



The Exploris School

The Exploris School Board Regular Monthly Meeting

Date and Time

Thursday February 27, 2025 at 4:30 PM EST

Location

The Exploris School: Elementary Campus
17 S Swain St, Raleigh, NC 27601, USA
5th Grade Classroom

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance		Edward Buchan	1 m
B. Call the Meeting to Order		Steven Darroch	1 m
C. Approve Minutes	Approve Minutes	Edward Buchan	2 m
D. Public Comment		Steven Darroch	15 m
PUBLIC COMMENT			

Fifteen minutes will be allocated on the agenda for public input at each meeting.
Additional time may be added at the discretion of the Chair.

	Purpose	Presenter	Time
Public comment may be oral, in person, or in written form to be read by the Chair. Public comment is limited to no more than 3 minutes per person. It is recommended that public comment be written out and provided to the board following the three minutes to ensure the entire message is heard by the board. Each speaker will clearly state their full name and county of residence. All public comment should be factual and should not include personally identifiable information of students or personnel in order to maintain confidentiality. Speakers should avoid using names of students or staff and maintain confidentiality and privacy standards. All public comments will be taken under advisement by the Board, but will not elicit an immediate written or spoken response. The names of persons providing public comment and a brief summary of topics or input will be included in the meeting minutes published. A response will be provided to the stakeholder within seven (7) days. Those providing public comment are asked to provide in writing (either in person or via email to board@exploris.org) their contact information including name, County of residence, and address (either email or postal, whichever is preferred). Specific issues about a particular student or teacher should be addressed to the elementary or middle school director, rather than the Board of Directors.			

II.	Committee Reports		4:49 PM
A.	Governance	Discuss	Deborah Brown
	Governance Report		10 m
	<ul style="list-style-type: none">• Discussion & Recommendation on votes to clarify Foundation and The Exploris School Board connections• Discussion & Vote to accept the Foundation's nominee for Foundation Chair• Discussion & Recommendation of candidates for the Exploris Board of Directors• Discussion & Vote to accept revisions to our Lottery Policy, including:<ul style="list-style-type: none">◦ The addition of grandchildren of staff and Board members to our lottery priorities.◦ The addition of Applicant Siblings (i.e., siblings of newly enrolled students) to our lottery priorities.		

	Purpose	Presenter	Time
	<ul style="list-style-type: none"> ◦ A slight shift in dates for acceptance and enrollment deadlines (i.e., we would like to give families a bit more time to accept the offer and complete enrollment for two additional weeks in June of each year). ◦ The removal of the historical timeline for our EDS preference as well as a Transportation section that didn't seem to fit with the rest of the policy document. ◦ Cosmetic and grammatical updates. 		
B. Finance	Discuss	Koren Morgan	5 m
	<ul style="list-style-type: none"> • Monthly Financial Reports 		
C. Educational Excellence	Discuss	Eric Grunden	10 m
D. Diversity, Equity, and Inclusion	FYI	Deborah Brown	5 m
E. Director Evaluation & Support	Discuss	Steven Darroch	5 m
F. Facilities	FYI	Josh Corbat	10 m
	<ul style="list-style-type: none"> • Updates on Facilities Project • Capital Campaign Update 		
G. Kaizen	FYI		5 m
	<ul style="list-style-type: none"> • Kaizen leaders will give an update to the Board. 		
III. Meeting Items			5:39 PM
A. Directors Report	FYI	Deborah Brown	10 m
	<ul style="list-style-type: none"> • Monthly Report & Updates (The Directors Report will not be made verbally during meetings. Please review the written report prior to the meeting. We will answer questions and provide critical updates and vote on any requested items.) <ul style="list-style-type: none"> ◦ Renewal of Our Partnership with Shinonome School in Hiroshima, Japan (vote) ◦ New hire to approve (vote) 		

	Purpose	Presenter	Time
B. Board Business	Discuss	Steven Darroch	5 m
• General Discussions			
IV. Closed Session			5:54 PM
A. Facilities & Legal Items	Discuss	Josh Corbat	5 m
• Updates on Facilities			
• Updates on Personnel			
• Updates on any Open Legal Items			
V. Closing Items			5:59 PM
A. Adjourn Meeting	Vote		

Coversheet

Governance

Section: II. Committee Reports
Item: A. Governance
Purpose: Discuss
Submitted by:
Related Material:
Draft_Lottery Policy_February 2025.docx
Board Candidates Recommended by Governance Committee Feb. 2025.pdf

The Exploris School Lottery Policy

Lottery Selection

As required by G.S. 115C-218.45(h): During each period of enrollment, the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If there are more applications than spaces, the available spaces will be awarded by public lottery. Once enrolled, students are not required to reapply in subsequent enrollment periods; however, students who are placed on the waiting list must reapply for the lottery in subsequent school years.

Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

Enrollment Application Time Period

~~Enrollment Requested applications for the upcoming school year are available on the school's website, and can be mailed or electronically sent upon request, no later than beginning in November through the time the lottery enrollment closes the first Friday of February of the preceding proceeding school year. Assistance in filling out the application will be provided upon request. Any applications received after the deadline close of business on the first Friday in February will be placed on the waiting list in order of receipt.~~

~~Add or revise to include? Applications must be completed online. Information can be found on the school's website under the Admissions tab. Families must set up an online account and complete an application for each child. You can also contact the school to request assistance with completing an application during the application window.~~

Lottery Process

Applications for enrollment will be made available ~~no later than beginning in November~~ from November through February. All applications must be received by the first Friday in February in order to be considered for the school's lottery. All applications received after the Lottery deadline will be accepted and added directly to the enrollment waitlist in order of receipt. The Lottery is conducted on the first Friday of March. The date and location are made public so that anyone may attend. The lottery is conducted by an impartial third party ~~firm~~ in accordance with state standards and school priorities. Following the lottery, ~~families~~ parents are notified of their ~~results~~ acceptance. Upon filling all the available positions, the lottery continues through the entire pool of applicants to establish a waiting list.

Applications are completed online. Information can be found on the school's website on the Admissions page. Families must set up an online account, and must complete an application on that account for each child. The school shall establish a process for assisting families in completing an application upon request. Information about this assistance will be provided on the Admissions page.

Any student receiving an offer seat either through the initial lottery or through the wait-list will have a limited time to accept or decline the seat and complete the enrollment process. If offered the seat prior to the first day of school, the student must be present beginning the first day of school. Should the offer be declined, ~~a parent decline a spot~~, the open position will be offered to the next chronological applicant on the waiting list, and these guidelines will apply. Outlined below are the time limitations to accept or decline a seat:

- From date of posting lottery results until June 14: 7 days1-week to accept or decline a seat for the upcomingnext school year and complete the enrollment process. The student must be present beginning the first day of school. ~~submit required enrollment paperwork~~
- From June 15- to the first day of the new school year: 2 days 48-hours to accept or decline a seat for the upcoming school year and complete the enrollment process. ~~submit required enrollment paperwork~~ The student must be present beginning the first day of school.
- Beginning with the first day of the new school year: 1 day to accept or decline a seat for the current school year and complete the enrollment process. The student must be present the following day of school.

Parents/Guardians must complete ~~return~~ all enrollment materials required within the time limit set above to secure theaccept-your seat at The Exploris School. Should an applicant decline enrollment, or fail to submit the required enrollment materials by the deadline, the seat ~~lot~~ will be offered to the next student on the waitlist, and the waitlist will be updated accordingly. ~~If we do not receive your completed registration packet materials by the time allowed, families will be contacted by phone or email to inquire as to the status of your materials and your intent to enroll. If we do not hear back from you or you decline enrollment, your spot will be offered to the next applicant on the waiting list.~~

~~STUDENTSYOUR CHILD~~ MUST BE IN ATTENDANCE BEGINNING THE FIRST DAY OF SCHOOL. If your studentchild is not presentin-school on the first day of school, the school will make reasonable efforts to contact the student's family via phone and/or email. If this outreach does not result in the student being in attendance ~~the school has not heard from the family~~, the seat will be offered to the next student on the waitlist ~~on the next day of school~~.

Lottery Preference

The charter school shall not discriminate against any student on the basis of race, ethnicity, religion, sexual identity, gender, gender identity or expression, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

~~Priority enrollment will be applied to certain applicants as detailed below. Siblings of already enrolled students, children of all full-time employees, children of the school's Board of Directors, and applicants who are Economically Disadvantaged will receive priority enrollment in the following manner:~~

Admission~~Lottery~~ Priorities

~~Admission priorities are detailed in order below. Children of current staff and siblings are given priority over children of board members and students who are considered Economically Disadvantaged. Should a full-time staff member be hired or a staff member is awarded custody of a child after the annual lottery has occurred, space will be made available for said staff member's children for the upcoming school year. Children of Board members are given the next preference followed by students whose families qualify for Free and Reduced Lunch. If there are more applicants than spaces, the available spaces will be awarded by public lottery with priority in the following order:~~

1. Children or grandchildren of current eligible staff - Should a full-time staff member be hired or custody is awarded after the annual lottery has occurred, space will be made available for said staff member's children or grandchildren.
2. Siblings of ~~currently enrolled students~~ enrolled at the time of the lottery - priority for admission or placement on the waitlist if applications are submitted prior to the lottery deadline.
3. Children or grandchildren of current Board members - receive priority for admission or placement on the waitlist if applications are submitted prior to the lottery deadline.
4. Siblings of newly enrolled students - When a student is offered admission, that student's siblings will receive priority for admission for the same school year behind those applicants with the priorities listed above. Please note that when this lottery priority is applied to a sibling of a student whose family accepts enrollment, it will cause the waitlist order to change for all the remaining students on that grade level's waitlist. If seats are available in that grade level, students will be offered admission in waitlist order.
- ~~54. Children whose families are considered Economically Disadvantaged. Economically Disadvantaged Students - Exploris will institute a priority lottery for remaining available seats in order to achieve and maintain a minimum of 25% of our students meeting the "Economically Disadvantaged" criteria, defined by meeting national Free and Reduced Lunch (FRL) criteria. This priority only applies to the initial lottery selections and does not apply to the waitlist. Families will optionally self-identify for this lottery priority through the standard application. Family income will be verified upon enrollment.~~
5. ~~Siblings of newly enrolled students: When a student is offered admission, that student's siblings will receive priority for admission for the same school year behind those applicants with the priorities listed above.~~
- ~~65. All other applicants.~~

Siblings of students enrolled at the time of the lottery: It is the intent of Exploris to support whole families and create school community. All families with siblings of currently enrolled students must submit an application prior to the deadline. Siblings of enrolled students will receive priority for admission or waitlist, depending on the number of seats available, during the lottery process if their applications are received by the lottery application~~designated~~ deadline.

If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238.29(g), (2), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be selectedadmitted.

Employees and Board of Directors: Exploris will limit to no more than 15% of the school's total enrollment priority admission to children and grandchildren of full-time employees and the charter school's Board of Directors.

~~Economically Disadvantaged Students: Exploris will institute a priority lottery for remaining available seats in order to achieve 25% of our students meeting the "Economically Disadvantaged" (ED) criteria, defined by meeting national Free and Reduced Lunch (FRL) criteria, by the school year 2023-2024. We will achieve this by meeting the following interim goals:~~

~~ACADEMIC YEAR Target ED %~~

~~2018-2019 0%~~

~~2019-2020 up to 10%~~

~~2020-2021 up to 15%~~

~~2022-2023 up to 25%~~

~~2023-2024 up to 25%~~

With each lottery, the ~~Executive~~ Director of Resources will work to identify the number of FRL seats for the Economically Disadvantaged priority to make available per grade level in order to balance students admitted across grade levels, total seats available, and school resources, ~~and planned annual target.~~

- ~~• Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer family income information in order to determine if they are FRL eligible for the purposes of the priority lottery. This supplemental form will ask applicants to consent to verify status as FRL eligible by Exploris staff, and will state that no specific information will be obtained beyond eligibility status and that the information will not be retained.~~

Transportation

~~Board and school administration will work annually to identify transportation opportunities for children and share the information with parents and guardians.~~

Legal Reference: Article 14A of Chapter 115C, G.S. 115C-218

Adopted: 11/19/13

Revised: 6/23/15

Revised: 2/15/18

Adopted: 2/27/18

Revised: 10/22/18

Adopted: 10/30/18

Revised: 11/16/18

Adopted: 11/27/18

Revised: 2/25/25

Adopted: 2/27/25



Board Candidates to Review

The following candidates have been vetted by the Exploris Governance Committee and are presented to the Board for a vote.

Name	Links	Notes
Dr. Crystal Hardin	LinkedIn Resume	Long history of work in STEM education, DEI, and current UNC professor and Director of Program and Access Initiatives Director of Program and Access Initiatives for Morehead Planetarium and Science Center
Susan Singer	LinkedIn Resume	Business consultant; worked with CAM in Raleigh and for many years with Field Trip Factory, a non-profit that arranged experiential and service learning. Recently elected Chair for The Exploris Foundation, so would be ex-officio in that capacity
Sean Riley	Business Website	general contractor with extensive experience renovating and up-fitting professional office spaces, medical facilities, gyms and wellness centers and other commercial spaces. He is very familiar with the downtown infrastructure and building codes, and has strong connections in real estate and the local business community. Sean is retiring soon from running his own business and is looking for meaningful ways to give back. He's also personally invested in our school—his niece and nephew are students—and he's passionate about creating spaces where kids can thrive.

Coversheet

Finance

Section:	II. Committee Reports
Item:	B. Finance
Purpose:	Discuss
Submitted by:	
Related Material:	Bank Account Balances 2025.01 Exploris.pdf 03. Board Report - 2025.01 - Exploris.pdf 05. Income Statement 2025.01 - Exploris.pdf 06. Balance Sheet 2025.01 - Exploris.pdf

1/31/2025 Account Balances	
Bank Account	Balance
The Exploris School Checking	\$1,434,150.45
The Exploris School Reserves	\$1,586,359.04
The Exploris School Foundation-Annual Fund	\$119,590.09
The Exploris School Foundation-Capital Campaign	\$442,797.54

THE EXPLORIS SCHOOL							
Budget Analysis Report (Reconciled)							
Fiscal Year: 2025 - January							
							58.33% of the year
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
Revenues							
▶ STATE REVENUE	3,206,670.00	380,000.00	2,382,199.00	824,471.00	74.29	3,525,325.51	
▶ LOCAL REVENUE	1,645,475.00	151,188.20	1,009,098.00	636,377.00	61.33	1,574,283.29	
▶ NCACCESS GRANT REVENUE	100,000.00	0.00	138,240.90	(38,240.90)	138.24	138,240.90	
▶ FEDERAL REVENUE	133,919.00	1,249.00	83,927.78	49,991.22	62.67	158,234.00	
▶ FOUNDATION REVENUE	174,000.00	0.00	0.00	174,000.00	0	201,000.00	
▶ B&A CARE REVENUE	96,000.00	0.00	0.00	96,000.00	0	96,000.00	
▶ REVENUE - ACTIVITIES	0.00	17,672.75	77,044.15	(77,044.20)	***	0.00	
Revenues	5,356,064.00	550,109.90	3,690,510.00	1,665,554.00	68.9	5,693,083.70	
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
Expenses							
▶ SALARIES AND BONUSES	3,196,263.00	262,584.40	1,803,714.00	1,392,548.00	56.43	3,191,009.00	
▶ BENEFITS	660,954.10	52,069.30	359,175.20	301,778.90	54.34	659,848.39	
▶ BOOKS AND SUPPLIES	69,033.00	2,824.75	33,998.03	35,034.97	49.25	57,463.57	
▶ TECHNOLOGY	100,860.00	5,568.04	71,102.92	29,757.08	70.5	108,835.00	
▶ NON-CAP EQUIPMENT & LEASES	18,000.00	1,632.18	9,703.44	8,296.56	53.91	18,000.00	
▶ CONTRACTED STUDENT SERVICES	165,000.00	14,934.53	95,061.57	69,938.43	57.61	229,000.00	
▶ FIELD TRIPS/ACTIVITIES	16,750.00	39,218.16	100,814.20	(84,064.20)	***	16,750.00	
▶ ADMIN SERVICES	320,400.00	36,077.91	263,723.30	56,676.67	82.31	326,600.00	
▶ INSURANCES	39,900.00	0.00	46,760.75	(6,860.75)	117.19	49,798.00	
▶ FACILITIES	576,640.00	57,432.39	322,244.00	254,396.00	55.88	577,440.00	
▶ B&A CARE	68,409.86	4,477.76	25,542.22	42,867.64	37.34	68,909.86	
▶ CLUBS	1,600.00	0.00	0.00	1,600.00	0	1,600.00	
▶ VARIOUS GRANTS - NCACCESS	100,000.00	0.00	135,864.00	(35,864.00)	135.86	138,240.89	
Expenses	5333810	476,819.40	3,268,154.00	2,065,656.00	61.27	5,443,494.71	
Surplus/(DEFICIT)	22,254.12	73,290.46	422,355.70	(400,102.00)	7.63	249,588.99	
	0.42%					4.38%	

02/11/2025
02:20 PM

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THE EXPLORIS SCHOOL**Income Statement****Fiscal Year: 2025 Month: January****Include Fund(s): 1X, 2X, 30, 33, 34, 35, 3X, 5X**

Fund	Beg. Balance	MTD Actual	YTD Actual
Fund 1X			
Revenue Total:	2,002,198.96	380,000.00	2,382,198.96
Expense Total:	1,999,832.07	380,016.09	2,379,848.16
Change in Fund 1X Balance:	2,366.89	(16.09)	2,350.80
Fund 2X			
Revenue Total:	917,281.30	164,986.25	1,082,267.55
Expense Total:	525,963.95	74,662.95	600,626.90
Change in Fund 2X Balance:	391,317.35	90,323.30	481,640.65
Fund 30			
Revenue Total:	138,240.89	0.00	138,240.89
Expense Total:	138,240.89	0.00	138,240.89
Change in Fund 30 Balance:	0.00	0.00	0.00
Fund 33			
Revenue Total:	450.00	0.00	450.00
Expense Total:	450.00	0.00	450.00
Change in Fund 33 Balance:	0.00	0.00	0.00
Fund 34			
Revenue Total:	57.14	0.00	57.14
Expense Total:	57.14	0.00	57.14
Change in Fund 34 Balance:	0.00	0.00	0.00
Fund 35			
Revenue Total:	82,171.64	1,249.00	83,420.64
Expense Total:	105,733.71	17,646.00	123,379.71

02/11/2025
02:20 PM

Page 2 of 2

THE EXPLORIS SCHOOL**Income Statement****Fiscal Year: 2025 Month: January****Include Fund(s): 1X, 2X, 30, 33, 34, 35, 3X, 5X**

Fund	Beg. Balance	MTD Actual	YTD Actual
Fund 35			
Change in Fund 35 Balance:	(23,562.07)	(16,397.00)	(39,959.07)
Fund 3X			
Revenue Total:	0.00	0.00	0.00
Change in Fund 3X Balance:	0.00	0.00	0.00
Fund 5X			
Revenue Total:	0.00	3,874.65	3,874.65
Expense Total:	21,056.96	4,494.40	25,551.36
Change in Fund 5X Balance:	(21,056.96)	(619.75)	(21,676.71)

Fund 1X - State Funds

Fund 2X - Local Funds

Fund 3X - Federal Funds

Fund 5X - Multiple Enterprise Fund (Before & After School Program)

Balance Sheet

Fiscal Year: 2025 | Fiscal Month: January
Include Funds: All**Assets**

1X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	2,150.80
2X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	847,887.90
2X.10110.0000.00000.00000.000.0 0.000.00000	Cash - Reserve	1,586,359.04
2X.11800.0000.00000.00000.000.0 0.000.00000	Accounts Receivable - Employee	3,136.79
2X.16110.0000.00000.00000.000.0 0.000.00000	Security Deposit	15,658.00
30.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(129,766.42)
31.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(9,859.00)
33.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(450.00)
34.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(57.14)
35.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(119,944.53)
3X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	219,693.22
5X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	438,002.80

TOTAL Assets: **2,852,811.46****Liabilities**

1X.22780.0000.00000.00000.000.0 0.000.00000	EEs' Other Ins. Deductions	(200.00)
2X.20100.0000.00000.00000.000.0 0.000.00000	Accounts Payable	7,565.06
2X.22820.0000.00000.00000.000.0 0.000.00000	EEs' Flex Spending Deductions	(308.65)
35.22780.0000.00000.00000.000.00 .000.00000	EEs' Other Ins. Deductions	753.89
35.22990.0000.00000.00000.000.00 .000.00000	ER's Match	1,251.49
3X.22780.0000.00000.00000.000.0 0.000.00000	EEs' Other Ins. Deductions	(753.93)
3X.22990.0000.00000.00000.000.0 0.000.00000	ER'S MATCH	(1,676.25)
5X.22780.0000.00000.00000.000.0 0.000.00000	EEs' Other Ins. Deductions	(600.00)
5X.22990.0000.00000.00000.000.0 0.000.00000	ER'S MATCH	(45.00)

TOTAL Liabilities: **5,986.61****Reserves and Equity**

2X.29600.0000.00000.00000.000.0 0.000.00000	Fund Equity	1,964,144.67
5X.29600.0000.00000.00000.000.0 0.000.00000	Fund Equity	460,324.51

THE EXPLORIS SCHOOL

Balance Sheet

Fiscal Year: 2025 | Fiscal Month: January
Include Funds: All

TOTAL Reserves and Equity: 2,424,469.18

NET GAIN (LOSS): 422,355.67

TOTAL LIABILITIES / RESERVES / INCOME: 2,852,811.46

- Fund 1X - State Funds
- Fund 2X - Local Funds
- Fund 3X - Federal Funds
- Fund 5X - Multiple Enterprise Fund (Before & After School Program)

Coversheet

Educational Excellence

Section:	II. Committee Reports
Item:	C. Educational Excellence
Purpose:	Discuss
Submitted by:	
Related Material:	Winter Benchmark 24-25.pdf

Winter Benchmark Results

Exploris January 2025

Schoolwide Data

K-3 Reading: mClass
4-8 Reading: NWEA MAP
2-8 Math: NWEA MAP

Grades 2-8 Math

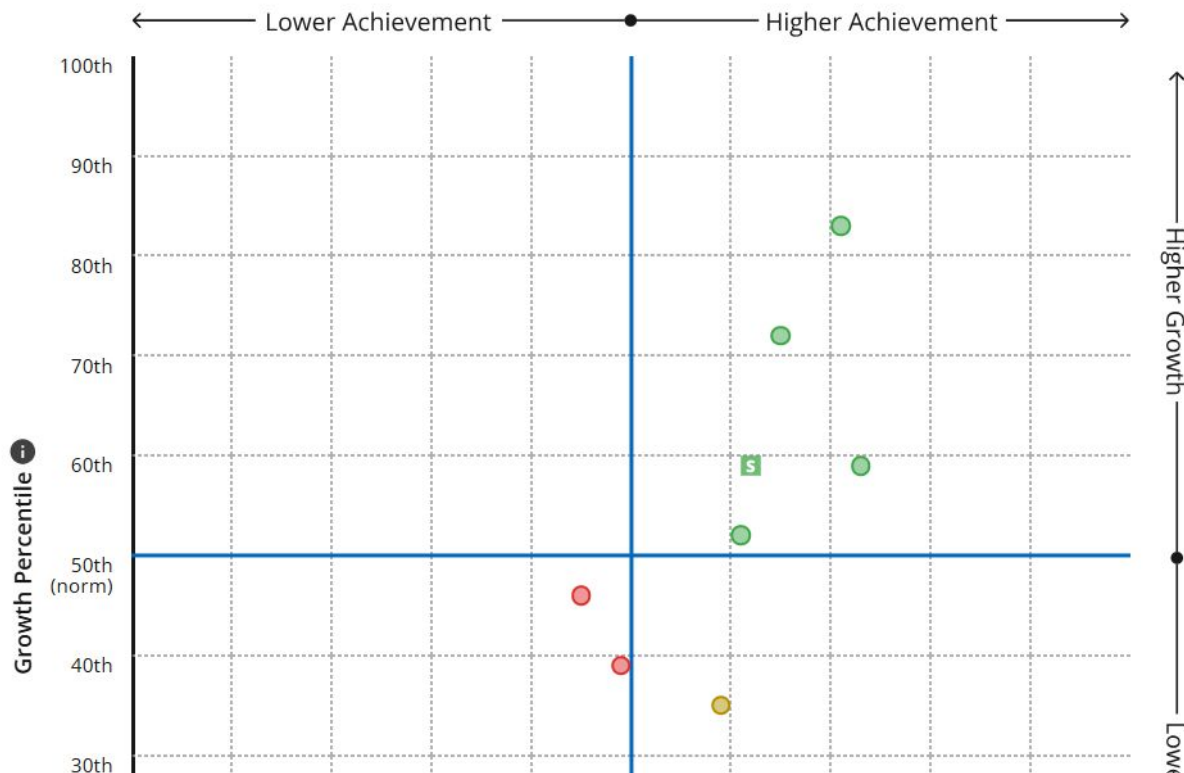
4 out 7 grade-levels
in high growth/ high
achievement.

S on the graph is
schoolwide.

School Profile

Growth and Achievement Quadrant By Grade

The Exploris School | Math K-12

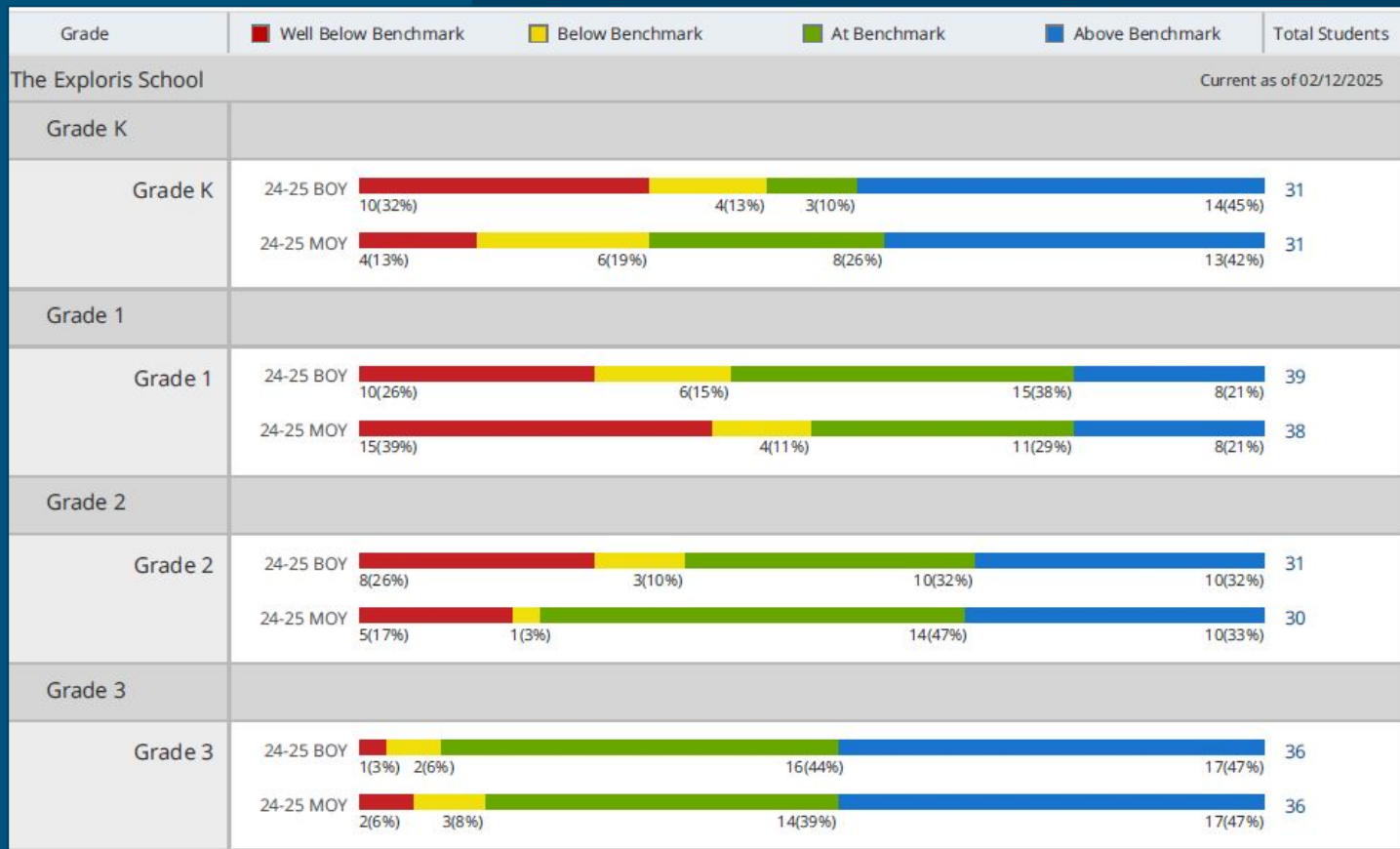


Grades K-3 Reading

70% of students are above or on grade-level.

2 out 4 grade-levels decreased the below/well below readers.

As a school, we went from 44 below/well-below readers, to 40.



Grades 4-8 Reading

4 out 5 grade-levels
in high growth/ high
achievement.

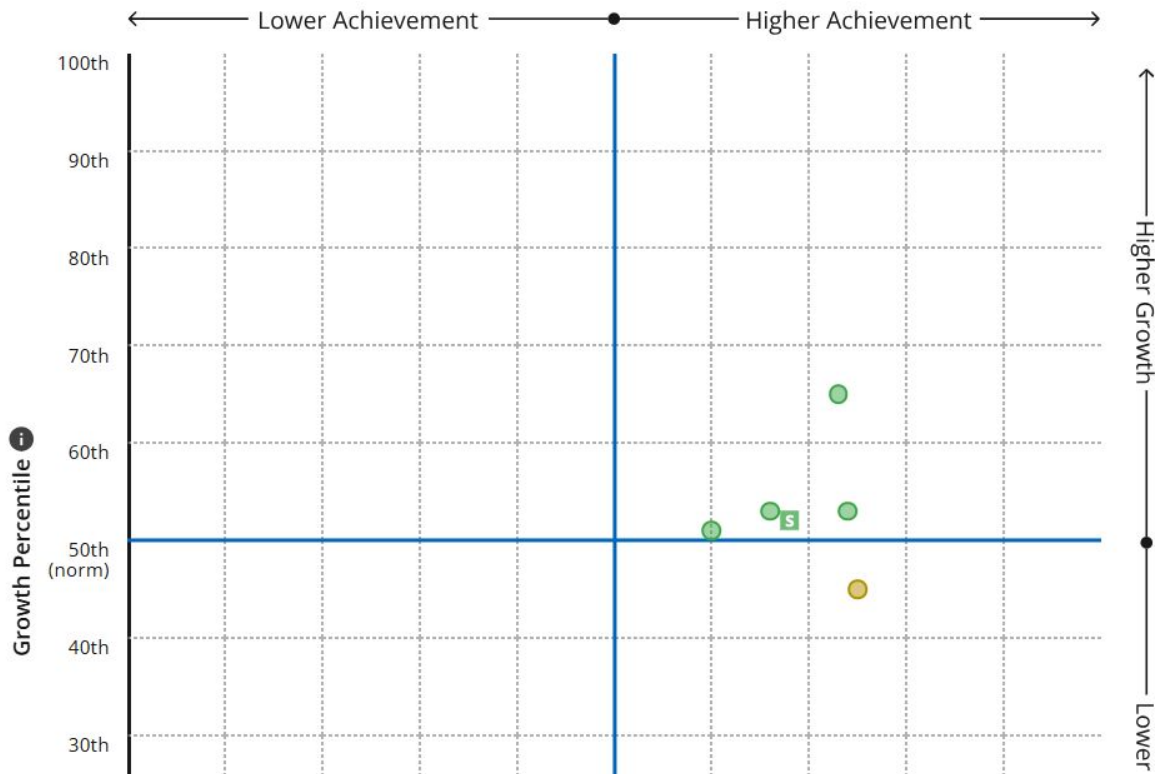
S on the graph is
schoolwide.

2nd & 3rd grade use
mClass.

School Profile

Growth and Achievement Quadrant By Grade

The Exploris School | Reading





Mathematics



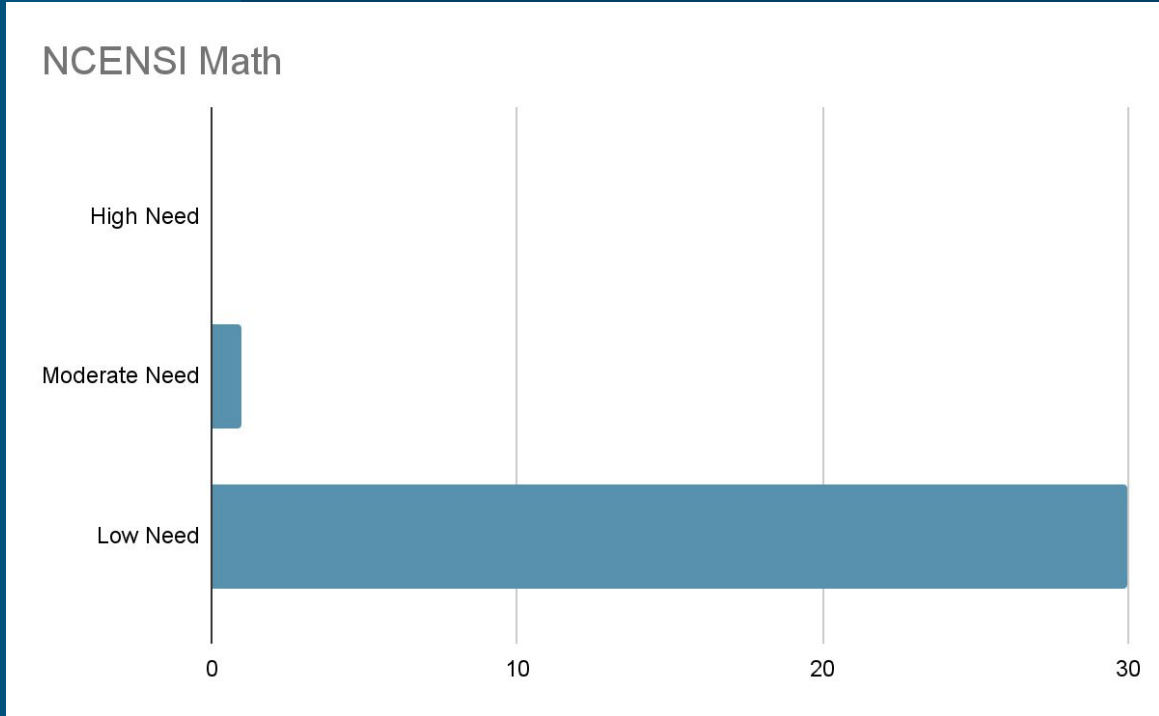
K-1: NCENSI
2-8: NWEA MAP



Math Kindergarten

Achievement

Relative Strength:
Ordinal Numbers
Relative Weakness:
Part, Part, Whole



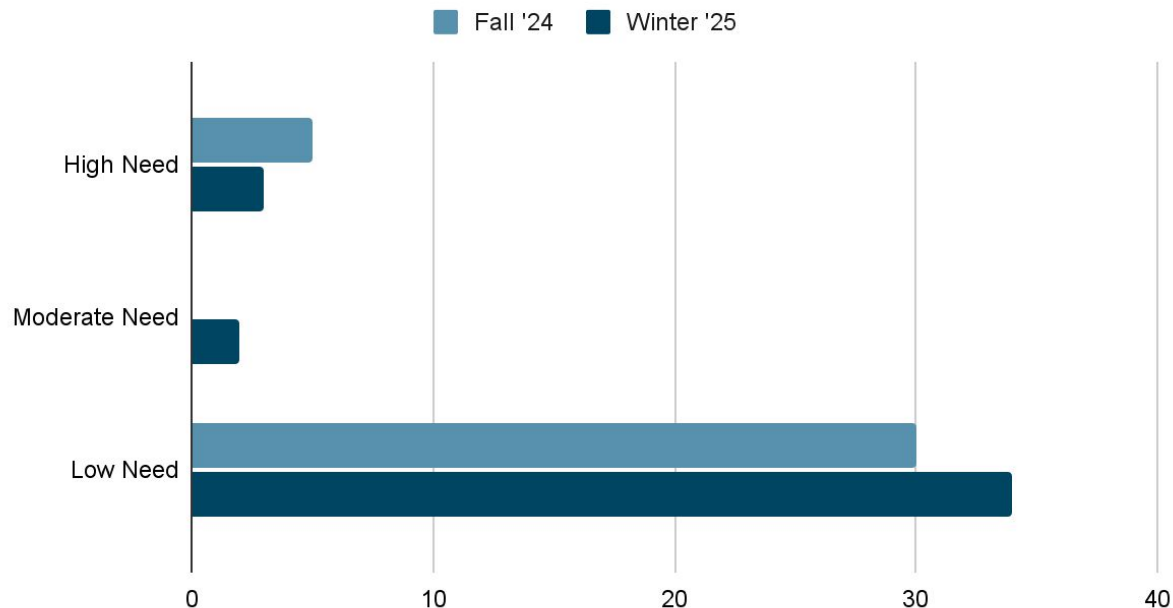
Math

1st Grade

Achievement

Relative Strength:
Ordering Numbers
Relative Weakness:
Computation

NCENSI Math



Class RIT is at or above the National Average on Winter Benchmark.

61% are expected to show proficiency at end of year.

Math 2nd Grade

Achievement

Relative strength: Geometry

Relative weakness:

Measurement & Data

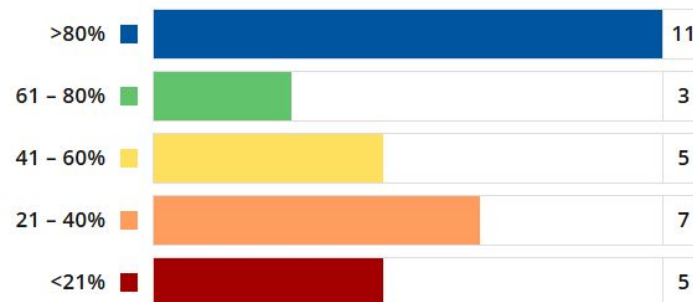
Class Profile

Achievement Percentiles

2nd Whole Grade - Scipione | Grade 2 | The Exploris School | Math K-12

Most students scored at or above the 50th percentile

Number of students by percentile range



Math 2nd Grade

Growth

Note: This is the first time students take computer based assessments.

35th Median Percentile in Growth

59th Percentile in Achievement

In Higher Achievement and Lower Growth Quadrant.

Plan: Continue to utilize data to differentiate and meet student needs through core instruction and intervention groups.

Math 3rd Grade

Achievement

Relative strength: Geometry

Relative weakness: Operations &
Algebraic Thinking

Class RIT is below the National Average on Winter Benchmark by 1 point..

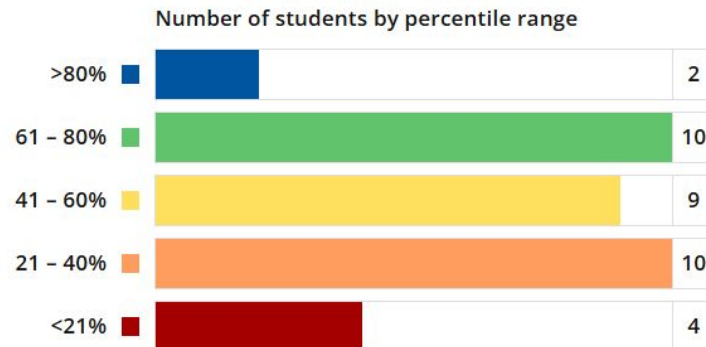
60% are expected to show proficiency on EOGs at end of year.

Class Profile

Achievement Percentiles

3rd Whole Grade - Cole | Grade 3 | The Exploris School | Math K-12

Most students scored below the 50th percentile



Math 3rd Grade

Growth

39th Median Percentile in Growth

49th Percentile in Achievement

In Lower Achievement and Lower Growth Quadrant.

Plan: Scheduling time to meet with the team to devise a supplemental intervention focus with small groups of students.

Math 4th Grade

Achievement

Relative strength: Measurement
& Data

Relative weakness: Geometry
AND Numbers & Operations

Class RIT is at or above the
National Average on Winter
Benchmark.

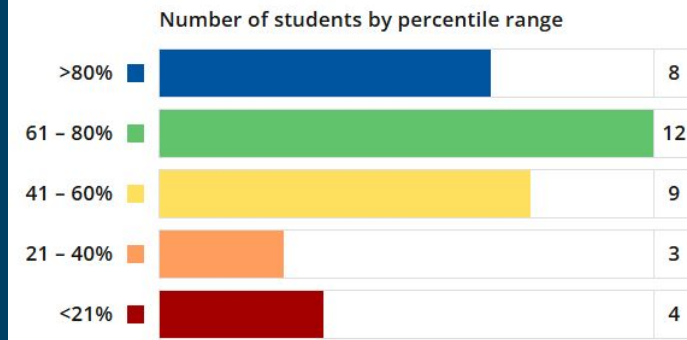
58% are expected to show
proficiency on EOGs at end of year.

Class Profile

Achievement Percentiles

4th Whole Grade - Simmons | Grade 4 | The Exploris School | Math K-12

Most students scored at or above the 50th percentile



Math 4th Grade

Growth

72nd Median Percentile in Growth

65th Percentile in Achievement

**In Higher Achievement and
Higher Growth Quadrant.**

**Plan: Continue to utilize data to
differentiate and meet student
needs through core instruction
and intervention groups.**

Math 5th Grade

Achievement

Relative strength: Measurement
& Data

Relative weakness: Geometry
AND Number & Operations

Class RIT is at or above the
National Average on Winter
Benchmark.

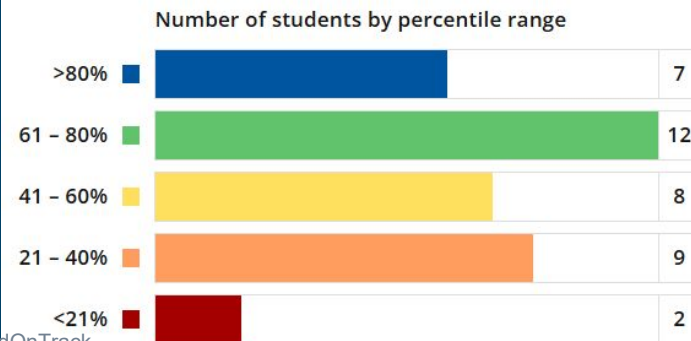
53% are expected to show
proficiency on EOGs at end of year.

Class Profile

Achievement Percentiles

Math Grade 5 - Felker | Grade 5 | The Exploris School | Math K-12

Most students scored at or above the 50th percentile



Math 5th Grade

Growth

52nd Median Percentile in Growth

61st Percentile in Achievement

**In Higher Achievement and
Higher Growth Quadrant.**

**Plan: Continue to utilize data to
differentiate and meet student
needs through core instruction
and intervention groups.**

Math 6th Grade

Achievement

Relative strength: Real &
Complex Number System
Relative weakness: Statistics &
Probability

Class RIT is below the National
Average on Winter Benchmark by 1
point.

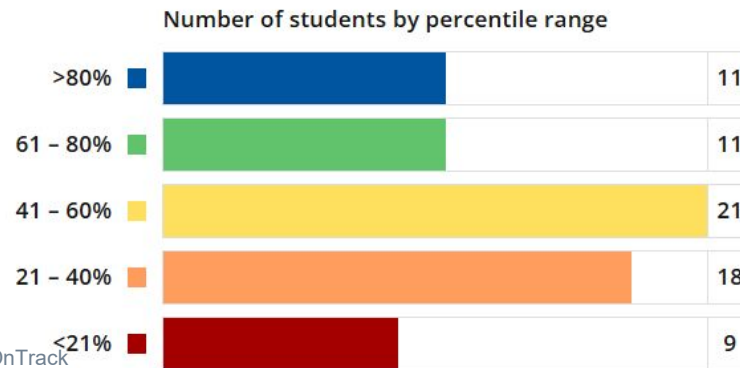
46% are expected to show
proficiency on EOGs at end of year.

Class Profile

Achievement Percentiles

6th Whole Grade - Casar | Grade 6 | The Exploris School | Math K-12

Most students scored below the 50th percentile



Math 6th Grade

Growth

46th Median Percentile in Growth

45th Percentile in Achievement

In Lower Achievement and Lower Growth Quadrant.

Plan: Supplemental Intervention groups have been created and student need and instruction will continue to be evaluated.

Math 7th Grade

Achievement

Relative strength: Geometry
Relative weakness: Statistics &
Probability

Class RIT is at or above the
National Average on Winter
Benchmark.

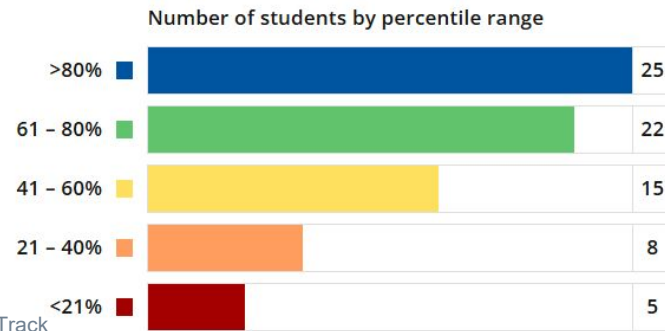
73% are expected to show
proficiency on EOGs at end of year.

Class Profile

Achievement Percentiles

7th Whole Grade - Void | Grade 7 | The Exploris School | Math K-12

Most students scored at or above the 50th percentile



Math 7th Grade

Growth

**Highest growth in whole school on Winter Benchmark results.

83rd Median Percentile in Growth

71st Percentile in Achievement

**In Higher Achievement and
Higher Growth Quadrant.**

**Plan: Continue to utilize data to
differentiate and meet student
needs through core instruction
and intervention groups.**

Math 8th Grade

Achievement

Relative strength: Operations &
Algebraic Thinking

Relative weakness: Statistics &
Probability

Class RIT is at or above the
National Average on Winter
Benchmark.

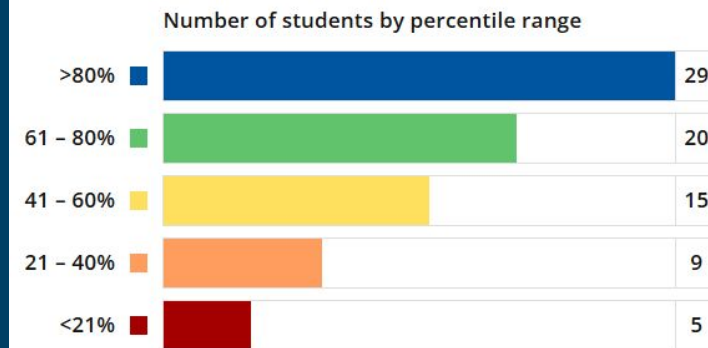
68% are expected to show
proficiency on EOGs at end of year.

Class Profile

Achievement Percentiles

8th Whole Grade - Fowler | Grade 8 | The Exploris School | Math K-12

Most students scored at or above the 50th percentile



Math 8th Grade

Growth

59th Median Percentile in Growth

73rd Percentile in Achievement

**In Higher Achievement and
Higher Growth Quadrant.**

**Plan: Continue to utilize data to
differentiate and meet student
needs through core instruction
and intervention groups.**

Math 8th Grade

Growth

59th Median Percentile in Growth

73rd Percentile in Achievement

**In Higher Achievement and
Higher Growth Quadrant.**

**Plan: Continue to utilize data to
differentiate and meet student
needs through core instruction
and intervention groups.**

Reading

K-3: mClass / Amplify
4-8: NWEA MAP

Reading Kindergarten

Relative Strength:

Decoding

Relative Weakness:

Phonemic Awareness

		Beginning of Year	Middle of Year
Class Summary	Well Below Benchmark	32% 10 Students	13% 4 Students
31/31 Students Assessed	Below Benchmark	13% 4 Students	19% 6 Students
0 Not Assessed	At Benchmark	10% 3 Students	26% 8 Students
0 In Progress	Above Benchmark	45% 14 Students	42% 13 Students

Reading 1st Grade

The Exploris School - The Exploris School Board Regular Monthly Meeting - Agenda - Thursday February 27, 2025 at 4:30 PM

Relative Strength:
Phonemic Awareness &
Decoding
Relative Weakness:
Word Reading

**Plan: Supplemental
Intervention groups have been
created and student need and
instruction will continue to be
evaluated.**

		Beginning of Year	Middle of Year
Class Summary 37/38 Students Assessed	Well Below Benchmark	26% 10 Students	38% 14 Students
	Below Benchmark	13% 5 Students	11% 4 Students
	At Benchmark	39% 15 Students	30% 11 Students
	Above Benchmark	21% 8 Students	22% 8 Students
1 Not Assessed			
0 In Progress			

Reading 2nd Grade

Relative strength:
Word Reading
Relative weakness:
Basic Comprehension

		Beginning of Year	Middle of Year
Class Summary	Well Below Benchmark	27% 8 Students	17% 5 Students
30/30 Students Assessed	Below Benchmark	10% 3 Students	3% 1 Student
0 Not Assessed	At Benchmark	30% 9 Students	47% 14 Students
0 In Progress	Above Benchmark	33% 10 Students	33% 10 Students

Reading 3rd Grade

Relative strength:
Letter Sounds
Relative weakness:
Basic Comprehension

		Beginning of Year	Middle of Year
Class Summary	Well Below Benchmark	3% 1 Student	6% 2 Students
35/35 Students Assessed	Below Benchmark	6% 2 Students	9% 3 Students
0 Not Assessed	At Benchmark	43% 15 Students	37% 13 Students
0 In Progress	Above Benchmark	49% 17 Students	49% 17 Students

Reading 4th Grade

Achievement

Relative strength:
Vocabulary
Relative weakness:
Informational Text

Class RIT is at or above the
National Average on Winter
Benchmark.

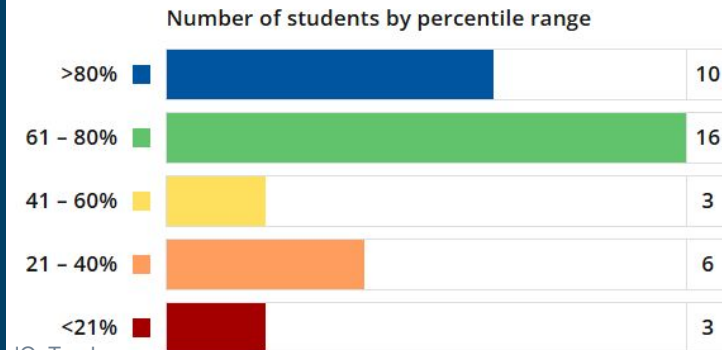
68% are expected to show
proficiency on EOG at end of year.

Class Profile

Achievement Percentiles

4th Whole Grade - Simmons | Grade 4 | The Exploris School | Reading

Most students scored at or above the 50th percentile



Reading 4th Grade

Growth

**Highest growth in whole school on
Winter Benchmark results.

65th Median Percentile in Growth

73rd Percentile in Achievement

**In Higher Achievement and
Higher Growth Quadrant.**

**Plan: Continue to utilize data to
differentiate and meet student
needs through core instruction
and intervention groups.**

Reading 5th Grade

Achievement

Relative strength:
Informational Text
Relative weakness:
Literary Text

Class RIT is at or above the
National Average on Winter
Benchmark.

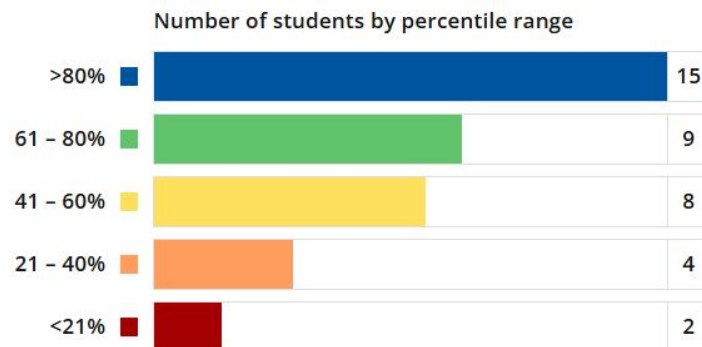
64% are expected to show
proficiency on EOG at end of year.

Class Profile

Achievement Percentiles

Math Grade 5 - Felker | Grade 5 | The Exploris School | Reading

Most students scored at or above the 50th percentile



Reading 5th Grade

Growth

45th Median Percentile in Growth

75th Percentile in Achievement

In Higher Achievement and Lower Growth Quadrant.

Plan: Continue to utilize data to differentiate and meet student needs through core instruction and intervention groups.

Reading 6th Grade

Achievement

Relative strength:
Vocabulary
Relative weakness:
Informational Text

Class RIT is at or above the National Average on Winter Benchmark.

53% are expected to show proficiency on EOG at end of year.

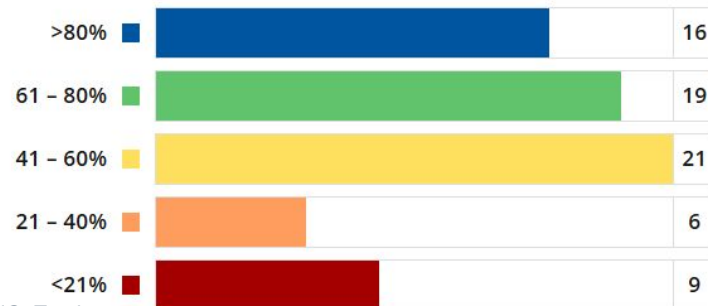
Class Profile

Achievement Percentiles

6th Whole Grade - Casar | Grade 6 | The Exploris School | Reading

Most students scored at or above the 50th percentile

Number of students by percentile range



Reading 6th Grade

Growth

51st Median Percentile in Growth

60th Percentile in Achievement

**In Higher Achievement and
Higher Growth Quadrant.**

**Plan: Plan: Continue to utilize
data to differentiate and meet
student needs through core
instruction and intervention
groups.**

Reading 7th Grade

Achievement

Relative strength:

Vocabulary

Relative weakness:

Informational and Literary Text

Class RIT is at or above the National Average on Winter Benchmark.

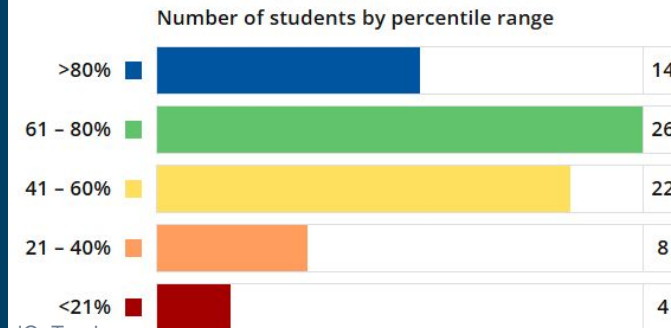
67% are expected to show proficiency on EOG at end of year.

Class Profile

Achievement Percentiles

7th Whole Grade - Void | Grade 7 | The Exploris School | Reading

Most students scored at or above the 50th percentile



Reading 7th Grade

Growth

53rd Median Percentile in Growth

66th Percentile in Achievement

**In Higher Achievement and
Higher Growth Quadrant.**

**Plan: Continue to utilize data to
differentiate and meet student
needs through core instruction
and intervention groups.**

Reading 8th Grade

Achievement

Relative strength:
Vocabulary and Informational
Text

Relative weakness:
Literary Text

Class RIT is at or above the
National Average on Winter
Benchmark.

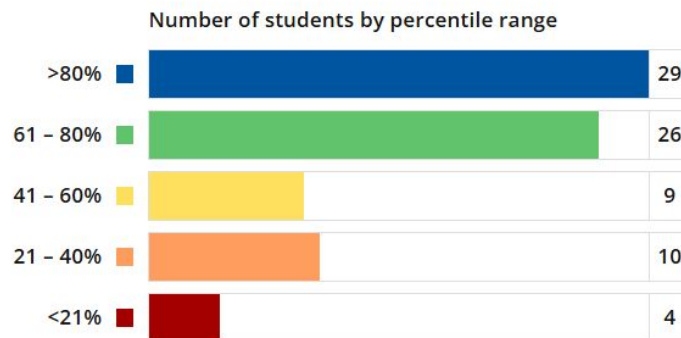
72% are expected to show
proficiency on EOG at end of year.

Class Profile

Achievement Percentiles

8th Whole Grade - Fowler | Grade 8 | The Exploris School | Reading

Most students scored at or above the 50th percentile



Reading 8th Grade

Growth

53rd Median Percentile in Growth

74th Percentile in Achievement

**In Higher Achievement and
Higher Growth Quadrant.**

**Plan: Continue to utilize data to
differentiate and meet student
needs through core instruction
and intervention groups.**

Coversheet

Directors Report

Section: III. Meeting Items
Item: A. Directors Report
Purpose: FYI
Submitted by:
Related Material:
AGREEMENT ON ACADEMIC AND EDUCATIONAL EXCHANGE BETWEEN EXPLORIS ELEM
NTARY SCHOOL AND SHINONOME ELEMENTARY SCHOOL.pdf
February 2025 Exploris Leadership Team Board Report.pdf

AGREEMENT ON ACADEMIC AND EDUCATIONAL EXCHANGE
BETWEEN **EXPLORIS ELEMENTARY SCHOOL, UNITED STATES OF
AMERICA** AND **SHINONOME ELEMENTARY SCHOOL ATTACHED TO
HIROSHIMA UNIVERSITY, JAPAN**

Exploris Elementary School, United States of America and **Shinonme Elementary School attached to** Hiroshima University, Japan hereby agree to establish an academic and educational exchange agreement, in order to promote mutual understanding between the two countries and between the both schools through educational and academic collaboration and exchange, and to contribute to the advancement and progress of learning.

Contents of the Exchange Programs

1. Both schools agree to cooperate in the following programs:
 - (1) Promotion of joint research
 - (2) Exchange of faculty members and administrative staff
 - (3) Exchange of students
 - (4) Exchange of research outcomes, academic publications, and other academic information
 - (5) Other academic and educational exchange programs approved as suitable by both Schools

Implementation of the Exchange Programs

2. The programs listed above are to be carried out after mutual consultation.

Term of the Agreement

3. This agreement shall become effective when the representatives of both schools put their signatures below and shall remain effective for five (5) years. The agreement shall be automatically renewed at the end of the five-year-term unless one or both of the institutions propose otherwise.

Revision and Termination of the Agreement

4. Both schools must send written notice and consult with each other at least one year before revision or termination of the agreement.

Language Used

5. This agreement shall be established in Japanese and English, with each text being equally effective.

Should any questions on any part of this agreement arise, both schools must consult with one another to find a solution.

Principal
Exploris Elementary School
United States of America

Date _____

Principal
Shinonome Elementary School
attached to Hiroshima University
Japan

Date _____

日本国広島大学附属東雲小学校とアメリカ合衆国 Exploris Elementary School
との間の学術・教育交流に関する協定書

日本国広島大学附属東雲小学校とアメリカ合衆国 Exploris Elementary School は、両校の学術・教育分野における協力を通じ、両国及び両校の相互理解を深め、かつ学術の進歩・発展に貢献するため、ここに学術・教育に関する交流協定を締結する。

(交流の内容)

第1条 両校は、次の交流事業を行うことに合意する。

- (1) 共同研究の推進
- (2) 教職員の交流
- (3) 児童の交流
- (4) 研究成果、学術刊行物及びその他の学術情報交換
- (5) その他両校が適当と認めた学術・教育交流

(交流事業の実施)

第2条 前条に定めた事業の実施に当たっては、両校で協議し、実施するものとする。

(有効期限等)

第3条 本協定は、両校の代表者が署名を行った日から効力を生じ、5年間有効とする。ただし、期間満了に際し、いずれか一方又は双方から改廃の申し出がない限り、自動的に更新される。

(改廃)

第4条 本協定の改廃については、両校は文書をもって相手方に改廃の少なくとも1年前までに通告しなければならない。

(使用言語)

第5条 本協定は、日本語および英語で作成し、いずれも同等な効力を有するものとする。

本協定について疑義が生じた場合には、両校は協議し、解決に努めるものとする。

広島大学附属東雲小学校長

Exploris Elementary School 校長

年 月 日

年 月 日



The Exploris School

Directors Report

To: Board Members
From: Ethan, Josh, & Deb
Re: Monthly Board Report

Date: February 27th, 2025

The following information is provided to the Board of Directors:

Enrollment

Grade Level	Number for Full Enrollment	Crew Sizes	Current Enrollment	2025-2026 Applications	2024-2025 Applications as of 2/22/24
Kindergarten	34	17	30	139	137
1 st Grade	36	18	39	55	50
2 nd Grade	38	19	31	35	39
3 rd Grade	38	19	36	39	56
4 th Grade	38	19	38	39	48
5 th Grade	38	19	39	46	48
6 th Grade	76	19	72	112	113
7 th Grade	76	19	75	32	34
8 th Grade	76	19	78	22	25
Total	450		439	519	550

Student Support Team Report

Month	In School Suspension # students / # days	Out of School Suspension # students / # days	Major referrals that did not result in suspension # students / # referrals	Minor Behavior Referrals # students / # referrals
August	ES: 0/0 MS: 0/0	ES: 0/0 MS: 0/0	ES: 0/0 MS: 0/0	ES: 3/3 MS: 0/0
September	ES: 0/0 MS: 4/2.5	ES: 1/1.5 MS: 1/1	ES: 19/14 MS: 12/9	ES: 100/50* (50 minor referrals by one staff member) MS: 14/10
October	ES: 1/1 MS: 5/2	ES: 2/2 MS: 2/1	ES: 23/14 MS: 11/7	ES: 21/34 MS: 26/22
November	ES: 5/5 MS: 6/8	ES: 2/2 MS: 5/6.5	ES: 24/36 MS: 12/14	ES: 30/48 MS: 31/52
December	ES: 2/2	ES: 1/2	ES: 18/31	ES: 21/27

	MS: totals above are for Nov. and Dec. combined	MS: totals above are for Nov. and Dec. combined	MS: totals above are for Nov. and Dec. combined	MS: totals above are for Nov. and Dec. combined
January	ES:0/0 MS: 0/0	ES: 0/0 MS: 0/0	ES: 6/9 MS: 2/3	ES: 5/5 MS: 1/1
February	ES: 2/2 MS:10/9	ES: 1/1 MS:0/0	ES:15/10 MS:30/19	ES: 17/13 MS:13/12
March				
April				
May				
June				

Campus Updates

- Winter benchmark testing results are [linked here](#) and attached in the Board Packet as part of the Education Excellence Committee Report.
 - Student performance is tracked primarily through two metrics: growth and achievement.
 - Growth** demonstrates how much a student has grown since the fall benchmark window at the beginning of the school year.
 - Achievement** demonstrates the proficiency a student shows on the assessment.
 - Growth and Achievement is then compared to large samples across North Carolina (NCENSI, mCLASS) or the United States (NWEA MAP Growth).
 - Many grade-levels showed both high growth (>50%) and high achievement (>50%):
 - Kindergarten (Reading)
 - 2nd Grade (Reading)
 - 4th Grade (Reading and Math) **Highest Reading Growth in the School!**
 - 5th Grade (Math)
 - 6th Grade (Reading)
 - 7th Grade (Reading and Math) **Highest Math Growth in the School!**
 - 8th Grade (Reading and Math)
 - Grade-levels with High Academic Growth and High Academic Achievement
 - every grade but one fell in the high growth and high achievement for reading in MAP (3-8th grade)
 - 4th and 7th shows especially high growth in math
 - Admin is working on some signs, badges, and certificates to recognize the classrooms and teachers' hard work
- We are having a successful roll out of our new lunch program, with a special shout out to the hard work of our Student Support Team to manage the transition and help get everyone used to the new systems. The lunches are getting good reviews, too, with chocolate milk being an especially popular option!
- During the February snow closures we used the remaining banked days in our 24-25 school calendar and were able to employ a remote learning plan because we had a pre-approved Digital Learning Plan on file with the state. We are proud of our staff for the high-quality and age-appropriate design of remote learning activities that were able to keep kids connected to learning throughout the recent storms. As a result we will not need to schedule any make up days.
- The State Social Studies Conference, which several of our staff were scheduled to attend and present, was rescheduled due to the snow.
- Thurs. Feb. 6th 2nd grade presented a Living History Museum
- Feb. 11th 5th grade presented a Human Body Exhibit, attended by our kindergartners

- 1st grade celebrated the 100th day of school with an assortment of fun math & counting activities
- On Feb. 18th Ethan, Josh, and Deb met with the consultants from the Peaceful Schools Network to review data from our earlier affinity groups and full staff professional development sessions, and to plan for our next full-day PD with Peaceful Schools. Our work will be focused on using Restorative Justice practices such as circles to repair harm and to foster community; staff will both get to participate in circle conversations and to gain skills to be able to facilitate circles with their own classrooms.
- The elementary campus held the first of their 3 in-person Crucial Conversations training sessions, led by Michelle Parkerson. (The middle school completed their group training sessions in the fall.)

Community Events

- Shinonome Offer to extend our exchange program to encompass the elementary school students as well. This will begin as distance connections; direct exchanges to be discussed as a potential future opportunity
- Jan. 30th our middle school participants in America 250 served as docents at the Freedom Park in downtown Raleigh
- On Wednesday, Feb 5th Deb represented Exploris at the NC Coalition for Charter Schools's Advocacy Summit, attended by charter leaders and assorted representatives from the NC General Legislature
- Mon. Jan. 10th Deb attended the Empowering School-Based Leaders Conference sponsored by the NC Principal of the Year Network.
- Both campuses held our winter portfolio conferences on Feb. 14th and 18th. These are student-led presentations of their goals and progress, and are an important touchpoint for our families and one of the hallmarks of an Exploris education.
- On Feb. 14th, Deb visited Fernleaf Charter School in Hendersonville, the school Exploris partnered with for relief efforts after Hurricane Katrina. We are also looking at building an on-going partnership for potential teacher and student visits and exchanges.

Human Resource Update

Staff Resignations

Name	Position	Notes
Mary McWay	Middle School Connected World	Leaving March 1st for a part time job closer to home that better meets the needs of her family

New Hires for Approval

Name	Position	Notes
Sharice Lloyd	Middle School Connected World	Hired as a long-term sub for the remainder of the 24-25 school year

Internal Position Changes

Name	Position	Notes

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Current & Anticipated Vacancies for 24-25 School Year
<ul style="list-style-type: none">Middle School Connected World teacher as of March 1st, pending Mary’s resignation

Important Dates (Board Attendance Requested)

-