offered by the organization is required to submit such a request in writing to the Human Resources office.

Extended Health Insurance under COBRA

Employees and their families (“qualified beneficiaries”) are entitled to a temporary extension of group health insurance coverage (called “continuation coverage”) at group rates in certain instances where coverage under the plan would otherwise end. Upon separation from your employer, COBRA benefits will be described to you.

time off

If an employee is out of work on any leave other than a no-fault day or vacation time, they do not accrue vacation or no-fault time.

No Fault Days

Explore, Empower and Explore Schools provides 8 “no-fault” days to all Regular Full-Time employees each school year. No fault days are granted at the beginning of the year. No fault days may be used as either a whole or half day—no smaller fractions will be allowed. For staff who join after the start of the year, no fault days will be prorated based on start date.

No fault days are to be used at the employee’s discretion for personal reasons, such as doctor’s appointments, illnesses, family matters, etc. As our priority is student learning, personal days are not designed to be used for vacation while school is in session.

Scheduling and Using No-Fault Days

All no fault days should be scheduled as far in advance as possible, but no later than 7:00 p.m. on the evening prior to the day you expect to be absent. Employees who call in later than the 7:00 p.m. deadline will not be paid for that day of work and will also lose one of their no fault days. All staff will be granted one “grace day” before this policy goes into effect (that is, the first time a staff member calls in after 7:00 p.m. the day before, the staff member is charged one no fault day. Thereafter, the staff member is not paid for the day AND is charged a no fault day). If a staff member is absent on a school-designated ½ day, a full no fault day is charged.

Tardiness

Reporting to work on time is a professional expectation. Reporting to work late causes difficulties for other staff members, and can also cause an unsafe environment for our students. We understand that late arrivals can not always be avoided, so all staff members are given 3 ‘free’ late arrivals. However, each time a staff member is late beyond the third time, **one full no fault day will be charged**. You are expected to notify your supervisor if you are going to be late.

If a staff member forgets to sign in, it will be treated as a tardy.

Absences Beyond No Fault Days

If an employee must be absent for more days than the number for which he or she is eligible, those absences will be unpaid. The employee should discuss alternatives with his or her supervisor, including unpaid leaves of absence. The determination about whether to grant unpaid leaves of absence will be made on a case-by-case basis, and employees have no right to them.

Unused No Fault Days

Accrued but unused no fault time is not paid out in the event of termination, whether voluntarily or involuntarily. If an employee leaves before the end of his/her year of service, any unused vacation, no-fault leave, and paid holidays are forfeited. Similarly, at the end of an employee’s year of service, any unused vacation and no fault days are forfeited.

Vacation Days

Program Staff (most teachers and other program staff) are entitled to school breaks, as outlined in the school calendar.

Program employees are expected to report to work for August Pre-Service. Program employees are not expected to work during school breaks, unless there is an in-service scheduled.

Ops/Leadership employees (most leadership, administrative, and operations staff) earn vacation time as follows: In the first year of employment, four weeks are earned in total, at a rate of approximately 1.67 days per month. In the second year of employment, five weeks may be earned or approximately 2.08 days per month. Beginning the third year of employment, employees earn an additional day for each year of service for up to five additional days. The total number of days that an employee earns may not exceed six weeks. These days are granted on the 15th day of the month in which they are earned.

Ops/Leadership employees may take only one week of vacation time during days that school is in session. Vacation time should be planned to coincide with school breaks. Employees should not plan to take more than five consecutive vacation days while school is in session.

Critical Days

Critical Days are defined as periods of school operations where it is critical that all staff be in attendance. Staff should not plan to take vacation time during critical periods, and any absences on critical days, except for religious holidays, medical emergencies with documentation, and approved bereavement leave, will be unpaid and will count as a no fault day. Critical periods will be outlined in new hire letters and the school year calendar. Please note that critical days may vary based on a staff person's job description.

Holidays

Explore, Empower and Explore Schools observes the following ten (10) paid holidays, which are available to all regular full-time employees. Part-time employees are not paid for these holidays. In the event one or more of these days falls on the weekend, the previous or subsequent business day will be designated as a school holiday.

- Labor Day
- Thanksgiving
- Day after Thanksgiving
- Christmas Day
- Floating Holiday on 12/24 or 12/31
- New Year's Day
- Martin Luther King, Jr. Day
- President's Day
- Memorial Day
- Independence Day

Parental Leave

Upon the birth or adoption of a child, employees who have worked at Explore, Empower and Explore Schools for at least twelve months and a minimum of 1,250 hours are eligible for a maximum of twelve weeks of leave. For six weeks, employees will earn their full salary. Employees are eligible to take an additional six weeks of leave without pay. **And, employees must use all earned vacation, paid time off and other leave time while out on parental leave.**

Any employee who is interested in receiving short term disability payments following the birth of a child should notify the Human Resources Office before departing on parental leave.

Parental leave is concurrent with, not additional to, leave under the Family and Medical Leave Act.

Bereavement Leave

Explore, Empower and Explore Schools understand that the loss of a loved one can be a very difficult and stressful period and provides bereavement leave with pay for such circumstances. In the event of a death in an employee's immediate family, regular full-time employees may take up to five

(5) days of paid bereavement leave. Regular part-time employees may take such leave on a prorated basis.

Immediate family includes an employee's spouse, domestic partner, child, sibling, grandparent, grandchild, parent/guardian, mother and father-in-law, parent of domestic partner and child of domestic partner.

If you need to take bereavement leave, please notify your manager promptly so that arrangements can be made to cover your absence. Pay for bereavement leave applies only to regularly scheduled work days, and does not include holidays, weekends, time not worked, or time when an employee is on other paid leave.

Jury Duty

We understand that employees must fulfill their civic responsibilities by serving jury duty when required. You are expected to request a deferral of jury duty if your absence would create serious operational difficulties at any time. Regular full-time employees and regular part-time employees will receive their regular pay for time they serve jury duty.

Employees summoned for jury service must elect the "call-in" option, if available. Employees must show the summons to his or her manager as soon as possible so that arrangements can be made to accommodate the absence. Employees who are excused from jury duty for any day or half day are expected to report for work. Upon completion of jury service, the Employee must submit to their supervisor official proof of the dates of such service. The Employee must also submit all fees paid by the court for those days for which the employee received his or her regular pay.

Those employees who are not eligible for jury duty pay as explained above will receive up to \$40 per day for the first three days of jury service.

Verification of Absence

An employee's supervisor and/or the Principal may request a physician's note or other verification as to an employee's claimed reason for absence.

Family and Medical Leave

Explore, Empower, and Explore Schools comply with the federal Family and Medical Leave Act (FMLA). Eligible employees are provided up to twelve (12) weeks of unpaid leave to regular full-time employees and regular part-time employees who meet the requirements described below. Employees may use this leave to care for a child after birth or adoption or placement with the employee for foster care or the care of a family member (biological, adopted or foster child, spouse, domestic partner or parent) with a serious health condition, or in the event of an employee's own serious health condition.

Eligibility: To qualify, employees must have completed one (1) full year of service and have worked at least 1,250 hours during the twelve (12) month period preceding the leave.

All periods of time when an employee was on payroll counts towards determining whether the employee has been employed for at least twelve (12) months. Periods of unpaid or paid leave are not considered time worked.

Request for Leave: An employee who requests a family and medical leave must notify their supervisor and submit to their supervisor or his or her designee in writing at least thirty (30) days in advance of taking the leave. If proper notice is not given, leave may be denied unless there is a reasonable excuse for the delay. If otherwise qualifying leave is denied for lack of notice, Explore, Empower and Explore Schools may designate leave to start thirty (30) days after proper notice is given. In the event it is not possible to provide at least thirty (30) days notice, an employee should provide notice within two (2) business days of when the need for the leave becomes known to the employee.

Benefits: All benefits that operate on an accrual basis such as no-fault days will cease to accrue during the leave period.

All group health benefits will continue during the leave provided the Employee continues to make regular contributions to the plan. Other benefits such as life insurance and retirement savings plan will be governed in accordance with the terms of each plan.

Family and Medical leave will run concurrently with any disability or Workers' Compensation leave. And, employees must use all earned vacation, paid time off and other leave time while out on leave pursuant to the Family Medical Leave Act.

Returning from Leave: An employee returning from leave must notify their supervisor of the intent to return to work at least seven (7) calendar days prior to the anticipated date of return.

Upon returning from leave within the twelve (12) week period, the employer will make a good faith effort to reinstate the employee in the same position or an equivalent position for which she or he qualifies, with comparable pay, benefits and other terms and conditions of employment, provided such position continues to be funded and available. The employer reserves the right to deny reinstatement to the extent permitted by law.

Reduced or Intermittent Leave: An intermittent or reduced leave schedule may only be taken for a seriously ill spouse, child or parent or for an employee's own serious health condition. Intermittent leave will be taken in increments of whole hours.

Regular full-time and regular part-time employees with less than one year of service and/or who have not worked at least 1,250 hours during the 12-month period prior to their leave do not qualify for family and medical leave. However, in the event of their own serious health condition, they may request a medical leave of absence as follows:

- Leave requests must be made at least 30 days in advance of the date the employee would like the leave to begin or in emergency situations, with as much advance notice as is practicable, using our official Leave Request Form. Normally, this should be within two (2) business days of when the need for the leave becomes known to the employee.
- The leave will be limited to a maximum of 60 calendar days. Reinstatement is not guaranteed to any employee requesting leave under this provision. Upon returning from leave within the 60-day period, Explore, Empower and Explore Schools will make every effort to place employees in the same position or an equivalent position for which they qualify and which is comparable in pay, benefits and other terms and conditions of employment. Such placement will be subject to budgetary restrictions, our need to fill vacancies and our ability to find qualified temporary replacements.

If you have any questions regarding any type of leave, or need a Leave Request Form, please contact the Human Resources office.

Time and Payroll

Pay Periods

Pay periods are semi-monthly in length. Employees will be paid on the 15th and last day of each month. In the event that the 15th or last day of the month falls on the weekend, the pay date will be the previous business day.

Timekeeping for Nonexempt Employees

All nonexempt employees are responsible for recording the actual time they have worked. Federal and state laws require Explore, Empower and Explore Schools to keep an accurate record of time worked in order to calculate pay and benefits. Explore, Empower and Explore Schools are fully committed to complying with all federal, state and local wage and hour laws. If an employee suspects that an error in pay has been made, the employee must immediately bring the issue to his or her supervisor's attention for prompt investigation and any necessary correction will be made. Explore, Empower and Explore Schools will not tolerate any form of retaliation against employees who make a report concerning payment of wages or cooperate in an investigation of the same.

Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in disciplinary action, up to and including discharge.

Time worked is solely the time actually spent on the job performing assigned duties and should not include any time that is spent not working or any time off that is taken during the workday. Nonexempt employees must accurately record the time they begin and end work, the time they begin and end each meal period and the beginning and ending time of any breaks exceeding 15 minutes. Employees cannot begin working before their scheduled shift without prior supervisor approval.

Time sheets are due at the end of every pay period and must be provided to the employee's supervisor. Failure to do so may result in disciplinary action up to and including termination.

Altering, falsifying, tampering with time records or recording time on another employee's time record may result in disciplinary action, up to and including termination.

Overtime for Nonexempt Employees

Overtime pay applies only to nonexempt employees. When operating requirements or other organizational needs cannot be met during regular working hours, employees will be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments and every effort will be made to distribute it as equitably as possible to all employees qualified to perform the required work.

Overtime pay is given to nonexempt employees in accordance with federal and state wage and hour laws that require time-and-one-half pay for any hours worked beyond 40 hours in a workweek. Overtime pay is based on actual hours worked. Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay.

All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization from their supervisor may be subject to disciplinary action, up to and including termination.

- **Salary Policy for Exempt Employees**

- Exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances:

1. the employee is absent from work for one or more full days for personal reasons (other than sickness or disability);
2. the employee is absent for one or more full days due to sickness or disability and has exhausted his/her paid leave time under the no fault leave policy;
3. the deduction is made to offset any amounts received as payment for jury fees, witness fees, or military pay;
4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
5. it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.

Explore, Empower and Explore Schools make a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from his/her salary, the employee should contact the Human Resources office, which will investigate the deduction and provide the employee with the findings. If it is determined that a deduction was improperly made, the Employer will reimburse the employee for that deduction.

work Conditions

Safety

To ensure a safe and healthy work environment for employees, customers, students, and visitors, Explore, Empower and Explore Schools place a priority on workplace safety. We will provide

information to you about workplace safety and health issues through regular internal communication channels such as staff meetings, bulletin board postings, memos or other written communication. Some of the best safety improvement ideas come from employees. Those with ideas, concerns or suggestions for improved safety in the workplace are encouraged to bring them to the attention of the CEO.

Employees are expected to obey safety rules, exercise caution in all work activities and immediately report any unsafe condition to the CEO or Principal. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including discharge.

Incident Reports

All injuries to students must be reported to the School Nurse. The staff member on duty must accompany the student to the nurse's office, when possible, or the nurse or main office for assistance. The staff member must complete an incident report form within 24 hours of the incident, which should be given to the School Nurse.

Smoking

In keeping with a policy of ensuring a safe and healthy work environment, smoking is prohibited throughout the workplace. This policy applies equally to all employees, students and visitors. Retaliation for complaints under this smoking policy will not be tolerated and will result in the discharge of employment.

Restriction of Privacy Clause

Explore, Empower and Explore Schools reserve the right to search an employee's desk, and/or other workspace and to monitor e-mail, the contents of computer systems, and/or voice-mail systems.

Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action or directive of another coworker or supervisor should provide notification as soon as possible. The process for an employee to raise a grievance is as follows:

- o The employee brings her or his concern to their supervisor orally or in writing.
- o If the employee is not satisfied with the response, she or he may put the concern in writing and give it to the Principal, or a member of the Board of Trustees, who will forward it to a member of the Grievance Committee.
- o The Grievance Committee will investigate the concern and respond to the employee in writing. The Grievance Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- o The committee will be composed of at least two people. The CEO will not serve on this committee.

In the event that the complaint involves a procedure, action or directive of the CEO or Principal, an employee may file a complaint with the Board of Trustees. In such instances, the Board will be the investigator and final arbiter of the complaint.

No disciplinary actions shall be taken against any employee who reports harassment or discrimination, unless following investigation, the employee is found to have made the report in bad faith.

Employee Conduct And Work Rules

Staff Arrival and Departure

- All staff members are asked to sign in every morning in the Main Office.
- All teachers, support services staff, and teaching assistants must sign in by 7:40 a.m. each morning and must remain on campus until 4:20 p.m.

- Other staff members should speak with their supervisors regarding expected arrival and departure times.

Up to five times during the year, all-staff meetings may be held. Staff members should expect to be on campus until 6:00 p.m. on days when there are meetings.

Tardiness

All staff members are expected to be on time for all duties. If an employee is running late the employee must contact their manager before the start of his or her shift. All lateness will be documented by the staff member's supervisor. As noted in the Time Off section, Explore, Empower and Explore Schools understand that late arrivals can not always be avoided, so all staff members are given 3 'free' late arrivals. However, each time a staff member is late beyond the third time **one full no fault day will be charged.**

Non-Instructional Duties

Teachers are expected to perform dismissal duties each day. Teachers may be asked to assist with breakfast and lunch on a rotating basis. A lunch duty rotation list will be distributed to staff members at the beginning of each term.

Teachers may be asked to attend presentations or seminars held outside of normal school hours, to provide small-group instruction outside of normal school hours, or to design and execute academic projects. Depending on the project, employees may be eligible for additional pay for attendance at such events.

Our organizations believe that meaningful professional development results in higher levels of student achievement. Therefore, the administration will try, as often as possible, to provide teachers with release time to participate in a range of professional activities.

Professional Dress

Part of our organizational culture is to show parents, students and the larger community that the work we do during the school day is important and that the employees who do this work are professional. Therefore, Explore, Empower and Explore Schools request that staff members dress professionally when instructing students and on parent-teacher conference days. Professional dress is dress that is neat and clean. Flip-flops, jeans and t-shirts (except school t-shirts), for example, are not permitted. Staff should dress modestly. For example, skirts should be knee-length; leggings should only be worn if covered by a knee-length shirt or skirt; low-cut blouses should not be worn. Staff should not wear clothing that is distracting to students. In the event that this policy is not followed appropriately, Explore, Empower and Explore Schools will institute specific standards of dress. Failure to abide by this policy may result in disciplinary action, up to and including discharge.

Hands Off

Staff members should not touch students, unless safety intervention is necessary to protect a child's physical well-being, or the well-being of another person. In the event of a classroom emergency in which a child needs to be physically restrained, to the extent possible staff members should notify the Principal or his/her designee.

Corporal Punishment

Corporal punishment is prohibited by New York state law and by Explore, Empower and Explore Schools. Corporal punishment will result in immediate termination. Prohibited actions under this policy include but are not limited by: taking away a child's chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same phrase over and over; and requiring a child to affix something to her body as a symbol of bad behavior, such as tape over her mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the CEO or Principal.

Universal Precautions

Employees exposed to blood or other bodily fluid, in the course of their jobs must exercise universal precautions. Universal precautions are intended to prevent the transmission of blood-borne disease when providing first aid or health care. Such precautions include the use of protective gear, washing hands and any contaminated areas with soap and water, and seeking medical attention for any significant exposure to the blood or bodily fluids of another person. Detailed information about universal precautions will be distributed under separate cover.

Computer and Information Security

Computer and communication systems are provided to support the conduct of business activities.

These systems may include: PC's, software, telephone, voicemail and electronic mail systems, all centralized computer equipment, networks and access to the Internet. Although limited personal use of Explore's, Empower's and Explore Schools' systems is allowed, subject to the restrictions outlined below, no use of these systems should ever conflict with the primary business purpose for which they have been provided or applicable laws and regulations. Each user is personally responsible to ensure that these guidelines are followed.

All data in business computer and communication systems (including documents, and other electronic files, email and recorded voicemail messages) is the property of the employer. The employer may inspect and monitor such data at any time. The employer may also monitor usage of the Internet by employees, including reviewing a list of sites accessed by an individual.

No individual should have any expectation of privacy for messages or other data recorded in the employer's system, including documents, emails or messages marked "private," which may be inaccessible to most users but remain available to the organization. The deletion of a document or message may not prevent the organization from having access to the item or completely eliminate the item from the system. Likewise, no individual should have any expectation of privacy in terms of his or her usage of the Internet. In addition, the employer may restrict access to certain sites that it deems are not necessary for business purposes.

The computer and communication systems may not be used to create, transmit, access, receive, print, download or solicit material that is derogatory, obscene, sexually explicit or offensive, such as slurs, epithets, or anything that may be construed as harassment or disparagement based on race, color, national origin, citizenship, sex, sexual orientation, disability, age or religious or political beliefs. For example, the display or transmission of sexually explicit images, messages, jokes and cartoons is not allowed.

Similarly, the systems may not be used to solicit or proselytize others for commercial purposes, causes, outside organizations, chain messages or other non-job-related purposes. Likewise, employees should not download or disseminate copyrighted material, load or execute unlicensed software on business computers or conduct any other activity in violation of applicable law or regulations.

Employees should notify their immediate supervisor, or another member of management, upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

Use of Phone and Other Equipment and Systems

Personal use of the fax machine, copier, walkie-talkies, and any other business equipment or system at work is prohibited, as is the use of the telephone for personal long distance and toll calls. Personal use of e-mail for sending and receiving e-mail is strictly prohibited.

It is understood that from time to time employees may need to make and receive personal phone calls. Employees must practice discretion when doing so and may be required to reimburse their employer for any charges resulting from personal use of the telephone or other business equipment. Personal cell phones may not be used while employees are on duty. Personal cell phone use is only

permitted in non-student areas. Personal cell phones must always be turned off while in the presence of students and/or during staff meetings.

Employees may not charge personal long-distance telephone calls to the business. Employees are responsible for the costs of any personal phone calls they may make that are billed to the employer.

Reimbursements

Teachers are eligible for reimbursement for school supplies and/or teacher certification related expenses paid with their personal funds up to \$75 per year. Employees are required to turn in receipts or other proof of expenses to their supervisor for approval.

All other expenses must be approved by your supervisor before they are incurred. Reimbursement requests must be made in writing to your supervisor, and should include a clear description of the expense and supporting documentation, such as receipts.

The final decision on whether to reimburse an employee for any expense is vested with the Principal or his or her own designee.

Travel Related Reimbursements

All travel related expenses must be approved by the CEO or Principal before travel occurs. If the trip requires travel by plane, train or a rented vehicle, the staff person must also obtain approval before tickets are purchased or reserved. The employer prefers to reimburse staff for expenses, but will also purchase tickets directly upon request.

If a staff member drives his/her own vehicle for a work-related purpose, costs will be reimbursed at the current mileage rate as determined by the IRS (visit www.irs.gov for current rate information).

If a staff person attends professional development or other professional events offsite, then that staff member may submit receipts for reimbursement of meals. Meals are only reimbursed when they are not provided at the event. Meals are only reimbursable when the meal occurs during the professional development or during approved travel times. Staff members must check with their supervisor for approval of meal related expenses. The guidelines outlined below apply:

- Breakfast will be reimbursed up to \$8 with a receipt. Breakfast is only reimbursed if the professional development begins before 7:50 a.m. or if the staff person has a required overnight stay.
- Lunch is reimbursed up to \$12 with a receipt.
- Dinner is reimbursed up to \$20 with a receipt. In order to be eligible for a dinner reimbursement, the staff member must have a required overnight stay or travel that would not allow the staff person to be home before 8:00 p.m.
- Since alcohol purchases will not be reimbursed, please have separate bills for food and alcohol.

Employee Conduct

To ensure orderly operations and provide the best possible work environment, we expect employees to follow rules of conduct that protect the interests and safety of all employees and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including immediate termination. While this non-exhaustive list enumerates grounds for termination, this list in no way should be read to limit the “at will” status of employees at Explore, Empower and Explore Schools.

- theft, damage or unauthorized removal or possession of employer property
- falsification of timekeeping records
- any discriminatory act
- sexual or other unlawful or unwelcome harassment

- possession, distribution, sale, transfer or use of alcohol or illegal drugs while on duty, including operating vehicles or equipment
- any disruptive behavior, including fighting or threatening violence in the workplace
- insubordination or other disrespectful conduct
- gambling on the premises
- safety violations including lack of supervision of students
- possession of dangerous or unauthorized materials, such as explosives or firearms
- excessive absenteeism, tardiness or any absence without approval
- misappropriation of the employer's property

Staff members acknowledge that the entire right, title and interest of any and all writings and other creations that they prepare, create, write or initiate or otherwise develop as part of their own efforts while employed belong to the employer. This includes, but is not limited to any development of curriculum. These works are the employer's sole and exclusive property.

No Solicitation or Distribution

We do not permit solicitation of staff members for any purpose during working time, or distribution of literature on work premises at any time. Loitering in or about the premises after work hours is not permitted.

Personnel Inquiries

No one in this organization other than the Board of Trustees, Principal, or Human Resources Associate is authorized to respond either verbally or in writing to inquiries of any type about any employee of the organization.

Ban on Accepting Gifts

Employees are not permitted to accept gifts of any kind of a value exceeding fifteen dollars (\$15.00) - including, but not limited to money, goods, food, entertainment, or services - directly or indirectly from students, students' families, or vendors. Exceptions may be made by the CEO or Principal. Offers of such gifts in excess of \$15.00, even when refused, must be reported to the CEO or Principal immediately.

Bringing Family Members to Work

Employees are not permitted to have family members or guests under the age of 18 at work with them without the express written permission of the Principal or CEO.

Political and Religious Activity is Prohibited

Our status as a nonprofit organization requires that staff do not participate in any political-partisan activity (such as endorsing or opposing a candidate, making any campaign contribution, or coordinating activities with a candidate) *while representing Explore, Empower, or Explore Schools*.

As a public school, Explore and Empower staff members are not allowed to participate in religious activities *during school hours and/or while representing Explore, Empower, or Explore Schools*.

Please be clear that staff members are allowed to participate in these activities on their own time.

Sexual/Illegal Harassment

We strive to maintain an environment free from discrimination and harassment, where employees treat each other with respect, dignity and courtesy. To this end, we consider unacceptable any conduct or comments regarding a person's age, race, color, creed, sex, national origin, sexual orientation, gender identity and expression, disability, religion, ethnicity, marital status, military service status or other protected characteristic that fail to respect the dignity or feelings of the individual. Accordingly, discriminatory conduct or conduct characterized as harassment as defined below is prohibited.

In general, ethnic or racial slurs and other verbal or physical conduct relating to a person's age, race, color, creed, sex, national origin, sexual orientation, gender identity and expression, disability, religion, ethnicity, marital status, military service status or other protected characteristic constitute

harassment when they unreasonably interfere with a person's work performance or create an intimidating work environment.

Sexual harassment has been defined by federal and state law to include: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

The types of conduct prohibited by this policy include, but is not limited to:

1. Any demand for sexual favors that is accompanied by a promise of favorable job treatment or a threat concerning the employee's employment or the terms and conditions thereof.
2. Subtle pressure for sexual favors, including implying or threatening that an applicant's or employee's cooperation of a sexual nature (or refusal thereof) will have any effect on the person's employment or future job opportunities.
3. Repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes or innuendo of a sexual nature; words or gesture of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

All Other Discrimination and Harassment

It is our policy that no discriminatory conduct by or against our employees will be tolerated. Harassment of any form is prohibited, including, but not limited to: verbal, physical, or visual harassment of any kind; any form of sexual harassment (see description above); ethnic slurs; and creating or maintaining an intimidating, hostile or offensive environment.

Investigation and Remediation

If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that employee should immediately notify the CEO or Principal.

All reports of harassment will be promptly investigated by the CEO or Principal, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the CEO or Principal will take appropriate corrective action, which may, upon a determination by the CEO, include, but not be limited to, an official memorandum in an employee's personnel file, or the termination of the offending employee.

Whistleblower Policy

General

Explore, Empower, and Explore Schools require its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. As employees and representatives of our organization, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

This policy is not a vehicle for reporting violations applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the Employment Manual.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of school assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

Reporting Responsibility

It is the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements (“Violations”) in accordance with this Whistleblower Policy.

No Retaliation

No director, officer or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequence because of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Organization prior to seeking resolution outside the Organization. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between Explore, Empower and Explore Schools and their employees, nor does it change the fact that employees of Explore, Empower and Explore Schools are employees at will. Nothing contained herein provides any director, officer, or employee of Explore, Empower, or Explore Schools with any additional rights or causes of action, other than those provided by Section 1107 of the Sarbanes-Oxley Act of 2002.

Reporting Violations

Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should be addressed directly to the Chair of the Board’s Audit Committee. To report a concern, please send an email to confidential@explorecharterschool.org, which will automatically forward to a board member on the audit committee. Upon receipt of an email, an investigation will be conducted.

Compliance Officer

The Compliance Officer, who is the School Principal, is responsible for investigating and resolving all reported Violations and shall advise the Audit Committee and, if the Compliance Officer deems it appropriate, the CEO, of all reported complaints and allegations of Violations. The Compliance Officer is required to report to the full Board of Directors at each regularly scheduled board meeting on compliance activity.

Accounting and Auditing Matters

The Audit Committee of the Board of Directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing. The Compliance Officer shall immediately notify the Audit Committee of any such complaint and work with the committee until the matter is resolved. Promptly upon receipt, the Audit Committee shall evaluate whether a complaint constitutes an accounting complaint and if so shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Audit Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results.

Investigations

The Compliance Officer may delegate the responsibility to investigate a reported Violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of Explore, Empower, or Explore Schools, or to any other individual, including persons not employed by the organization, selected by the Compliance Officer; provided that the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported Violation or in a manner that would compromise either the identity of an employee who reported the Violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Violation shall be determined by the Audit Committee in its sole

discretion and Explore, Empower and Explore School and their employees will cooperate as necessary in connection with any such investigation.

Acting in Good Faith

Anyone filing a complaint concerning a Violation must act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality

In making a complaint or submission, an employee may request that such complainant be treated in a confidential manner (including that the organization take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). We take seriously the responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a Violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated, the scope of any such investigation being within the sole discretion of the Audit Committee, and appropriate corrective action will be taken if warranted by the investigation.

Records

The Audit Committee will retain on a strictly confidential basis for a period of seven years (or otherwise as required under record retention policies as amended from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to Explore, Empower and Explore Schools and such records will be considered privileged and confidential.

Employee Departure Protocol

Employees who leave the service for any reason will be entitled to all pay that may be due to them with the following qualifications:

1. Employees will not receive final compensation for unused no-fault, vacation, or holiday time.
2. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) of their right to continue health care coverage for themselves and their dependents at group rates, but at their own expense, for up to 18 months.
3. Any employee who is terminated or who resigns must return all office property, materials and supplies in such employee's possession to their manager.
4. No information or copies of information, including, but not limited to files, memos, computer-stored items, lists or other similar information may be taken by such employee with the express permission of their supervisor.
5. The final date of employment is the final date on which the employee serves his or her duties at Explore, Empower or Explore Schools. It should not be construed as the date upon which the employee receives his or her final pay.

Severance Pay

Employees will not be entitled to severance pay.

Resignation

An employee who works directly with students who wishes to resign is requested to give two months' written notice to the CEO or Principal. In the case of the CEO, he or she is requested to do

the same with the Board of Directors. An employee who does not work directly with students is requested to give four weeks' written notice to the CEO or Principal.

Conclusion

This Employee Personnel Handbook is intended to give you a broad summary of the information you should know about Explore, Empower, and Explore Schools. The information in this handbook is general in nature, so when you need any additional details, speak to the Human Resources office, the Principal, or the CEO, who will assist you in obtaining more complete information.

Please note that the content of this handbook is not a legal document or contract of employment and should not be deemed as such, nor does it subject Explore, Empower, or Explore Schools to any liability for any claim to comply with the rules, policies or goals in this handbook. At its sole discretion, Explore, Empower, and Explore Schools may revise this handbook without prior notice. This handbook supersedes all prior versions of any employee handbook or manual that have been issued and may eliminate or modify existing policies.

We hope this handbook provides you with clear answers to questions that you may have regarding Explore's, Empower's or Explore Schools' policies and procedures. Be sure to familiarize yourself with the contents of this handbook and to ask the Principal, the Human Resources office, or the CEO about any policy that is unclear to you.

Partner Organizations**Partner Description(s) and Nature of Relationship(s)**

Describe any partner organizations that will have a significant relationship with the proposed school. For each partner organization provide the following:

- **Name of the organization;**
- **Description of the nature and purpose of the proposed school's relationship with the organization;**
- **Letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement; and**
- **Name of a contact person for the partner organization, along with the address, phone number, and e-mail of such contact person for the partner organization.**

As noted in Section II of this RFP, SUNY specifically welcomes proposals that include a partnership with a SUNY college or university to engage in activities promoting high quality teacher preparation and/or that advance the proposed academic program. Please see the information for this Request in the Guidance Handbook for further details.

Explore Envision Charter School is not submitting an application in conjunction with a partner or partner organization, therefore this question is not applicable.

Partner Selection Process

Describe the process and criteria used to select the partner organization(s), including other organizations considered.

Note: If the Institute deems, in its sole discretion, that a partner organization's relationship with the proposed school is significant, it reserves the right to require the submission of that organization's business plan in accordance with the requirements set for in Appendix A. In those cases, the Institute will contact the lead applicant to request such information, and the failure to timely respond to such a request will render the proposal incomplete and it will not be advanced for further review.

Explore Envision Charter School is not submitting an application in conjunction with a partner or partner organization, therefore this question is not applicable.

Management Organization

Management Organization Description and Purpose of Relationship

Describe any organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:

- **Name of the organization;**
 - **Detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school; and**
 - **Description of the role of the management organization in selecting proposed members of the school's board of trustees.**
-

Explore Envision Charter School will be established in conjunction with Explore Schools, a not-for-profit charter management organization. Explore Schools establishes, supports and transforms public schools in educationally under-served communities. Its mission is to provide students with the skills and knowledge they need to graduate from high school, succeed in college and achieve their dreams. Currently, Explore Schools manages three charter schools in Flatbush, Brooklyn that serve 1,100 students in grades K-8.

Because of our desire to provide an excellent education to students in Brooklyn, Explore Schools was chosen because of its track record of success with the two schools in its network. Explore Charter School (Explore), founded in 2002, serves 500 students grades K-8. Last year, 64% of 8th graders at Explore scored proficient or advanced on the Math portion of the New York State Exam and 46% scored proficient or advanced on the English portion of the exam, outperforming their peers in the district and the city. 100% of these same 8th graders went on to college preparatory high schools, defined as schools where at minimum, more than 75% of students must graduate from high school within four years and more than 85% of those students must gain acceptance to four year colleges.

In 2009, Explore Schools added Explore Empower Charter School (Empower) to its network. Empower serves 300 students in grades K-4 and will grow to serve K-8 over time. In its first year of taking standardized tests, Empower outperformed the district and the city, demonstrating the strength of the Explore Schools model. In 2011, Explore Schools added Excel Charter School (Excel) to its network. Excel serves 240 students in grades K-3 and will grow to serve K-8 over time. Excel Charter School is the first school in the Explore Schools network to preference students who had attended or were zoned to attend a failing school in their community, ensuring students have access to a high-quality option in their neighborhood. 77% of students at Excel meet this preference. All schools serve a population that is majority low-income and African American and close to 4,000 families are currently on the waiting list to attend these schools.

Additionally, Explore Schools offers the schools in its network an extraordinary level of support to ensure that the schools run effectively and efficiently. As requested, in the Business Plan are two contracts between Explore Schools and the two schools in its network: Explore Charter School and Empower Charter School. The contracts demonstrate Explore Schools' commitment to ongoing execution of deliverables related to talent management, strategic planning, academic support, and more while allowing schools the freedom and flexibility to make decisions in the best interest of their students and faculty.

Contract Terms for Explore Envision

The terms of the contract between Explore Schools and Explore Envision Charter School would be as follows:

- **Contract Term/Renewal:** The contract term would last one year or two, depending on the specific contract terms and would be renewable at the end of each period. The Parties, by mutual agreement would renew the agreement for subsequent periods by mutual written agreement not later than 30 days prior to the expiration of the agreement.
- **Contract termination:** Explore Envision Charter School may terminate this agreement in accordance with the following provisions:
 - The School may terminate this Agreement for cause at any time during the Term. The term “for cause” shall mean:
 - Explore Schools becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;
 - Explore Schools has been found by an arbitrator to have been grossly negligent in the use of its funds;
 - a Regulatory Authority has revoked any license which may be required for Explore Schools to carry on its business and perform its obligations and functions under this Agreement;
 - after a period of at least three years from the Effective Date of this Agreement, the School fails to make reasonable progress toward achievement of the goals and objectives outlined in the “Goals and Objectives” section of the Charter Contract;
 - Explore Schools violates any material provision of law with respect to the School from which the School was not specifically exempted and that results in material adverse consequences to the School;
 - Explore Schools materially breaches any of the material terms and conditions of this Agreement;
 - the Authorizer or the State revokes the Charter Contract (in which case such termination shall be effective as of the date of such actual revocation); or
 - the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an “Action”), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the Charter Contract materially violates the School’s, the Authorizer’s or the State’s responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.
 - All school assets will be fully owned and governed by the Board of Trustees of the school.
- **Fees:** Explore Envision Charter School will pay 11.5% of its per pupil revenues to Explore Schools. The estimated per pupil amount will equal approximately \$1,300 per student. Meanwhile, Explore Schools would provide an average of three times that amount per pupil to support our schools, of majority of which is raised through grants, gifts and contributions. This rate of 11.5% of the school’s per pupil funding from the New York City Department of Education is clearly a financial benefit to the schools

within Explore Schools’ network, as it would cost much more for the school to hire the additional employees necessary to successfully perform the many functions that will be carried out on behalf of the school by Explore Schools.

- **Services:** In exchange for the fees provided by Explore Envision Charter School, Explore Schools will provide support in the areas laid out in the charter below:

TALENT MANAGEMENT	TIMELINE
Revision and refinement of staff evaluation templates	Ongoing/As Needed
Design and implementation of a staff recruitment plan including the placement of ads, attendance at career fairs, letter-writing campaigns, open houses	Designed by end of Term 2; implemented in Terms 3-5
Revision of the staff application and application review criteria	Staff application and rubric revised by Day 1, Term 3
Refinement of the staff selection process, including recruitment and selection goals	Staff selection process outlined by end of Term 2; goals completed by Term 1
Conduct initial phone interviews to recommend candidates to the school leaders	Ongoing/as needed
Develop a leadership succession plan, in conjunction with the Board of Trustees	As needed, per leadership vacancies
Create and execute a leadership recruitment and selection strategy that includes grooming of internal candidates, tapping into established leadership networks and the placement of ads. Strategy will be network-wide, as well as school-specific, depending upon need	Ongoing
Revise and refine the leadership selection process with the outcome of recommending primary school leader candidates to the Board of Trustees.	Ongoing
Facilitate components of the secondary leader selection process, in collaboration with the School Principal, to queue up qualified candidates for the Principal's final selection.	Ongoing
Revision and refinement of leadership evaluation templates	Ongoing

Leadership coaching for primary school leaders on a regular basis; organization and facilitation of two leadership retreats throughout the school year Support and supervision of school principal	Leadership meetings every other month; leadership retreats in August and February Weekly 1:1 meetings and twice yearly evaluation (Mid-Year in February; Operating Values in August)

STRATEGIC PLANNING AROUND ESI'S CORE VALUES	TIMELINE
Facilitate the creation of a yearly priority plan based on input from the Board of Trustees and the Principal, and provide for approval by Board of Trustees	1st Draft reviewed at August leadership retreat; final draft completed by end of Term 1
Network-wide staff engagement and development through two primary events: pre-service day and mid-year network day.	August and February
Refinement and revision of observation tools to assess academic rigor, student investment, student safety	Focus on Walk-Through Document, Completed by end of Term 1
Distribution, collection and analysis of mid-year staff satisfaction survey	Administered in February, with a turnaround time within one month
School quality review: hire independent education expert and facilitate school quality review; facilitate cross-school review of project's findings	End of term 3
Support the school to administer the Terra Nova standardized test	Completed by the end of Term 5
Facilitate network-wide discussion to refine and revise the academic frameworks	Developed in conjunction with school principals
Coordinate cross-network opportunities to analyze student achievement and provide professional development	All sessions completed by the end of Term 2
Coordinate, deliver and evaluate 3 "New To Explore" sessions for instructional employees new to the network	Ongoing

Provide the school leader with tools and technical assistance to maintain a school environment and school culture characterized by high academic expectations and a safe, orderly and nurturing environment (e.g.,formats to review attendance and suspension data)	Ongoing

GOVERNANCE SUPPORT	TIMELINE
Facilitate the preparation and distribution of Board meeting materials	Prior to each Board meeting
Assist, provide guidance and facilitate board development and committee development	As needed, per the Board of Trustees' goals
Support Board recruitment through the facilitation of school visits for Board candidates	As needed, per the Board of Trustees' goals
Facilitation of Board retreats to build capacity	Yearly, based on Board goals
Point of contact for parents and other stake holders to investigate complaints, including student discipline	Ongoing

FINANCE SUPPORT	TIMELINE
Prepare an annual budget, in conjunction with the School Principal, for Board approval	Per board meeting calendar
Provide technical assistance with the preparation and distribution of quarterly budget to actual reports	To be shared within the month following quarter end
Facilitate finance committee meetings to review the quarterly financial reports	Per board meeting calendar
Provide tools and technical assistance to school-based personnel to provide budget-to-actual figures to key members of the school-based leadership team	Process to be launched in Term 1
Serve as point person for the school to work with the auditors to prepare for the annual financial	Summer/Fall 2012= support for the 11-12 Audit

audit Conduct periodic internal audits to confirm school-based staff is following the procedures outlined in the Finance Manual	

HUMAN RESOURCES SUPPORT	TIMELINE
Revise the employee handbook template and review with employees	Completed prior to pre-service
Provide technical assistance for staff discipline issues, including termination	As needed
Provide support to create staff handbook addenda, specific to the school	As needed, per school leadership
Provide technical assistance to site-based leadership and staff with payroll	Ongoing, per each pay period
Recommend an employee benefit plan, for approval by the Board of Trustees and school leaders	June - per procurement policy
Recommend a salary scale, for approval by the Board of Trustees and school leaders	Completed prior to final passage of the budget as needed, per counsel
Ongoing revision of the hire letter	As needed by school leadership, based on employee needs
Provide technical assistance in the area of benefits administration to school-based leadership	As needed by school leadership
Provide technical assistance and expertise in the collection, filing, maintenance, and upkeep of personnel information	As needed
Point person with counsel to ensure personnel issues are handled in compliance with the law	As needed
Provide technical assistance to support the tracking of time and leave time	As needed
Provide technical assistance with compliance requirements of teacher certification and fingerprinting of all staff members	As needed

STUDENT ENROLLMENT AND INFORMATION	TIMELINE
Prepare a student-parent handbook template Provide support and technical assistance to comply with the law and procedures regarding student suspension & expulsion(e.g. tools to communicate with Trustees), student enrollment (tools to track initial and ongoing enrollment) and student immunization Provide the school with technical assistance to maintain, collect, store and transfer student records in compliance with city and state data collection mandates Draft and recommend a yearly calendar, aligned to Explore Schools' extended year model, for approval by the school leader Ongoing refinement of the network's marketing materials; school-specific marketing materials are revised by school-based staff	As needed As needed Complete by end of Term 5 As needed

REPORTING REQUIREMENTS	TIMELINE
Facilitate the completion of annual report, annual site visit preparation, charter material changes Assist the school in meeting the goals set forth in school's charter contract and any additional guidelines set forth by the school and the Board of Trustees	For school leader approval, prior to federal and state deadlines As needed

OTHER OPERATIONS SUPPORT	TIMELINE
Recommend liability, etc, insurance coverage and policies to the schools. Liase with insurance broker. Technical assistance to school-based staff on insurance policy issues Manage the completion of the Charter renewal application in conjunction with school-based staff	Coverage recommendations in June. Technical assistance ongoing. Per deadlines provided by NYC DOE and NYS Regents

ADVOCACY, POLICY, AND EXTERNAL RELATIONS SUPPORT	TIMELINE
Maintain communication with the NYCDOE regarding long-term space	Per deadlines provided by NYC DOE and NYS Regents
Plan and execute an external fundraising event	Facilitate future site planning meeting with Office of Portfolio Development by completion of Term 2
Send an annual newsletter and update to market the school's achievements	Term 4 or Term 5
Maintain network website, including updates as relevant to school's individual pages	Completed no later than end of Term 3
Advocate for Explore at the city, state, and national level with funders, policymakers, elected officials, and NYCDOE decision-makers	ongoing

Role of Explore Schools in Envision Charter School Board Selection:

Initial board members have been recruited by the lead applicant through resources such as the Robin Hood Foundation's board initiative and Board Source, as well as through networking and advertising the positions through professional connections. All founding board members went through a screening process that included:

- Resume and background screen
- Interview with lead applicant
- Visit to Explore Schools network school
- Final meeting to confirm mission alignment, time commitment, etc

In the future, the current board members will play a strong role in recruiting and screening potential board members for Explore Envision.

Explore Envision Charter School's Board of Trustees will also benefit from the support/expertise of Explore Schools. The organization will provide support to the board through training at the outset and over time, and at scheduled board meetings. The most important criteria for a board member is mission alignment and commitment to the school, followed by possession of the specific skills and experiences that the school requires.

The services outlined above will be provided by Explore Schools' team of experienced staff. The team includes:

- ***Morty Ballen—Explore Schools' CEO***

Morty Ballen is an educator and social entrepreneur committed to closing the achievement gap. After teaching in underserved communities in Louisiana, New York, and South Africa, Morty returned to New York where he received his Masters Degree in Educational Administration from Columbia University. In 2002, he founded Explore Charter School and seeing first-hand the demand for better schools and the powerful impact that strong schools have on student achievement, Morty launched Explore Schools.

The CEO's role at Explore Schools is to drive the growth of the network, while maintaining the overall quality of the CMO and network schools. The CEO focuses on fundraising, CMO board development, political, media and community affairs and oversight of central office and network school quality.

- ***Catherine Barufaldi—Explore Schools' Managing Director of Talent***

Catherine Barufaldi has been with Explore Schools for over three years, first at Explore Charter School and now in her current role with Explore Schools, where she is responsible for the quality of Explore Schools' greatest asset: people. Prior to joining Explore, Ms. Barufaldi was the Assistant Division Director at the Children's Aid Society where she oversaw dozens of children's programs across multiple sites. She began her career in education as a middle school reading teacher in Houston and holds a Masters of Public Administration from New York University.

The Managing Director of Talent's role at Explore Schools is to ensure that the most qualified CMO and school level staff are identified, hired and retained. The talent team focuses on marketing and advertising, staff selection and retention and maintaining competitiveness through innovative human resource policies.

- ***Lizz Pawlson—Explore Schools' COO***

Lizz Pawlson has worked with Explore Schools since 2008. Prior to joining Explore Schools, she served as the Director of New Site Development and Interim Director of Recruitment for the KIPP Foundation. She has worked in public relations and communications for The Democratic National Committee and Harper Collins Publishers. She holds a BA from The George Washington University and an MBA from the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill.

The COO's role at Explore Schools is to oversee the talent and operations teams and drive the CMO's growth and fundraising in a manner that is strategically aligned to organizational goals. The COO focuses on new school start-up, operations, talent/recruitment, individual donor, corporate and foundation cultivation, grant writing, strategic planning, and external relations with media, funders and other key stakeholders.

- ***Ian Netwon—Explore Schools’ Managing Director of Operations***

Ian Newton recently joined Explore Schools as Managing Director of Operations. Prior to joining Explore Schools, Ian served as CFO of a community-based not-for-profit in Boston, and Director of Procurement with the Boston Public Health Commission. Ian holds a BA and MA from Clark University, and an MBA in nonprofit management from Boston University.

The Managing Director of Operation’s role at Explore Schools is to drive operational success at the school and CMO level. The operations team focuses on supporting operational, technological and financial excellence at the school and CMO level and for managing board-level relations.

- ***Kinnari Patel—Explore Schools’ Managing Director of Program***

Kinnari Patel has been with Explore Charter School since 2004, serving as an Academic Director and from 2007 to 2010 as the school's Principal. She graduated from Salisbury State University in Maryland and earned her principalship through New Leaders for New Schools. Prior to joining Explore Schools, she taught for six years and led an after-school mentoring program.

The Managing Director of Program’s role at Explore Schools is to support academic excellence for new-start and turnaround network schools. The program team focuses on school leader coaching, academic model implementation and evaluation, assessments, data analysis, and turnaround resident development.

More information can be found in the Business Plan.

Management Organization Selection Process

Describe the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization.

Note: Management organizations must submit a Business Plan in accordance with the requirements set forth in Appendix A and submit it under separate cover at the same time proposals are due.

The application for Explore Envision Charter School is not one where a stand-alone Board of Trustees has come together to submit an application for a stand-alone charter school. Rather, Explore Envision Charter School is being created by the founders of Explore Schools, based on the organizations' success with two other charter schools in Brooklyn, New York. The purpose of Explore Envision Charter School is to continue to meet the demand for outstanding public schools in Brooklyn, and the school will be closely modeled after Explore Charter School and Explore Empower Charter School, the two schools that have been founded by the lead applicant, and CEO of Explore Schools, Morty Ballen.

The goal of Explore Schools is to create a support organization and a school model that could be replicated repeatedly throughout New York, to meet the demand for high-quality public schools in the city. As mentioned in attachment 6, there are currently 40,000 students on the waiting lists of charter schools throughout New York, and close to 2,000 families on the waiting list of Explore Schools' current schools. Explore Envision Charter School will be established in conjunction with Explore Schools to better meet the needs of educationally under-served communities in Brooklyn.

Explore Schools' model for academic success will be replicated by Explore Envision Charter School. All Explore Schools share the same basic characteristics:

- Longer school day and year
- Small grade level and school size
- Instructional approach that balances skill-based instruction with critical thinking
- School leaders recruited and trained by Explore Schools
- Robust staffing model that includes academic directors, academic deans, learning specialists and counselors to support students and teachers
- Cycle of continuous improvement based on standard assessments, use of data and strategic planning
- School culture that promotes safety through clear behavioral expectations and a love of learning through a robust program of extra-curricular activities for all students
- Engagement of families and the community where the school is located through on-going outreach and opportunities for interaction

The founding Board of Trustees of Explore Envision Charter School is committed to working with Explore Schools based on their track record of success with the other schools within their charter network, the alignment of values between the three organizations, and the organizational sustainability demonstrated by Explore Schools' financial and organizational human resource capacity. Explore Schools serve schools where the student population is primarily minority and low-income. This demographic aligns with the student population that we seek to serve at Explore Envision Charter School. Additionally, Explore Schools has a compelling track record for ensuring students achievement. The chart below shows the 8th grade performance on state exams in 2011 of students in district 17, where Explore Charter School is located, as well as students in district 18 where Explore Envision Charter School may be located:

8 th Grade	Explore	CSD 17	CSD 18
ELA	46%	27%	29%
MATH	64%	42%	44%

Additionally, in their first year of taking standardized tests, students at Empower Charter School outperformed their peers in the district and the city in ELA and math, demonstrating the success of the Explore Schools model.

3 rd Grade	Empower	CSD 17	CSD 18
ELA	56%	43 %	42%
MATH	61%	49%	47%

Explore Schools understands that the Board of Trustees of the school is an entity independent from the Explore Schools organization and is clear that Explore Envision Charter School's Board will have ultimate authority as the recipient of the charter and party responsible for the educational and fiscal operations of the school. Further, the initial board has been developed in accordance with the SUNY requirement that limits non-profit management team members' participation in the school's Board of Trustees. All of the trustees understand and are deeply committed to their responsibility for the educational and fiscal soundness of the school. They understand it is their responsibility to ensure that Explore Schools lives up to its commitments and that the school achieves academically and operationally at the high levels of performance of the other schools within the Explore Schools network. They understand that their ultimate responsibility is to the students enrolled in the school and not to Explore Schools.

Governance

School Board Roles and Responsibilities

Describe the roles and responsibilities of the school's board of trustees. This response should explain the role of the board in:

- **Selecting school leader(s) (and partner or management organizations, if any);**
 - **Monitoring school performance;**
 - **Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.**
-

The founding Board of Trustees of Explore Envision Charter School is an essential force in driving the development of the school in conjunction with support provided by Explore Schools. The Board will provide the governance function, which encompasses legal responsibilities, general oversight, planning, policy-making and fiduciary obligations. The Board of Trustees will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with the New York State Charter Schools Act of 1998, Article 56 of the New York State Education Law, and all other applicable state and federal laws and regulations.

The Board shall be notified of progress in the areas of academics, finance and parental involvement via monthly meetings and through updates provided by Explore Schools. The board will be provided with the following specific information throughout the course of the year by the Principal and Explore Schools in order to hold the school's leadership and Explore Schools accountable for school quality and sustainability:

- Quarterly and annual financial data
- Annual financial audit
- NYS, Achievement Network and Terra Nova test data
- Parent, student and staff satisfaction surveys
- Annual third-party evaluator school quality reviews

In general, the Board of Trustees of Explore Envision Charter School is responsible for overseeing the mission and purpose of the organization. Board member duties include participation in strategic planning and policy decisions, securing the financing required to enact identified priorities and monitoring their execution. Members must be willing to attend the requisite meetings, follow through on commitments, and participate fully in the decision-making process. The Board of Trustees also presents the organization's image to the community and solicits its support in achieving Explore Envision Charter School's goals. The following are the Board's general responsibilities:

Fiscal

- Review revenues and expenses on a regular basis to ensure the mission of the organization is being upheld.
- Strengthen Explore Envision Charter Schools' financial base by participating in and contributing to the organization's fundraising efforts.
- Participate in strategic planning and the setting of long-term goals.

Mediation

- Hear and render decisions on issues brought to the Board's attention.
- Participate in disputes that are brought to the Board's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension.
- Handle complaints submitted to the Board in a timely manner per the complaints process detailed in this Explore Envision Charter School charter application.

Legal

- Act on behalf of the organization and its interests, putting aside personal concerns, affiliations, or constituencies.
- Set procedures and policies to ensure that the organization is in compliance with applicable law.
- Review and determine approval of contract between school and Explore Schools based on review of annual performance against contract

Ambassadorship

- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.
- Promote Explore Envision Charter School's mission, generating good will for the organization, and encouraging support for the efforts of staff and volunteers.
- Make introductions to new communities, corporate sponsors, foundations, and helpful individuals.

Staff

- Select the Principal from recommendations provided by Explore Schools' recruitment team
- Review the Principal's performance annually.
- Be willing to use individual expertise to assist in staff organization and development.

Attendance and Contribution at Meetings

- Attend monthly meetings and participate in Committees as appropriate.

School Board Design

Describe and provide the rationale for the proposed design of the school's board of trustees.

This response should address:

- **Number of trustees;**
 - **Qualifications to be a trustee;**
 - **Trustee recruitment and selection process and criteria;**
 - **New trustee orientation process;**
 - **Officer positions;**
 - **Standing committees (if any);**
 - **Ex-officio members (voting and non-voting);**
 - **Frequency of board and committee meetings;**
 - **Information to be received from the CMO, school leadership, staff or contractors as applicable;**
 - **Delegation of authority;**
 - **Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes;**
 - **Procedures for handling complaints, including from staff and parents;**
 - **Board training and development.**
-

Number

The number of Trustees of the Corporation shall be not less than 5 and not more than 16. The Board shall fix the exact number of Trustees, within these limits by Board resolution or amendment of the Bylaws.

Qualifications

Individuals are invited to join the Board of Trustees based on their expertise and/or experience in one or more of the following areas:

- Principalship in a private, public, or parochial school and/or Principalship in a school serving students in low-income neighborhoods
- Community outreach/Community engagement
- Finance
- Philanthropy/fund-raising
- Law
- Teaching at the elementary or middle school level
- Organizational strategy and management
- Marketing/Publicity/Public relations

Though not all of the experiences/expertise will be filled by the initial founding board listed in the application, Explore Envision Charter School's founders will work to augment the board's expertise with new members over time. In addition to the individuals identified in this application, Explore Envision Charter School's Board of Trustees will include a "ex officio" positions for up to two members of the Charter Management organization, and a parent of a student attending the school. There will be three non-voting "ex-officio" positions including that of Principal, a Teacher

Representative, and the President of the PTO. As a governing body, Explore Envision Charter School's Board of Trustees will be characterized by individuals who, collectively, use their wide range of perspectives to effectively govern the school.

Recruitment/Selection

Initial board members have been recruited by the lead applicant through resources such as the Robin Hood Foundation's board initiative and Board Source, as well as through networking and advertising the positions through professional connections. All founding board members went through a screening process that included:

- Resume and background screen
- Interview with lead applicant
- Visit to Explore Schools network school
- Final meeting to confirm mission alignment, time commitment, etc

In the future, the current board members will play a strong role in recruiting and screening potential board members for Explore Envision. In terms of selecting Board members, except for the Trustees who are members of Explore Schools, Inc., Trustees shall be elected by the vote of a majority of the Trustees then in office, whether or not the number of Trustees is sufficient to constitute a quorum, or by the sole remaining Trustee.

Trustee Orientation and On-Going Training

All new trustees will receive on-boarding materials and a weekend-long board training that will be developed with the support of Explore Schools. As an organization that supports the boards of its three network schools, Explore Schools is well-positioned and qualified to provide this type of training. Explore Schools also contracts with outside service providers to prepare board members to read and understand financial statements, assessment data and other technical information for which board oversight is expected.

After orientation, board members receive trainings and professional development throughout the year at board meetings, and annually at a weekend retreat. Again, Explore Schools provides support for this area of board development.

Officer Positions

The Board of Trustees will be led by a Chair, Treasurer and Secretary. The responsibilities of the Board's Chair are as follows:

General:

- Work with the Principal and the Board to establish the guiding principles, policies, and mission for the organization — for example, by initiating a regular review of the organization's strategic plan and mission to keep them fresh and relevant, and by establishing metrics to measure success.
- Ensure the effective action of the Board in governing and supporting the organization.
- Work with the Principal to develop the agendas for board meetings and lead the meetings. During meetings, the chair ensures the agenda is closely followed, every Board

member has the opportunity to participate in discussions, and the Board uses proper decision-making procedures.

Committees:

- Serve as an ad hoc member of all board committees and work to structure a committee system that contributes to the board's overall effectiveness.
- Ensure each committee has a chair and stay in touch with them to ensure that their work is carried out.
- Identify committee recommendations that should be presented to the full Board.
- Determines whether executive committee meetings are necessary and convenes the committee accordingly.

Fundraising:

- Guide the work of the Board to secure funds for the organization by overseeing the development of fundraising policies, encouraging and supporting the fundraising efforts of the development committee and individual board members, soliciting contributions from board members and selected outside contributors, and setting an example by contributing his or her own funds to the organization.

Finances:

- Work with the Principal and Explore Schools to oversee the budget of the organization and assumes ultimate responsibility for the integrity of its finances.

Development/Evaluation:

- Convene board discussions on evaluating the Principal and negotiating compensation and benefits package; convey information to the Principal.
- Oversee efforts to build and maintain a strong board by setting goals and expectations for the Board, cultivating leadership among individual board members, and working with the nominating committee to make board development a priority.
- Work with the nominating committee to identify and recruit new board members who bring important skills and knowledge to the board.

Community Relations/Media:

- Speak for the board in the event of a controversy or crisis; and works to promote the work of the organization in conversations, speeches, interviews, and other day-to-day activities

The responsibilities of the Secretary and Treasurer are as follows:

Secretary The Secretary shall (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if

special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be given notice of the Board and Board Committee meetings as required by the Bylaws; and (c) have such other powers and perform such other duties as the Board may prescribe.

Treasurer: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of accounts available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Director and the Board, at least once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

Standing Committees

The Board may, by resolution passed by a majority of the Board of Trustees, designate an Audit and Finance Committee, Program Committee, Discipline Committee, Principal Evaluation and Compensation Committee, Contract Committee, and Grievance Committee. Standing Committees will consist of not less than three Trustees, who shall serve at the pleasure of the Board. Between Board meetings, the Trustees meet in their respective Committees. At the Board meetings, Committee members bring proposals to the Board of Trustees for discussion and deliberation.

The board may delegate to a Standing Committee any of the authority of the Board, including, but not limited to: *Financial authority*, *Discipline authority* to consider recommendations by school employees for a student suspension of more than five days or a student expulsion and *Fundraising authority*, provided that a Standing Committee may not exercise authority with respect to the election of Trustees, filling vacancies on the Board or any Board Committee which has the authority of the Board, the fixing of Trustee compensation for serving on the Board or any other Board Committee, the amendment or repeal of Bylaws or the adoption of new Bylaws, the appointment of other Committees of the Board, or the members of the committees; and the amendment or repeal of any Board resolution which by its terms is not amendable or repealable by a committee

Special Committees shall have only the powers specifically delegated to them by the Board.

Ex-officio members (voting and non-voting)

The Board of Trustees has up to three voting ex officio positions - a parent of a student attending Explore Envision, and up to two members of Explore Schools, Inc. leadership team, provided that none of these "ex officio" positions can hold office of Chair or Treasurer, and that termination of the relationship (child's enrollment in school or management services contract) shall constitute cause for removal of such person(s) from the School Board. Finally, the Board of Trustees will have three non-voting, ex-officio position – the president of the Envision Parent Teacher Organization, which shall serve up to three annual terms; a current employee to represent the interests of teachers and staff, which shall serve up to three annual terms; and the school Principal.

Frequency of board and committee meetings

The Board shall meet at least ten times a year during the academic year at an agreed upon time and place. All meetings will be held in accordance with Article 7 of the Public Officer's Law (Open Meetings Law).

Delegation of authority

The Board will delegate authority and decision making responsibility for day-to-day operations of the school to the school Principal. These day-to-day responsibilities would include: hiring and firing school staff, implementing the school's curriculum, and approving the school's annual budget (subject to Board approval).

The school site Boards delegate the oversight of the principals to Explore Schools Program Team, and the oversight of school operations to Explore Schools' Operations team. In turn, the schools' Boards of Trustees hold Explore Schools accountable for providing network schools with the support needed to sustain their success.

Open Meetings/Minutes

Every Explore Envision Charter School Charter School Board of Trustees meeting and committee meetings will be open to the general public with the exception of executive sessions. The school's Open Meetings Law policy is as follows:

Public Notice

1. A calendar of all board meeting dates will be posted at the school at all times.
2. The school will provide public notice of the date, time and place of any board meeting that is scheduled at least one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
3. The school will provide notice of the date, time and place of any board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and shall conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
4. Copies of both types of notices will be kept with the required minutes of school's Board of Trustees meeting.

Executive Sessions

Under certain limited circumstances, and as allowed by law, the Board of Trustees will conduct closed, executive sessions. Executive sessions will not occur in isolation from, or instead of, an open meeting. Before an Executive session is convened, the Board of Trustees will first meet in open session, make a motion to go to executive session, identify the general reason for doing so, and the motion must be carried by a majority vote of the total membership of the Board of Trustees. Executive sessions will be called for the following subjects only and shall never be called to appropriate public funds:

1. Matters which will imperil the public safety if disclosed;
2. Any matter which may disclose the identity of a law enforcement agent or informer;

3. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
4. Discussions regarding proposed, pending or current litigation;
5. Collective negotiations (as applicable);
6. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
7. The preparation, grading or administration of examinations; and
8. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Minutes of Meetings

1. Per the Open Meetings Law, meeting minutes of both regular meetings and executive sessions will be compiled and made available to the public. Regular session meeting minutes will be available within 2 weeks of a meeting, and executive session minutes will be available within 10 days of a meeting.
2. The Secretary of the Board of Trustees will take minutes at all open and executive sessions. All minutes will contain the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each board member voted in every instance in which a vote is taken.
3. Meetings of committees meetings where members exercise independent action and judgment will also be noticed and minutes will be kept in the same manner as the school's regular Board of Trustee meetings.

Procedures for handling complaints, including from staff and parents;

A Grievance Committee, composed of Board members, parent representatives, and other such members as necessary to conduct investigation, exists to address complaints brought against the school by an individual or an organization. If members of the Grievance Committee are the subject of the complaint, they will remove themselves, and a different board member will be appointed to the Committee by the Chair for the purposes of hearing that particular complaint.

The process for a parent or guardian to bring a concern to the Board's Grievance Committee is as follows:

- The parent or guardian brings their concern to the Principal.
- If they are not satisfied with the response, then they bring their concern to Explore Schools, Inc.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least two Board members, a parent representative serving on the Board, and other such members as necessary to conduct an investigation.

The process for an employee to bring a concern to the Grievance Committee is as follows:

- The employee brings their concern to the Principal.
- If they are not satisfied with the response, then they bring their concern to Explore Schools, Inc.

- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least two Board members and other such members as necessary to conduct an investigation.

The process for an individual or organization, who is neither a parent or guardian, nor an employee, is as follows:

- The individual or organization brings their concern to the Principal.
- If they are not satisfied with the response, then they bring their concern to Explore Schools, Inc.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least two Board members and other such members as necessary to conduct an investigation.

All individuals who initiate complaints will be provided with adequate notification of their right to appeal to the State University Trustees (through the Charter Schools Institute) if they are not satisfied with the handling of their grievance by the school's board of trustees, and, if still unsatisfied, thereafter to the Board of Regents. The school's policy will be available upon request and further Explore Envision Charter School will furnish individuals with the latest version of the Institute's complaint procedures together with the school board's written decision regarding the complaint.

Proposed Founding Board of Trustees

Complete the following table for all members of the proposed founding school board, including any currently vacant seats.

A minimum of five members must be identified when the proposal is submitted. (In circumstances where persons affiliated with a CMO will serve on the school board, more than five trustees must be identified when the proposal is submitted. Please see the Guidance Handbook for more details.)

Please note that paid employees of the school may generally not serve as voting members of the board or count toward a quorum when considering attendance, including administrators and teachers, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Explain the capacity of the founding board to govern the proposed school and ensure that its mission is met including the relevant skill sets and experiences of the proposed board members.

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Kyle Westaway	☒	☐	Not yet determined	One year
James JR Randall	☒	☐	Not yet determined	Two years
James McNamara	☒	☐	Not yet determined	Three years
Romy Horn	☒	☐	Not yet determined	One year
Lizz Pawlson	☒	☐	Not yet determined	One year
Graeme Dayken	☒	☐	Not yet determined	One year
Parent seat--vacant	☐	☐	Not yet determined	Two years
Community leader--vacant	☐	☐	Not yet determined	Two years

The most important qualification required of members of Explore Envision Charter School's Board of Trustees is a demonstrated commitment to the overall mission of the school. The composition of Explore Envision Charter School's founding Board of Trustees intentionally pulls together a diverse group of individuals with varied skill sets, experiences and expertise that will provide the school with strong leadership. The currently selected founding members have the following key skills and experiences:

- Jay McNamara: finance, charter school board experience, governance
- Romy Horn: charter school board experience, governance, legal
- Kyle Westaway: legal, non-profit management, organizational strategy
- James JR Randall: marketing, technology
- Lizz Pawlson: fundraising, charter school growth strategy, governance, Explore Schools experience
- Graeme Dayken: finance, budget, organizational strategy

Working in concert with Explore Schools, the board's current skill set covers much of what is required for the successful founding and operation of Explore Envision Charter School. Envision's founding board will also seek to add additional board members who can assist the school's development in the areas of parental engagement (a parent will be added to the board), community outreach (a local community leader will be added to the board) and education experience (an educator will be added to the board).

Full resumes and additional Board member information can be found in Response 15(g) under Board resumes and Request for Information.

By-laws

Article I **Name**

The name of the Corporation is Envision Charter School (hereinafter the "Corporation" or the "School").

Article II **Membership**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Trustees of the Corporation (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval by a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

Article III **Board of Trustees**

- A. **Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise all such powers as may be exercised by the Corporation, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of its activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have the powers enumerated in these Bylaws and the following specific powers.

1. To elect and remove Trustees;
2. To select and remove officers, agents and employees of the Corporation or to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes or promoting the interests of the Corporation;
5. To act as trustee under any trust incidental to the Corporation's purposes and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
6. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
8. To lend money received only from private sources and accept conditional or unconditional promissory notes, whether interest or non-interest bearing, or secured or unsecured; and

9. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.
- B. Number of Trustees: The number of Trustees of the Corporation shall be not less than 5 and not more than 16. The Board shall fix the exact number of Trustees, within these limits by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Trustees is fixed at 8.
- C. Election of Trustees:
 1. Election. Except for the Trustees who are members of Explore Schools, Inc., Trustees shall be elected by the vote of a majority of the Trustees then in office, whether or not the number of Trustees is sufficient to constitute a quorum, or by the sole remaining Trustee. Explore Schools, Inc. shall hold no more than two seats on the board, or have immediate family members so affiliated, and one such trustee's affiliation is limited to serving as director of such entity provided that:
 - (A) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the School Board, and upon such termination such person(s) may be removed from the School Board by vote of the School Board provided there is a quorum of at least a majority of the entire School Board present at the meeting; and
 - (B) such person(s) shall not hold the offices of chair or treasurer of the School Board; and
 - (C) when the School Board has proper grounds to go into executive session pursuant to the Open Meetings Law, and the School Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the School Board may, after such person(s) has had an opportunity to fully address the School Board, continue such executive session outside of the presence of such person(s); and
 - (D) the number of trustees on the School Board shall not be less than seven (7) where two (2) trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) trustee is affiliated with the not-for-profit entity.

There shall be a Trustee who represents the interest of the parents within the school (the "Parent Trustee"), who may hold office for a single 3-year term. The renewal of the Parent Trustee's position on the Board shall be determined by vote of the School Board provided there is a quorum of at least a majority of the entire School Board present at the meeting.

There shall be a staff member who will represent the interests of the teachers and other school-based staff (the "Teacher Representative") who may hold office for up to three annual terms. The Teacher Representative will be a non-voting member and her presence will not affect quorum.

The Principal will represent the interests of the school administration. The Principal will not be a voting member for purposes of quorum.

The President of the Explore Parent Teacher Organization (the “PTO President”) will be the community representative and shall serve in an ex-officio manner, and will not be a voting member of the board. The PTO President may serve for a one-year term, up to three years.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
3. Interested Persons. No persons serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. Term of Office
 - a. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
 - b. The terms of office of the Trustees, except for the term of the Parent Trustee and terms of the Explore Schools, Inc. Trustees, and all other ex-officio members, shall be initially classified as follows: the first class shall expire at the next annual meeting of the Trustees, the second class at the second annual meeting of the Trustees and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, renewable for up to three terms. Notwithstanding the foregoing, the term of the Parent Trustee shall be one (1) year, and the term of the Explore School’s, Inc. Trustees will coincide with the length of the management services contract.
 - c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee’s election, and continues (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from an increase in the number of Trustees authorized.
 - d. A Trustee’s term of office shall not be shortened by any reduction in the number of Trustees resulting from the amendment of the Corporation’s Charter or the Bylaws or other Board action.
 - e. A Trustee’s term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Corporation’s Charter or the Bylaws or other Board action.
5. Time of elections. The Board shall elect Trustees whose terms begin on July 1 of any given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

- D. Trustee ceases to be a Trustee. A Trustee ceases to be a Trustee if his or her term of office expires or if he or she:
1. dies;
 2. refuses to act;
 3. fails to attend three consecutive Board meetings without excuse accepted as satisfactory by the Board;
 4. resigns as per Section E of this Article;
 5. in the case of the Parent Trustee, no longer has a child enrolled at the School;
 6. in the case of the Explore Schools, Inc. Trustees, the management services contract is cancelled;
 7. has served as Trustee for the last three consecutive years.
- E. Resignation by a Trustee. A Trustee may resign by giving written notice to the Chairperson of the Board of Trustees (the "Chairperson") or the Secretary. The resignation is effective upon receipt of such notice, or at a later date specified in the notice. The acceptance of a resignation by the Chairperson or the Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
- F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
- G. Compensation of Trustees. Trustees shall serve without compensation. However the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

Article IV **Principal Office**

The Corporation's temporary principal office shall be at Explore Envision, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

Article V **Meetings**

- A. Places of Meetings. Board Meetings shall be held at the school facility.
- B. Board Meeting by Videoconferencing. Trustees may participate in a Board meeting through use of videoconferencing to the extent permitted by Article 7 of the Public Officer's Law (Open Meetings Law). Participation in a meeting pursuant to this section constitutes presence in person at such a meeting. If videoconferencing is used for participation by the public in a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the location or locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

- C. Annual Meeting. The date of the regular annual meeting shall be set by the Board who shall also set the time and place.
- D. Regular Meetings. The Board shall meet monthly during the academic year at an agreed upon time and place.
- E. Special Meetings. Special Meetings of the Board of Trustees shall be held at any time upon the call of the Chair, or in the absence of the Chair, by the senior trustee, on written request of three trustees. Seniority shall be according to the order in which the trustees are named in the charter or subsequently elected.
- F. Notice. Notices of Board meetings to Board members shall be given as follows:
1. Notice of the time and place of each meeting of the Board of Trustees must be given to each trustee not less than five nor more than ten days before such meeting and in accordance with the New York Education Law and New York Public Officers Law. Notice shall be in writing and sent by regular mail, addressed to such trustee at his or her address as it appears on the records of the Corporation. Notice sent by mail shall be deemed to have been given when it is deposited in the United States mail. Notice of a meeting need not be given to a trustee who submits a signed waiver of notice before or at the meeting's commencement or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to the trustee.
 2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records and first class postage prepaid; when personally delivered in writing to the recipient; or when communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.
- G. Meetings to be Open to the Public. All meetings will be held in accordance with Article 7 of the Public Officer's Law (Open Meetings Law).
- H. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- I. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

Article VI

Action By The Board

- A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until the quorum is obtained.

C. Committees.

1. Appointment of Committees and membership. The Board may, by resolution passed by a majority of the Board of Trustees, designate a Program Committee, Contract Committee, Principal Performance and Compensation Committee, Discipline Committee, a Finance and Audit Committee, and one or more additional Standing Committees or Special Committees (the "Board Committees") by vote of the majority of Trustees. The Committees will consist of not less than three Trustees, who shall serve at the pleasure of the Board.
 - a. Contract Committee. The Contract Committee shall be comprised of the School's Chairperson, Treasurer and one other Trustee, provided that the other Trustee is not the management organization.
 - b. Audit and Finance Committee. The Audit Committee shall be comprised of the School's Treasurer and two other Trustees.
 - c. Program Committee. The Program Committee shall be comprised of a management organization Trustee, and two other Trustees.
 - d. Principal Performance and Compensation Committee. The Compensation Committee shall be comprised of the School's Chairperson a management organization Trustee, and one other Trustee.
2. Authority of Board Committees. The board may delegate to a Standing Committee any of the authority of the Board, including, but not limited to:
 - a. Financial authority
 - b. Discipline authority to consider recommendations by school employees for:
 - i. A student suspension of more than five days; or
 - ii. A student expulsion.
 - c. Fundraising authority,provided that a Standing Committee may not exercise authority with respect to
 - a. The election of Trustees;
 - b. Filling vacancies on the Board or any Board Committee which has the authority of the Board;
 - c. The fixing of Trustee compensation for serving on the Board or any other Board Committee;
 - d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
 - e. The appointment of other Committees of the Board, or the members of the committees; and

- f. The amendment or repeal of any Board resolution which by its terms is not amendable or repealable by a committee.

Special Committees shall have only the powers specifically delegated to them by the Board.

Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Board Committees are governed by the provisions of these Bylaws with respect to the calling of the meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all the duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as ordinarily prudent persons in like positions would under similar circumstances.
2. Reliance on others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more officers or employees of the Corporation whom the Trustees believe to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustees believe to be reliable and competent in the matters presented;
 - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Board Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Section D1 of this Article and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

- E. Investments. The Board shall exercise the standard of care described in Section D1 of this Article and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements, in investing and dealing with all assets held by the Corporation for investment. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

- F. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state, or local law.

G. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

1. Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.
2. In his capacity, as a Board member, the Executive Director shall withdraw from both discussions and decisions concerning the Executive Director's evaluation and salary.

Article VII **Officers**

A. Officers. The officers of the Corporation consist of a Director, a Secretary and a Treasurer. The Corporation may also have other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chairperson has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe.
2. Secretary. The Secretary shall (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be given notice of the Board and Board Committee meetings as required by the Bylaws; and (c) have such other powers and perform such other duties as the Board may prescribe.
3. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of accounts available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Director and the Board, at least once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the officers annually at the Annual Meeting or at a Regular Meeting designated for such purpose or at a Special Meeting called for such purpose, except that the officers appointed to fill vacancies shall be appointed as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that the Chairperson, the Secretary and the Treasurer may not serve concurrently as the Director.

3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.
- C. Removal and Resignation. The Board may remove or suspend from office by vote of a majority of the entire board any trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice or at a later date as specified in a notice.
- D. Standard of Care.
1. Performance of Duties. Each officer shall perform all duties of an officer, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as ordinarily prudent persons in like positions would under similar circumstances.
 2. Reliance on others. In performing the duties of an officer, an officer shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more officers or employees of the Corporation whom the officer believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants, other persons as to matters that the officer believes to be reliable and competent in the matters presented;
 - c. A Board Committee on which the officer does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the officer believes the Board Committee merits confidence and the officer acts in good faith, and with that degree of care specified in Section D1 of this Article and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Article VIII

Non-Liability of Trustees and Officers

The Trustees and officers shall not be personally liable for the Corporation's debts, liabilities or other obligations. A person who so performs his duties shall have no liability by reason of being or having been Trustee and/or officer of the Corporation.

Article IX

Indemnification

The Corporation shall indemnify any person made or threatened to be made a party to any action or proceeding by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the Corporation, or, at the request of the Corporation, served any other organization in any capacity, to the full extent and in such circumstance as is permitted under the New York State Education Law,

Not-for-Profit Corporation Law or such other applicable statute. Nothing contained in this Article IX shall affect any rights to indemnification to which corporate personnel other than Trustees and officers may be entitled by contract or otherwise by law. The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation, the Trustees and officers of the Corporation, and other persons otherwise entitled to indemnification, to the full extent and in such circumstances as is permitted under the New York State Education Law, Not-for-Profit Corporation Law or such other applicable statute. No indemnification shall be made under this Article IX if such indemnification would be inconsistent with Sections 4941 through 4945 of the Internal Revenue Code of 1986, as amended, a provision of the Corporation's Charter or these By-Laws, a resolution of the Board or other proper corporate action, in effect at the time of the accrual of the alleged cause of action asserted in the threatened or pending action or proceeding, which prohibits or otherwise limits such indemnification.

Article X **Other Provisions**

- A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.
- B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.
- C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts promissory notes, orders for the payment of money and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.
- D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.
- E. Conflict of Interest. Any Trustee, officer, key employee, or Board Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Board Committee prior to its acting on such contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the

discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular and annual statements from the Trustees, officers and key employees to disclose existing and potential conflicts of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

Article XI **Amendment**

A majority of the Trustees may adopt, amend or repeal these Bylaws upon the approval of the SUNY Board of Trustees or their designee.

Code of Ethics

Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the General Municipal Law.

Explore Schools Code of Ethics FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees of Explore Schools Inc. recognizes that sound, ethical standards of conduct serve to increase the effectiveness of board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees. Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee of Explore Schools Inc shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee of Explore Schools Inc shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* An officer or employee of Explore Schools Inc shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee:* An officer or employee of Explore Schools Inc shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school

with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees of Explore Schools Inc and any officer or employee of Explore Schools Inc, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.
6. *Investments in conflict with official duties:* An officer or employee of Explore Schools Inc shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee of Explore Schools Inc shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee of Explore Schools Inc shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics - The CEO or Managing Director of Operations shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties - In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Conflict of Interest Policy

RESOLUTION ADOPTED BY EXPLORE CHARTER SCHOOL

The undersigned, _____, Chair of the Board of Trustees of Explore Schools Inc, a New York nonprofit corporation, does hereby certify that the following resolution was duly adopted by the Board of Trustees of Explore Schools Inc on _____, and such resolution has not been amended or rescinded and is now in full force and effect:

“RESOLVED THAT the following statement shall be, and hereby is, established as the policy of Explore Schools Inc. regarding conflicts of interest among, and contracts between, Explore and its officers and directors:

Explore Schools
POLICY ON CONFLICTS OF INTEREST

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with Explore Schools Inc, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Exceptions to Law

The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

- d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- f) A contract with a membership corporation or other voluntary non-profit corporation or association;
- g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;
- i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
- j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
- m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- n) A contract in which a school officer or employee has an interest if the total consideration payable there under, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
- o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

In addition, the law clearly states that a trustee, officer or employee may not:

- a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
- d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Penalties

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this ____ day of _____.

By:
Member of the Board of Trustees of Explore Schools Inc

Complaint Policy

A Grievance Committee, composed of Board members, parent representatives, and other such members as necessary to conduct investigation, exists to address complaints brought against the school by an individual or an organization.

The process for a parent or guardian to bring a concern to the Grievance Committee is as follows:

- The parent or guardian brings their concern to the Principal in either writing or orally.
- If they are not satisfied with the response, then they bring their concern to the Managing Director of Operations at Explore Schools, Inc. in writing or orally.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board Chair of the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least three Board members, a parent representative serving on the Board, and other such members as necessary to conduct an investigation.

The process for an employee to bring a concern to the Grievance Committee is as follows:

- The employee brings their concern to the Principal in writing or orally.
- If they are not satisfied with the response, then they bring their concern to Managing Director of Explore Schools, Inc. in writing or orally.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least three Board members and other such members as necessary to conduct an investigation.

The process for an individual or organization, who is neither a parent or guardian, nor an employee, to bring a concern to the Grievance Committee is as follows:

- The individual or organization brings their concern to the Principal in writing or orally.
- If they are not satisfied with the response, then they bring their concern to the Managing Director of Operations at Explore Schools, Inc. in writing or orally.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least three Board members and other such members as necessary to conduct an investigation.

While we have developed a trifurcated complaint process, the policy for any complaint that alleges a violation of the law or school's charter will go directly to the Board Chair in writing to then be considered with all due speed by the board as a whole.

Appeals of decisions made by the Board of Trustees may be made first to the State University of New York Charter Schools Institute whose contact information is listed below:

**Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277 (phone) / 518/427-6510 (fax)**

Then appeals may be to the Office of New Schools of the New York City Department of Education, and then to the New York State Education Department.

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

1. Name of charter school: Envision Charter School
2. Trustee's name (print): Elizabeth Pawson
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): member
4. Home address: [REDACTED] NY, NY 10265
5. Business Address: 20 Jay Street ste 504 Brooklyn NY 11201
6. Daytime phone: 240-426-3279
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do ~~not~~ leave this space blank.</i> <u>none</u>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Explore Schools Inc. <i>Please write "None" if applicable.</i>	employee of CMO	—	Elizabeth Paulson <i>Do not leave this space blank.</i>	—

Signature

Date

2/7/12



Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	☐ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. ☐ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum. ☐ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
☐	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Explore Envision Charter School.
2. Full name: *Elizabeth A. Paulson*
Home Address: [REDACTED] *NY NY 10005*
Business Name and Address: *Explore Schools, 20 Jay St Ste 504 Brooklyn 11201*
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, *EXCELTEXCEED CHARTER SCHOOL*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. ☐ I / we do not know any such persons. ☒ Yes, *I am an employee of the CMO*

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ I / we do not anticipate conducting any such business. ☒ Yes, *I am an employee of the CMO*

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☒ Yes, *I am an employee of the CMO*

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☐ I / we have no such interest. ☒ Yes,

I am an employee of the CMO

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☒ Yes, *I am an employee of the CMO*

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are ~~conflicts~~ that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would bring the matter to the chair of the board + to the CMO.*

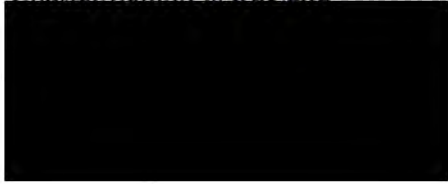
Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Elizabeth Paulson, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Envision Charter School is true and correct in every respect.



2/7/12
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

ELIZABETH A. PAWLSON

EDUCATION

**THE UNIVERSITY OF NORTH CAROLINA
KENAN-FLAGLER BUSINESS SCHOOL**

Chapel Hill, NC

Master of Business Administration, Finance Concentration, May 2004.

Practicum: Social Return on Investment study with New American Schools.

National Champion, Venture Capital Investment Competition (VCIC) 2003.

Recipient, Kauffman Fellowship for Social Entrepreneurship, 2003.

THE GEORGE WASHINGTON UNIVERSITY

Washington, DC

Bachelor of Arts in Political Communication May 1998.

Phi Beta Kappa. Magna Cum Laude.



Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

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☐	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
☐	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
☐	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
☐	Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI).
☐	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
☐	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Explore Envision Charter School.
2. Full name: GRAEME EDWARD DAYKIN
Home Address: [REDACTED] NEW YORK, NY, 10282
Business Name and Address:
MAGNITUDE CAPITAL, LLC,
601 LEXINGTON AVENUE, NEW YORK, NY 10022
Home telephone No.: [REDACTED]
Work telephone No.: 212 915 3941
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, EXPLORE EXCEL CHARTER SCHOOL.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, TRUSTEES ON BOARD OF EXPLORE EXCEL CHARTER SCHOOL.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, EXPLORE SCHOOLS, INC. EMPLOYEES KNOWN THROUGH SERVICE ON EXPLORE EXCEL CHARTER SCHOOL BOARD
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes, SERVE ON EXPLORE EXCEL CHARTER SCHOOL BOARD.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. IMMEDIATELY INFORM THE BOARD'S CHAIR AND, AFTER CONSULTATION WITH HIM / HER, INFORM THE MANAGEMENT ORGANIZATION OF CONCERNS.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, GRAEME DAYKIN, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the EXPLORE ENVISION Charter School is true and correct in every respect.

Signature

FEBRUARY 14, 2012

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

1. Name of charter school: EXPLORE ENVISION CHARTER SCHOOL
2. Trustee's name (print): GRAEME E. DAYKIN
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.):
4. Home address: [REDACTED], NEW YORK, NY, 10282
5. Business Address: 601 LEXINGTON AVE., 59TH FLOOR, NEW YORK, NY, 10022
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

NOT APPLICABLE

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

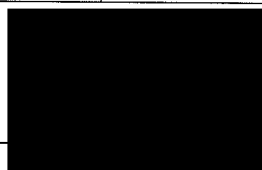
Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>NONE</i>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>NONE</i>				

Signature



February 14, 2012

New York, NY, 10282

New York, NY, 10282

9/2006–4/2008

NEW YORK, USA

MBA, Graduate School of Business

- Winner of George E. Doty Fellowship, providing full program sponsorship
- Beta Gamma Sigma academic honors; Dean's List academic honors all terms

10/1993–6/1996

CAMBRIDGE, UK

MA (Cantab.), Historical Tripos

- First Class (Part I, 1993-1995); Upper Second (Part II, 1996)
- Elected to College Scholarship (1995)
- Winner of Whitehead History Award (1995)

Chartered Financial Analyst (CFA) Charterholder

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

1. Name of charter school: _____ Envision Charter School _____
2. Trustee's name (print): _____ James P. McNamara _____
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____ Vice Chair _____
4. Home address: _____ [REDACTED] Brooklyn, NY 11201 _____
5. Business Address: _____ c/o MSCI Inc., One Chase Manhattan Plaza, 44th Fl, NY, NY 10005 _____
6. Daytime phone: _____ [REDACTED] _____
7. E-mail: _____ [REDACTED] _____
8. Is Trustee an employee of the school? ____ Yes. ____X____ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>None</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business

¹ Form Revised May 24, 2006

with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>None</i>				

Sign



6th February 2012 _____
Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Explore Envision Charter School.
2. Full name: **JAMES P. MCNAMARA**
Home Address: [REDACTED]
Business Name and Address: **MSCI, ONE CHASE MANHATTAN PLAZA, NY, NY 10004**
Home telephone No.: [REDACTED]
Work telephone No.: **212. 806. 3075**
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☐ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Yes, . ☐ Does not apply to me.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☒ Yes, **PRIOR BOARD MEMBERSHIPS**
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

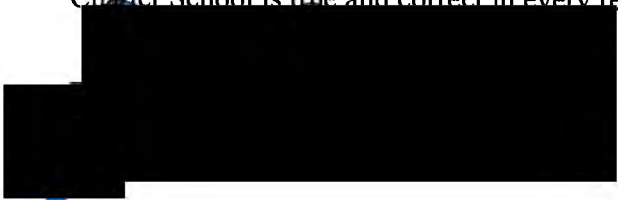
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. **BOARD DISCUSSION. ESP WITH CHAIR.**

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, JAMES P. MCNAMARA, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ENVISION Charter School is true and correct in every respect.


Date 6 FEB 2012

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

James P. McNamara

Brooklyn, NY 11201

EMPLOYMENT EXPERIENCE

Response 15 (g)-26

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College of the Holy Cross, Worcester, MA, Bachelor of Arts
 Double Major: Economics and Political Science
 Securities and Exchange Commission (US) Series 7 and Series 63
 Securities and Futures Commission (Hong Kong) Investment Representative

May 1997



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- ☐ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- ☐ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- ☐ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- ☐ The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- ☐ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- ☐ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.

- ☐ The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Explore Envision Charter School.
2. Full name: James Allan Randall
Home Address: [REDACTED] New York, NY 10014
Business Name and Address: VivaKi Nerve Center, 950 6th Avenue, New York, NY 10001
Home telephone No.: [REDACTED]
Work telephone No.: 646-450-3384
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
X Resume attached. [REDACTED]
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
X Yes, I currently serve on the boards Explore Excel and Explore Exceed Charter Schools.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. ☐ Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
X Does not apply to me. ☐ Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. X Yes, I know the current board members of Excel & Exceed through our work on those boards.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. X Yes, I know several of the ESI employees and the principals of Excel & Exceed through my work on those boards.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, I know such employees through my work on the Excel & Exceed boards.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes, as mentioned earlier, I serve on the boards of Excel and Exceed, but this should not be a conflict of interest.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I'd ask the board members in question about their motives for the alleged self-dealing in writing (e-mail or letter), so that it's documented and there are no misunderstandings. Assuming the response confirmed my suspicion (either through an unsatisfactory response or no response at all), I'd then escalate my concern to the Managing Director of Operations and outside legal counsel, and follow their guidance as to how to proceed further.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, James Randall, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Explore Envision Charter School Charter School is true and correct in every respect.



Signature

2/15/11
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

1. Name of charter school: Explore Envision Charter School
2. Trustee's name (print): James Allan Randall
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): N/A
4. Home address: [REDACTED] New York, NY 10014
5. Business Address: 950 6th Avenue, New York, NY 10001
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "*None*." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>None</i>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>None</i>				



2/15/11
Date

JAMES "J.R." RANDALL

New York, NY 10075 •

PROFILE

Seasoned business development leader possessing an exceptional track record of driving value both internally and for external clients by combining strategy expertise, business consulting skills and industry relationships. Possess subject matter expertise in digital media and wireless technologies stemming from engineering background combined with technology industry and digital agency experience.

AREAS OF EXPERTISE

- Account development
- Emerging technologies (mobile applications, social media)
- Financial modeling
- Strategic analysis
- Networking & relationship-building
- Communicating with and presenting to C-level executives

PROFESSIONAL EXPERIENCE

EDUCATION

2002-2004	MIT Sloan School of Management <i>Master of Business Administration</i> Co-launched Entertainment, Media & Sports (EMS) club	Cambridge, MA
1994-1998	Stanford University <i>Bachelor of Science in Industrial Engineering</i>	Palo Alto, CA



Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	☐ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. ☐ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum. ☐ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term. ☐ The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. ☐ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). ☐ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
☐	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Explore Envision Charter School.
2. Full name: Kyle Westaway
Home Address: [REDACTED] Brooklyn NY 11201
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☐ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, Explore Excel + Explore Exceed Charter School
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not contact with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

I would take the issue to the charter management organization.

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Kyle Westaway, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Envision Charter School is true and correct in every respect.



2 - 16 - 12
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

1. Name of charter school: Envision Charter School
2. Trustee's name (print): Kyle Westaway
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): chair
4. Home address: [REDACTED] Brooklyn NY 11201
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i> <u>None</u>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable.</i> <i>none</i>			<i>Do not leave this space blank.</i>	

[Redacted Signature]

2 - 16 - 12
Date

kyle westaway

experience

education

REGENT UNIVERSITY
JD / MA, Public Policy - 2006

UNIVERSITY OF TENNESSEE
BS, Speech Communication - 2002

honors

CORDES FELLOW

SOCAP 10
"What's Next" Scholar

HARVARD / STANFORD LAW SCHOOL
Lecturer on Social Enterprise Law

publications / press

TRIPLE PUNDIT – 10/04/10
2 Simple Keys to Unlocking \$120 Billion

DOWSER - 8/11/10
Be a Biographer: Tapping Design to Tell
the Stories of Sex Trade Workers

service

EXCEL CHARTER SCHOOL
Board of Trustees

THE ADVENTURE PROJECT
Chairman of the Board

NEW BOARD TRUSTEE QUESTIONNAIRE

Thank you for your interest in serving on the Board of Trustees of a New York City Department of Education (NYCDOE) Charter School. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The New York City Department of Education's consent is required **before** any new member may serve on the board. In order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

NYCDOE reserves the right to reject prospective trustees who may have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, the Charter Schools Office requests that you provide full and complete answers to each of the items below. This will assist the Department in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Charter School Office Actions:

The Department will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the below required documentation. If the Department takes no action within the 45 day period the person may be seated as a school trustee. After the Department approves a trustee in writing, it will ask the school for an updated list of school trustees. The Department reserves the right to interview in person any new board member they feel appropriate.

Once the Charter Schools Office notifies the school board, the secretary or other administrator of the Board should inform the new trustee of his or her official seating on the school board and may subsequently participate in the Boards decision making process in accordance with the Board's bylaws.

Please send the Board member request to Jaclyn Leffel at jleffel@schools.nyc.gov.

SCHOOL TRUSTEE BACKGROUND INFORMATION

Name: Ms. Romy Horn
(Include preferred honorific.)

Daytime Telephone: [REDACTED]
Home Mailing Address: [REDACTED] Brooklyn, NY 11201
Personal E-Mail/Fax: [REDACTED]

Business Address: Innovation Interactive LLC, 32 Avenue of the Americas, 6th Floor, New York, NY 10013

Business E-Mail/Fax: romy.horn@dentsunetworks.com

Charter School Name: Envision Charter School _____

Charter School Address: _____

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

member _____

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. x Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. x I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

A member of the board told me about an opening on the Explore Charter School board (another network school) and invited me to observe both the school and the board meeting. From there, I moved within the Explore network.

4. Please explain why you wish to serve on the board.

I believe in their philosophy in teaching and would like to assist them in achieving their goal. The students, teachers and staff are really committed to succeeding and its impressive.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. ☒ Yes. (Include description here):

I served on Explore network boards Explore and Excel.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family members are employees of the school.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your employment here:

9. Please indicate whether you, your spouse, or other family members are parents of any child in the school.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

☐ I / we do not know any such persons. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

Both my spouse and I know Tim Taylor – Board member of Explore, another school within the Explore network. We met when he purchased our apartment 5-6 years ago.

11. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

x I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

12. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

x No. ☐ Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

13. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

x I / we do not know any such persons. ☐ Yes:

14. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

x I / we have no such interest. ☐ Yes:

15. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

X I / we do not anticipate conducting any such business. ☐ Yes:

16. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. x This does not apply to me, my spouse or other family members. ☐
Yes:
17. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
x None. ☐ Yes:
18. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would first speak to the person about it and if I felt their actions were inappropriate, I would approach the Board Chair about it and ask him/her to inquire/resolve the issue. I would follow up to be sure the issue was addressed.

Educational Philosophy

19. Please explain your understanding of the charter school's mission and/or philosophy.
The school provides underprivileged children with the opportunity for success that may not otherwise be available to them. The school works from the premise that every single student can achieve educational success, regardless of the student's individual circumstances when he/she begins their educational journey.
20. Please explain your understanding of the educational program of the charter school.
The program is all-encompassing, rigorous and well-respected from an educational standpoint. There is tremendous support to successfully meet the goals set for the students. In addition, the students are enthusiastic about meeting these educational standards set for them at the school.
21. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
The board oversees the financial, educational and social landscapes of the school as a whole. The school's mission must be in accord with the school's overall plan to reach its goal. It is important that the financial well-being of the school is supported by oversight and fundraising. Each aspect must be balanced with the goal of the students' educational and individual growth and well-being as the number one factor in determining how to move forward. This includes communication with the parents and instructors to insure that this goal is met since they are on the "frontlines" so to speak.

Other

22. Please explain your understanding of the appropriate role of a public charter school board member.

In an effort to ensure the students are achieving educational success: to participate in the decision-making process, attend board meetings, oversee the financial and educational health of the school, ensure that school policy is effective, fundraising and provide thoughtful insight as to the best manner in which the school may continue to grow and achieve its goals.

23. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

24. Please provide any other information that you feel is pertinent to the Department's review.

As a parent of a school age child (not in a NYC Department of Ed school) and an attorney, I can contribute my personal insights as well as assist the board with legal understanding of issues that are within the board's purview. I agree that all students can achieve high educational goals with the right approach. I feel that the best school provides its students with the tools they require for success and I am excited for the opportunity to be a part of growth and success.

STATEMENT OF ASSURANCE

I, Romy Horn (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

 _____
Date 2/15/12

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

1. Name of charter school: Envision
 2. Trustee's name (print): Romy Horn
 3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Board member/trustee
 4. Home address: [REDACTED] Brooklyn, NY 11201
 5. Business Address: Innovation Interactive, 32 Avenue of the Americas, 6th Floor, NY, NY 10013
 6. Daytime phone: [REDACTED]
 7. E-mail: [REDACTED]
 8. Is Trustee an employee of the school? ☒ Yes. ☐ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
-
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>NONE</i>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>NONE</i>				



February 22, 2012
Date

Brooklyn, New York 11201

The diagram consists of 10 horizontal bars, each starting from a vertical line on the left. The bars are labeled with numbers 1 through 10. The lengths of the bars correspond to the values in the 'Value' column of the table above.

Number	Value
1	10
2	20
3	30
4	40
5	50
6	60
7	70
8	80
9	90
10	100

**1988, Bachelor of Arts, Adelphi University, History
Honor Society, History**

Response 15 (g)-58

Parent Relations

Describe how the school will involve parents in the education of their child and in the governance and operation of the school.

Explore Envision Charter School will employ a variety of methods to communicate with students and families. These methods include:

Parent-Teacher Association: Explore Envision Charter School's Parent-Teacher Association will be an active part of the school. The PTA will partner with Explore Envision Charter School to provide a safe and healthy environment for students. Membership to the PTA is automatic for all children enrolled. A PTA Bulletin Board will be posted at the school so that parents may access information about PTA activities, and students' take home homework folders will also include PTA information. Explore Envision Charter School's administration will coordinate with the PTA to ensure that the PTA meetings are held on the same evenings as all-school events so that parents may attend both.

Cell Phones: All classroom and enrichment teachers have cell phones to discuss academic and behavior issues. Though teachers will not be accessible to speak on the phone during hours of instruction, they will check their cell phone for messages twice each day and will return calls within one business day.

Weekly Blue Memo: Once a week, Explore Envision Charter School will send a Blue Memo to the parents and guardians of each student. This memo contains important information about school events and news. It will go home in students' take-home folder every Monday. The first Blue Memo will go home at the end of the first full week of school.

Classroom Newsletter: Once a week, K-4 teachers will send home a class newsletter outlining the week's academic objectives, classroom news, homework, and the names of students on the Respect Corps. Parents should keep an eye out for this newsletter each week. The first newsletter will go home by the 2nd week of school. Upper School teachers will send a monthly update.

Monthly Calendar: Each month, parents will receive a calendar that outlines important events, such as early dismissal and parent-teacher conference days. This calendar will be sent in students' homework folder.

Parent-Teacher Conferences: Parents and teachers have the opportunity to discuss each student's progress in formal conference that will be held twice per year. It is expected that every parent attend each of the parent-teacher conferences.

Report Cards & Progress Reports: Four times per year, teachers will send home progress reports outlining each student's progress in the areas of literacy, math and behavior. Formal report cards will be issued at the end of each term.

Take-Home Folder: Homework will be assigned each evening and sent home either as a weekly packet or on a daily basis in a "Take-Home Folder". Homework will be checked on a daily basis for completion and will be checked on a weekly basis for accuracy. Parents and guardians are expected to review the contents of this folder each night.

PASSAS: Created by staff and parents at Explore Schools' network schools, PASSAS! (Parents, Staff, Students Achieving Success) is an annual event for members of the entire Explore Schools community (parents, teachers, students) to attend in order that they can get to know each other in venues other than school. Events will be planned and executed by Explore Schools and open to all members of the Explore Schools community.

Parents can also get involved with the governance of Explore Envision Charter School as the Board of Trustees is expected to have one parent; the parent representative will either be the President of the PTA or will be selected through the Trustees' Board member selection process.

District Relations

Describe any explicit support for the proposed school from the school district in which the school intends to be located and provide supporting evidence within the response.

Also, describe the school's intended strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Describe any low-performing schools in the area in which the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

To ensure that we maintain an ongoing relationship with our community, we will continue to utilize current outreach strategies implemented to keep our community informed of our plans (explained in full detail in Response 16(d)-Evidence of Community Outreach). In particular we will:

- Attending CEC meetings
- Holding community engagement forums
- Working closely with our PTA to stay abreast of changes and challenges in the community

Additionally, there are 66 public and charter schools in districts 17 and 18 serving some or all of the same grades that will be served by Explore Envision Charter School. 33% of these schools received a C or lower on their progress reports, indicating a need for stronger schools. Additionally, these schools often have low scores on the New York State Standardized Exams. The chart below shows the average 2011 performance of 8th grade students in Districts 17 and 18 versus the performance of Explore Charter School 8th grade students for that same year.

8 th Grade	Explore	CSD 17	CSD 18
ELA	46%	27%	29%
MATH	64%	42%	44%

In their first year of taking standardized tests, students at Empower Charter School outperformed their peers in the district in ELA and math, demonstrating the success of the Explore Schools model and the need for more high-quality schools in these districts.

3 rd Grade	Empower	CSD 17	CSD 18
ELA	56%	43 %	42%
MATH	61%	49%	47%

Explore Schools seeks to be a model for turning around failing schools, and as such, has much to share with struggling schools in the community. To share our best practices and learn from our peers, we will host tours for visitors to come and observe our practice and will invite leadership from surrounding traditional public schools, especially those that are struggling, to visit our school. Following each tour there will be a discussion of observations, sharing of tools and techniques that work successfully in creating a rich and engaging school culture, and an opportunity to speak with leaders of the school.

Community Relations

Describe any explicit support for this proposal from community stakeholders or others.

Describe any known opposition to this proposal including the individuals or organizations and their rationale for opposing the school, and explain any efforts the founding team has made to address or respond to their concerns. Indicate whether opposition to the school could impede its ability to successfully implement the school's program and, if so, how the founding team and school intend to overcome those challenges.

We have secured letters from the following community stakeholders that demonstrate a commitment to supporting our work.

- Karim Camara, The Assembly, State of New York
- Kevin Parker, The Senate State of New York
- Eric Adams, 20th Senatorial District, State of New York
- Marty Markowitz, Office of the Brooklyn Borough President
- Cheryl Hall, Caribbean Women's Health Association, Inc
- Stanley King, Madison Square Boys and Girls Club
- David Walker, Talk-It-Up, New York
- Bryan K. Kearse, Brooklyn Sunday School Union
- Baruchi Nissinboim, Campus After School Program
- Curtis Nelson, Sesame Flyers International

Letters can be found in Response 16(d)-Evidence of Support as requested.

At this time, we are unaware of any opposition that is specific to our proposal. We understand that there are opponents to charter schools in New York City, including some factions of the UFT, but do not believe their opposition is specific to Explore Exceed, nor that their opposition would impede our ability to successfully operate our program.

Evidence of community support

We have secured letters from the following community stakeholders that demonstrate a commitment to supporting our work.

- Karim Camara, The Assembly, State of New York
- Eric Adams, 20th Senatorial District, State of New York
- Cheryl Hall, Caribbean Women's Health Association, Inc

Letters can be found on the following pages.

RANKING MINORITY MEMBER
RACING, GAMING & WAGERING
CONSUMER PROTECTION

COMMITTEES
ENERGY & TELECOMMUNICATIONS
TRANSPORTATION
HEALTH
CULTURAL AFFAIRS, TOURISM AND RECREATION
JUDICIARY



SENATOR
ERIC L. ADAMS
20TH SENATORIAL DISTRICT
STATE OF NEW YORK

ALBANY OFFICE:
ROOM 608
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
(518) 455-2431
FAX: (518) 426-6856

DISTRICT OFFICE:
1669 BEDFORD AVENUE
BROOKLYN, NEW YORK 11225
(718) 284-4700
FAX: (718) 282-3585

EMAIL ADDRESS:
eadams@nysenate.gov

WEBSITE:
adams.nysenate.gov

February 7, 2012

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

To whom it may concern:

I understand that a proposal to create a Kindergarten through 8th grade Explore Envision Charter School in Central Brooklyn is currently under your consideration. I am pleased to support this application in hopes that its approval will provide an option in public education to constituent families in Flatbush and Crown Heights.

The nearly 4,000 families on the waiting list to attend Explore Charter School, Explore Empower Charter School, and Excel Charter School underline the need for alternative choices as identified by the families in Central Brooklyn.

I support the emphasis on high academic expectations that are inherent to Explore Schools. I look forward to the provision of educational opportunities that will increase the competitive potential of Central Brooklyn children to complete secondary education and pursue higher education.

Please feel free to contact me should you have additional questions.

Sincerely,

A handwritten signature in blue ink that reads "Eric L. Adams".

Eric L. Adams
Senator





Caribbean Women's Health Association, Inc.

3512 Church Avenue
Brooklyn, NY 11203
P: 718-826-2942, F: 718-826-2948

February 7, 2012
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

To whom it may concern,

I am writing this letter in full support of the proposal to create Explore Envision Charter School in Central Brooklyn and to support its goal of becoming a Kindergarten through 8th grade school. As part of the Explore Schools network, I know that Explore Exceed will be a valuable addition to Central Brooklyn's public school options. Explore Charter School, Explore Empower Charter School, and Excel Charter School provide a critical service to families living in the Flatbush and Crown Heights neighborhoods—nearly 4,000 families are on the waitlist to attend these schools.

I am a strong supporter of quality public schools for all of our children; and as such, I am a strong supporter of this proposed school. I am impressed with Explore Schools' focus on academics, its high academic expectations for its students, and its demonstration of respect for parents and guardians.

I feel very strongly that Explore, Empower, and Excel's academic programs play an important role in strengthening the Brooklyn community. I wholeheartedly support the establishment of Explore Envision Charter School.

If you have any questions, please feel free contact me.

Sincerely,

Executive Director
Caribbean Women's Health Association, Inc.



KARIM CAMARA
Assemblyman 43rd District
Kings County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Banks
Children and Families
Consumer Affairs and Protection
Education
Housing
Mental Health

February 23, 2012

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

To whom it may concern,

I am writing this letter in support of the proposal to create Explore Envision Charter School and its goal of becoming a Kindergarten through 8th grade school. I envision it will be a valuable addition to Central Brooklyn's public school options. Explore Charter School, Explore Empower Charter School, and Excel Charter School provide a critical service to families living in the Flatbush and Crown Heights neighborhoods—nearly 4,000 families are on the waitlist to attend these schools.

As a parent and member of the Assembly's Committee on Education, I am a strong advocate for quality educational opportunities for children throughout Brooklyn. Specifically I support viable public schools options for our children and their parents; and as such strongly support this proposed charter school.

I am impressed with Explore School's high academic expectations for its students, and its demonstration of respect for parents and guardians. The Explore, Empower, and Excel academic programs promise to play an important role in strengthening the Brooklyn community. Therefore, I enthusiastically support the establishment of Explore Envision Charter School.

If further inquiry of my support is needed, please do not hesitate to contact my district office at 718.771.3105.

Yours in service,

Karim Camara
Member of the New York State Assembly
43rd Assembly District

ALBANY OFFICE: Room 827, Legislative Office Building, Albany, NY 12248 • (518) 455-5262 Fax: (518) 455-5768
DISTRICT OFFICE: 1216 Union Street, Brooklyn, New York 11225 • (718) 771-3105 Fax: (718) 771-3276
E-mail: camarak@assembly.state.ny.us

Student Demand, Recruitment and Retention**General Student Population**

Describe the student demand for the school that would allow the school to meet the intended enrollment figures.

Firstly, because Explore Envision seeks to meet the demand for students whose school is being closed for poor performance by the NYC DOE, demand for the school will be met by serving the students who have been displaced by the closure of their school. Explore Envision seeks to meet the needs of those students, who otherwise may not have access to a high-quality public school within in their zone.

The three operating schools in the Explore Schools Network—Explore Charter School, Empower Charter School, and Excel Charter School—have a waiting list of over 4,000 students, indicating a strong demand for the network’s schools. The complete waiting list for our schools can be viewed in Response 17(c)-Evidence of Student Demand.

Target Populations

Explain how the proposed school will meet or exceed the *enrollment* and *retention* targets established by the SUNY Trustees for students with disabilities, English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program.

The response should address:

- The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);
 - Any at-risk admissions factors or preferences the school would offer that would increase the likelihood of enrolling targeted students; and
 - A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the efficacy of such efforts will be monitored.
 - Be sure to clearly delineate how the school would address each individual sub-group.
-

Explore Envision seeks to re-open a traditional public school that has been closed for low performance. To do this successfully we will preference students who had previously attended the closed school. We anticipate that because the school is a zoned school, the student demographics will match those of the community. Indeed, at Excel Charter School, which shares this preference, 12% of the students have special needs and half of the students require a restrictive setting

Beyond enrollment preference for those students we will utilize the following methods to reach students that reflect district demographics:

- **Information Sessions and Tours:** During the recruitment period, open houses will be held weekly in the morning and evenings. These meeting will be open to all interested families and will provide families with an opportunity to complete applications. During the school year, school tours will be available weekly by contacting the school's main office.
- **Website:** Explore Envision Charter School will leverage its website to disseminate information about upcoming information sessions and tours.
- **Community Outreach:** Explore Envision Charter School will seek and develop relationships with organizations that serve families of preschool children within the community, including those that service students with disabilities and English Language Learners. 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 Envision Charter School staff will also make presentations to Head Starts and other programs that have potential applicants. This information will include school brochures and the dates of upcoming information sessions, as well as key features of Explore's academic program.

- **Outreach to students/families of closed school:** Explore Envision Charter School's founders will specifically target students who have attended the failing school which Explore Envision Charter School will replace. We will visit the homes of these families to share information about our program and to encourage students to enroll, highlighting the ability of families to send their students to a high-performing school in their local school building location.
- **Flyers:** Flyers will be posted and distributed that emphasize Explore Envision Charter School's small class and school size and specifically highlight the benefits of the school that would attract families of special needs students ELL/LEP students.
- **Language Accessibility:** The application and flyers will be available in Spanish and other languages representative of the community. Bi-lingual staff will be available at open houses to work with Spanish-speaking families.

Many of the students in the Explore Network have disabilities or are eligible for free or reduced lunch. Explore Schools has a successful track record of attracting and retaining students from these populations. The following elements of the Explore Schools model are responsible for their success and will be implemented at Explore Envision:

Small class size:

A small class size is one way we provide each student with a quality education. The small class size (28-30 in K-5 with two teachers per classroom, and 20 students per class in 6-8) will enable teachers to work with students in small groups to individualize and tailor instruction.

Positive culture that fosters love of learning:

One of the core beliefs of Explore Envision Charter School is that students learn best when there is a safe and distinct culture at school. In order to create and maintain a strong culture and to foster a love of learning, the school community meets regularly to celebrate the accomplishments of students and staff. Respect Corps (an honor bestowed upon students for behavioral and/or academic excellence) celebrates students and reinforces the values of hard work and respect. Schools also reward excellence in behavior and academic growth at daily morning meetings and at weekly Community Circle gatherings. All students receive weekly instruction in art, music, physical education, and technology in addition to access to multiple extra-curricular activities to foster a love of learning and excitement about school. In grades 6-8, students choose from a myriad of electives and are encouraged to provide feedback about what electives should be offered.

Intervention strategies for struggling students:

Explore Envision Charter School's approach to meeting the needs of students at-risk of academic failure is a combination of high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards, and re-allocating resources based on the data yielded by the assessments. Explore Envision Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who are performing below grade level. Throughout their K-8 career at Explore Envision Charter School, students' reading comprehension and accuracy will

be assessed utilizing the Fountas & Pinnell reading assessment. In math, students will be assessed at all grade levels through math interim assessments that are aligned to the New York State math standards. The data from all of these assessments will provide teachers and administration with regular ways to identify students who are performing below grade level. Remedial instruction at Explore Envision Charter School will be provided through a range of methods and strategies. Explore Envision Charter School's learning support team will work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the assessments. In addition, students may be provided with extended math and literacy instruction through a range of research-based remediation programs such as Soar to Success and Fast For Word in literacy, and Fast Math and Number Words in math.

Strong connection with families through ongoing outreach and communication:

Explore Envision Charter School will employ a variety of methods to communicate with students and families. The complete list of outreach methods is available in Attachment 22. Some of these methods include:

- **Parent-Teacher Association:** Explore Envision Charter School's Parent-Teacher Association will be an active part of the school. The PTA will partner with Explore Envision Charter School to provide a safe and healthy environment for students. Membership to the PTA is automatic for all children enrolled. A PTA Bulletin Board will be posted at the school so that parents may access information about PTA activities, and students' take home homework folders will also include PTA information. Explore Envision Charter School's administration will coordinate with the PTA to ensure that the PTA meetings are held on the same evenings as all-school events so that parents may attend both.
- **Weekly Blue Memo:** Once a week, Explore Envision Charter School will send a Blue Memo to the parents and guardians of each student. This memo contains important information about school events and news. It will go home in students' take-home folder every Monday. The first Blue Memo will go home at the end of the first full week of school.
- **Parent-Teacher Conferences:** Parents and teachers have the opportunity to discuss each student's progress in formal conference that will be held twice per year. It is expected that every parent attend each of the parent-teacher conferences.
- **Report Cards & Progress Reports:** Four times per year, teachers will send home progress reports outlining each student's progress in the areas of literacy, math and behavior. Formal report cards will be issued at the end of each term.
- **Board Membership:** Parents can also get involved with the governance of Explore Envision Charter School as the Board of Trustees is expected to have one parent; the parent representative will either be the President of the PTA or will be selected through the Trustees' Board member selection process.

K-8 program allows us to build strong relationships with families over time and keeps students in our schools:

Students and families will be at Explore Envision Charter School for more than half of their school experience. The K-8 continuity will allow for the delivery of a clear and consistent scope of academic work. Many middle schools have to take time to discover the academic abilities of entering students. At Explore Envision Charter School, we will already have a sense of each student's strengths and challenges and will be able to quickly evaluate each student's academic needs. Because of the physical, social, and developmental changes that puberty brings, middle school can be a trying time for students. We will have already made connections with both students and their parents that will help to ease our students' transition to adulthood.

Evidence of student demand (e.g. petitions that clearly indicate that signers have students of age to enroll in the school and would consider enrolling in the school).

Important Note: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly demonstrates student demand.

Firstly, because Explore Envision seeks to meet the demand for students whose school is being closed for poor performance by the NYC DOE, demand for the school will be met by serving the students who have been displaced by the closure of their school. Explore Envision seeks to meet the needs of those students, who otherwise may not have access to a high-quality public school within in their zone.

The three operating schools in the Explore Schools network—Explore Charter School, Empower Charter School, and Excel Charter—have a total of nearly 4,000 students on their waiting lists, demonstrating demand. Below is the complete waiting list.

[illegible]

Admissions Policy

Describe the admissions policy for the school including any at-risk designations and how the school intends to apply the statutory preferences for returning students, siblings and students residing in the school district or CSD of location of the charter school in accordance with the Act.

Explore Envision Charter School is a non-sectarian, public school. Explore Envision Charter School does not discriminate on the basis of ethnicity, national origin, religion, gender or disability. The admission process is as follows:

Admissions preference

The school will institute the following admissions policy in order to serve students at-risk of academic failure, in particular those students zoned to attend the failing school that Envision will replace when it is phased out by the DOE for poor performance.

Students at-risk of academic failure are defined to be students attending or zoned to attend a public school that is being phased out (closing over time) due to poor academic performance based on a variety of measures including as defined by the New York City Schools Chancellor schools receiving low grades on the New York City School Report Card, Schools Under Registration Review (SURR) by the State Education Department, or schools subject to restructuring under the federal No Child Left Behind Act.

First priority in the lottery will go to students who are zoned to attend the school that Envision will replace (and as a result are at risk of academic failure) *and* who reside in the Community School District of location of the charter school.

Second priority in the lottery will go to students who do not reside in the Community School District of location of the charter school *and* who are at-risk of academic failure.

Third priority in the lottery will go to students who reside in the Community School District of location of the charter school, but are not at-risk of academic failure.

Last priority in the lottery will go to students who do not reside in the Community School District of location of the charter school, and are not at-risk of academic failure.

Sibling

In order to meet the needs of parents and guardians that care for more than one child attending elementary or middle school, enrollment preference is given to the siblings of currently enrolled students *that reside in the same home*. For this purpose, in order to be considered for sibling status, applicants must meet one of the following criteria:

- 1) Brothers or sisters that reside in the same home under the supervision of the same parent(s) or legal guardian(s).
- 2) Children that reside in the same household that have the same legal caregiver. **Legal proof of guardianship and residence is required for both instances.*

Families who qualify for the sibling preference will be admitted, depending on the number of available spaces, *before* families who qualify for the geographic preference. Families who qualify for the sibling preference *and* the CSD preference will be given preference over families who qualify just for the sibling preference.

Any of the following documentation meets the standard for legal proof of guardianship:

- Birth certificate, with name of parent submitting an application listed on the certificate
- Court documentation from the State of New York verifying legal guardianship

Any of the following documentation meets the standard for proof of residence:

- Apartment lease or deed, with name of parent submitting an application listed on the certificate
- An original, notarized letter from a landlord or management company attesting that the applicant lives at the residence in question
- Two current billing statements, with the name of the parent submitting an application listed on the proof of guardianship. The following constitute acceptable forms of billing statements:
 - Gas utility bill
 - Electricity utility bill
 - Cable television bill
 - Receipt of rent payment
 - Paystub from employer
 - Bank statement

Application and Admission Periods and Procedures

- After Year 1 (where Explore Envision Charter School's planning team will recruit incoming K-3rd graders), Explore Envision Charter School will hold a recruitment period for students entering the Kindergarten class and for any grades where additional students may enroll due to attrition of other students. The period will last for a minimum of thirty days. In accordance the New York Charter Schools Act, applications will be accepted from mid January until the close of business on April 1st of each year. Applications will be available in the main office. Applications can be completed in person, faxed, mailed or e-mailed as an attachment to any person requesting an application. All completed applications must be dated to indicate receipt and will show the initials of the staff member accepting the application. Students who will be five by December 31st of the current year are eligible for kindergarten. Students who will not be five by that time will not be permitted to complete an application.

Outreach Plan

- **Information Sessions and Tours:** During the recruitment period, open houses will be held weekly in the morning and evenings. These meeting will be open to all interested families and will provide families with an opportunity to complete applications. During

the school year, school tours will be available weekly by contacting the school's main office.

- **Website:** Explore Envision Charter School will leverage its website to disseminate information about upcoming information sessions and tours.
- **Community Outreach:** Explore Envision Charter School will seek and develop relationships with organizations that serve families of preschool children within the community, including those that service students with disabilities and English Language Learners. 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 Envision Charter School staff will also make presentations to Head Starts and other programs that have potential applicants. This information will include school brochures and the dates of upcoming information sessions, as well as key features of Explore's academic program.
- **Outreach to students/families of closed school:** Explore Envision Charter School's founders will specifically target students who have attended the failing school which Explore Envision Charter School will replace. We will visit the homes of these families to share information about our program and to encourage students to enroll, highlighting the ability of families to send their students to a high-performing school in their local school building location.
- **Flyers:** Flyers will be posted and distributed that emphasize Explore Envision Charter School's small class and school size and specifically highlight the benefits of the school that would attract families of special needs students ELL/LEP students.
- **Language Accessibility:** The application and flyers will be available in Spanish and other languages representative of the community. Bi-lingual staff will be available at open houses to work with Spanish-speaking families.

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

Lottery

If the number of applications submitted exceeds the number of spaces available in our kindergarten admissions class, a lottery will be conducted. The time and place of the admissions lottery will be provided in accordance with the requirements of the Open Meetings Law. Postcards announcing the date and location of the lottery will be mailed to all applicants following the application deadline. The lottery date will also be posted on the student application if possible. The kindergarten lottery will be held between April 2nd and May 5th, and will be open to the public. Parents and guardians must provide proof for the sibling preference, by the application deadline. Proof for all other preferences will be required upon enrollment.

Before the Lottery

Envision may opt to use a random number generator for their lottery with prior approval from SUNY. If a random number generator is not secured in time for the lottery, the school will take the following steps.

- All applicants will be assigned a unique ID number in the “Application Tracker.” The unique ID numbers will have no bearing on the lottery outcomes. They will be assigned for the sole purpose of an Excel formula that will be used to automatically populate the applicant’s names as their ID numbers are entered into a separate spreadsheet. The ID numbers will be entered in Sheet 2 of the “Application Tracker” Excel Workbook in the order they are pulled (based on admissions preferences).
- Lottery cards will be separated by preference and the preference groups will be called in the order in which they appear in the school’s charter.
- School Staff will mail all applicants an application receipt letter that will include the following:
 1. Date, time and location of the lottery
 2. Explanation of our admissions preferences and a reminder: students will only be given the admissions preferences that were indicated on their application.
 3. Disclaimer: If you misrepresent yourself or your child on the admissions application your child’s seat will be revoked.

Day of the Lottery

- Lottery policies, including admissions preferences, will be read aloud and posted throughout the lottery venue.
- An unaffiliated observer will be present.
- The lottery will be videotaped.
- Once all of the lottery cards have been pulled and the respective unique ID numbers have been entered into Sheet 2 of the “Application Tracker,” the person entering the data into the Excel workbook will copy the entire Spreadsheet and paste values to remove all formulas.
- The worksheet will then be sorted (by Last name, First name) to accommodate parent questions regarding lottery outcomes.
- Sheet 1 will also have Vlookups corresponding to the data entered in Sheet 2 during the lottery. Sheet 1 will also contain address information so it can be mail merged into lottery outcome letters.
- School staff will have a question and answer period and provide parents of students who have been accepted with enrollment dates.

Post Lottery

- Lottery outcome letters will be mailed home to parents and guardians including the following information:
 1. Child’s lottery outcome (accepted or waitlisted) and the child’s lottery or waitlist number.
 2. Dates and times when they can come in to enroll their child- if the dates and times do not work, parents will be able to schedule appointments based on their availability.
 3. The enrollment deadline- parents who fail to enroll their child by the deadline will lose their seat.

- When each parent comes into enroll they will have to provide 2 forms of residency proof as well as their child's birth certificate (among other important information, e.g. immunization records) if their residency proof or birth certificate do not match the information they provided on their application that made them eligible for an admissions preference, their child's name will be moved to the bottom of the waitlist.

Ensuring that Admissions Process Adheres to Legal Requirements

Prior to the conduction of the lottery, an Explore Schools Inc. (ESI) employee (or a Temp) will review the applications and assure the following:

- All applicants turned five years of age by December 31 of the school year that they entering
- Every application received within the February 1 to April 1, 2013 timeframe had a corresponding lottery card with the student's name on it, or if a random number generator is used they will ensure that all eligible applicants have a number associated with them

Waitlist Management

The waitlist will be comprised of applications who were not selected from the kindergarten lottery as well as applications submitted throughout the school year. Waitlist applications are accepted year round for grades 1 through 8 and for the current Kindergarten class after the application deadline. These applications are placed on the waitlist by the date and time the application was received. Kindergarten applications received after the April 1st deadline will be placed in order of receipt *behind* applications placed on the waitlist from the Kindergarten lottery.

Waitlist applications are considered active until the application is pulled from the waitlist (and a parent either accepts or declines the offer), a parent withdraws their application, or the grade level and class pertinent to the application has graduated from the school.

In the event that a child's grade level placement has changed between the time of application and the time that the application is called from the waitlist (ex. retention or promotion), the students' application will be placed in the appropriate grade level, in order of date and time applied. If the application is eligible for an admissions preference, it will be placed within that preference, in order of date and time applied.

Waitlist Enrollment Procedures

Waitlisted applications will be considered if space becomes available at the beginning of each new school year or when space becomes available at Explore Envision Charter School. Calls will be made to the phone numbers listed on the application, and a record of those calls will be kept. Parents must accept within 24 hours of the phone call or their space will be forfeited to the next applicant on the waitlist.

Admissions Preferences and the Waitlist

Waitlist applications are ordered first by the kindergarten lottery results, followed by the date and time of applications received post-lottery. Additionally, the waitlist is subject to the same admissions preferences as those in the lottery. Applications of families who qualify and provide evidence of admissions preferences will move up to the top of each grade's waitlist, with the order within each preference determined by the date and time of application.

Withdrawal or Transfer Procedures

Students currently enrolled in Explore Envision Charter School fill out intent to return letters in the last month of school each year. Every student is automatically re-enrolled unless their parent completes a withdrawal form. Parents/guardians may withdraw their child at any time from Explore Envision Charter School. When a parent or legal guardian withdraws a student from the school they must complete a withdrawal form. This form can be obtained from the main office. The withdrawal process is complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. This includes checking ATS and confirming enrollment with the new school. If a parent/guardian's signature cannot be obtained, then the student is considered officially withdrawn only after enrollment at the new school is confirmed.

Once the student is officially withdrawn, the student's file is moved from the current student file cabinet to a withdrawn student file cabinet. Withdrawn student files are maintained in a locked cabinet in the main office and filed by the year of withdrawal. Records of students will be kept for nine years. Explore Envision Charter School staff will not send out information on any student at any time to another school unless an official request has been made from another school on behalf of the student who withdrew.

In the case that returning students do not attend the first day of school, they will be subject to the same 24-hour rule that applies to families being called from the waitlist. Following the first absence, Explore Envision Charter School will call absent students and gives them 24 hours to report to school. If the student does not report to school within that timeframe, the returning student is considered to have withdrawn. Auto-withdrawn students must then submit a waitlist application and their application would be placed in the order of date and time of application.

Facility Needs

Describe the facility needs of the proposed school for each year of the charter period, including any unique features necessary to implement the school design and academic program. This response should address:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or English language learner services, specialty classes and intervention or enrichment programs;
- Space requirements for administrative functions, food services and physical education.

Explore Envision Charter School will open with 240 K-3rd graders, in a total of six classrooms, with two classes per grade. The chart below assumes 750 square feet per classroom. In addition, the chart below assumes common areas for students and administrative areas for faculty. Additional classrooms have been added for enrichment and for student services, including special education and reading recovery. Ideally, Explore Envision Charter School will seek space that permits at least one art room, gymnasium, library, and conference room. These space needs are folded into the chart below.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Grades	K-3	K-4	K-5	K-6	K-7
# of Students	240	300	360	420	480
# of Classrooms	8	10	12	15	
# of Additional Classrooms	5	6	7	8	9
Library	1,500	1,500	1,500	1,500	1,500
Administrative Space	1,500	1,500	1,500	1,500	1,500
Cafeteria/ Gymnasium	3,000	3,000	3,000	3,000	3,000
Other Common Space (inc restrooms)	1,000	1,500	1,750	2,250	
Total Square Footage	16,750	19,500	22,000	25,550	

Explore Envision Charter School will comply with all applicable codes for space use requiring permits. Explore Envision Charter School will utilize the services of the New York City Department of Education's Office of School Food and Nutritional Services. The Office will serve a hot breakfast and hot lunch program and oversee all aspects of this operation. Explore Envision Charter School will ensure that the Office is able to supply all food preparation under the appropriate compliance codes. All Kindergarten areas will be located below the third floor.

Facility Selection

Describe the efforts to date to secure a facility for the school.

- **If a facility has been identified, describe the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use.**
 - **Address how the proposed facility will be able to meet New York State Education Department specifications by when the school would commence instruction.**
 - **If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets New York State Education Department specifications). Also, explain any contingency planning.**
 - **If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable. Such plans must include an explanation about the extent to which the lack of public space impacts the school's proposed budget, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required.**
-

Explore Envision Charter School has yet to finalize a site for the school and will notify the SUNY Charter Schools Institute within 10 days of securing a facility for the school. As we are planning to site our school in a building where a failing school has been closed by the NYC DOE, the facility will be an existing building. We will ensure that the selected facility complies with all applicable code requirements.

Explore Schools is currently working closely with the NYC DOE to identify the schools that may be closed and would be slated for use by Explore Envision Charter School. As soon as a school has been identified for closure by the NYC DOE and its facility has been assigned to Explore Schools (and Explore Envision Charter School), we will notify the Charter Schools Institute and the Board of Regents within ten days. It should be noted that the two other schools within the Explore Schools network currently operate in NYC DOE facilities.

In partnership with Explore Schools has specifically requested that the NYC DOE considered placing Explore Envision Charter School in a facility in CSD 17 or 18 and the NYC DOE has acknowledged its interest in working on a school turnaround strategy in these specific districts. Though our planning team is committed to opening a school in Brooklyn we would also consider locating in NYC DOE space elsewhere in the city if a school turnaround opportunity presents itself elsewhere. Though we acknowledge the particular challenges of co-locating with other schools within a larger NYC DOE site (in the instance where a school is "phased out" rather than closed entirely all at once) we are confident that Explore Envision Charter School's management and teaching teams will be able to create a strong school culture within any site secured through the DOE.

The Explore Envision Charter School founding team will notify the Charter Schools Institute and the Board of Regents within ten days of securing a facility.

Conflicts of Interest

If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Note that in such cases the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers.

Explore Envision Charter School will likely lease its facility from the NYC DOE. In line with the other agreements it has executed with the NYC DOE, Explore Envision Charter School expects to pay \$1/year for any facility it leases. We have not identified any potential conflicts of interest with this approach, but if any such conflict should arrive, the Explore Envision Charter School conflict of interest policy will be used to ensure an appropriate response.

As one of the main priorities of Explore Envision Charter School is to turnaround a failing traditional public school, we are committed to operating in the public school space where the failing school previously operated. As such, we are not seeking alternative space options for our school. As we will be occupying NYC DOE space, we will allow enough time in our facilities completion schedule for the Charter Schools Institute to hold a hearing on notice as required by the Charter Schools Act prior to occupancy.

Additional Facility Information

Information such as blue prints, maps, certified estimates, etc. should be provided as part of this response.

Important Note: If a facility has already been identified, include certification from an architect that confirms that the proposed facility will be able to meet New York State Education Department specifications by the date that the school would commence instruction and the cost of bringing the facility into compliance with the specifications, which must be accounted for in the proposed budget.

Explore Envision Charter School has yet to finalize a site for the school and will notify the SUNY Charter Schools Institute within 10 days of securing a facility for the school. As we are planning to site our school in a building where a failing school has been closed by the NYC DOE, the facility will be an existing building. We will ensure that the selected facility complies with all applicable code requirements.

Food Services**Describe the plans for food services to be provided by the charter school.**

Explore Envision Charter School will offer a hot/cold breakfast, snack and lunch program to all students. Additionally, the school will participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA.) All meals will meet USDA minimum nutrition requirements, including dietary guidelines, and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium and calories.

In order to provide meal service to our students, Explore Envision Charter School will utilize the services of the New York City Department of Education's Office of School Food and Nutritional Services. The Office will serve breakfast and lunch and oversee all aspects of this operation.

Health Services

Describe the plans for health services to be provided by the charter school.

General Medical Services

Explore Envision will seek the services of a Registered Nurse who will provide the following medical care through the New York City Department of Health and Mental Hygiene (DOHMH). Because we will be co-located, we will utilize the building nurse from DOHMH.

The RN will provide the following services:

- Maintain students' health and immunization records, including the Authorization for Administration of Medication to Students and logs of visitations.
- Administer first aid to students.
- Evaluate the health needs of students and contact parents, as needed.
- Administer prescription medications as ordered by students' physician(s).
- Monitor blood sugar of diabetic students and administers insulin, as needed.
- Provide instruction to students and parents on the management of health problems.
- Provide medical referrals to parents when necessary.
- Teach students about maintaining good health.

All students who visit the medical room will be sent with a staff person's referral stating the reason for the visit. The student will be evaluated by the school nurse or authorized school personnel. Treatment will then be initiated and the parent/guardian will be contacted. All students requiring attention for complaints of chest pain, shortness of breath, dizziness or any injury requiring immediate attention will be accompanied to the medical room by an adult.

Plans and Procedures for Students who Require Daily Medication

During school hours, students requiring medication must bring a letter from their physician showing medical necessity, or an Authorization for Administration of Medication to Students. All medication must be sent with the pharmacy label attached. Only medications requiring a dose during school hours will be administered in school. All daily or twice a day medications shall be administered at home before or after school.

Asthmatic students who require daily medication must have a current Authorization for Administration of Medication to Students form on file. The student will be sent to the medical room daily at the prearranged time. Medication must be stored in the medical room except for students with documented permission to carry and self-administer their own medication. Medication will only administered by the school nurse.

Diabetic students requiring blood sugar monitoring must have a glucose monitoring form on file. These students will be sent to the medical room at prearranged times as per their physician's instructions. Blood sugar monitoring and the administration of insulin will be done by the school nurse.

Immunization Requirements

Explore Envision Charter School, in accordance with New York State law, will require all students to produce documentation of all state-mandated immunizations by requiring, at the time of enrollment, a student's original immunization record. This record will be reviewed and photocopied by Explore Envision Charter School staff and filed securely in the student's medical file. Before the beginning of each school year, Explore Envision Charter School will forward any additional immunization requirements to all families and require documentation of these immunizations before the start of the school year.

Explore Envision Charter School will maintain an accurate and updated list of students who have fulfilled immunization requirements. Explore Envision Charter School will also update immunization records on the New York City Department Education's Automate The Schools (ATS) database.

In accordance with Public Health Law § 2164 (7)(a), no student will be permitted to attend or enter Explore Envision Charter School after fourteen days without documentation that they have been administered required vaccines. Parents who fail to produce documentation that their student has been properly immunized will be notified on the first day of school and each day thereafter. Appropriate logs will be kept of these communications. Students will be barred from Explore Envision Charter School after fourteen days if no documented evidence of vaccinations has been received. In these cases, the Director of Operations will place both a phone call and write a letter to the New York City Department of Health and Mental Hygiene as well as to parents of students who are out of compliance with immunization requirements.

Parents may waive immunization in accordance with Public Health Law § 2164(9) and exceptions to immunizations will be granted if a licensed physician or nurse practitioner – via letter – certifies that such immunizations may be detrimental to the student's health. Parents who possess genuine and sincere religious beliefs that are contrary to immunization practices will also be granted a waiver from immunization practices upon production of a written letter testifying to same.

CPR and Automated External Defibrillator

As required by New York Education Law § 917, Explore Envision Charter School will make available an Automated External Defibrillator (AED) for public access during emergencies. Explore Envision Charter School will also ensure that during school hours and at Explore Envision Charter School sponsored events offsite that there are staff members trained in CPR and in the operation and use of the AED.

Transportation

Describe the transportation arrangements for students, including arrangements made for students who would not qualify for public school transportation under Education Law Section 3635, and any supplemental transportation arrangements planned with sending school districts.

Explore Envision Charter School will not be responsible for providing transportation services to its students. In other cases, eligibility for public school transportation pursuant to Education Law § 3635 will be determined following the New York City Department of Education's Office of Pupil Transportation guidelines. These guidelines provide full fare transportation for students in grades K-2 who live more than a ½ mile from school, students in grades 3 through 6 who live more than 1 mile from school and students in grades 7 and 8 who live more than 1½ miles from school. For all students who are eligible under these guidelines, metro cards will be provided to students. No busing will be provided for students, except when a student's IEP mandates that yellow school bus transportation must be provided. Parents/guardians of students ineligible for transportation will be responsible for transporting their children, and will be notified as such.

For Explore Envision Charter School's extended year, Explore will purchase metro cards for all students who are eligible according to the New York City Department Education's Office of Pupil Transportation guidelines. Explore Envision Charter School's extended day program falls within the appropriate school hours so as to allow for public transportation to be provided by the Office of Pupil Transportation. Additional costs related to purchasing metro cards for students during Explore Envision Charter School's extended year have been included in our budget projections.

Insurance

Describe the insurance coverage to be carried by the charter school including the name of the insured and amounts of insurance for liability, property loss, and student personal injury and any school owned or leased vehicles.

Explore Envision Charter School will secure adequate insurance and will be assisted in the acquisition process by the Explore Schools support team. Explore Envision Charter School will likely secure insurance through Austin & Co. Insurance. This group has reliably provided coverage to the other schools in the Explore Schools network.

Insurance coverage will be (at a minimum) provided as follows:

Type	Limits	Estimated Premium
Property	\$175,000	\$1,328
Business Interruption/Extra Expense	\$250,000	(included in property)
General Liability:		\$6,923
Each Occurrence Limit	\$1,000,000	
Annual Aggregate	\$3,000,000	
Employee Benefits Liability	\$1,000,000	
Abuse/Molestation	\$1,000,000	
Automotive Liability	\$1,000,000	\$462
Crime:		(included in property)
Employee Theft	\$100,000	
Forgery & Alteration	\$25,000	
Computer Fraud	\$50,000	
Money & Securities (inside)	\$50,000	
Money & Securities (outside)	\$25,000	
Umbrella Liability:		\$6,672
Annual Aggregate	\$10,000,000	
Self-Insurance Retention	\$10,000	
Abuse/Molestation Coverage	YES	
Directors and Officers:		\$4,025
Each Claim	\$2,00,000	
Annual Aggregate	\$2,000,000	
Retention	\$5,000	
Student Accident:		\$800
Basic Excess Coverage	\$25,000	
Catastrophic Coverage	\$1,000,000	

Programmatic Audits

Describe planned annual program audits to be initiated by the school including the area(s) to be audited and the purpose, objectives and timing of the audits, which must be similar in scope to the audits of other public schools.

As a charter school, Explore Envision Charter School recognizes that it is subject to the same programmatic audits required of other public schools in New York State. Further, as part of the Explore Schools network of schools, Explore Envision Charter School will benefit from an annual school quality review that is paid in full by Explore Schools. Explore Schools hires, on an annual basis, highly qualified reviewers from organizations like 102 Group, School Works and Cambridge Education Associated to conduct a multi-day review of the school sites. The school quality review covers the following areas:

- Instruction & Instructional Materials
 - Clarity of expectations regarding learning objectives
 - Rigor and quality of instruction
 - Student engagement
 - How are the curricula being utilized? How adept is the staff utilizing the curriculum?
 - Analysis of actual instructional time in literacy and math
- Leadership
 - Norming/calibrating use of the teacher observation tool
 - Identification of the “right” priorities/management of the priorities
 - Processes of continuous improvement (how are the data from interims being used to re-teach; what is the quality of the teach-collect data-re-teach cycle)
 - Management of people
 - Clarity of roles and responsibilities
- Staff Culture & Learning Community
 - The ways in which staff members are growing professionally and how those opportunities are accessed and communicated to the faculty.
 - The level to which staff members feel invested in the school community.

All audits begin with a school self-evaluation (which generally takes place in December) and then a multi-day site visit (which generally takes place in January).

Budget

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that there would be sufficient start-up funds available to the proposed school. Provide the rationale for, or source of the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

The founders of Explore Envision Charter School have taken steps in preparing the budget projections to ensure that the fiscal plan is sound and that the required start-up funds will be available to the school. The lead applicant's experience with founding three other New York City charter schools has helped the founding team to create a financial plan that we believe closely aligns to the actual revenues we'll receive and expenditures we'll make. We've gone a step further by including revenue assumptions that are conservative, while calculating expenses that are generous. Please note that there are four budgets—one for K-3 and another for K-2 should we not receive a waiver; one for public facilities and one for private facilities. This narrative assumes a K-3 start with public facilities.

Revenues

Schools within the Explore Schools network run on the per-pupil allotment provided by the city and state, and therefore neither the schools nor Explore Schools conducts fundraising to cover basic expenses once the schools are operational. However, Explore Schools will use its funds to assist with start-up expenses related to Explore Envision. We have estimated that the revenues received by Explore Schools to support the start-up of Explore Envision will total approximately \$72,433 during the start-up period, but Explore Schools will cover additional revenue short falls, should they occur. In addition to the \$500,000 from CSP (\$200,000 for the first year) it is likely that Explore Envision Charter School will also receive start-up funding from the same individual donors and foundations that supported the start-up of the other schools in the Explore Schools networks, including the Tiger Foundation and the Achelis and Bodman Foundation.

For revenue during the first five years of operations, in addition to CSP support, we have assumed that the per pupil allocation will remain flat for the entire term of the charter. We have, however, anticipated expense increases, as detailed in the next section. We have also conservatively assumed that we will only receive Special Education funding for 10% of our students, though our projection to hire three certified special educators for the first year of operations, and increase that number over the term of our charter, indicates that we believe that the Special Education population of students will exceed the figure projected by our revenue assumptions. We have also assumed the funding for Special Education will remain flat, and revenues have been budgeted at the funding levels of 2011-2012.

We are assuming Federal Title funding in line with what is received by the other schools in the Explore Schools network. We are not assuming any increases in any of the Federal funding that Explore Envision Charter School will receive in years one through five. Though we have been fortunate to receive philanthropic support from donors and individuals to support the operations of the other schools within the Explore Schools network, we are also not assuming any philanthropy in years one through five of operations.

Revenues (Projected Fundraising Initiatives)

It is not expected that Explore Envision will undertake significant fundraising initiatives to support its operations over the school's first through fifth year of operations, and the budget has been created so that no additional funds are required at the school level. However, though it is not included in the budget for Explore Envision, it should be noted that Explore Schools raises funds as a school support organization that will translate into direct services provided to Explore Envision. The fundraising initiatives that will be undertaken by Explore Schools on behalf of Explore Envision over the next five years would include, for example, funds cover an annual independent school review process, funds to cover leadership coaching and network-wide teacher professional development, and for an alumni support program that supports students who have graduated from an Explore Schools network school.

Explore Schools continues to build relationships with individual donors as well as with foundations to meet fundraising goals. The organization has received commitment from individuals for a total of approximately \$100,000 in support of our network school growth, including support of Explore Envision. The organization has also been granted funds from organizations, including \$600,000 from NewSchools Venture Fund, \$825,000 from The Robin Hood Foundation, \$115,000 from the New York City Charter Center, and \$2 million from the Charter School Growth Fund. Total fundraising to date is over \$3,000,000 and includes funds that will be used to support Explore Envision's start-up.

Looking forward, Explore Schools is continuing to build relationships with foundations, including The Susan and Michael Dell Foundation, The Hayden Foundation and The Credit Suisse Foundation. Explore Schools will also continue to build the individual donor base of support. Explore Schools is also planning an annual fundraiser for May 2012.

Expenses

In every instance, expense projections are based upon the operating experiences of the other schools within the Explore School network. We have budgeted salaries that reflect what staff are paid at Explore Schools' network schools. The schools in Explore Schools network have been successful in recruiting and retaining outstanding teachers, therefore, we feel that aligning out salary expectations with those schools will help to ensure that Explore Envision Charter School attracts highly qualified staff and is therefore sustainable. We have assumed a three percent annual increase in salaries and benefits that include health, dental, life and a retirement savings plan. We assume that our fringe benefits expenses increase by 15% each year. We have budgeted generously to cover the technology needs of the school, and also to provide accounting and payroll support.

School operations related expenses have been budgeted based on the expenses incurred in Explore Schools' other network schools. We have included assumptions related to all classroom materials and supplies, textbooks, assessments, and field trips for all students. We've also budgeted generously for materials for Special Education students. Staff development expenses have been developed assuming \$1,000 per staff member.

It should also be noted that in order to be especially conservative in this uncertain economic climate, Explore Envision Charter School will keep an operating reserve. Explore Envision Charter School has also planned for contingencies for a financial short-fall that would include cutting non-essential

staff positions, such as the second school counselor, added in year three, and limiting student field trips and keeping all professional development local, thereby limit staff travel costs.

Financial Planning

Explain the process the school will use to develop its annual budget. This response should address:

- **Who will be involved;**
 - **How needs will be identified and weighed;**
 - **The timeline for creating and approving budgets; and**
 - **Procedures for monitoring and modifying budgets.**
-

At the beginning of the each academic year, school based management will identify academic and operational priorities to determine revenue expectations and spending patterns. Once those priorities have been identified, Envision's finance manager and leadership team will work closely with Explore School's director of finance to craft a budget that prioritizes items that most affect student achievement. This team will develop a proposal for Envision's board to review and approve in the spring for the next fiscal year.

To ensure that our budget reflects the reality of the needs of our school, budgets and financial indicators are reviewed by management on a monthly basis and by Envision's board on a quarterly basis. Mid-year, Envision's finance manager and leadership team will work closely with Explore School's director of finance will reassess spending and revenue forecasts, along with annual priorities, and propose a budget modification for board approval.

Fiscal Impact

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations (which should be consistent with Responses 4(a-b) and the 5-year budget projection);
 - Per Pupil Allocation assumptions;
 - Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;
 - Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
 - Projected Budget for the school district of location; and
 - Projected impact as a percentage of dollars of each sending district's budget (with more than 10 students projected to attend the charter school) for each year.
-

Overview

Explore Envision seeks to operate in Community School District 17 or 18. According to the NYC DOE website, there are 140 public and charter schools currently operating in those districts, all serving some or all of the same grades that will be served by Explore Envision Charter School. Given the small grade level size of 60 students, Explore Envision charter school does not anticipate materially impacting the budget of any of the schools in the neighborhoods from which it will draw students. Further, Explore Envision Charter School seeks to locate in a densely populated area of Central Brooklyn with students drawn from a failing school that has been closed by the NYC DOE. As a result, there will be a negligible negative programmatic impact on existing public and nonpublic schools in the district, many of which are already severely overcrowded.

In New York City students are assigned to one of 32 Community School District zones, depending on where they live, however, a student may attend a school outside his/her zone or a charter school, provided there is space. Under the federal No Child Left Behind law, students attending a Title I school designated as "in need of improvement" have the right to attend a higher-performing school in the district.

Financial Impact

With a projected enrollment of 480 students at Year 5 of the charter, Explore Envision Charter School expects that \$6,168,312 (per pupil of \$13,527)¹ will follow children from the school district of the student's residence. Additional monies may be forthcoming due to Special Education reimbursements. The estimated annual budget of Explore Envision Charter School represents approximately .028% of the budget of the New York City Department of Education in 2017-2018, based on the estimated budget for the NYC DOE for 2010-2011. The enrollment and financial impact chart below includes the potential impact on the NYC DOE for each year of Explore Envision Charter School's first five years of operations:

Potential Fiscal Impact of Explore Envision Charter School Charter School

¹ According to NYSED projected estimates for 2010-2011:
https://stateaid.nysed.gov/charter/html_docs/charter_1011_final.htm

School Year	# Students	Per Pupil Allocation	Projected Charter School Cost ²	District Budget ³	Projected Impact
2013-2014	240	\$13,527	\$3,246,480	\$18,500,000,000	0.001%
2014-2015	300	\$13,527	\$4,058,100	\$18,500,000,000	0.002%
2015-2016	360	\$13,527	\$4,869,720	\$18,500,000,000	0.002%
2016-2017	420	\$13,527	\$5,681,340	\$18,500,000,000	0.003%
2017-2018	480	\$13,527	\$6,492,960	\$18,500,000,000	0.003%

² Based on the average current per pupil estimates multiplied by expected enrollment. It is assumed, for the purposes of this projection that per pupil revenues will remain constant. However, it should be noted that this estimate is subject to unpredictable increases and decreases in any given year.

³ Based on the NYC DOE school district operating budget for 2010-2011.

<http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

It is assumed, for the purposes of this projection that budget will remain constant. However, it should be noted that this estimate is subject to unpredictable increases and decreases in any given year.

Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

Explore Envision Charter School will hire a certified public accountant (CPA) to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement. Additionally, the CPA will audit the school's journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP.) Explore Excel Charter School's first audit period will include the start-up period through the end of the first fiscal year end, June 30th, with the start-up portion of the financials will be identified in the footnotes to the financial statements.

Dissolution Procedures

Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing the assets to either the school district of location or another charter school within that district.

In the event of closure or dissolution of Explore Envision Charter School, the Board of Trustees shall delegate to the Principal the responsibility to manage the dissolution process.

Logistical Transfer of Students

In case of dissolution, Explore Envision Charter School will inform the parents of each student in grades K-8 the name and address of the student's zone school. Explore Envision Charter School will also distribute a letter that lists alternative school choices for all students.

Transfer of Student Records

In case of dissolution, all student records will be transferred to appropriate school districts and/or schools. Parents will be notified that a copy of such records will be available to each student's parent or legal guardian upon request.

Public Meeting

In case of dissolution a public meeting will be conducted to provide information on the school's dissolution to parents and other interested community members.

Transfer of the School's Assets

In case of dissolution, Explore Envision Charter School's Principal will conduct a complete audit of all school assets. At the school's discretion, material will be physically transferred to the New York City Department of Education. Explore Envision Charter School will ask the New York City Department of Education to designate a liaison to negotiate the transfer of assets to the Department.

Escrow Account

Explore Envision Charter School will establish an escrow account of no less than \$75,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur. This commitment should be reflected in the budget in \$25,000 increments in the school's first three years of instruction.



Charter Schools Institute

The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	10201	BERNE KNOX	10,653	10,814	10,814	13,371
3	10306	BETHLEHEM	10,050	12,653	12,653	12,513
4	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500	COHOES	10,516	11,070	11,070	11,791
6	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615	MENANDS	16,576	16,582	16,582	15,870
9	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802	GUILDERLAND	10,011	10,712	10,712	11,356
13	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200	WATERVLIET	8,850	9,070	9,070	9,404
15	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601	ANDOVER	10,738	11,107	11,107	12,353
17	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801	BELFAST	8,535	10,153	10,153	11,619
19	21102	CANASERAGA	10,752	11,354	11,354	12,329
20	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001	FILLMORE	7,539	8,668	8,668	9,156
22	22101	WHITESVILLE	9,180	10,241	10,241	10,904
23	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401	SCIO	10,157	12,133	12,133	11,968
25	22601	WELLSVILLE	9,976	11,455	11,455	11,681
26	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200	BINGHAMTON	8,896	9,820	9,820	10,244
29	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301	DEPOSIT	11,710	14,020	14,020	14,304
34	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601	VESTAL	10,513	11,413	11,413	12,166
38	31701	WINDSOR	9,118	9,813	9,813	10,115
39	40204	WEST VALLEY	12,044	13,408	13,408	13,623
40	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
42	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401	HINSDALE	10,311	10,640	10,640	9,952
44	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400	OLEAN	9,145	9,933	9,933	10,976
46	42801	GOWANDA	9,677	10,020	10,020	11,326
47	42901	PORTVILLE	9,153	9,726	9,726	10,058
48	43001	RANDOLPH	8,957	9,806	9,806	10,720
49	43200	SALAMANCA	9,448	11,211	11,211	11,582
50	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESE0	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

Charter Funding By NYS School District

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251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

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301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

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351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

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401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

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451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

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501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTICELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALLKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

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651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

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1	10100	ALBANY	11,149	11,712	11,712	14,072
2	570101	ADDISON	10,537	10,215	10,215	11,263
3	410401	ADIRONDACK	9,936	10,915	10,915	11,668
4	80101	AFTON	10,510	11,717	11,717	13,800
5	142101	AKRON	9,157	9,760	9,760	10,134
6	450101	ALBION	8,014	8,887	8,887	10,580
7	140101	ALDEN	9,267	9,737	9,737	9,862
8	180202	ALEXANDER	9,501	10,005	10,005	11,325
9	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303	AMAGANSETT	59,305	45,754	45,754	57,648
14	140201	AMHERST	10,520	10,138	10,138	10,721
15	580106	AMITYVILLE	14,006	16,765	16,765	17,777
16	270100	AMSTERDAM	8,584	8,887	8,887	9,443
17	120102	ANDES	14,329	15,445	15,445	21,107
18	20601	ANDOVER	10,738	11,107	11,107	12,353
19	660405	ARDSLEY	15,063	17,638	17,638	20,471
20	640101	ARGYLE	8,772	10,694	10,694	11,402
21	571901	ARKPORT	8,402	8,587	8,587	9,666
22	131601	ARLINGTON	9,976	10,651	10,651	11,469
23	670201	ATTICA	9,266	9,393	9,393	9,552
24	50100	AUBURN	8,945	9,959	9,959	10,495
25	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302	AVERILL PARK	8,683	9,363	9,363	10,036
27	570201	AVOCA	9,594	11,471	11,471	13,201
28	240101	AVON	9,000	10,726	10,726	10,465
29	580101	BABYLON	15,378	17,161	17,161	16,928
30	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210	BALDWIN	14,024	15,336	15,336	15,658
32	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301	BARKER	12,412	13,293	13,293	12,895
35	180300	BATAVIA	11,169	12,503	12,503	12,293
36	570302	BATH	8,726	9,370	9,370	9,780
37	580501	BAY SHORE	13,930	15,048	15,048	15,355
38	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200	BEACON	9,227	9,650	9,650	11,093
40	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102	BEDFORD	18,038	19,852	19,852	20,556
42	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801	BELFAST	8,535	10,153	10,153	11,619
44	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207	BELLMORE	15,949	17,562	17,562	19,638
46	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001	BEMUS POINT	9,766	10,726	10,726	11,810
48	490101	BERLIN	10,974	12,019	12,019	12,890
49	10201	BERNE KNOX	10,653	10,814	10,814	13,371
50	10306	BETHLEHEM	10,050	12,653	12,653	12,513

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51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

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101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

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151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

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251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

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351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

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451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

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501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSSEN	11,110	13,154	13,154	14,790
506	580901	REMSSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRING	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTLAND	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRING	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLEY	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

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551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

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601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALLKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIET	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

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651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743



Charter Schools Institute

The State University of New York

New Application Budget(s) & Cash Flow(s) Template *for SUNY Authorized Charter Schools*

Explore Envision Charter School

Contact Name:

Ian Newton

Contact Email:

inewton@explorenetwork.org

Contact Phone:



Examples

Pre-Opening Period

July 1, 2012 to June 30, 2013

Operational Year ONE

July 1, 2013 to June 30, 2014

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

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)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	200,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	200,000

LOCAL and OTHER REVENUE

Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	5,000	\$5K Pro Bono Legal Services
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	5,000	

TOTAL REVENUE	205,000

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	120,000	Principal Residency
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	40,000	1/2 Year Ops Director (January Start)
Administrative Staff	0.25	6,667	April Start Finance Mgr
TOTAL ADMINISTRATIVE STAFF	1.75	166,667	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

1.75	166,667

PAYROLL TAXES AND BENEFITS

Payroll Taxes	14,767	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits	25,000	Fringe and Benefits 15% of salary
Retirement / Pension	-	
TOTAL PAYROLL TAXES AND BENEFITS	39,767	

TOTAL PERSONNEL SERVICE COSTS

1.75	206,433

CONTRACTED SERVICES

Accounting / Audit	5,000	
Legal	5,000	Pro Bono Legal
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	10,000	

SCHOOL OPERATIONS

Board Expenses	15,000	Board Development
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	10,000	Marketing Materials
Equipment / Furniture	-	
Telephone	2,000	
Technology	4,000	Computers
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	2,000	
Staff Development	8,000	
Staff Recruitment	-	
Student Recruitment / Marketing	15,000	
School Meals / Lunch	-	
Travel (Staff)	2,000	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	58,000	

FACILITY OPERATION & MAINTENANCE

Insurance	3,000
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	3,000

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

-

TOTAL EXPENSES

277,433

NET INCOME

(72,433)

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

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 ENROLLMENT	-

REVENUE PER PUPIL	-

EXPENSES PER PUPIL	-

Explore Envision Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD July 1, 2012 to June 30, 2013							
Total Revenue	-	40,000	40,000	40,000	40,000	45,000	205,000
Total Expenses	81,649	37,705	35,372	38,458	30,124	54,124	277,433
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
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)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	40,000	40,000	40,000	40,000	40,000	200,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	40,000	40,000	40,000	40,000	40,000	200,000
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	5,000.	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	5,000	5,000
TOTAL REVENUE	-	40,000	40,000	40,000	40,000	45,000	205,000

Explore Envision Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD July 1, 2012 to June 30, 2013							
Total Revenue	-	40,000	40,000	40,000	40,000	45,000	205,000
Total Expenses	81,649	37,705	35,372	38,458	30,124	54,124	277,433
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	60,000	12,000	12,000	12,000	12,000	120,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	8,000	8,000	8,000	8,000	40,000
Administrative Staff	0.33	-	-	2,222	2,222	2,222	6,667
TOTAL ADMINISTRATIVE STAFF	1.83	60,000	20,000	20,000	22,222	22,222	166,667
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.83	60,000	20,000	20,000	22,222	22,222	166,667
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		5,316	1,772	1,772	1,969	1,969	14,767
Fringe / Employee Benefits		9,000	3,000	3,000	3,333	3,333	25,000
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		14,316	4,772	4,772	5,302	5,302	39,767
TOTAL PERSONNEL SERVICE COSTS	1.83	74,316	24,772	24,772	27,524	27,524	206,433
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	5,000	5,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	10,000	10,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	15,000	15,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-
Supplies & Materials other		-	4,000	3,000	1,000	1,000	10,000
Equipment / Furniture		-	-	-	-	-	-
Telephone		1,000	200	200	200	200	2,000
Technology		1,333	1,333	-	1,334	-	4,000
Student Testing & Assessment		-	-	-	-	-	-
Field Trips		-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		1,000	200	200	200	200	2,000
Staff Development		3,000	2,000	2,000	-	1,000	8,000
Staff Recruitment		-	-	-	-	-	-
Student Recruitment / Marketing		-	5,000	5,000	5,000	-	15,000
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		1,000	200	200	200	200	2,000
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		7,333	12,933	10,600	7,934	2,600	58,000
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	3,000	-	3,000
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	3,000	-	3,000
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-
		-	-	-	-	-	-
TOTAL EXPENSES		81,649	37,705	35,372	38,458	30,124	277,433
NET INCOME		(81,649)	2,295	4,628	1,542	9,876	(72,433)
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-
NET INCOME		(81,649)	2,295	4,628	1,542	9,876	(72,433)
Beginning Cash Balance		-	-	-	-	-	-
ENDING CASH BALANCE		(81,649)	2,295	4,628	1,542	9,876	(72,433)

		Explore Envision Charter School												
		PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *												
		July 1, 20XX to June 30, 20XX												
		* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
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)		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE														
		-	-	-	-	-	-	-	-	-	-	-	-	-

	Explore Envision Charter School													
	PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *													
	July 1, 20XX to June 30, 20XX													
	* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year													
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
No. of Positions	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.33	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS														

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,673,125	163,643	-	10,000	95,000	2,941,768	
Total Expenses	1,941,510	300,875	830,960	-	548,013	3,621,357	
Net Income	731,615	(137,232)	(830,960)	10,000	(453,013)	(679,590)	
Actual Student Enrollment	180	18				198	
Total Paid Student Enrollment	175	16				191	
PROGRAM SERVICES			SUPPORT SERVICES				
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT &	TOTAL		
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
School District 1 (Enter 13,527	2,367,225	-	-	-	-	2,367,225	
School District 2 (Enter -	-	-	-	-	-	-	
School District 3 (Enter -	-	-	-	-	-	-	
School District 4 (Enter -	-	-	-	-	-	-	
School District 5 (Enter -	-	-	-	-	-	-	
School District 6 (Enter -	-	-	-	-	-	-	
School District 7 (Enter -	-	-	-	-	-	-	
School District 8 (Enter -	-	-	-	-	-	-	
School District 9 (Enter -	-	-	-	-	-	-	
School District 10 (Enter -	-	-	-	-	-	-	
School District 11 (Enter -	-	-	-	-	-	-	
School District 12 (Enter -	-	-	-	-	-	-	
School District 13 (Enter -	-	-	-	-	-	-	
School District 14 (Enter -	-	-	-	-	-	-	
School District 15 (Enter -	-	-	-	-	-	-	
School District - ALL -	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average 13,527	2,367,225	-	-	-	-	2,367,225	
Special Education Revenue	-	163,643	-	-	-	163,643	
Grants							
Stimulus	-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	2,367,225	163,643	-	-	-	2,530,868	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	
Title I	84,000	-	-	-	-	84,000	
Title Funding - Other	8,400	-	-	-	-	8,400	
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation	200,000	-	-	-	-	200,000	
Other	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	292,400	-	-	-	-	292,400	
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	10,000	-	10,000	
Fundraising	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	90,000	90,000	
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	13,500	-	-	-	-	13,500	
OTHER	-	-	-	-	5,000	5,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	13,500	-	-	10,000	95,000	118,500	
TOTAL REVENUE							
2,673,125	163,643	-	10,000	95,000	2,941,768		

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,673,125	163,643	-	10,000	95,000	2,941,768	
Total Expenses	1,941,510	300,875	830,960	-	548,013	3,621,357	
Net Income	731,615	(137,232)	(830,960)	10,000	(453,013)	(679,590)	
Actual Student Enrollment	180	18				198	
Total Paid Student Enrollment	175	16				191	
		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEME NT &	
						TOTAL	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1.00	120,000	-	-	-	120,000	
Instructional Management	1.00	100,000	-	-	-	100,000	
Deans, Directors & Coordinators	3.00	150,000	75,000	-	-	225,000	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	85,000	85,000	
Administrative Staff	3.00	-	-	-	138,750	138,750	
TOTAL ADMINISTRATIVE STAFF	9.00	370,000	75,000	-	223,750	668,750	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	9.00	495,000	-	-	-	495,000	
Teachers - SPED	3.00	-	180,000	-	-	180,000	
Substitute Teachers	-	49,500	-	-	-	49,500	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	100,000	-	-	-	100,000	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	70,000	-	-	-	70,000	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	15.00	714,500	180,000	-	-	894,500	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	100,000	-	100,000	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	100,000	-	100,000	
Security	-	-	-	100,000	-	100,000	
Other	-	-	-	100,000	-	100,000	
TOTAL NON-INSTRUCTIONAL	-	-	-	400,000	-	400,000	
SUBTOTAL PERSONNEL SERVICES	24.00	1,084,500	255,000	400,000	-	223,750	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		86,652	20,375	31,960	-	17,878	
Fringe / Employee Benefits		108,450	25,500	40,000	-	22,375	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		195,102	45,875	71,960	-	40,253	
TOTAL PERSONNEL SERVICES	24.00	1,279,602	300,875	471,960	-	264,003	
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	20,000	20,000	
Legal		-	-	-	5,000	5,000	
Management Company Fee		284,067	-	-	-	284,067	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	4,000	4,000	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		10,000	-	-	5,000	15,000	
TOTAL CONTRACTED SERVICES		294,067	-	-	34,000	328,067	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	10,000	10,000	
Classroom / Teaching Supplies & Materials		60,000	-	-	-	60,000	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		60,000	-	-	-	60,000	
Supplies & Materials other		15,000	-	-	-	15,000	
Equipment / Furniture		10,000	-	-	-	10,000	
Telephone		15,000	-	-	10,000	25,000	
Technology		35,000	-	-	100,000	135,000	
Student Testing & Assessment		10,000	-	-	-	10,000	
Field Trips		3,500	-	-	-	3,500	
Transportation (student)		-	-	-	-	-	
Student Services - other		10,000	-	-	-	10,000	
Office Expense		30,000	-	-	10	30,010	
Staff Development		40,000	-	-	5,000	45,000	
Staff Recruitment		10,000	-	-	-	10,000	
Student Recruitment / Marketing		15,000	-	-	-	15,000	
School Meals / Lunch		13,125	-	-	-	13,125	
Travel (Staff)		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Other		36,217	-	-	-	36,217	
TOTAL SCHOOL OPERATIONS		362,842	-	-	125,010	487,852	
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	50,000	50,000	
Janitorial		-	-	50,000	-	50,000	
Building and Land Rent / Lease		-	-	250,000	-	250,000	
Repairs & Maintenance		-	-	25,000	-	25,000	
Equipment / Furniture		5,000	-	10,000	5,000	20,000	
Security		-	-	-	-	-	
Utilities		-	-	24,000	-	24,000	
TOTAL FACILITY OPERATION & MAINTENANCE		5,000	-	359,000	-	419,000	
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	70,000	70,000	
TOTAL EXPENSES		1,941,510	300,875	830,960	-	548,013	
NET INCOME		731,615	(137,232)	(830,960)	10,000	(679,590)	

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,673,125	163,643	-	10,000	95,000	2,941,768	
Total Expenses	1,941,510	300,875	830,960	-	548,013	3,621,357	
Net Income	731,615	(137,232)	(830,960)	10,000	(453,013)	(679,590)	
Actual Student Enrollment	180	18				198	
Total Paid Student Enrollment	175	16				191	
PROGRAM SERVICES			SUPPORT SERVICES				
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEME NT &	TOTAL		
ENROLLMENT - *School Districts Are Linked To Above Entries*							
School District 1 (Enter Name)	180	18	-			198	
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 ENROLLMENT	180	18	-			198	
REVENUE PER PUPIL							
14,851	9,091	-			14,857		
EXPENSES PER PUPIL							
10,786	16,715	-			18,290		

Explore Envision Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	421,811	80,000	421,811	-	421,811	63,100	421,811	23,100	461,811	36,600	421,811	168,100	2,941,768
Total Expenses	199,162	270,598	307,499	308,627	260,782	311,627	271,449	309,594	262,249	314,394	273,249	532,127	3,621,357
Net Income	222,649	(190,598)	114,312	(308,627)	161,029	(248,527)	150,362	(286,494)	199,562	(277,794)	148,562	(364,027)	(679,590)
Cash Flow Adjustments	(100,000)	(80,000)	-	-	-	-	-	-	-	-	-	-	(180,000)
Beginning Cash Balance	-	122,649	(147,949)	(33,637)	(342,264)	(181,235)	(429,762)	(279,400)	(565,893)	(366,331)	(644,125)	(495,563)	-
Net Income	122,649	(147,949)	(33,637)	(342,264)	(181,235)	(429,762)	(279,400)	(565,893)	(366,331)	(644,125)	(495,563)	(859,590)	(859,590)
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	13,527	394,538	-	394,538	-	394,538	-	394,538	-	394,538	-	394,538	2,367,225
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)	13,527	394,538	-	394,538	-	394,538	-	394,538	-	394,538	-	394,538	2,367,225
Special Education Revenue		27,274	-	27,274	-	27,274	-	27,274	-	27,274	-	27,274	163,643
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		421,811	-	421,811	-	421,811	-	421,811	-	421,811	-	421,811	2,530,868
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	21,000	-	21,000	-	21,000	-	21,000	84,000
Title Funding - Other		-	-	-	-	2,100	-	2,100	-	2,100	-	2,100	8,400
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation		80,000	-	-	-	40,000	-	40,000	-	40,000	-	40,000	200,000
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	80,000	-	-	63,100	-	23,100	40,000	23,100	-	63,100	292,400
LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	10,000	10,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	90,000	90,000
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	13,500	-	-	13,500
OTHER		-	-	-	-	-	-	-	-	-	-	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	13,500	-	105,000	118,500
TOTAL REVENUE		421,811	80,000	421,811	-	421,811	63,100	421,811	23,100	461,811	36,600	421,811	2,941,768

Explore Envision Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	421,811	80,000	421,811	-	421,811	63,100	421,811	23,100	461,811	36,600	421,811	168,100	2,941,768
Total Expenses	199,162	270,598	307,499	308,627	260,782	311,627	271,449	309,594	262,249	314,394	273,249	532,127	3,621,357
Net Income	222,649	(190,598)	114,312	(308,627)	161,029	(248,527)	150,362	(286,494)	199,562	(277,794)	148,562	(364,027)	(679,590)
Cash Flow Adjustments	(100,000)	(80,000)	-	-	-	-	-	-	-	-	-	-	(180,000)
Beginning Cash Balance	-	122,649	(147,949)	(33,637)	(342,264)	(181,235)	(429,762)	(279,400)	(565,893)	(366,331)	(644,125)	(495,563)	-
Net Income	122,649	(147,949)	(33,637)	(342,264)	(181,235)	(429,762)	(279,400)	(565,893)	(366,331)	(644,125)	(495,563)	(859,590)	(859,590)

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Instructional Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Deans, Directors & Coordinators	3.00	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	225,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Administrative Staff	3.00	11,563	11,563	11,563	11,563	11,563	11,563	11,563	11,563	11,563	11,563	11,563	138,750
TOTAL ADMINISTRATIVE STAFF	9.00	55,729	55,729	55,729	55,729	55,729	55,729	55,729	55,729	55,729	55,729	55,729	668,750

INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	9.00			41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	123,750	495,000
Teachers - SPED	3.00			15,000.00	15,000	15,000	15,000	15,000	15,000	15,000	15,000	45,000	180,000
Substitute Teachers	-			4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	49,500
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00			8,333.33	8,333	8,333	8,333	8,333	8,333	8,333	8,333	25,000	100,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00			5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	17,500	70,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	15.00	-	-	75,367	75,367	75,367	75,367	75,367	75,367	75,367	75,367	216,200	894,500

NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	8,333.33	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	8,333.33	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Security	-	8,333.33	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Other	-	8,333.33	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
TOTAL NON-INSTRUCTIONAL	-	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	400,000

SUBTOTAL PERSONNEL SERVICE COSTS	24.00	89,063	89,063	164,429	164,429	164,429	164,429	164,429	164,429	164,429	164,429	305,263	1,963,250

PAYROLL TAXES AND BENEFITS													
Payroll Taxes		13,071.97	13,072	13,072	13,072	13,072	13,072	13,072	13,072	13,072	13,072	13,072	156,864
Fringe / Employee Benefits		16,360.42	16,360	16,360	16,360	16,360	16,360	16,360	16,360	16,360	16,360	16,360	196,325
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		29,432	29,432	29,432	29,432	29,432	29,432	29,432	29,432	29,432	29,432	29,432	353,189

TOTAL PERSONNEL SERVICE COSTS	24.00	118,495	118,495	193,862	193,862	193,862	193,862	193,862	193,862	193,862	193,862	334,695	2,316,439

CONTRACTED SERVICES													
Accounting / Audit			7,000		-	5,000					8,000		20,000
Legal												5,000	5,000
Management Company Fee		47,344.50		47,345		47,345		47,345		47,345		47,345	284,067
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		333.33	333	333	333	333	333	333	333	333	333	333	4,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-
Titllement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		1,250.00	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
TOTAL CONTRACTED SERVICES		1,583	48,928	8,583	48,928	1,583	53,928	1,583	48,928	1,583	48,928	9,583	328,067

SCHOOL OPERATIONS													
Board Expenses												10,000	10,000
Classroom / Teaching Supplies & Materials		15,000.00	20,000	2,000	2,000	2,000	2,000	10,000	2,000	2,800	2,000	200	60,000
Special Ed Supplies & Materials		-						-			-		-
Textbooks / Workbooks		10,000.00	25,000	5,000	2,000	2,000	2,000	2,000	800		5,600	5,600	60,000
Supplies & Materials other		2,500.00	2,500	2,500	2,500	2,000	500	500	500	500	500	500	15,000
Equipment / Furniture		833.33	833	833	833	833	833	833	833	833	833	833	10,000
Telephone		2,083.33	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Technology		11,250.00	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Student Testing & Assessment				1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Field Trips				350	350	350	350	350	350	350	350	350	3,500
Transportation (student)				-	-	-	-	-	-	-	-	-	-
Student Services - other				1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Office Expense		2,500.83	2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	30,010
Staff Development			4,090.91	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	45,000
Staff Recruitment								1,666.67	1,667	1,667	1,667	1,667	10,000
Student Recruitment / Marketing								2,500	2,500	2,500	2,500	2,500	15,000
School Meals / Lunch			-	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	13,125
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Other				36,216.67		-	-	-	-	-	-	-	36,217
TOTAL SCHOOL OPERATIONS		44,168	68,258	70,138	30,921	30,421	28,921	41,088	31,888	31,888	36,688	34,888	487,852

FACILITY OPERATION & MAINTENANCE													
Insurance		4,166.67	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Janitorial		4,166.67	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Building and Land Rent / Lease		20,833.33	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	250,000
Repairs & Maintenance		2,083.33	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Equipment / Furniture		1,666.67	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Security		-	-	-	-	-	-	-	-	-	-	-	-
Utilities		2,000.00	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL FACILITY OPERATION & MAINTENANCE		34,917	34,917	34,917	34,917	34,917	34,917	34,917	34,917	34,917	34,917	34,917	419,000

DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	70,000	70,000

TOTAL EXPENSES		199,162	270,598	307,499	308,627	260,782	311,627	271,449	309,594	262,249	314,394	273,249	3,621,357

NET INCOME		222,649	(190,598)	114,312	(308,627)	161,029	(248,527)	150,362	(286,494)	199,562	(277,794)	148,562	(679,590)

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES													
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures		(100,000)	(80,000)		-	-	-	-	-	-	-	-	(180,000)
Other		-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		(100,000)	(80,000)	-	-	-	-	-	-	-	-	-	(180,000)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-

Total Cash Flow Adjustments		(100,000)	(80,000)	-	-	-	-	-	-	-	-	-	(180,000)

NET INCOME		122,649	(270,598)	114,312	(308,627)	161,029	(248,527)	150,362	(286,494)	199,562	(277,794)	148,562	(859,590)

Beginning Cash Balance		-	122,649	(147,949)	(33,637)	(342,264)	(181,235)	(429,762)	(279,400)	(565,893)	(366,331)	(644,125)	-

ENDING CASH BALANCE		122,649	(147,949)	(33,637)	(342,264)	(181,235)	(429,762)	(279,400)	(565,893)	(366,331)	(644,125)	(495,563)</

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,941,768	3,776,224	4,587,930	5,499,636	6,411,342	
Total Expenses	3,616,033	4,664,734	5,715,203	6,754,349	7,888,959	
Net Income (Before Cash Flow Adjustments)	(674,266)	(888,511)	(1,127,274)	(1,254,713)	(1,477,617)	
Actual Student Enrollment	180	240	300	360	420	
Total Paid Student Enrollment	175	235	295	355	415	
		Year 1	Year 2	Year 3	Year 4	Year 5
		K-2	K-3	K-4	K-5	K-6
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
Per Pupil Revenue Percentage Increase						
		0.0 %	0.0 %	0.0 %	0.0 %	0.0 %
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter	13,527	2,367,225	3,178,845	3,990,465	4,802,085	5,613,705
School District 2 (Enter	-	-	-	-	-	-
School District 3 (Enter	-	-	-	-	-	-
School District 4 (Enter	-	-	-	-	-	-
School District 5 (Enter	-	-	-	-	-	-
School District 6 (Enter	-	-	-	-	-	-
School District 7 (Enter	-	-	-	-	-	-
School District 8 (Enter	-	-	-	-	-	-
School District 9 (Enter	-	-	-	-	-	-
School District 10 (Enter	-	-	-	-	-	-
School District 11 (Enter	-	-	-	-	-	-
School District 12 (Enter	-	-	-	-	-	-
School District 13 (Enter	-	-	-	-	-	-
School District 14 (Enter	-	-	-	-	-	-
School District 15 (Enter	-	-	-	-	-	-
School District - ALL	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average	13,527	2,367,225	3,178,845	3,990,465	4,802,085	5,613,705
Special Education Revenue		163,643	219,749	275,855	331,961	388,067
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,530,868	3,398,594	4,266,320	5,134,046	6,001,772
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			30,550	38,350	46,150	53,950
Title I		84,000	112,800	141,600	170,400	199,200
Title Funding - Other		8,400	11,280	14,160	17,040	19,920
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		200,000	100,000	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		292,400	254,630	194,110	233,590	273,070
LOCAL and OTHER REVENUE						
Contributions and Donations		10,000	10,000	10,000	10,000	10,000
Fundraising		-	-	-	-	-
Erate Reimbursement		90,000	90,000	90,000	90,000	90,000
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		13,500	18,000	22,500	27,000	31,500
OTHER		5,000	5,000	5,000	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		118,500	123,000	127,500	132,000	136,500
TOTAL REVENUE						
	2,941,768	3,776,224	4,587,930	5,499,636	6,411,342	

\$10,390 per SpEd Student, at 9% of student body receiving billable services
\$1300 per SpEd Student, at 10% of student body
\$600 per student based on 80% of student body
\$60 per student - matches current funding levels
Erate funding based on 90% of Priority 1 Technology
NYSTL Funding, based on student size
Pro Bono Legal Services

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,941,768	3,776,224	4,587,930	5,499,636	6,411,342	
Total Expenses	3,616,033	4,664,734	5,715,203	6,754,349	7,888,959	
Net Income (Before Cash Flow Adjustments)	(674,266)	(888,511)	(1,127,274)	(1,254,713)	(1,477,617)	
Actual Student Enrollment	180	240	300	360	420	
Total Paid Student Enrollment	175	235	295	355	415	
		Year 1	Year 2	Year 3	Year 4	Year 5
		K-2	K-3	K-4	K-5	K-6
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL		No. of Positions				
Executive Management	1.00	120,000	120,000	120,000	120,000	120,000
Instructional Management	1.00	100,000	100,000	200,000	200,000	300,000
Deans, Directors & Coordinators	3.00	210,000	345,000	405,000	405,000	465,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	85,000	85,000	85,000	85,000	85,000
Administrative Staff	3.00	145,000	185,000	245,000	245,000	410,000
TOTAL ADMINISTRATIVE STAFF	9.00	660,000	835,000	1,055,000	1,055,000	1,380,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	9.00	495,000	660,000	825,000	990,000	1,265,000
Teachers - SPED	3.00	180,000	240,000	360,000	420,000	480,000
Substitute Teachers	-	49,500	66,000	82,500	99,000	126,500
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	3.00	100,000	150,000	150,000	200,000	200,000
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	70,000	105,000	140,000	175,000	175,000
Other	-	-	49,120	16,500	19,800	25,300
TOTAL INSTRUCTIONAL	16.00	894,500	1,270,120	1,574,000	1,903,800	2,271,800
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	100,000	100,000	100,000	100,000	100,000
Librarian	-	-	-	-	-	-
Custodian	-	100,000	100,000	150,000	200,000	100,000
Security	-	100,000	100,000	100,000	150,000	200,000
Other	-	100,000	100,000	100,000	100,000	100,000
TOTAL NON-INSTRUCTIONAL	-	400,000	400,000	450,000	550,000	500,000
SUBTOTAL PERSONNEL SERVICES	25.00	1,954,500	2,505,120	3,079,000	3,508,800	4,151,800
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		156,165	200,159	246,012	280,353	331,729
Fringe / Employee Benefits		195,450	300,614	431,060	631,584	830,360
Retirement / Pension		-	62,628	76,975	87,720	103,795
TOTAL PAYROLL TAXES AND BENEFITS		351,615	563,401	754,047	999,657	1,265,884
TOTAL PERSONNEL SERVICE COSTS	25.00	2,306,115	3,068,521	3,833,047	4,508,457	5,417,684
CONTRACTED SERVICES						
Accounting / Audit		20,000	22,000	24,000	26,000	28,000
Legal		5,000	5,000	5,001	5,002	5,003
Management Company Fee		284,067	381,461	478,856	576,250	673,645
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		4,000	5,000	5,500	6,000	6,500
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		15,000	15,000	15,000	15,000	15,000
TOTAL CONTRACTED SERVICES		328,067	428,461	528,357	628,252	728,148
SCHOOL OPERATIONS						
Board Expenses		10,000	10,000			
Classroom / Teaching Supplies & Materials		60,000	60,000	50,000	50,000	50,000
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		60,000	50,000	50,001	50,000	50,003
Supplies & Materials other		20,000	20,000	20,000	20,000	20,000
Equipment / Furniture		10,000	10,000	10,000	10,000	10,000
Telephone		25,000	25,000	26,000	27,000	28,000
Technology		135,000	140,000	145,000	150,000	150,000
Student Testing & Assessment		10,000	20,000	25,000	25,000	25,000
Field Trips		3,500	3,500	3,500	3,500	3,500
Transportation (student)		-	-	-	-	-
Student Services - other		10,000	15,000	20,000	25,000	30,000
Office Expense		30,010	35,010	40,010	45,010	50,010
Staff Development		45,000	50,000	50,000	50,000	50,000
Staff Recruitment		10,000	10,000	10,000	15,000	15,000
Student Recruitment / Marketing		15,000	15,000	15,000	15,000	15,000
School Meals / Lunch		13,125	20,000	23,000	25,000	28,000
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		36,217	36,217		20,000	20,000
TOTAL SCHOOL OPERATIONS		492,852	519,727	487,511	530,510	544,513
FACILITY OPERATION & MAINTENANCE						
Insurance		50,000	55,000	60,500	66,550	73,205
Janitorial		50,000	51,000	52,020	53,060	54,122
Building and Land Rent / Lease		250,000	350,000	500,000	600,000	700,000
Repairs & Maintenance		25,000	25,500	26,010	26,530	27,061
Equipment / Furniture		20,000	20,000	20,000	20,000	20,000
Security		-	-	-	-	-
Utilities		24,000	35,000	50,000	60,000	70,000
TOTAL FACILITY OPERATION & MAINTENANCE		419,000	536,500	708,530	826,141	944,387
DEPRECIATION & AMORTIZATION		-	36,000	66,000	96,000	126,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		70,000	75,524	91,759	164,989	128,227
TOTAL EXPENSES		3,616,033	4,664,734	5,715,203	6,754,349	7,888,959
NET INCOME		(674,266)	(888,511)	(1,127,274)	(1,254,713)	(1,477,617)

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,941,768	3,776,224	4,587,930	5,499,636	6,411,342	
Total Expenses	3,616,033	4,664,734	5,715,203	6,754,349	7,888,959	
Net Income (Before Cash Flow Adjustments)	(674,266)	(888,511)	(1,127,274)	(1,254,713)	(1,477,617)	
Actual Student Enrollment	180	240	300	360	420	
Total Paid Student Enrollment	175	235	295	355	415	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	K-2	K-3	K-4	K-5	K-6	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	180	240	300	360	420	Additional 60 students per year
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 ENROLLMENT	180	240	300	360	420	
REVENUE PER PUPIL	16,343	15,734	15,293	15,277	15,265	
EXPENSES PER PUPIL	20,089	19,436	19,051	18,762	18,783	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	36,000	66,000	96,000	126,000	Depreciate Capital over 5 years
Other	-	-	-	-	-	
Total Operating Activities	-	36,000	66,000	96,000	126,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(180,000)	(150,000)	(150,000)	(150,000)	(150,000)	Network hardware, computers, air conditioners, classroom technology, furniture
Other	-	(50,000)	(50,000)	(50,000)	(50,000)	
Total Investment Activities	(180,000)	(200,000)	(200,000)	(200,000)	(200,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	Building Maintenance
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	(180,000)	(164,000)	(134,000)	(104,000)	(74,000)	
NET INCOME	(854,266)	(1,052,511)	(1,261,274)	(1,358,713)	(1,551,617)	
Beginning Cash Balance	-	(854,266)	(1,906,776)	(3,168,050)	(4,526,764)	
ENDING CASH BALANCE	(854,266)	(1,906,776)	(3,168,050)	(4,526,764)	(6,078,381)	

Five Year Staffing Plan							
	Certified		K-2	K-3	K-4	K-5	K-6
Principal	Yes	120000	1	1	1	1	1
Academic Director	Yes	100000	1	1	2	2	3
Operations Director	No	85000	1	1	1	1	1
Finance/HR	No	65000	1	1	1	1	2
Operations Manager	No	60000			1	1	2
Operations Assistant	No	40000	1	2	2	2	2
Purchasing Assistant	No	40000	1	1	1	1	1
Program Assistant	No	40000					1
Teachers	Yes	55000	9	12	15	18	23
Enrichment	Yes	50000	2	3	3	4	4
Special Education Certified Teachers (1 Per Grade)	Yes	60000	3	4	6	7	8
Math, Literacy, SpEd Coordinators	YES	75000	2	3	3	3	3
Deans	Yes	60000	1	2	3	3	4
Counselor	Yes	70000	1	1.5	2	2.5	2.5
Total Headcount			24	32.5	41	46.5	57.5

K-7

1

3

1

2

2

2

1

1

27

5

9

3

4

2.5

63.5

Space Description	Year 1 Need	Year 2 Need	Year 3 Need	Year 4+ Need
Main Office	750		250	
Offices	250	150	150	750
Dean's Office	250		250	250
Counselor	125	125		125
Conference Room	250			
Nurse	300			
Math and Literacy Coordinators Office	500			
Teacher Workrm./Equip. Area/Kitchenette	750			
Staff Rest Rooms (2)	100		100	300
Storage	400	100	100	500
Tel-Com Room	70			80
Classrooms @ 750 ea. (2 per year)	6,000	1,500	1,500	7,500
Support Services	500	500	500	1,000
Lab	750		750	750
Music/Art	750			750
Library (1)	750			750
Resource Library	500			500
Food Warming/Serving	300			300
Cafeteria	5000	500	500	4000
Student Rest Rooms (per code)	250		250	250
Sub-Total	18,545	2,875	4,350	17,805
Corridors @ 30% of Total Sq. Ft.	1,983	1,539	1,590	1,605
Annual Expansion	8,593	6,669	6,890	6,955
Ideal Space Requirements	29,121	11,083	12,830	26,365

Cost per Square Foot = \$75

Lease Total

2184075

Budget

\$250,000

Total Space
1000
1300
750
375
250
300
500
750
500
1100
150
16500
2500
2250
1500
1500
1000
600
10000
750
43,575
6,717
29,107
79,399

5954925
\$700,000



Charter Schools Institute

The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	10201	BERNE KNOX	10,653	10,814	10,814	13,371
3	10306	BETHLEHEM	10,050	12,653	12,653	12,513
4	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500	COHOES	10,516	11,070	11,070	11,791
6	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615	MENANDS	16,576	16,582	16,582	15,870
9	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802	GUILDERLAND	10,011	10,712	10,712	11,356
13	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200	WATERVLIET	8,850	9,070	9,070	9,404
15	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601	ANDOVER	10,738	11,107	11,107	12,353
17	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801	BELFAST	8,535	10,153	10,153	11,619
19	21102	CANASERAGA	10,752	11,354	11,354	12,329
20	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001	FILLMORE	7,539	8,668	8,668	9,156
22	22101	WHITESVILLE	9,180	10,241	10,241	10,904
23	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401	SCIO	10,157	12,133	12,133	11,968
25	22601	WELLSVILLE	9,976	11,455	11,455	11,681
26	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200	BINGHAMTON	8,896	9,820	9,820	10,244
29	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301	DEPOSIT	11,710	14,020	14,020	14,304
34	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601	VESTAL	10,513	11,413	11,413	12,166
38	31701	WINDSOR	9,118	9,813	9,813	10,115
39	40204	WEST VALLEY	12,044	13,408	13,408	13,623
40	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
42	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401	HINSDALE	10,311	10,640	10,640	9,952
44	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400	OLEAN	9,145	9,933	9,933	10,976
46	42801	GOWANDA	9,677	10,020	10,020	11,326
47	42901	PORTVILLE	9,153	9,726	9,726	10,058
48	43001	RANDOLPH	8,957	9,806	9,806	10,720
49	43200	SALAMANCA	9,448	11,211	11,211	11,582
50	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

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201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESE0	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

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251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

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301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

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351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

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401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

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451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

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501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTICELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALLKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

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651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

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1	10100	ALBANY	11,149	11,712	11,712	14,072
2	570101	ADDISON	10,537	10,215	10,215	11,263
3	410401	ADIRONDACK	9,936	10,915	10,915	11,668
4	80101	AFTON	10,510	11,717	11,717	13,800
5	142101	AKRON	9,157	9,760	9,760	10,134
6	450101	ALBION	8,014	8,887	8,887	10,580
7	140101	ALDEN	9,267	9,737	9,737	9,862
8	180202	ALEXANDER	9,501	10,005	10,005	11,325
9	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303	AMAGANSETT	59,305	45,754	45,754	57,648
14	140201	AMHERST	10,520	10,138	10,138	10,721
15	580106	AMITYVILLE	14,006	16,765	16,765	17,777
16	270100	AMSTERDAM	8,584	8,887	8,887	9,443
17	120102	ANDES	14,329	15,445	15,445	21,107
18	20601	ANDOVER	10,738	11,107	11,107	12,353
19	660405	ARDSLEY	15,063	17,638	17,638	20,471
20	640101	ARGYLE	8,772	10,694	10,694	11,402
21	571901	ARKPORT	8,402	8,587	8,587	9,666
22	131601	ARLINGTON	9,976	10,651	10,651	11,469
23	670201	ATTICA	9,266	9,393	9,393	9,552
24	50100	AUBURN	8,945	9,959	9,959	10,495
25	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302	AVERILL PARK	8,683	9,363	9,363	10,036
27	570201	AVOCA	9,594	11,471	11,471	13,201
28	240101	AVON	9,000	10,726	10,726	10,465
29	580101	BABYLON	15,378	17,161	17,161	16,928
30	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210	BALDWIN	14,024	15,336	15,336	15,658
32	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301	BARKER	12,412	13,293	13,293	12,895
35	180300	BATAVIA	11,169	12,503	12,503	12,293
36	570302	BATH	8,726	9,370	9,370	9,780
37	580501	BAY SHORE	13,930	15,048	15,048	15,355
38	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200	BEACON	9,227	9,650	9,650	11,093
40	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102	BEDFORD	18,038	19,852	19,852	20,556
42	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801	BELFAST	8,535	10,153	10,153	11,619
44	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207	BELLMORE	15,949	17,562	17,562	19,638
46	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001	BEMUS POINT	9,766	10,726	10,726	11,810
48	490101	BERLIN	10,974	12,019	12,019	12,890
49	10201	BERNE KNOX	10,653	10,814	10,814	13,371
50	10306	BETHLEHEM	10,050	12,653	12,653	12,513

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

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101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

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151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

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251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

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351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

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451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

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501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSSEN	11,110	13,154	13,154	14,790
506	580901	REMSSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRING	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTLAND	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETTS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRING	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLEY	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

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551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALLKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIET	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743



Charter Schools Institute

The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template *for SUNY Authorized Charter Schools*

Explore Envision Charter School

Contact Name:	Ian Newton
Contact Email:	inewton@explorenetwork.org
Contact Phone:	347-300-5305

	Examples
Pre-Opening Period	July 1, 2012 to June 30, 2013
Operational Year ONE	July 1, 2013 to June 30, 2014

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

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)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	200,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	200,000

LOCAL and OTHER REVENUE

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	5,000

\$5K Pro Bono Legal Services

TOTAL REVENUE	205,000

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	120,000	Principal Residency
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	40,000	1/2 Year Ops Director (January Start)
Administrative Staff	0.25	6,667	April Start Finance Mgr
TOTAL ADMINISTRATIVE STAFF	1.75	166,667	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

1.75	166,667

PAYROLL TAXES AND BENEFITS

Payroll Taxes	14,767	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits	25,000	Fringe and Benefits 15% of salary
Retirement / Pension	-	
TOTAL PAYROLL TAXES AND BENEFITS	39,767	

TOTAL PERSONNEL SERVICE COSTS

1.75	206,433

CONTRACTED SERVICES

Accounting / Audit	5,000	
Legal	5,000	Pro Bono Legal
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	10,000	

SCHOOL OPERATIONS

Board Expenses	15,000	Board Development
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	10,000	Marketing Materials
Equipment / Furniture	-	
Telephone	2,000	
Technology	4,000	Computers
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	2,000	
Staff Development	8,000	
Staff Recruitment	-	
Student Recruitment / Marketing	15,000	
School Meals / Lunch	-	
Travel (Staff)	2,000	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	58,000	

FACILITY OPERATION & MAINTENANCE

Insurance	3,000
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	3,000

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

-

TOTAL EXPENSES

277,433

NET INCOME

(72,433)

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

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 ENROLLMENT	-

REVENUE PER PUPIL	-

EXPENSES PER PUPIL	-

Explore Envision Charter School							
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD							
July 1, 2012 to June 30, 2013							
Total Revenue	-	40,000	40,000	40,000	40,000	45,000	205,000
Total Expenses	81,649	37,705	35,372	38,458	30,124	54,124	277,433
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
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)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	40,000	40,000	40,000	40,000	40,000	200,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	40,000	40,000	40,000	40,000	40,000	200,000
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	5,000.	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	5,000	5,000
TOTAL REVENUE	-	40,000	40,000	40,000	40,000	45,000	205,000

Explore Envision Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD July 1, 2012 to June 30, 2013							
Total Revenue	-	40,000	40,000	40,000	40,000	45,000	205,000
Total Expenses	81,649	37,705	35,372	38,458	30,124	54,124	277,433
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	60,000	12,000	12,000	12,000	12,000	120,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	8,000	8,000	8,000	8,000	40,000
Administrative Staff	0.33	-	-	2,222	2,222	2,222	6,667
TOTAL ADMINISTRATIVE STAFF	1.83	60,000	20,000	20,000	22,222	22,222	166,667
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.83	60,000	20,000	20,000	22,222	22,222	166,667
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		5,316	1,772	1,772	1,969	1,969	14,767
Fringe / Employee Benefits		9,000	3,000	3,000	3,333	3,333	25,000
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		14,316	4,772	4,772	5,302	5,302	39,767
TOTAL PERSONNEL SERVICE COSTS	1.83	74,316	24,772	24,772	27,524	27,524	206,433
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	5,000	5,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	10,000	10,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	15,000	15,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-
Supplies & Materials other		-	4,000	3,000	1,000	1,000	10,000
Equipment / Furniture		-	-	-	-	-	-
Telephone		1,000	200	200	200	200	2,000
Technology		1,333	1,333	-	1,334	-	4,000
Student Testing & Assessment		-	-	-	-	-	-
Field Trips		-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		1,000	200	200	200	200	2,000
Staff Development		3,000	2,000	2,000	-	1,000	8,000
Staff Recruitment		-	-	-	-	-	-
Student Recruitment / Marketing		-	5,000	5,000	5,000	-	15,000
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		1,000	200	200	200	200	2,000
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		7,333	12,933	10,600	7,934	2,600	58,000
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	3,000	-	3,000
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	3,000	-	3,000
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-
		-	-	-	-	-	-
TOTAL EXPENSES		81,649	37,705	35,372	38,458	30,124	277,433
NET INCOME		(81,649)	2,295	4,628	1,542	9,876	(72,433)
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-
NET INCOME		(81,649)	2,295	4,628	1,542	9,876	(72,433)
Beginning Cash Balance		-	-	-	-	-	-
ENDING CASH BALANCE		(81,649)	2,295	4,628	1,542	9,876	(72,433)

		Explore Envision Charter School												
		PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *												
		July 1, 20XX to June 30, 20XX												
		* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
Total Revenue														
Total Expenses														
Net Income														
Cash Flow Adjustments														
Beginning Cash Balance														
Net Income														
		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
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)														
Special Education Revenue														
Grants														
Stimulus														
DYCD (Department of Youth and Community Developmt.)														
Other														
Other														
TOTAL REVENUE FROM STATE SOURCES														
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs														
Title I														
Title Funding - Other														
School Food Service (Free Lunch)														
Grants														
Charter School Program (CSP) Planning & Implementation														
Other														
Other														
TOTAL REVENUE FROM FEDERAL SOURCES														
LOCAL and OTHER REVENUE														
Contributions and Donations														
Fundraising														
Erate Reimbursement														
Earnings on Investments														
Interest Income														
Food Service (Income from meals)														
Text Book														
OTHER														
TOTAL REVENUE FROM LOCAL and OTHER SOURCES														
TOTAL REVENUE														

	Explore Envision Charter School													
	PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *													
	July 1, 20XX to June 30, 20XX													
	* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year													
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
No. of Positions	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.33	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS														

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS	
Total Revenue	2,673,125	163,643	-	10,000	95,000	2,941,768		
Total Expenses	1,941,510	300,875	-	-	518,013	2,760,397		
Net Income	731,615	(137,232)	-	10,000	(423,013)	181,370		
Actual Student Enrollment	180	18				198		
Total Paid Student Enrollment	175	16				191		
			PROGRAM SERVICES		SUPPORT SERVICES			
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEME NT &	TOTAL
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		CY Per Pupil Rate						
School District 1 (Enter	13,527	2,367,225	-	-	-	-	-	2,367,225
School District 2 (Enter	-	-	-	-	-	-	-	-
School District 3 (Enter	-	-	-	-	-	-	-	-
School District 4 (Enter	-	-	-	-	-	-	-	-
School District 5 (Enter	-	-	-	-	-	-	-	-
School District 6 (Enter	-	-	-	-	-	-	-	-
School District 7 (Enter	-	-	-	-	-	-	-	-
School District 8 (Enter	-	-	-	-	-	-	-	-
School District 9 (Enter	-	-	-	-	-	-	-	-
School District 10 (Enter	-	-	-	-	-	-	-	-
School District 11 (Enter	-	-	-	-	-	-	-	-
School District 12 (Enter	-	-	-	-	-	-	-	-
School District 13 (Enter	-	-	-	-	-	-	-	-
School District 14 (Enter	-	-	-	-	-	-	-	-
School District 15 (Enter	-	-	-	-	-	-	-	-
School District - ALL	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average)	13,527	2,367,225	-	-	-	-	-	2,367,225
Special Education Revenue		-	163,643	-	-	-	-	163,643
Grants								
Stimulus		-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,367,225	163,643	-	-	-	-	2,530,868
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	-	-	-	-	-	-
Title I		84,000	-	-	-	-	-	84,000
Title Funding - Other		8,400	-	-	-	-	-	8,400
School Food Service (Free Lunch)		-	-	-	-	-	-	-
Grants								
Charter School Program (CSP) Planning & Implementation		200,000	-	-	-	-	-	200,000
Other		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		292,400	-	-	-	-	-	292,400
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	10,000	-	-	10,000
Fundraising		-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	90,000	-	90,000
Earnings on Investments		-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-
Text Book		13,500	-	-	-	-	-	13,500
OTHER		-	-	-	-	5,000	-	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		13,500	-	-	10,000	95,000	-	118,500
TOTAL REVENUE		2,673,125	163,643	-	10,000	95,000	-	2,941,768

Explore Envision Charter School							DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE							
July 1, 2013 to June 30, 2014							
Total Revenue	2,673,125	163,643	-	10,000	95,000	2,941,768	
Total Expenses	1,941,510	300,875	-	-	518,013	2,760,397	
Net Income	731,615	(137,232)	-	10,000	(423,013)	181,370	
Actual Student Enrollment	180	18				198	
Total Paid Student Enrollment	175	16				191	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT &	TOTAL	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL	Positions						
Executive Management	1.00	120,000	-	-	-	120,000	
Instructional Management	1.00	100,000	-	-	-	100,000	
Deans, Directors & Coordinators	3.00	150,000	75,000	-	-	225,000	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	85,000	85,000	
Administrative Staff	3.00	-	-	-	138,750	138,750	
TOTAL ADMINISTRATIVE STAFF	9.00	370,000	75,000	-	223,750	668,750	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	9.00	495,000	-	-	-	495,000	
Teachers - SPED	3.00	-	180,000	-	-	180,000	
Substitute Teachers	-	49,500	-	-	-	49,500	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	100,000	-	-	-	100,000	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	70,000	-	-	-	70,000	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	15.00	714,500	180,000	-	-	894,500	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICES	24.00	1,084,500	255,000	-	223,750	1,563,250	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		86,652	20,375	-	17,878	124,904	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits		108,450	25,500	-	22,375	156,325	Fringe and Benefits 10% of salary
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		195,102	45,875	-	40,253	281,229	
TOTAL PERSONNEL SERVICES	24.00	1,279,602	300,875	-	264,003	1,844,479	
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	20,000	20,000	
Legal		-	-	-	5,000	5,000	
Management Company Fee		284,067	-	-	-	284,067	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	4,000	4,000	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	Staffing
Other Purchased / Professional / Consulting		10,000	-	-	5,000	15,000	
TOTAL CONTRACTED SERVICES		294,067	-	-	34,000	328,067	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	10,000	10,000	
Classroom / Teaching Supplies & Materials		60,000	-	-	-	60,000	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		60,000	-	-	-	60,000	
Supplies & Materials other		15,000	-	-	-	15,000	
Equipment / Furniture		10,000	-	-	-	10,000	
Telephone		15,000	-	-	10,000	25,000	
Technology		35,000	-	-	100,000	135,000	
Student Testing & Assessment		10,000	-	-	-	10,000	
Field Trips		3,500	-	-	-	3,500	
Transportation (student)		-	-	-	-	-	
Student Services - other		10,000	-	-	-	10,000	
Office Expense		30,000	-	-	10	30,010	
Staff Development		40,000	-	-	5,000	45,000	
Staff Recruitment		10,000	-	-	-	10,000	
Student Recruitment / Marketing		15,000	-	-	-	15,000	
School Meals / Lunch		13,125	-	-	-	13,125	
Travel (Staff)		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Other		36,217	-	-	-	36,217	50% of Deficit from Prior Year
TOTAL SCHOOL OPERATIONS		362,842	-	-	125,010	487,852	
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	20,000	20,000	Based on Empower, school of similar size
Janitorial		-	-	-	-	-	
Building and Land Rent / Lease		-	-	-	-	-	Building permits
Repairs & Maintenance		-	-	-	-	-	
Equipment / Furniture		5,000	-	-	5,000	10,000	
Security		-	-	-	-	-	
Utilities		-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		5,000	-	-	25,000	30,000	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	70,000	70,000	\$70K Escrow
TOTAL EXPENSES		1,941,510	300,875	-	518,013	2,760,397	
NET INCOME		731,615	(137,232)	-	10,000	(423,013)	181,370

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,673,125	163,643	-	10,000	95,000	2,941,768	
Total Expenses	1,941,510	300,875	-	-	518,013	2,760,397	
Net Income	731,615	(137,232)	-	10,000	(423,013)	181,370	
Actual Student Enrollment	180	18				198	
Total Paid Student Enrollment	175	16				191	
PROGRAM SERVICES			SUPPORT SERVICES				
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEME NT &	TOTAL		
ENROLLMENT - *School Districts Are Linked To Above Entries*							
School District 1 (Enter Name)	180	18	-			198	
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 ENROLLMENT	180	18	-			198	
REVENUE PER PUPIL	14,851	9,091	-			14,857	
EXPENSES PER PUPIL	10,786	16,715	-			13,941	

Explore Envision Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	421,811	80,000	421,811	-	421,811	63,100	421,811	23,100	461,811	36,600	421,811	168,100	2,941,768
Total Expenses	127,416	198,851	235,752	236,880	189,036	239,880	199,702	237,847	190,502	242,647	201,502	460,380	2,760,397
Net Income	294,396	(118,851)	186,059	(236,880)	232,775	(176,780)	222,109	(214,747)	271,309	(206,047)	220,309	(292,280)	181,370
Cash Flow Adjustments	(100,000)	(80,000)	-	-	-	-	-	-	-	-	-	-	(180,000)
Beginning Cash Balance	-	194,396	(4,456)	181,603	(55,277)	177,498	718	222,827	8,080	279,389	73,342	293,650	-
Net Income	194,396	(4,456)	181,603	(55,277)	177,498	718	222,827	8,080	279,389	73,342	293,650	1,370	1,370

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.													
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	CY Per Pupil Rate													
School District 1 (Enter Name)	13,527	394,538	-	394,538	-	394,538	-	394,538	-	394,538	-	394,538	-	2,367,225
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)	13,527	394,538	-	394,538	-	394,538	-	394,538	-	394,538	-	394,538	-	2,367,225
Special Education Revenue		27,274	-	27,274	-	27,274	-	27,274	-	27,274	-	27,274	-	163,643
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		421,811	-	421,811	-	421,811	-	421,811	-	421,811	-	421,811	-	2,530,868
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	21,000	-	21,000	-	21,000	-	21,000	84,000	
Title Funding - Other		-	-	-	-	2,100	-	2,100	-	2,100	-	2,100	8,400	
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		80,000	-	-	-	40,000	-	-	40,000	-	-	40,000	200,000	
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	80,000	-	-	63,100	-	23,100	40,000	23,100	-	63,100	292,400	
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	10,000	10,000	
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	90,000	90,000	
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	13,500	-	-	13,500	
OTHER		-	-	-	-	-	-	-	-	-	-	5,000	5,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	13,500	-	105,000	118,500	
TOTAL REVENUE		421,811	80,000	421,811	-	421,811	63,100	421,811	23,100	461,811	36,600	421,811	168,100	2,941,768

Explore Envision Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	421,811	80,000	421,811	-	421,811	63,100	421,811	23,100	461,811	36,600	421,811	168,100	2,941,768
Total Expenses	127,416	198,851	235,752	236,880	189,036	239,880	199,702	237,847	190,502	242,647	201,502	460,380	2,760,397
Net Income	294,396	(118,851)	186,059	(236,880)	232,775	(176,780)	222,109	(214,747)	271,309	(206,047)	220,309	(292,280)	181,370
Cash Flow Adjustments	(100,000)	(80,000)	-	-	-	-	-	-	-	-	-	-	(180,000)
Beginning Cash Balance	-	194,396	(4,456)	181,603	(55,277)	177,498	718	222,827	8,080	279,389	73,342	293,650	-
Net Income	194,396	(4,456)	181,603	(55,277)	177,498	718	222,827	8,080	279,389	73,342	293,650	1,370	1,370

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Instructional Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Deans, Directors & Coordinators	3.00	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	225,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Administrative Staff	3.00	11,563	11,563	11,563	11,563	11,563	11,563	11,563	11,563	11,563	11,563	11,563	138,750
TOTAL ADMINISTRATIVE STAFF	9.00	55,729	55,729	55,729	55,729	55,729	55,729	55,729	55,729	55,729	55,729	55,729	668,750

INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	9.00		41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	123,750	495,000
Teachers - SPED	3.00		15,000.00	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	45,000	180,000
Substitute Teachers	-		4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	49,500
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00		8,333.33	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	25,000	100,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00		5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	17,500	70,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	15.00	-	-	75,367	75,367	75,367	75,367	75,367	75,367	75,367	75,367	216,200	894,500

NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS	24.00	55,729	55,729	131,096	131,096	131,096	131,096	131,096	131,096	131,096	131,096	271,929	1,563,250

PAYROLL TAXES AND BENEFITS													
Payroll Taxes		10,408.64	10,409	10,409	10,409	10,409	10,409	10,409	10,409	10,409	10,409	10,409	124,904
Fringe / Employee Benefits		13,027.08	13,027	13,027	13,027	13,027	13,027	13,027	13,027	13,027	13,027	13,027	156,325
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		23,436	23,436	23,436	23,436	23,436	23,436	23,436	23,436	23,436	23,436	23,436	281,229

TOTAL PERSONNEL SERVICE COSTS	24.00	79,165	79,165	154,532	154,532	154,532	154,532	154,532	154,532	154,532	154,532	295,365	1,844,479

CONTRACTED SERVICES													
Accounting / Audit			7,000		-	5,000					8,000		20,000
Legal												5,000	5,000
Management Company Fee		47,344.50		47,345		47,345		47,345		47,345		47,345	284,067
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		333.33	333	333	333	333	333	333	333	333	333	333	4,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		1,250.00	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
TOTAL CONTRACTED SERVICES		1,583	48,928	8,583	48,928	1,583	53,928	1,583	48,928	1,583	48,928	9,583	328,067

SCHOOL OPERATIONS													
Board Expenses												10,000	10,000
Classroom / Teaching Supplies & Materials		15,000.00	20,000	2,000	2,000	2,000	2,000	10,000	2,000	2,800	2,000	200	60,000
Special Ed Supplies & Materials		-						-			-		-
Textbooks / Workbooks		10,000.00	25,000	5,000	2,000	2,000	2,000	2,000	800		5,600	5,600	60,000
Supplies & Materials other		2,500.00	2,500	2,500	2,500	2,000	500	500	500	500	500	500	15,000
Equipment / Furniture		833.33	833	833	833	833	833	833	833	833	833	833	10,000
Telephone		2,083.33	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Technology		11,250.00	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Student Testing & Assessment				1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Field Trips				350	350	350	350	350	350	350	350	350	3,500
Transportation (student)				-	-	-	-	-	-	-	-	-	-
Student Services - other				1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Office Expense		2,500.83	2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	30,010
Staff Development			4,090.91	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	45,000
Staff Recruitment							1,666.67	1,667	1,667	1,667	1,667	1,667	10,000
Student Recruitment / Marketing							2,500	2,500	2,500	2,500	2,500	2,500	15,000
School Meals / Lunch			-	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	13,125
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Other				36,216.67		-	-	-	-	-	-	-	36,217
TOTAL SCHOOL OPERATIONS		44,168	68,258	70,138	30,921	30,421	28,921	41,088	31,888	31,888	36,688	34,888	487,852

FACILITY OPERATION & MAINTENANCE													
Insurance		1,666.67	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		833.33	833	833	833	833	833	833	833	833	833	833	10,000
Security		-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000

DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	70,000	70,000

TOTAL EXPENSES		127,416	198,851	235,752	236,880	189,036	239,880	199,702	237,847	190,502	242,647	201,502	460,380	2,760,397

NET INCOME		294,396	(118,851)	186,059	(236,880)	232,775	(176,780)	222,109	(214,747)	271,309	(206,047)	220,309	(292,280)	181,370

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES													
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures		(100,000)	(80,000)		-	-	-	-	-	-	-	-	(180,000)
Other		-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		(100,000)	(80,000)	-	-	-	-	-	-	-	-	-	(180,000)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		(100,000)	(80,000)	-	-	-	-	-	-	-	-	-	(180,000)

NET INCOME		194,396	(198,851)	186,059	(236,880)	232,775	(176,780)	222,109	(214,747)	271,309	(206,047)	220,309	(292,280)	1,370

Beginning Cash Balance		-	194,396	(4,456)	181,603	(55,277)	177,498	718	222,827	8,080	279,389	73,342	293,650	-

ENDING CASH BALANCE		194,396	(4,456)	181,603	(55,277)	177,498	718	222,827	8,080	279,389	73,342	293,650	1,370	1,370

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,941,768	3,776,224	4,587,930	5,499,636	6,411,342	
Total Expenses	2,755,073	3,660,475	4,525,174	5,308,219	6,393,034	
Net Income (Before Cash Flow Adjustments)	186,694	115,749	62,756	191,417	18,308	
Actual Student Enrollment	180	240	300	360	420	
Total Paid Student Enrollment	175	235	295	355	415	
		Year 1 K-2	Year 2 K-3	Year 3 K-4	Year 4 K-5	Year 5 K-6
		*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
		Per Pupil Revenue Percentage Increase				
		0.0 %	0.0 %	0.0 %	0.0 %	0.0 %
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter	13,527	2,367,225	3,178,845	3,990,465	4,802,085	5,613,705
School District 2 (Enter	-	-	-	-	-	-
School District 3 (Enter	-	-	-	-	-	-
School District 4 (Enter	-	-	-	-	-	-
School District 5 (Enter	-	-	-	-	-	-
School District 6 (Enter	-	-	-	-	-	-
School District 7 (Enter	-	-	-	-	-	-
School District 8 (Enter	-	-	-	-	-	-
School District 9 (Enter	-	-	-	-	-	-
School District 10 (Enter	-	-	-	-	-	-
School District 11 (Enter	-	-	-	-	-	-
School District 12 (Enter	-	-	-	-	-	-
School District 13 (Enter	-	-	-	-	-	-
School District 14 (Enter	-	-	-	-	-	-
School District 15 (Enter	-	-	-	-	-	-
School District - ALL	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average	13,527	2,367,225	3,178,845	3,990,465	4,802,085	5,613,705
Special Education Revenue		163,643	219,749	275,855	331,961	388,067
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,530,868	3,398,594	4,266,320	5,134,046	6,001,772
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		30,550	38,350	46,150	53,950	\$1300 per SpEd Student, at 10% of student body
Title I	84,000	112,800	141,600	170,400	199,200	\$600 per student based on 80% of student body
Title Funding - Other	8,400	11,280	14,160	17,040	19,920	\$60 per student - matches current funding levels
School Food Service (Free Lunch)	-	-	-	-	-	
Grants						
Charter School Program (CSP) Planning & Implementation	200,000	100,000	-	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		292,400	254,630	194,110	233,590	273,070
LOCAL and OTHER REVENUE						
Contributions and Donations	10,000	10,000	10,000	10,000	10,000	
Fundraising	-	-	-	-	-	
Erate Reimbursement	90,000	90,000	90,000	90,000	90,000	Erate funding based on 90% of Priority 1 Technology
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	
Text Book	13,500	18,000	22,500	27,000	31,500	NYSTL Funding, based on student size
OTHER	5,000	5,000	5,000	5,000	5,000	Pro Bono Legal Services
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		118,500	123,000	127,500	132,000	136,500
TOTAL REVENUE		2,941,768	3,776,224	4,587,930	5,499,636	6,411,342

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,941,768	3,776,224	4,587,930	5,499,636	6,411,342	
Total Expenses	2,755,073	3,660,475	4,525,174	5,308,219	6,393,034	
Net Income (Before Cash Flow Adjustments)	186,694	115,749	62,756	191,417	18,308	
Actual Student Enrollment	180	240	300	360	420	
Total Paid Student Enrollment	175	235	295	355	415	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	K-2	K-3	K-4	K-5	K-6	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	No. of Positions					
Instructional Management	1.00	120,000	120,000	120,000	120,000	
Deans, Directors & Coordinators	1.00	100,000	100,000	200,000	200,000	
	3.00	210,000	345,000	405,000	405,000	
CFO / Director of Finance	-	-	-	-	-	See Staffing Tab for Org Chart Details
Operation / Business Manager	1.00	85,000	85,000	85,000	85,000	
Administrative Staff	3.00	145,000	185,000	245,000	245,000	
TOTAL ADMINISTRATIVE STAFF	9.00	660,000	835,000	1,055,000	1,055,000	1,380,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	9.00	495,000	660,000	825,000	990,000	1,265,000
Teachers - SPED	3.00	180,000	240,000	360,000	420,000	480,000
Substitute Teachers	-	49,500	66,000	82,500	99,000	126,500
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	3.00	100,000	150,000	150,000	200,000	200,000
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	70,000	105,000	140,000	175,000	175,000
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	16.00	894,500	1,221,000	1,557,500	1,884,000	2,246,500
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	41,120	52,250	58,780	72,530
TOTAL NON-INSTRUCTIONAL	-	-	41,120	52,250	58,780	72,530
2% Salary Increases						
SUBTOTAL PERSONNEL SERVICES	25.00	1,554,500	2,097,120	2,664,750	2,997,780	3,699,030
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		124,205	167,560	212,914	239,523	295,552
Fringe / Employee Benefits		155,450	251,654	373,065	539,600	739,806
Retirement / Pension		-	52,428	66,619	74,945	92,476
TOTAL PAYROLL TAXES AND BENEFITS		279,655	471,642	652,597	854,068	1,127,834
6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax						
10% of salary Year 1, growing to 20% of salary by year 5						
One year to Vest						
TOTAL PERSONNEL SERVICE COSTS	25.00	1,834,155	2,568,762	3,317,347	3,851,848	4,826,864
CONTRACTED SERVICES						
Accounting / Audit		20,000	22,000	24,000	26,000	28,000
Legal		5,000	5,000	5,001	5,002	5,003
Management Company Fee		284,067	381,461	478,856	576,250	673,645
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		4,000	5,000	5,500	6,000	6,500
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		15,000	15,000	15,000	15,000	15,000
TOTAL CONTRACTED SERVICES		328,067	428,461	528,357	628,252	728,148
12% of PPA						
STAFFING						
SCHOOL OPERATIONS						
Board Expenses		10,000	10,000			Per CSP Award
Classroom / Teaching Supplies & Materials		60,000	60,000	50,000	50,000	50,000
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		60,000	50,000	50,001	50,000	50,003
Supplies & Materials other		20,000	20,000	20,000	20,000	20,000
Equipment / Furniture		10,000	10,000	10,000	10,000	10,000
Telephone		25,000	25,000	26,000	27,000	28,000
Technology		135,000	140,000	145,000	150,000	150,000
Student Testing & Assessment		10,000	20,000	25,000	25,000	25,000
Field Trips		3,500	3,500	3,500	3,500	3,500
Transportation (student)		-	-	-	-	-
Student Services - other		10,000	15,000	20,000	25,000	30,000
Office Expense		30,010	35,010	40,010	45,010	50,010
Staff Development		45,000	50,000	50,000	50,000	50,000
Staff Recruitment		10,000	10,000	10,000	15,000	15,000
Student Recruitment / Marketing		15,000	15,000	15,000	15,000	15,000
School Meals / Lunch		13,125	20,000	23,000	25,000	28,000
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		36,217	36,217		20,000	20,000
TOTAL SCHOOL OPERATIONS		492,852	519,727	487,511	530,510	544,513
Internet Connectivity, Maintenance, SIS, FIS, Misc.						
Tutoring, Tshirts, Community Outreach						
TFA Fees						
\$50 per student						
Deficit from Year 0 spread over 2 years						
FACILITY OPERATION & MAINTENANCE						
Insurance		20,000	22,000	24,200	26,620	29,282
Janitorial		-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-
Equipment / Furniture		10,000	10,000	10,000	10,000	10,000
Security		-	-	-	-	-
Utilities		-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		30,000	32,000	34,200	36,620	39,282
DEPRECIATION & AMORTIZATION						
		-	36,000	66,000	96,000	126,000
Equipment/Furniture amortized over 5 years						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
		70,000	75,524	91,759	164,989	128,227
Year 1 Escrow only, Year 2-5 only 2-3% of revenue						
TOTAL EXPENSES		2,755,073	3,660,475	4,525,174	5,308,219	6,393,034
NET INCOME		186,694	115,749	62,756	191,417	18,308

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,941,768	3,776,224	4,587,930	5,499,636	6,411,342	
Total Expenses	2,755,073	3,660,475	4,525,174	5,308,219	6,393,034	
Net Income (Before Cash Flow Adjustments)	186,694	115,749	62,756	191,417	18,308	
Actual Student Enrollment	180	240	300	360	420	
Total Paid Student Enrollment	175	235	295	355	415	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	K-2	K-3	K-4	K-5	K-6	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	180	240	300	360	420	Additional 60 students per year
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 ENROLLMENT	180	240	300	360	420	
REVENUE PER PUPIL	16,343	15,734	15,293	15,277	15,265	
EXPENSES PER PUPIL	15,306	15,252	15,084	14,745	15,222	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	36,000	66,000	96,000	126,000	Depreciate Capital over 5 years
Other	-	-	-	-	-	
Total Operating Activities	-	36,000	66,000	96,000	126,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(180,000)	(150,000)	(150,000)	(150,000)	(150,000)	Network hardware, computers, air conditioners, classroom technology, furniture
Other	-	-	-	-	-	
Total Investment Activities	(180,000)	(150,000)	(150,000)	(150,000)	(150,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	(180,000)	(114,000)	(84,000)	(54,000)	(24,000)	
NET INCOME	6,694	1,749	(21,244)	137,417	(5,692)	
Beginning Cash Balance	-	6,694	8,443	(12,801)	124,616	
ENDING CASH BALANCE	6,694	8,443	(12,801)	124,616	118,923	

Five Year Staffing Plan							
	Certified		K-2	K-3	K-4	K-5	K-6
Principal	Yes	120000	1	1	1	1	1
Academic Director	Yes	100000	1	1	2	2	3
Operations Director	No	85000	1	1	1	1	1
Finance/HR	No	65000	1	1	1	1	2
Operations Manager	No	60000			1	1	2
Operations Assistant	No	40000	1	2	2	2	2
Purchasing Assistant	No	40000	1	1	1	1	1
Program Assistant	No	40000					1
Teachers	Yes	55000	9	12	15	18	23
Enrichment	Yes	50000	2	3	3	4	4
Special Education Certified Teachers (1 Per Grade)	Yes	60000	3	4	6	7	8
Math, Literacy, SpEd Coordinators	YES	75000	2	3	3	3	3
Deans	Yes	60000	1	2	3	3	4
Counselor	Yes	70000	1	1.5	2	2.5	2.5
Total Headcount			24	32.5	41	46.5	57.5

K-7
1
3
1
2
2
2
1
1
27
5
9
3
4
2.5
63.5



Charter Schools Institute

The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	10201	BERNE KNOX	10,653	10,814	10,814	13,371
3	10306	BETHLEHEM	10,050	12,653	12,653	12,513
4	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500	COHOES	10,516	11,070	11,070	11,791
6	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615	MENANDS	16,576	16,582	16,582	15,870
9	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802	GUILDERLAND	10,011	10,712	10,712	11,356
13	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200	WATERVLIET	8,850	9,070	9,070	9,404
15	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601	ANDOVER	10,738	11,107	11,107	12,353
17	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801	BELFAST	8,535	10,153	10,153	11,619
19	21102	CANASERAGA	10,752	11,354	11,354	12,329
20	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001	FILLMORE	7,539	8,668	8,668	9,156
22	22101	WHITESVILLE	9,180	10,241	10,241	10,904
23	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401	SCIO	10,157	12,133	12,133	11,968
25	22601	WELLSVILLE	9,976	11,455	11,455	11,681
26	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200	BINGHAMTON	8,896	9,820	9,820	10,244
29	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301	DEPOSIT	11,710	14,020	14,020	14,304
34	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601	VESTAL	10,513	11,413	11,413	12,166
38	31701	WINDSOR	9,118	9,813	9,813	10,115
39	40204	WEST VALLEY	12,044	13,408	13,408	13,623
40	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901	ELLCOTTVILLE	10,443	10,206	10,206	11,491
42	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401	HINSDALE	10,311	10,640	10,640	9,952
44	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400	OLEAN	9,145	9,933	9,933	10,976
46	42801	GOWANDA	9,677	10,020	10,020	11,326
47	42901	PORTVILLE	9,153	9,726	9,726	10,058
48	43001	RANDOLPH	8,957	9,806	9,806	10,720
49	43200	SALAMANCA	9,448	11,211	11,211	11,582
50	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

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201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESE0	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

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251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

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301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

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351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

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401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

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451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

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501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTICELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALLKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

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651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

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1	10100	ALBANY	11,149	11,712	11,712	14,072
2	570101	ADDISON	10,537	10,215	10,215	11,263
3	410401	ADIRONDACK	9,936	10,915	10,915	11,668
4	80101	AFTON	10,510	11,717	11,717	13,800
5	142101	AKRON	9,157	9,760	9,760	10,134
6	450101	ALBION	8,014	8,887	8,887	10,580
7	140101	ALDEN	9,267	9,737	9,737	9,862
8	180202	ALEXANDER	9,501	10,005	10,005	11,325
9	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303	AMAGANSETT	59,305	45,754	45,754	57,648
14	140201	AMHERST	10,520	10,138	10,138	10,721
15	580106	AMITYVILLE	14,006	16,765	16,765	17,777
16	270100	AMSTERDAM	8,584	8,887	8,887	9,443
17	120102	ANDES	14,329	15,445	15,445	21,107
18	20601	ANDOVER	10,738	11,107	11,107	12,353
19	660405	ARDSLEY	15,063	17,638	17,638	20,471
20	640101	ARGYLE	8,772	10,694	10,694	11,402
21	571901	ARKPORT	8,402	8,587	8,587	9,666
22	131601	ARLINGTON	9,976	10,651	10,651	11,469
23	670201	ATTICA	9,266	9,393	9,393	9,552
24	50100	AUBURN	8,945	9,959	9,959	10,495
25	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302	AVERILL PARK	8,683	9,363	9,363	10,036
27	570201	AVOCA	9,594	11,471	11,471	13,201
28	240101	AVON	9,000	10,726	10,726	10,465
29	580101	BABYLON	15,378	17,161	17,161	16,928
30	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210	BALDWIN	14,024	15,336	15,336	15,658
32	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301	BARKER	12,412	13,293	13,293	12,895
35	180300	BATAVIA	11,169	12,503	12,503	12,293
36	570302	BATH	8,726	9,370	9,370	9,780
37	580501	BAY SHORE	13,930	15,048	15,048	15,355
38	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200	BEACON	9,227	9,650	9,650	11,093
40	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102	BEDFORD	18,038	19,852	19,852	20,556
42	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801	BELFAST	8,535	10,153	10,153	11,619
44	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207	BELLMORE	15,949	17,562	17,562	19,638
46	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001	BEMUS POINT	9,766	10,726	10,726	11,810
48	490101	BERLIN	10,974	12,019	12,019	12,890
49	10201	BERNE KNOX	10,653	10,814	10,814	13,371
50	10306	BETHLEHEM	10,050	12,653	12,653	12,513

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51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

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101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

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151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

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251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

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351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

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451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

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501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSSEN	11,110	13,154	13,154	14,790
506	580901	REMSSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRING	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTLAND	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETTS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRING	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLEY	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

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551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALLKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIET	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743



Charter Schools Institute

The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template *for SUNY Authorized Charter Schools*

Explore Envision Charter School

Contact Name:	Ian Newton
Contact Email:	inewton@explorenetwork.org
Contact Phone:	347-300-5305

	Examples
Pre-Opening Period	July 1, 2012 to June 30, 2013
Operational Year ONE	July 1, 2013 to June 30, 2014

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

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)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	200,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	200,000

LOCAL and OTHER REVENUE

Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	5,000	\$5K Pro Bono Legal Services
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	5,000	

TOTAL REVENUE	205,000

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	120,000	Principal Residency
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	40,000	1/2 Year Ops Director (January Start)
Administrative Staff	0.25	6,667	April Start Finance Mgr
TOTAL ADMINISTRATIVE STAFF	1.75	166,667	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

1.75	166,667

PAYROLL TAXES AND BENEFITS

Payroll Taxes	14,767	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits	25,000	Fringe and Benefits 15% of salary
Retirement / Pension	-	
TOTAL PAYROLL TAXES AND BENEFITS	39,767	

TOTAL PERSONNEL SERVICE COSTS

1.75	206,433

CONTRACTED SERVICES

Accounting / Audit	5,000	
Legal	5,000	Pro Bono Legal
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	10,000	

SCHOOL OPERATIONS

Board Expenses	15,000	Board Development
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	10,000	Marketing Materials
Equipment / Furniture	-	
Telephone	2,000	
Technology	4,000	Computers
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	2,000	
Staff Development	8,000	
Staff Recruitment	-	
Student Recruitment / Marketing	15,000	
School Meals / Lunch	-	
Travel (Staff)	2,000	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	58,000	

FACILITY OPERATION & MAINTENANCE

Insurance	3,000
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	3,000

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

-

TOTAL EXPENSES

277,433

NET INCOME

(72,433)

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

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 ENROLLMENT	-

REVENUE PER PUPIL	-

EXPENSES PER PUPIL	-

Explore Envision Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD July 1, 2012 to June 30, 2013							
Total Revenue	-	40,000	40,000	40,000	40,000	45,000	205,000
Total Expenses	81,649	37,705	35,372	38,458	30,124	54,124	277,433
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
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)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	40,000	40,000	40,000	40,000	40,000	200,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	40,000	40,000	40,000	40,000	40,000	200,000
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	5,000.	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	5,000	5,000
TOTAL REVENUE	-	40,000	40,000	40,000	40,000	45,000	205,000

Explore Envision Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD July 1, 2012 to June 30, 2013							
Total Revenue	-	40,000	40,000	40,000	40,000	45,000	205,000
Total Expenses	81,649	37,705	35,372	38,458	30,124	54,124	277,433
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	60,000	12,000	12,000	12,000	12,000	120,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	8,000	8,000	8,000	8,000	40,000
Administrative Staff	0.33	-	-	2,222	2,222	2,222	6,667
TOTAL ADMINISTRATIVE STAFF	1.83	60,000	20,000	20,000	22,222	22,222	166,667
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.83	60,000	20,000	20,000	22,222	22,222	166,667
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		5,316	1,772	1,772	1,969	1,969	14,767
Fringe / Employee Benefits		9,000	3,000	3,000	3,333	3,333	25,000
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		14,316	4,772	4,772	5,302	5,302	39,767
TOTAL PERSONNEL SERVICE COSTS	1.83	74,316	24,772	24,772	27,524	27,524	206,433
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	5,000	5,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	10,000	10,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	15,000	15,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-
Supplies & Materials other		-	4,000	3,000	1,000	1,000	10,000
Equipment / Furniture		-	-	-	-	-	-
Telephone		1,000	200	200	200	200	2,000
Technology		1,333	1,333	-	1,334	-	4,000
Student Testing & Assessment		-	-	-	-	-	-
Field Trips		-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		1,000	200	200	200	200	2,000
Staff Development		3,000	2,000	2,000	-	1,000	8,000
Staff Recruitment		-	-	-	-	-	-
Student Recruitment / Marketing		-	5,000	5,000	5,000	-	15,000
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		1,000	200	200	200	200	2,000
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		7,333	12,933	10,600	7,934	2,600	58,000
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	3,000	-	3,000
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	3,000	-	3,000
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-
TOTAL EXPENSES		81,649	37,705	35,372	38,458	30,124	277,433
NET INCOME		(81,649)	2,295	4,628	1,542	9,876	(72,433)
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-
NET INCOME		(81,649)	2,295	4,628	1,542	9,876	(72,433)
Beginning Cash Balance		-	-	-	-	-	-
ENDING CASH BALANCE		(81,649)	2,295	4,628	1,542	9,876	(72,433)

		Explore Envision Charter School												
		PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *												
		July 1, 20XX to June 30, 20XX												
		* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
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)		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE														
		-	-	-	-	-	-	-	-	-	-	-	-	-

	Explore Envision Charter School													
	PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *													
	July 1, 20XX to June 30, 20XX													
	* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year													
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
No. of Positions	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.33	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (I.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS														

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS	
Total Revenue	3,520,925	219,749	-	10,000	95,000	3,845,674		
Total Expenses	2,566,958	371,669	471,960	-	999,573	4,410,160		
Net Income	953,967	(151,920)	(471,960)	10,000	(904,573)	(564,486)		
Actual Student Enrollment	240	24				264		
Total Paid Student Enrollment	235	21				256		
			PROGRAM SERVICES		SUPPORT SERVICES			
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEMENT & GENERAL	TOTAL
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		CY Per Pupil Rate						
School District 1 (Enter	13,527	3,178,845	-	-	-	-	-	3,178,845
School District 2 (Enter	-	-	-	-	-	-	-	-
School District 3 (Enter	-	-	-	-	-	-	-	-
School District 4 (Enter	-	-	-	-	-	-	-	-
School District 5 (Enter	-	-	-	-	-	-	-	-
School District 6 (Enter	-	-	-	-	-	-	-	-
School District 7 (Enter	-	-	-	-	-	-	-	-
School District 8 (Enter	-	-	-	-	-	-	-	-
School District 9 (Enter	-	-	-	-	-	-	-	-
School District 10 (Enter	-	-	-	-	-	-	-	-
School District 11 (Enter	-	-	-	-	-	-	-	-
School District 12 (Enter	-	-	-	-	-	-	-	-
School District 13 (Enter	-	-	-	-	-	-	-	-
School District 14 (Enter	-	-	-	-	-	-	-	-
School District 15 (Enter	-	-	-	-	-	-	-	-
School District - ALL	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average)	13,527	3,178,845	-	-	-	-	-	3,178,845
Special Education Revenue		-	219,749	-	-	-	-	219,749
Grants								
Stimulus		-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,178,845	219,749	-	-	-	-	3,398,594
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-		-	-	-	-	\$1300 per Special Needs Student
Title I		112,800	-	-	-	-	-	\$500 per student, 80% of total enrollment
Title Funding - Other		11,280	-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation		200,000	-	-	-	-	-	200,000
Other		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		324,080	-	-	-	-	-	324,080
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	10,000	-	-	10,000
Fundraising		-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	90,000	-	90,000
Earnings on Investments		-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-
Text Book		18,000	-	-	-	-	-	18,000
OTHER		-	-	-	-	5,000	-	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		18,000	-	-	10,000	95,000	-	123,000
TOTAL REVENUE		3,520,925	219,749	-	10,000	95,000	-	3,845,674

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	3,520,925	219,749	-	10,000	95,000	3,845,674	
Total Expenses	2,566,958	371,669	471,960	-	999,573	4,410,160	
Net Income	953,967	(151,920)	(471,960)	10,000	(904,573)	(564,486)	
Actual Student Enrollment	240	24				264	
Total Paid Student Enrollment	235	21				256	
			PROGRAM SERVICES		SUPPORT SERVICES		
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEMENT & GENERAL
							TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1.00	120,000	-	-	-	-	120,000
Instructional Management	1.00	100,000	-	-	-	-	100,000
Deans, Directors & Coordinators	5.00	265,000	75,000	-	-	-	340,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	85,000	85,000
Administrative Staff	4.00	-	-	-	-	185,000	185,000
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	12.00	485,000	75,000	-	-	270,000	830,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	12.00	660,000	-	-	-	-	660,000
Teachers - SPED	4.00	-	240,000	-	-	-	240,000
Substitute Teachers	-	66,000	-	-	-	-	66,000
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	2.00	100,000	-	-	-	-	100,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	1.50	105,000	-	-	-	-	105,000
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	19.50	931,000	240,000	-	-	-	1,171,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	100,000	-	-	100,000
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	100,000	-	-	100,000
Security	-	-	-	100,000	-	-	100,000
Other	-	-	-	100,000	-	-	100,000
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	-	-	-	400,000	-	-	400,000
SUBTOTAL PERSONNEL SERVICE COSTS	31.50	1,416,000	315,000	400,000	-	270,000	2,401,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	113,138	25,169	31,960	-	21,573	191,840
Fringe / Employee Benefits	-	141,600	31,500	40,000	-	27,000	240,100
Retirement / Pension	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	254,738	56,669	71,960	-	48,573	431,940
TOTAL PERSONNEL SERVICE COSTS	31.50	1,670,738	371,669	471,960	-	318,573	2,832,940
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	25,000	25,000
Legal	-	-	-	-	-	5,000	5,000
Management Company Fee	-	381,461	-	-	-	-	381,461
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	5,000	5,000
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	10,000	-	-	-	5,000	15,000
TOTAL CONTRACTED SERVICES	-	391,461	-	-	-	40,000	431,461
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	10,000	10,000
Classroom / Teaching Supplies & Materials	-	75,000	-	-	-	-	75,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	75,000	-	-	-	-	75,000
Supplies & Materials other	-	20,000	-	-	-	-	20,000
Equipment / Furniture	-	10,000	-	-	-	-	10,000
Telephone	-	15,000	-	-	-	12,000	27,000
Technology	-	50,000	-	-	-	100,000	150,000
Student Testing & Assessment	-	25,000	-	-	-	-	25,000
Field Trips	-	4,700	-	-	-	-	4,700
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	20,000	-	-	-	-	20,000
Office Expense	-	30,000	-	-	-	20,000	50,000
Staff Development	-	50,000	-	-	-	5,000	55,000
Staff Recruitment	-	15,000	-	-	-	-	15,000
Student Recruitment / Marketing	-	15,000	-	-	-	-	15,000
School Meals / Lunch	-	17,625	-	-	-	-	17,625
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	72,433	-	-	-	-	72,433
TOTAL SCHOOL OPERATIONS	-	494,758	-	-	-	147,000	641,758
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	50,000	50,000
Janitorial	-	-	-	-	-	50,000	50,000
Building and Land Rent / Lease	-	-	-	-	-	250,000	250,000
Repairs & Maintenance	-	-	-	-	-	25,000	25,000
Equipment / Furniture	-	10,000	-	-	-	25,000	35,000
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	24,000	24,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	10,000	-	-	-	424,000	434,000
DEPRECIATION & AMORTIZATION							
	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	70,000	70,000
TOTAL EXPENSES	-	2,566,958	371,669	471,960	-	999,573	4,410,160
NET INCOME	-	953,967	(151,920)	(471,960)	10,000	(904,573)	(564,486)

Ops Director
Finance Mgr, Ops Manager, Ops Assoc

Presumes 18 teachers in first year
Presumes 5 teachers in first year
5% of Regular Teachers Salary

6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe and Benefits 15% of salary

Staffing

Deficit from Prior Year

\$70K Escrow

With Building

\$75/sq.ft at 30,000 sq feet

\$2000/month

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	3,520,925	219,749	-	10,000	95,000	3,845,674	
Total Expenses	2,566,958	371,669	471,960	-	999,573	4,410,160	
Net Income	953,967	(151,920)	(471,960)	10,000	(904,573)	(564,486)	
Actual Student Enrollment	240	24				264	
Total Paid Student Enrollment	235	21				256	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
School District 1 (Enter Name)	240	24	-			264	
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 ENROLLMENT	240	24	-			264	
REVENUE PER PUPIL	14,671	9,156	-			14,567	
EXPENSES PER PUPIL	10,696	15,486	-			16,705	

Explore Envision Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	566,432	80,000	566,432	-	566,432	71,020	566,432	31,020	606,432	49,020	566,432	176,020	3,845,674
Total Expenses	253,578	312,155	394,327	375,471	311,894	383,471	324,894	379,271	314,194	382,071	324,694	654,138	4,410,160
Net Income	312,854	(232,155)	172,105	(375,471)	254,538	(312,451)	241,538	(348,251)	292,238	(333,051)	241,738	(478,118)	(564,486)
Cash Flow Adjustments	(125,000)	(125,000)	(50,000)	-	-	-	-	-	-	-	-	-	(300,000)
Beginning Cash Balance	-	187,854	(169,301)	(47,197)	(422,668)	(168,130)	(480,581)	(239,042)	(587,294)	(295,055)	(628,107)	(386,368)	-
Net Income	187,854	(169,301)	(47,197)	(422,668)	(168,130)	(480,581)	(239,042)	(587,294)	(295,055)	(628,107)	(386,368)	(864,486)	(864,486)
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	13,527	529,808	-	529,808	-	529,808	-	529,808	-	529,808	-	529,808	3,178,845
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)	13,527	529,808	-	529,808	-	529,808	-	529,808	-	529,808	-	529,808	3,178,845
Special Education Revenue		36,625	-	36,625	-	36,625	-	36,625	-	36,625	-	36,625	219,749
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		566,432	-	566,432	-	566,432	-	566,432	-	566,432	-	566,432	3,398,594
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	28,200	-	28,200	-	28,200	-	28,200	112,800
Title Funding - Other		-	-	-	-	2,820	-	2,820	-	2,820	-	2,820	11,280
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation		80,000	-	-	-	40,000	-	40,000	-	40,000	-	40,000	200,000
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	80,000	-	-	71,020	-	31,020	40,000	31,020	-	71,020	324,080
LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	10,000	10,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	90,000	90,000
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	18,000	-	-	18,000
OTHER		-	-	-	-	-	-	-	-	-	-	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	18,000	-	105,000	123,000
TOTAL REVENUE		566,432	80,000	566,432	-	566,432	71,020	566,432	31,020	606,432	49,020	566,432	3,845,674

Explore Envision Charter School PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2013 to June 30, 2014													
Total Revenue	566,432	80,000	566,432	-	566,432	71,020	566,432	31,020	606,432	49,020	566,432	176,020	3,845,674
Total Expenses	253,578	312,155	394,327	375,471	311,894	383,471	324,894	379,271	314,194	382,071	324,694	654,138	4,410,160
Net Income	312,854	(232,155)	172,105	(375,471)	254,538	(312,451)	241,538	(348,251)	292,238	(333,051)	241,738	(478,118)	(564,486)
Cash Flow Adjustments	(125,000)	(125,000)	(50,000)	-	-	-	-	-	-	-	-	-	(300,000)
Beginning Cash Balance	-	187,854	(169,301)	(47,197)	(422,668)	(168,130)	(480,581)	(239,042)	(587,294)	(295,055)	(628,107)	(386,368)	-
Net Income	187,854	(169,301)	(47,197)	(422,668)	(168,130)	(480,581)	(239,042)	(587,294)	(295,055)	(628,107)	(386,368)	(864,486)	(864,486)
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Instructional Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Deans, Directors & Coordinators	5.00	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	340,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Administrative Staff	4.00	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	185,000
TOTAL ADMINISTRATIVE STAFF	12.00	69,167	69,167	69,167	69,167	69,167	69,167	69,167	69,167	69,167	69,167	69,167	830,000
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	12.00			55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	165,000	660,000
Teachers - SPED	4.00			20,000.00	20,000	20,000	20,000	20,000	20,000	20,000	20,000	60,000	240,000
Substitute Teachers	-			5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	16,500	66,000
Teaching Assistants	-	-		-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00			8,333.33	8,333	8,333	8,333	8,333	8,333	8,333	8,333	25,000.00	100,000
Aides	-	-		-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.50			8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	26,250	105,000
Other	-	-		-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	19.50	-	-	97,583	97,583	97,583	97,583	97,583	97,583	97,583	97,583	292,750	1,171,000
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	8,333.33	8,333	8,333	8,333	8,333							

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,845,674	4,687,930	5,499,636	6,411,342	7,323,048	
Total Expenses	4,410,160	5,619,769	6,606,984	8,075,619	8,990,019	
Net Income (Before Cash Flow Adjustments)	(564,486)	(931,840)	(1,107,348)	(1,664,278)	(1,666,972)	
Actual Student Enrollment	240	300	360	420	480	
Total Paid Student Enrollment	235	295	355	415	475	
Year 1						
K-3						
Year 2						
K-4						
Year 3						
K-5						
Year 4						
K-6						
Year 5						
K-7						
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
Per Pupil Revenue Percentage Increase						
0.0 %						
0.0 %						
0.0 %						
0.0 %						
0.0 %						
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
CY Per Pupil Rate						
School District 1 (Enter	13,527	3,178,845	3,990,465	4,802,085	5,613,705	6,425,325
School District 2 (Enter	-	-	-	-	-	-
School District 3 (Enter	-	-	-	-	-	-
School District 4 (Enter	-	-	-	-	-	-
School District 5 (Enter	-	-	-	-	-	-
School District 6 (Enter	-	-	-	-	-	-
School District 7 (Enter	-	-	-	-	-	-
School District 8 (Enter	-	-	-	-	-	-
School District 9 (Enter	-	-	-	-	-	-
School District 10 (Enter	-	-	-	-	-	-
School District 11 (Enter	-	-	-	-	-	-
School District 12 (Enter	-	-	-	-	-	-
School District 13 (Enter	-	-	-	-	-	-
School District 14 (Enter	-	-	-	-	-	-
School District 15 (Enter	-	-	-	-	-	-
School District - ALL	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average	13,527	3,178,845	3,990,465	4,802,085	5,613,705	6,425,325
Special Education Revenue		219,749	275,855	331,961	388,067	444,173
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,398,594	4,266,320	5,134,046	6,001,772	6,869,498
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			38,350	46,150	53,950	61,750
Title I		112,800	141,600	170,400	199,200	228,000
Title Funding - Other		11,280	14,160	17,040	19,920	22,800
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		200,000	100,000	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		324,080	294,110	233,590	273,070	312,550
LOCAL and OTHER REVENUE						
Contributions and Donations		10,000	10,000	10,000	10,000	10,000
Fundraising		-	-	-	-	-
Erate Reimbursement		90,000	90,000	90,000	90,000	90,000
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		18,000	22,500	27,000	31,500	36,000
OTHER		5,000	5,000	5,000	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		123,000	127,500	132,000	136,500	141,000
TOTAL REVENUE		3,845,674	4,687,930	5,499,636	6,411,342	7,323,048

\$10,390 per SpEd Student, at 9% of student body receiving billable services
\$1300 per SpEd Student, at 10% of student body
\$600 per student based on 80% of student body
\$60 per student - matches current funding
Erate funding based on 90% of Priority 1 Technology
NYSTL Funding, based on student size
Pro Bono Legal Services

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,845,674	4,687,930	5,499,636	6,411,342	7,323,048	See Staffing Tab for Org Chart Details
Total Expenses	4,410,160	5,619,769	6,606,984	8,075,619	8,990,019	
Net Income (Before Cash Flow Adjustments)	(564,486)	(931,840)	(1,107,348)	(1,664,278)	(1,666,972)	
Actual Student Enrollment	240	300	360	420	480	
Total Paid Student Enrollment	235	295	355	415	475	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	K-3	K-4	K-5	K-6	K-7	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	1.00	120,000	120,000	120,000	120,000	
Instructional Management	1.00	100,000	200,000	200,000	300,000	
Deans, Directors & Coordinators	5.00	340,000	340,000	397,500	397,500	455,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	85,000	85,000	85,000	85,000	85,000
Administrative Staff	4.00	185,000	225,000	340,000	390,000	430,000
TOTAL ADMINISTRATIVE STAFF	12.00	830,000	970,000	1,142,500	1,292,500	1,390,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	12.00	660,000	825,000	990,000	1,265,000	1,485,000
Teachers - SPED	4.00	240,000	360,000	420,000	480,000	540,000
Substitute Teachers	-	66,000	82,500	99,000	126,500	148,500
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	3.00	100,000	150,000	150,000	200,000	200,000
Aides	-	-	-	-	-	-
Therapists & Counselors	1.50	105,000	105,000	140,000	175,000	175,000
Other	-	-	57,850	67,830	82,780	90,770
TOTAL INSTRUCTIONAL	20.50	1,171,000	1,580,350	1,866,830	2,329,280	2,639,270
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	100,000	100,000	100,000	100,000	100,000
Librarian	-	-	-	-	-	-
Custodian	-	100,000	100,000	150,000	200,000	200,000
Security	-	100,000	100,000	100,000	200,000	200,000
Other	-	100,000	100,000	100,000	100,000	100,000
TOTAL NON-INSTRUCTIONAL	-	400,000	400,000	450,000	600,000	600,000
SUBTOTAL PERSONNEL SERVICES	32.50	2,401,000	2,950,350	3,459,330	4,221,780	4,629,270
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		191,840	235,733	276,400	337,320	369,879
Fringe / Employee Benefits		240,100	354,042	484,306	759,920	925,854
Retirement / Pension		-	73,759	86,483	105,545	115,732
TOTAL PAYROLL TAXES AND BENEFITS		431,940	663,534	847,190	1,202,785	1,411,464
TOTAL PERSONNEL SERVICE COSTS	32.50	2,832,940	3,613,884	4,306,520	5,424,565	6,040,734
CONTRACTED SERVICES						
Accounting / Audit		25,000	26,000	27,000	28,000	30,000
Legal		5,000	5,000	5,001	5,002	5,003
Management Company Fee		381,461	478,856	576,250	673,645	771,039
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		5,000	6,000	8,000	9,000	10,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		15,000	15,000	15,000	15,000	15,000
TOTAL CONTRACTED SERVICES		431,461	530,856	631,251	730,647	831,042
SCHOOL OPERATIONS						
Board Expenses		10,000	10,000			
Classroom / Teaching Supplies & Materials		75,000	75,000	75,000	75,000	75,000
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		75,000	50,000	50,001	75,000	50,003
Supplies & Materials other		20,000	20,000	20,000	20,000	20,000
Equipment / Furniture		10,000	10,000	10,000	10,000	10,000
Telephone		27,000	27,000	28,000	29,000	30,000
Technology		150,000	150,000	150,000	150,000	150,000
Student Testing & Assessment		25,000	30,000	30,000	35,000	35,000
Field Trips		4,700	4,700	4,700	4,700	4,700
Transportation (student)		-	-	-	-	-
Student Services - other		20,000	25,000	30,000	35,000	40,000
Office Expense		50,000	55,000	60,000	65,000	70,000
Staff Development		55,000	50,000	50,000	50,000	50,000
Staff Recruitment		15,000	15,000	15,000	15,000	15,000
Student Recruitment / Marketing		15,000	15,000	15,000	15,000	15,000
School Meals / Lunch		17,625	20,000	23,000	25,000	28,000
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		72,433	72,433	10,000	15,000	20,000
TOTAL SCHOOL OPERATIONS		641,758	629,133	570,701	618,700	612,703
FACILITY OPERATION & MAINTENANCE						
Insurance		50,000	55,000	60,500	66,550	73,205
Janitorial		50,000	51,000	52,020	53,060	54,122
Building and Land Rent / Lease		250,000	350,000	500,000	600,000	700,000
Repairs & Maintenance		25,000	25,500	26,010	26,530	27,061
Equipment / Furniture		35,000	35,000	35,000	35,000	35,000
Security		-	-	-	-	-
Utilities		24,000	35,000	50,000	60,000	70,000
TOTAL FACILITY OPERATION & MAINTENANCE		434,000	551,500	723,530	841,141	959,387
DEPRECIATION & AMORTIZATION		-	60,000	100,000	140,000	180,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		70,000	234,396	274,982	320,567	366,152
TOTAL EXPENSES		4,410,160	5,619,769	6,606,984	8,075,619	8,990,019
NET INCOME		(564,486)	(931,840)	(1,107,348)	(1,664,278)	(1,666,972)

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,845,674	4,687,930	5,499,636	6,411,342	7,323,048	
Total Expenses	4,410,160	5,619,769	6,606,984	8,075,619	8,990,019	
Net Income (Before Cash Flow Adjustments)	(564,486)	(931,840)	(1,107,348)	(1,664,278)	(1,666,972)	
Actual Student Enrollment	240	300	360	420	480	
Total Paid Student Enrollment	235	295	355	415	475	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	K-3	K-4	K-5	K-6	K-7	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	240	300	360	420	480	Additional 60 students per year
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 ENROLLMENT	240	300	360	420	480	
REVENUE PER PUPIL	16,024	15,626	15,277	15,265	15,256	
EXPENSES PER PUPIL	18,376	18,733	18,353	19,228	18,729	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	60,000	100,000	140,000	180,000	
Other	-	-	-	-	-	
Total Operating Activities	-	60,000	100,000	140,000	180,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(300,000)	(200,000)	(200,000)	(200,000)	(200,000)	
Other	-	-	-	-	-	
Total Investment Activities	(300,000)	(200,000)	(200,000)	(200,000)	(200,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	(300,000)	(140,000)	(100,000)	(60,000)	(20,000)	
NET INCOME	(864,486)	(1,071,840)	(1,207,348)	(1,724,278)	(1,686,972)	
Beginning Cash Balance	-	(864,486)	(1,936,326)	(3,143,674)	(4,867,952)	
ENDING CASH BALANCE	(864,486)	(1,936,326)	(3,143,674)	(4,867,952)	(6,554,924)	

Five Year Staffing Plan							
	Certified		Year 1	Year 2	Year 3	Year 4	Year 5
Principal	Yes	120000	1	1	1	1	1
Academic Director	Yes	100000	1	2	2	3	3
Operations Director	No	85000	1	1	1	1	1
Finance/HR	No	65000	1	1	2	2	2
Operations Manager	No	50000	0	0	1	2	2
Operations Assistant	No	40000	1	2	2	2	2
Purchasing Assistant	No	40000	1	1	1	1	1
Program Assistant	No	40000	1	1	1	1	2
Teachers	Yes	55000	12	15	18	23	27
Enrichment	Yes	50000	2	3	3	4	4
Special Education Certified Teachers (1 Per Grade)	Yes	60000	4	6	7	8	9
Math, Literacy, SpEd Coordinators	YES	75000	3	3	3	3	3
Deans	Yes	57500	2	2	3	3	4
Counselor	Yes	70000	1.5	1.5	2	2.5	2.5
Total Headcount			31.5	39.5	47	56.5	63.5

Year 6
1
3
1
2
2
3
1
2
32
4
10
3
4
2.5
70.5

Space Description	Year 1 Need	Year 2 Need	Year 3 Need	Year 4+ Need
Main Office	750		250	
Offices	250	150	150	750
Dean's Office	250		250	250
Counselor	125	125		125
Conference Room	250			
Nurse	300			
Math and Literacy Coordinators Office	500			
Teacher Workrm./Equip. Area/Kitchenette	750			
Staff Rest Rooms (2)	100		100	300
Storage	400	100	100	500
Tel-Com Room	70			80
Classrooms @ 750 ea. (2 per year)	6,000	1,500	1,500	7,500
Support Services	500	500	500	1,000
Lab	750		750	750
Music/Art	750			750
Library (1)	750			750
Resource Library	500			500
Food Warming/Serving	300			300
Cafeteria	5000	500	500	4000
Student Rest Rooms (per code)	250		250	250
Sub-Total	18,545	2,875	4,350	17,805
Corridors @ 30% of Total Sq. Ft.	1,983	1,539	1,590	1,605
Annual Expansion	8,593	6,669	6,890	6,955
Ideal Space Requirements	29,121	11,083	12,830	26,365

Cost per Square Foot = \$75

Lease Total

2184075

Budget

\$250,000

Total Space
1000
1300
750
375
250
300
500
750
500
1100
150
16500
2500
2250
1500
1500
1000
600
10000
750
43,575
6,717
29,107
79,399

5954925
\$700,000



Charter Schools Institute

The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	10201	BERNE KNOX	10,653	10,814	10,814	13,371
3	10306	BETHLEHEM	10,050	12,653	12,653	12,513
4	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500	COHOES	10,516	11,070	11,070	11,791
6	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615	MENANDS	16,576	16,582	16,582	15,870
9	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802	GUILDERLAND	10,011	10,712	10,712	11,356
13	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200	WATERVLIET	8,850	9,070	9,070	9,404
15	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601	ANDOVER	10,738	11,107	11,107	12,353
17	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801	BELFAST	8,535	10,153	10,153	11,619
19	21102	CANASERAGA	10,752	11,354	11,354	12,329
20	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001	FILLMORE	7,539	8,668	8,668	9,156
22	22101	WHITESVILLE	9,180	10,241	10,241	10,904
23	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401	SCIO	10,157	12,133	12,133	11,968
25	22601	WELLSVILLE	9,976	11,455	11,455	11,681
26	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200	BINGHAMTON	8,896	9,820	9,820	10,244
29	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301	DEPOSIT	11,710	14,020	14,020	14,304
34	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601	VESTAL	10,513	11,413	11,413	12,166
38	31701	WINDSOR	9,118	9,813	9,813	10,115
39	40204	WEST VALLEY	12,044	13,408	13,408	13,623
40	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901	ELLCOTTVILLE	10,443	10,206	10,206	11,491
42	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401	HINSDALE	10,311	10,640	10,640	9,952
44	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400	OLEAN	9,145	9,933	9,933	10,976
46	42801	GOWANDA	9,677	10,020	10,020	11,326
47	42901	PORTVILLE	9,153	9,726	9,726	10,058
48	43001	RANDOLPH	8,957	9,806	9,806	10,720
49	43200	SALAMANCA	9,448	11,211	11,211	11,582
50	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESE0	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

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251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

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301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

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351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

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401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

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451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

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501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTICELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALLKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

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651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

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1	10100	ALBANY	11,149	11,712	11,712	14,072
2	570101	ADDISON	10,537	10,215	10,215	11,263
3	410401	ADIRONDACK	9,936	10,915	10,915	11,668
4	80101	AFTON	10,510	11,717	11,717	13,800
5	142101	AKRON	9,157	9,760	9,760	10,134
6	450101	ALBION	8,014	8,887	8,887	10,580
7	140101	ALDEN	9,267	9,737	9,737	9,862
8	180202	ALEXANDER	9,501	10,005	10,005	11,325
9	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303	AMAGANSETT	59,305	45,754	45,754	57,648
14	140201	AMHERST	10,520	10,138	10,138	10,721
15	580106	AMITYVILLE	14,006	16,765	16,765	17,777
16	270100	AMSTERDAM	8,584	8,887	8,887	9,443
17	120102	ANDES	14,329	15,445	15,445	21,107
18	20601	ANDOVER	10,738	11,107	11,107	12,353
19	660405	ARDSLEY	15,063	17,638	17,638	20,471
20	640101	ARGYLE	8,772	10,694	10,694	11,402
21	571901	ARKPORT	8,402	8,587	8,587	9,666
22	131601	ARLINGTON	9,976	10,651	10,651	11,469
23	670201	ATTICA	9,266	9,393	9,393	9,552
24	50100	AUBURN	8,945	9,959	9,959	10,495
25	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302	AVERILL PARK	8,683	9,363	9,363	10,036
27	570201	AVOCA	9,594	11,471	11,471	13,201
28	240101	AVON	9,000	10,726	10,726	10,465
29	580101	BABYLON	15,378	17,161	17,161	16,928
30	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210	BALDWIN	14,024	15,336	15,336	15,658
32	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301	BARKER	12,412	13,293	13,293	12,895
35	180300	BATAVIA	11,169	12,503	12,503	12,293
36	570302	BATH	8,726	9,370	9,370	9,780
37	580501	BAY SHORE	13,930	15,048	15,048	15,355
38	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200	BEACON	9,227	9,650	9,650	11,093
40	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102	BEDFORD	18,038	19,852	19,852	20,556
42	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801	BELFAST	8,535	10,153	10,153	11,619
44	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207	BELLMORE	15,949	17,562	17,562	19,638
46	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001	BEMUS POINT	9,766	10,726	10,726	11,810
48	490101	BERLIN	10,974	12,019	12,019	12,890
49	10201	BERNE KNOX	10,653	10,814	10,814	13,371
50	10306	BETHLEHEM	10,050	12,653	12,653	12,513

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51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

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101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

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151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

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251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

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451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

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501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSSEN	11,110	13,154	13,154	14,790
506	580901	REMSSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRING	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTLAND	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETTS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRING	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLEY	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

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551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALLKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIET	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743



Charter Schools Institute

The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template *for SUNY Authorized Charter Schools*

Explore Envision Charter School

Contact Name:	Ian Newton
Contact Email:	inewton@explorenetwork.org
Contact Phone:	347-300-5305

	Examples
Pre-Opening Period	July 1, 2012 to June 30, 2013
Operational Year ONE	July 1, 2013 to June 30, 2014

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

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)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	200,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	200,000

LOCAL and OTHER REVENUE

Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	5,000	\$5K Pro Bono Legal Services
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	5,000	

TOTAL REVENUE	205,000

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	120,000	Principal Residency
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	40,000	1/2 Year Ops Director (January Start)
Administrative Staff	0.25	6,667	April Start Finance Mgr
TOTAL ADMINISTRATIVE STAFF	1.75	166,667	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

1.75	166,667

PAYROLL TAXES AND BENEFITS

Payroll Taxes	14,767	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits	25,000	Fringe and Benefits 15% of salary
Retirement / Pension	-	
TOTAL PAYROLL TAXES AND BENEFITS	39,767	

TOTAL PERSONNEL SERVICE COSTS

1.75	206,433

CONTRACTED SERVICES

Accounting / Audit	5,000	
Legal	5,000	Pro Bono Legal
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	10,000	

SCHOOL OPERATIONS

Board Expenses	15,000	Board Development
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	10,000	Marketing Materials
Equipment / Furniture	-	
Telephone	2,000	
Technology	4,000	Computers
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	2,000	
Staff Development	8,000	
Staff Recruitment	-	
Student Recruitment / Marketing	15,000	
School Meals / Lunch	-	
Travel (Staff)	2,000	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	58,000	

FACILITY OPERATION & MAINTENANCE

Insurance	3,000
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	3,000

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

-

TOTAL EXPENSES

277,433

NET INCOME

(72,433)

Explore Envision Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2012 to June 30, 2013

Total Revenue	205,000
Total Expenses	277,433
Net Income	(72,433)
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

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 ENROLLMENT	-

REVENUE PER PUPIL	-

EXPENSES PER PUPIL	-

Explore Envision Charter School							
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD							
July 1, 2012 to June 30, 2013							
Total Revenue	-	40,000	40,000	40,000	40,000	45,000	205,000
Total Expenses	81,649	37,705	35,372	38,458	30,124	54,124	277,433
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
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)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	40,000	40,000	40,000	40,000	40,000	200,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	40,000	40,000	40,000	40,000	40,000	200,000
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	5,000.	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	5,000	5,000
TOTAL REVENUE	-	40,000	40,000	40,000	40,000	45,000	205,000

Explore Envision Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD July 1, 2012 to June 30, 2013							
Total Revenue	-	40,000	40,000	40,000	40,000	45,000	205,000
Total Expenses	81,649	37,705	35,372	38,458	30,124	54,124	277,433
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(81,649)	2,295	4,628	1,542	9,876	(9,124)	(72,433)
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	60,000	12,000	12,000	12,000	12,000	120,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	8,000	8,000	8,000	8,000	40,000
Administrative Staff	0.33	-	-	2,222	2,222	2,222	6,667
TOTAL ADMINISTRATIVE STAFF	1.83	60,000	20,000	20,000	22,222	22,222	166,667
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.83	60,000	20,000	20,000	22,222	22,222	166,667
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		5,316	1,772	1,772	1,969	1,969	14,767
Fringe / Employee Benefits		9,000	3,000	3,000	3,333	3,333	25,000
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		14,316	4,772	4,772	5,302	5,302	39,767
TOTAL PERSONNEL SERVICE COSTS	1.83	74,316	24,772	24,772	27,524	27,524	206,433
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	5,000	5,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	10,000	10,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	15,000	15,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-
Supplies & Materials other		-	4,000	3,000	1,000	1,000	10,000
Equipment / Furniture		-	-	-	-	-	-
Telephone		1,000	200	200	200	200	2,000
Technology		1,333	1,333	-	1,334	-	4,000
Student Testing & Assessment		-	-	-	-	-	-
Field Trips		-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		1,000	200	200	200	200	2,000
Staff Development		3,000	2,000	2,000	-	1,000	8,000
Staff Recruitment		-	-	-	-	-	-
Student Recruitment / Marketing		-	5,000	5,000	5,000	-	15,000
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		1,000	200	200	200	200	2,000
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		7,333	12,933	10,600	7,934	2,600	58,000
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	3,000	-	3,000
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	3,000	-	3,000
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-
		-	-	-	-	-	-
TOTAL EXPENSES		81,649	37,705	35,372	38,458	30,124	277,433
NET INCOME		(81,649)	2,295	4,628	1,542	9,876	(72,433)
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-
NET INCOME		(81,649)	2,295	4,628	1,542	9,876	(72,433)
Beginning Cash Balance		-	-	-	-	-	-
ENDING CASH BALANCE		(81,649)	2,295	4,628	1,542	9,876	(72,433)

		Explore Envision Charter School												
		PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *												
		July 1, 20XX to June 30, 20XX												
		* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
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)		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE														
		-	-	-	-	-	-	-	-	-	-	-	-	-

		Explore Envision Charter School												
		PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *												
		July 1, 20XX to June 30, 20XX												
		* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions												
Executive Management	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.33	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.83	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		1.83	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS		1.83	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION														
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES			-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME			-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments			-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME			-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance			-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE			-	-	-	-	-	-	-	-	-	-	-	-

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	3,520,925	219,749	-	10,000	95,000	3,845,674	
Total Expenses	2,566,958	371,669	-	-	603,573	3,542,200	
Net Income	953,967	(151,920)	-	10,000	(508,573)	303,474	
Actual Student Enrollment	240	24				264	
Total Paid Student Enrollment	235	21				256	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEME NT &	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
School District 1 (Enter	13,527	3,178,845	-	-	-	3,178,845	
School District 2 (Enter	-	-	-	-	-	-	
School District 3 (Enter	-	-	-	-	-	-	
School District 4 (Enter	-	-	-	-	-	-	
School District 5 (Enter	-	-	-	-	-	-	
School District 6 (Enter	-	-	-	-	-	-	
School District 7 (Enter	-	-	-	-	-	-	
School District 8 (Enter	-	-	-	-	-	-	
School District 9 (Enter	-	-	-	-	-	-	
School District 10 (Enter	-	-	-	-	-	-	
School District 11 (Enter	-	-	-	-	-	-	
School District 12 (Enter	-	-	-	-	-	-	
School District 13 (Enter	-	-	-	-	-	-	
School District 14 (Enter	-	-	-	-	-	-	
School District 15 (Enter	-	-	-	-	-	-	
School District - ALL	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average)	13,527	3,178,845	-	-	-	3,178,845	
Special Education Revenue		-	219,749	-	-	219,749	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,178,845	219,749	-	-	3,398,594	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	
Title I		112,800	-	-	-	112,800	
Title Funding - Other		11,280	-	-	-	11,280	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		200,000	-	-	-	200,000	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		324,080	-	-	-	324,080	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	10,000	-	10,000	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	90,000	90,000	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		18,000	-	-	-	18,000	
OTHER		-	-	-	5,000	5,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		18,000	-	10,000	95,000	123,000	
TOTAL REVENUE	3,520,925	219,749	-	10,000	95,000	3,845,674	

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS		
Total Revenue	3,520,925	219,749	-	10,000	95,000	3,845,674			
Total Expenses	2,566,958	371,669	-	-	603,573	3,542,200			
Net Income	953,967	(151,920)	-	10,000	(508,573)	303,474			
Actual Student Enrollment	240	24				264			
Total Paid Student Enrollment	235	21				256			
			PROGRAM SERVICES		SUPPORT SERVICES				
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEME NT &	TOTAL	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management	1.00	120,000	-	-	-			120,000	
Instructional Management	1.00	100,000	-	-	-			100,000	
Deans, Directors & Coordinators	5.00	265,000	75,000	-	-			340,000	
CFO / Director of Finance	-	-	-	-	-	-		-	
Operation / Business Manager	1.00		-	-	-	85,000		85,000	Ops Director
Administrative Staff	4.00		-	-	-	185,000		185,000	Finance Mgr, Ops Manager, Ops Assoc
TOTAL ADMINISTRATIVE STAFF	12.00	485,000	75,000	-	-	270,000		830,000	
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	12.00	660,000	-	-	-	-		660,000	Presumes 18 teachers in first year
Teachers - SPED	4.00	-	240,000	-	-	-		240,000	Presumes 5 teachers in first year
Substitute Teachers	-	66,000	-	-	-	-		66,000	5% of Regular Teachers Salary
Teaching Assistants	-	-	-	-	-	-		-	
Specialty Teachers	2.00	100,000	-	-	-	-		100,000	
Aides	-	-	-	-	-	-		-	
Therapists & Counselors	1.50	105,000	-	-	-	-		105,000	
Other	-	-	-	-	-	-		-	
TOTAL INSTRUCTIONAL	19.50	931,000	240,000	-	-	-		1,171,000	
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	-	-		-	
Librarian	-	-	-	-	-	-		-	
Custodian	-	-	-	-	-	-		-	
Security	-	-	-	-	-	-		-	
Other	-	-	-	-	-	-		-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-		-	
SUBTOTAL PERSONNEL SERVICES									
	31.50	1,416,000	315,000	-	-	270,000		2,001,000	
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		113,138	25,169	-	-	21,573		159,880	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits		141,600	31,500	-	-	27,000		200,100	Fringe and Benefits 15% of salary
Retirement / Pension		-	-	-	-	-		-	
TOTAL PAYROLL TAXES AND BENEFITS		254,738	56,669	-	-	48,573		359,980	
TOTAL PERSONNEL SERVICES									
	31.50	1,670,738	371,669	-	-	318,573		2,360,980	
CONTRACTED SERVICES									
Accounting / Audit		-	-	-	-	25,000		25,000	
Legal		-	-	-	-	5,000		5,000	
Management Company Fee		381,461	-	-	-	-		381,461	
Nurse Services		-	-	-	-	-		-	
Food Service / School Lunch		-	-	-	-	-		-	
Payroll Services		-	-	-	-	5,000		5,000	
Special Ed Services		-	-	-	-	-		-	
Titlement Services (i.e. Title I)		-	-	-	-	-		-	
Other Purchased / Professional / Consulting		10,000	-	-	-	5,000		15,000	Staffing
TOTAL CONTRACTED SERVICES		391,461	-	-	-	40,000		431,461	
SCHOOL OPERATIONS									
Board Expenses		-	-	-	-	10,000		10,000	
Classroom / Teaching Supplies & Materials		75,000	-	-	-	-		75,000	
Special Ed Supplies & Materials		-	-	-	-	-		-	
Textbooks / Workbooks		75,000	-	-	-	-		75,000	
Supplies & Materials other		20,000	-	-	-	-		20,000	
Equipment / Furniture		10,000	-	-	-	-		10,000	
Telephone		15,000	-	-	-	12,000		27,000	
Technology		50,000	-	-	-	100,000		150,000	
Student Testing & Assessment		25,000	-	-	-	-		25,000	
Field Trips		4,700	-	-	-	-		4,700	
Transportation (student)		-	-	-	-	-		-	
Student Services - other		20,000	-	-	-	-		20,000	
Office Expense		30,000	-	-	-	20,000		50,000	
Staff Development		50,000	-	-	-	5,000		55,000	
Staff Recruitment		15,000	-	-	-	-		15,000	
Student Recruitment / Marketing		15,000	-	-	-	-		15,000	
School Meals / Lunch		17,625	-	-	-	-		17,625	
Travel (Staff)		-	-	-	-	-		-	
Fundraising		-	-	-	-	-		-	
Other		72,433	-	-	-	-		72,433	Deficit from Prior Year
TOTAL SCHOOL OPERATIONS		494,758	-	-	-	147,000		641,758	
FACILITY OPERATION & MAINTENANCE									
Insurance		-	-	-	-	23,000		23,000	Based on Empower, school of similar size
Janitorial		-	-	-	-	-		-	
Building and Land Rent / Lease		-	-	-	-	-		-	Building permits
Repairs & Maintenance		-	-	-	-	-		-	
Equipment / Furniture		10,000	-	-	-	5,000		15,000	Computers for all staff @\$1K, 30 student computers, server and other network setup
Security		-	-	-	-	-		-	
Utilities		-	-	-	-	-		-	
TOTAL FACILITY OPERATION & MAINTENANCE		10,000	-	-	-	28,000		38,000	
DEPRECIATION & AMORTIZATION									
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-		-	
		-	-	-	-	70,000		70,000	\$70K Escrow
TOTAL EXPENSES									
		2,566,958	371,669	-	-	603,573		3,542,200	
NET INCOME									
		953,967	(151,920)	-	10,000	(508,573)		303,474	

Explore Envision Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	3,520,925	219,749	-	10,000	95,000	3,845,674	
Total Expenses	2,566,958	371,669	-	-	603,573	3,542,200	
Net Income	953,967	(151,920)	-	10,000	(508,573)	303,474	
Actual Student Enrollment	240	24				264	
Total Paid Student Enrollment	235	21				256	
PROGRAM SERVICES			SUPPORT SERVICES				
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAIS ING	MANAGEME NT &	TOTAL		
ENROLLMENT - *School Districts Are Linked To Above Entries*							
School District 1 (Enter Name)	240	24	-			264	
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 ENROLLMENT	240	24	-			264	
REVENUE PER PUPIL							
	14,671	9,156	-			14,567	
EXPENSES PER PUPIL							
	10,696	15,486	-			13,417	

Explore Envision Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	566,432	80,000	566,432	-	566,432	71,020	566,432	31,020	606,432	49,020	566,432	176,020	3,845,674
Total Expenses	181,248	239,825	321,997	303,141	239,564	311,141	252,564	306,941	241,864	309,741	252,364	581,808	3,542,200
Net Income	385,184	(159,825)	244,435	(303,141)	326,868	(240,121)	313,868	(275,921)	364,568	(260,721)	314,068	(405,788)	303,474
Cash Flow Adjustments	(125,000)	(125,000)	(50,000)	-	-	-	-	-	-	-	-	-	(300,000)
Beginning Cash Balance	-	260,184	(24,641)	169,793	(133,348)	193,520	(46,601)	267,268	(8,654)	355,915	95,194	409,262	-
Net Income	260,184	(24,641)	169,793	(133,348)	193,520	(46,601)	267,268	(8,654)	355,915	95,194	409,262	3,474	3,474

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE		* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	CY Per Pupil Rate													
School District 1 (Enter Name)	13,527	529,808	-	529,808	-	529,808	-	529,808	-	529,808	-	529,808	-	3,178,845
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)	13,527	529,808	-	529,808	-	529,808	-	529,808	-	529,808	-	529,808	-	3,178,845
Special Education Revenue		36,625	-	36,625	-	36,625	-	36,625	-	36,625	-	36,625	-	219,749
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		566,432	-	566,432	-	566,432	-	566,432	-	566,432	-	566,432	-	3,398,594
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	28,200	-	28,200	-	28,200	-	28,200	112,800
Title Funding - Other		-	-	-	-	-	2,820	-	2,820	-	2,820	-	2,820	11,280
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation			80,000	-	-	-	40,000	-		40,000	-	-	40,000	200,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	80,000	-	-	-	71,020	-	31,020	40,000	31,020	-	71,020	324,080
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	10,000	10,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	90,000	90,000
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	18,000	-	-	18,000
OTHER		-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	18,000	-	105,000	123,000
TOTAL REVENUE		566,432	80,000	566,432	-	566,432	71,020	566,432	31,020	606,432	49,020	566,432	176,020	3,845,674

Explore Envision Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	566,432	80,000	566,432	-	566,432	71,020	566,432	31,020	606,432	49,020	566,432	176,020	3,845,674
Total Expenses	181,248	239,825	321,997	303,141	239,564	311,141	252,564	306,941	241,864	309,741	252,364	581,808	3,542,200
Net Income	385,184	(159,825)	244,435	(303,141)	326,868	(240,121)	313,868	(275,921)	364,568	(260,721)	314,068	(405,788)	303,474
Cash Flow Adjustments	(125,000)	(125,000)	(50,000)	-	-	-	-	-	-	-	-	-	(300,000)
Beginning Cash Balance	-	260,184	(24,641)	169,793	(133,348)	193,520	(46,601)	267,268	(8,654)	355,915	95,194	409,262	-
Net Income	260,184	(24,641)	169,793	(133,348)	193,520	(46,601)	267,268	(8,654)	355,915	95,194	409,262	3,474	3,474

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL

EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
	No. of Positions												
Executive Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Instructional Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Deans, Directors & Coordinators	5.00	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	340,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Administrative Staff	4.00	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	185,000
TOTAL ADMINISTRATIVE STAFF	12.00	69,167	69,167	69,167	69,167	69,167	69,167	69,167	69,167	69,167	69,167	69,167	830,000
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	12.00			55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	165,000	660,000
Teachers - SPED	4.00			20,000.00	20,000	20,000	20,000	20,000	20,000	20,000	20,000	60,000	240,000
Substitute Teachers	-			5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	16,500	66,000
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00			8,333.33	8,333	8,333	8,333	8,333	8,333	8,333	8,333	25,000.00	100,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.50			8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	26,250	105,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	19.50	-	-	97,583	97,583	97,583	97,583	97,583	97,583	97,583	97,583	292,750	1,171,000
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	31.50	69,167	69,167	166,750	166,750	166,750	166,750	166,750	166,750	166,750	166,750	361,917	2,001,000
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		13,323.33	13,323	13,323	13,323	13,323	13,323	13,323	13,323	13,323	13,323	13,323	159,880
Fringe / Employee Benefits		16,675.00	16,675	16,675	16,675	16,675	16,675	16,675	16,675	16,675	16,675	16,675	200,100
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		29,998	29,998	29,998	29,998	29,998	29,998	29,998	29,998	29,998	29,998	29,998	359,980
TOTAL PERSONNEL SERVICE COSTS	31.50	99,165	99,165	196,748	196,748	196,748	196,748	196,748	196,748	196,748	196,748	391,915	2,360,980
CONTRACTED SERVICES													
Accounting / Audit			7,000		-	10,000					8,000		25,000
Legal												5,000	5,000
Management Company Fee		63,576.90		63,577		63,577		63,577		63,577		63,577	381,461
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		416.67	417	417	417	417	417	417	417	417	417	417	5,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-
Titllement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		1,250.00	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
TOTAL CONTRACTED SERVICES		1,667	65,244	8,667	65,244	1,667	75,244	1,667	65,244	1,667	65,244	9,667	431,461
SCHOOL OPERATIONS													
Board Expenses												10,000	10,000
Classroom / Teaching Supplies & Materials		30,000.00	20,000	2,000	2,000	2,000	2,000	10,000	2,000	2,800	2,000	200	75,000
Special Ed Supplies & Materials		-						-			-		-
Textbooks / Workbooks		25,000.00	25,000	5,000	2,000	2,000	2,000	2,000	800		5,600	5,600	75,000
Supplies & Materials other		2,500.00	2,500	2,500	2,500	2,500	500	2,500	2,500	1,000	500	500	20,000
Equipment / Furniture		833.33	833	833	833	833	833	833	833	833	833	833	10,000
Telephone		2,250.00	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000
Technology		12,500.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Student Testing & Assessment				2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Field Trips				470	470	470	470	470	470	470	470	470	4,700
Transportation (student)				-	-	-	-	-	-	-	-	-	-
Student Services - other				2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	20,000
Office Expense		4,166.67	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Staff Development			5,000.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	55,000
Staff Recruitment							2,500.00	2,500	2,500	2,500	2,500	2,500	15,000
Student Recruitment / Marketing							2,500	2,500	2,500	2,500	2,500	2,500	15,000
School Meals / Lunch			-	1,763	1,763	1,763	1,763	1,763	1,763	1,763	1,763	1,763	17,625
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Other				72,433.33		-	-	-	-	-	-	-	72,433
TOTAL SCHOOL OPERATIONS		77,250	72,250	113,416	37,983	37,983	35,983	50,983	41,783	40,283	44,583	42,783	641,758
FACILITY OPERATION & MAINTENANCE													
Insurance		1,916.67	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	23,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		1,250.00	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Security		-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	38,000
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	70,000	70,000
TOTAL EXPENSES		181,248	239,825	321,997	303,141	239,564	311,141	252,564	306,941	241,864	309,741	252,364	3,542,200
NET INCOME		385,184	(159,825)	244,435	(303,141)	326,868	(240,121)	313,868	(275,921)	364,568	(260,721)	314,068	303,474
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures		(125,000)	(125,000)	(50,000)	-	-	-	-	-	-	-	-	(300,000)
Other		-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		(125,000)	(125,000)	(50,000)	-	-	-	-	-	-	-	-	(300,000)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		(125,000)	(125,000)	(50,000)	-	-	-	-	-	-	-	-	(300,000)
NET INCOME		260,184	(284,825)	194,435	(303,141)	326,868	(240,121)	313,868	(275,921)	364,568	(260,721)	314,068	3,474
Beginning Cash Balance		-	260,184	(24,641)	169,793	(133,348)	193,520	(46,601)	267,268	(8,654)	355,915	95,194	-
ENDING CASH BALANCE		260,184	(24,641)	169,793	(133,348)	193,520	(46,601)	267,268	(8,654)	355,915	95,194	409,262	3,474

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,845,674	4,687,930	5,499,636	6,411,342	7,323,048	
Total Expenses	3,542,200	4,608,810	5,344,875	6,473,733	7,250,707	
Net Income (Before Cash Flow Adjustments)	303,474	79,119	154,761	(62,391)	72,340	
Actual Student Enrollment	240	300	360	420	480	
Total Paid Student Enrollment	235	295	355	415	475	

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.						
Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue		3,845,674	4,687,930	5,499,636	6,411,342	7,323,048
Total Expenses		3,542,200	4,608,810	5,344,875	6,473,733	7,250,707
Net Income (Before Cash Flow Adjustments)		303,474	79,119	154,761	(62,391)	72,340
Actual Student Enrollment		240	300	360	420	480
Total Paid Student Enrollment		235	295	355	415	475
		Year 1	Year 2	Year 3	Year 4	Year 5
		K-3	K-4	K-5	K-6	K-7
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL		No. of Positions				
Executive Management	1.00	120,000	120,000	120,000	120,000	120,000
Instructional Management	1.00	100,000	200,000	200,000	300,000	300,000
Deans, Directors & Coordinators	5.00	340,000	340,000	397,500	397,500	455,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	85,000	85,000	85,000	85,000	85,000
Administrative Staff	4.00	185,000	225,000	340,000	390,000	430,000
TOTAL ADMINISTRATIVE STAFF	12.00	830,000	970,000	1,142,500	1,292,500	1,390,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	12.00	660,000	825,000	990,000	1,265,000	1,485,000
Teachers - SPED	4.00	240,000	360,000	420,000	480,000	540,000
Substitute Teachers	-	66,000	82,500	99,000	126,500	148,500
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	3.00	100,000	150,000	150,000	200,000	200,000
Aides	-	-	-	-	-	-
Therapists & Counselors	1.50	105,000	105,000	140,000	175,000	175,000
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	20.50	1,171,000	1,522,500	1,799,000	2,246,500	2,548,500
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	49,850	58,830	70,780	78,770
TOTAL NON-INSTRUCTIONAL	-	-	49,850	58,830	70,780	78,770
SUBTOTAL PERSONNEL SERVICES	32.50	2,001,000	2,542,350	3,000,330	3,609,780	4,017,270
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		159,880	203,134	239,726	288,421	320,980
Fringe / Employee Benefits		200,100	305,082	420,046	649,760	803,454
Retirement / Pension		-	63,559	75,008	90,245	100,432
TOTAL PAYROLL TAXES AND BENEFITS		359,980	571,775	734,781	1,028,426	1,224,866
TOTAL PERSONNEL SERVICE COSTS	32.50	2,360,980	3,114,125	3,735,111	4,638,206	5,242,136
CONTRACTED SERVICES						
Accounting / Audit		25,000	26,000	27,000	28,000	30,000
Legal		5,000	5,000	5,001	5,002	5,003
Management Company Fee		381,461	478,856	576,250	673,645	771,039
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		5,000	6,000	8,000	9,000	10,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-				
Other Purchased / Professional / Consulting		15,000	15,000	15,000	15,000	15,000
TOTAL CONTRACTED SERVICES		431,461	530,856	631,251	730,647	831,042
SCHOOL OPERATIONS						
Board Expenses		10,000	10,000			
Classroom / Teaching Supplies & Materials		75,000	75,000	75,000	75,000	75,000
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		75,000	50,000	50,001	75,000	50,003
Supplies & Materials other		20,000	20,000	20,000	20,000	20,000
Equipment / Furniture		10,000	10,000	10,000	10,000	10,000
Telephone		27,000	27,000	28,000	29,000	30,000
Technology		150,000	150,000	150,000	150,000	150,000
Student Testing & Assessment		25,000	30,000	30,000	35,000	35,000
Field Trips		4,700	4,700	4,700	4,700	4,700
Transportation (student)		-	-	-	-	-
Student Services - other		20,000	25,000	30,000	35,000	40,000
Office Expense		50,000	55,000	60,000	65,000	70,000
Staff Development		55,000	50,000	50,000	50,000	50,000
Staff Recruitment		15,000	15,000	15,000	15,000	15,000
Student Recruitment / Marketing		15,000	15,000	15,000	15,000	15,000
School Meals / Lunch		17,625	20,000	23,000	25,000	28,000
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		72,433	72,433	10,000	15,000	20,000
TOTAL SCHOOL OPERATIONS		641,758	629,133	570,701	618,700	612,703
FACILITY OPERATION & MAINTENANCE						
Insurance		23,000	25,300	27,830	30,613	33,674
Janitorial		-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-
Equipment / Furniture		15,000	15,000	15,000	15,000	15,000
Security		-	-	-	-	-
Utilities		-				
TOTAL FACILITY OPERATION & MAINTENANCE		38,000	40,300	42,830	45,613	48,674
DEPRECIATION & AMORTIZATION		-	60,000	90,000	120,000	150,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		70,000	234,396	274,982	320,567	366,152
TOTAL EXPENSES		3,542,200	4,608,810	5,344,875	6,473,733	7,250,707
NET INCOME		303,474	79,119	154,761	(62,391)	72,340

Explore Envision Charter School						DESCRIPTION OF ASSUMPTIONS	
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD							
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
Total Revenue	3,845,674	4,687,930	5,499,636	6,411,342	7,323,048		
Total Expenses	3,542,200	4,608,810	5,344,875	6,473,733	7,250,707		
Net Income (Before Cash Flow Adjustments)	303,474	79,119	154,761	(62,391)	72,340		
Actual Student Enrollment	240	300	360	420	480		
Total Paid Student Enrollment	235	295	355	415	475		
	Year 1	Year 2	Year 3	Year 4	Year 5		
	K-3	K-4	K-5	K-6	K-7		
ENROLLMENT - *School Districts Are Linked To Above Entries*							
School District 1 (Enter Name)	240	300	360	420	480	Additional 60 students per year	
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 ENROLLMENT	240	300	360	420	480		
REVENUE PER PUPIL	16,024	15,626	15,277	15,265	15,256		
EXPENSES PER PUPIL	14,759	15,363	14,847	15,414	15,106		
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	60,000	90,000	120,000	150,000	Servers, Network Infrastructure, Classroom Technology, Air Conditioners, Signs	
Other	-	-	-	-	-		
Total Operating Activities	-	60,000	90,000	120,000	150,000		
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	(300,000)	(150,000)	(150,000)	(150,000)	(150,000)		
Other	-	-	-	-	-		
Total Investment Activities	(300,000)	(150,000)	(150,000)	(150,000)	(150,000)		
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-		
Other	-	-	-	-	-		
Total Financing Activities	-	-	-	-	-		
Total Cash Flow Adjustments	(300,000)	(90,000)	(60,000)	(30,000)	-		
NET INCOME	3,474	(10,881)	94,761	(92,391)	72,340		
Beginning Cash Balance	-	3,474	(7,407)	87,354	(5,038)		
ENDING CASH BALANCE	3,474	(7,407)	87,354	(5,038)	67,303		

Five Year Staffing Plan							
	Certified		Year 1	Year 2	Year 3	Year 4	Year 5
Principal	Yes	120000	1	1	1	1	1
Academic Director	Yes	100000	1	2	2	3	3
Operations Director	No	85000	1	1	1	1	1
Finance/HR	No	65000	1	1	2	2	2
Operations Manager	No	50000	0	0	1	2	2
Operations Assistant	No	40000	1	2	2	2	2
Purchasing Assistant	No	40000	1	1	1	1	1
Program Assistant	No	40000	1	1	1	1	2
Teachers	Yes	55000	12	15	18	23	27
Enrichment	Yes	50000	2	3	3	4	4
Special Education Certified Teachers (1 Per Grade)	Yes	60000	4	6	7	8	9
Math, Literacy, SpEd Coordinators	YES	75000	3	3	3	3	3
Deans	Yes	57500	2	2	3	3	4
Counselor	Yes	70000	1.5	1.5	2	2.5	2.5
Total Headcount			31.5	39.5	47	56.5	63.5

Year 6
1
3
1
2
2
3
1
2
32
4
10
3
4
2.5
70.5

Letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and uses for the funding.

It is not expected that Explore Envision will undertake significant fundraising initiatives to support its operations over the school's first through fifth year of operations, and the budget has been created so that no additional funds are required at the school level.

Non-SUNY Authorized Financial and Management Forms

Applicants seeking to replicate non-SUNY charter schools by forming a new education corporation to operate one or more charter schools must provide copies of, or electronic links to, all IRS Form 990s filed by the original education corporation in each of the last three years *and* by any other education corporation for every New York school presently part of the same network as the original education corporation.

Furthermore, such applicants must provide copies of, or electronic links to, all audited financial statements of the original education corporation and all management letters issued during the previous three years by one or more independent auditors who prepared the audited financial statements. In addition, the same information must be provided for all New York education corporations presently part of the same network as the original education corporation.

Explore Envision Charter School is not seeking to replicate a non-SUNY charter school, therefore this question is not applicable.

Provide an action plan that outlines the steps that the founding group will undertake to ensure a successful start-up. In a well-organized chart, the action plan should include:

- A list of the tasks to be completed between the time the charter is approved and the opening of the school.
- The start date and projected completion date of each task; and
- The person(s) responsible for each task.

KEY																		
SL = School Leader ST = School Team (i.e. Operations Director) ES = Explore Schools BT = Board of Trustees <i>*note: first entity is lead/second is supporting</i>	March 12	April 12	May 12	June 12	July 12	August 12	September 12	October 12	November 12	December 12	January 13	February 13	March 13	April 13	May 13	June 13	July 13	August 13
GOVERNANCE																		
501c3																		
File IRS Form SS-4 to apply for a Federal EIN																ES		
Submit W-9 Vendor Registration form to the DOE Office of New Schools																ES		
Apply for NY State Exemption Certificate																ES		
Financial Management																		
Appoint treasurer																BT		
Develop start-up budget	SL/ES																	
Develop year 1 budget											SL/ES							
Approve budget												BT						
Develop check writing and signing policy														SL				
Establish payroll																ST		
Develop cash flow plan															ES/SL			
Set up bank accounts														SL				
Board																		
Elect Board officers																BT		
Recruit additional						ON-GOING BT/ES												

members																		
Board training																	BT/ES	
Ratify by-laws																	B T	
Fundraising																		
Complete start-up foundation grants (Tiger, etc)								ES/SL										
Complete Federal CSP application										ES/SL (will be completed in advance of due date)								
Apply for State Stimulus Funds (SFF) Grant										ES/SL (will be completed in advance of due date)								
KEY																		
SL = School Leader ST = School Team (i.e. Operations Director) ES = Explore Schools BT = Board of Trustees <i>*note: first entity is lead/second is supporting</i>	March 12	April 12	May 12	June 12	July 12	August 12	September 12	October 12	November 12	December 12	January 13	February 13	March 13	April 13	May 13	June 13	July 13	August 13
Process paperwork for DOE DYCD Startup Funds (previously known as OTPS)												ES/SL						
Submit consolidated application for Title I, II-A, II-D, III, IV-A and V-A Funding																		ES/ST
INSTRUCTIONAL PROGRAM																		
Curriculum Development																		
Research textbooks								SL/ES										
Select textbooks												SL/ES						
Research and select reading remediation program												SL/ES						
Develop scope and												SL/ES						

sequence for reading																	
Develop scope and sequence for writing																	
Develop scope and sequence for math																	
Develop scope and sequence for science																	
Develop scope and sequence for social studies																	
Develop scope and sequence for art and physical education / health																	
Purchase textbooks																	
Purchase reading remediation program																	
Assessments																	
Develop ELA interims for K, 1, 2																	
Finalize assessment calendar, including Terra Nova																	
Select reading diagnostic assessments																	
Purchase phonics assessments																	
Administer diagnostic assessments																	

Supplemental Information

If there is any additional information that the applicant thinks would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of what's included and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.

We have included the schools in CSDs 17 and 18 that are on the state's list of Persistently Low Achieving schools. However, the PLA list is almost exclusively high schools and further, the NYC DOE has expressed a commitment to closing schools not on the PLA list, but that have demonstrated consistently poor performance on the NYC report card. As such, we have also included a list of schools in the communities we hope to serve that received a "C" two years in a row or that received a "D" or "F" on their progress reports last year.

Below is a list of schools in CSD 17 and 18 that are on the state's list of Persistently Low Achieving Schools:

School	Grades	CSD
Paul Robeson High School	9-12	17

Below is a list of middle schools in CSD 17 and 18 that received a "C" two years in a row or that received a "D" or "F" on their progress reports last year:

School	Grades	CSD	2010-2011 Progress Report	2009-2010 Progress Report
P.S. 022	Elementary	17	F	C
P.S. 091 The Albany Avenue School	Elementary	17	D	C
P.S. 161 The Crown	K-8	17	D	C
School for Democracy and Leadership	Middle	17	D	C
Middle School for the Arts	Middle	17	D	C
P.S. 092 Adrian Hegeman	Elementary	17	C	C
P.S. 167 The Parkway	Elementary	17	C	C
M.S. 061 Dr. Gladstone H. Atwell	Middle	17	C	C
P.S. 114 Ryder Elementary	Elementary	18	C	D
P.S. 233 Langston Hughes	Elementary	18	C	C
P.S. 279 Herman Schreiber	Elementary	18	C	C
Middle School for Art and Philosophy	Middle	18	C	C
P.S. 272 Curtis Estabrook	Elementary	18	F	C
East Flatbush Community Research School	Middle	18	D	C

**If applicable, include the following in support of the narrative:
Supplemental and Support Documents**

Explore Envision will not be submitting any further information at this time.