

I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 25, 2013

Updated Tuesday, July 30, 2013

Page 1

1. SCHOOL NAME

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

331400860865 WILLIAMSBURG CHS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 14

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
198 Varet Street	718-782-9830	718-782-9834	contact@thewcs.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Kathleen Gaffney
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Principal
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.thewcs.org

6. DATE OF INITIAL CHARTER

2004-02-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2004-08-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

 9

 10

 11

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

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	198 Varet Street	718-782-9830	CSD 14	9-12	Yes	Rent/Lease
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kathleen Gaffney	[REDACTED]		[REDACTED]
Operational Leader	Valerie Jacobson	[REDACTED]		[REDACTED]
Compliance Contact	Joe Cardarelli	[REDACTED]		[REDACTED]
Complaint Contact	Lourdes Rivera Putz	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

No

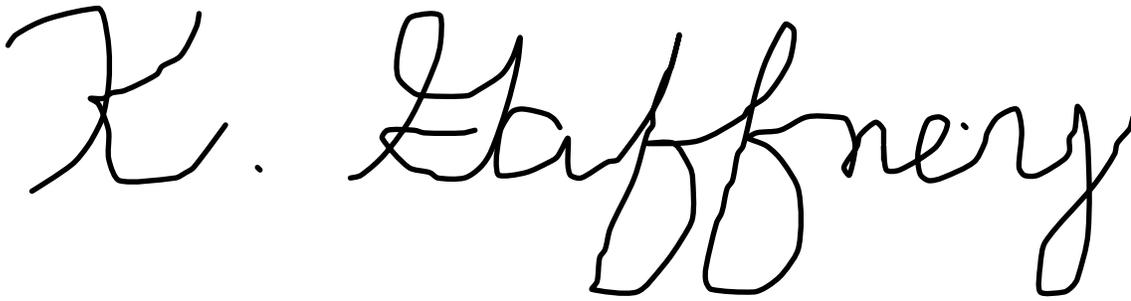
14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

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

• Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "K. Haffner". The signature is written in a cursive style with a large, stylized "K" and "H".

Signature, President of the Board of Trustees

Thank you.

Signature Page for President of Board of Trustees

Created Thursday, July 25, 2013

Page 1

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

- Yes
-

Signature, Board President

A handwritten signature in black ink, reading "Donald R. Smith". The signature is written in a cursive style with a large, prominent initial "D" and "S".

Thank you.

Appendix A: Progress Toward Goals

Created Wednesday, July 31, 2013

Updated Friday, November 01, 2013

Page 1

Charter School Name: 331400860865 WILLIAMSBURG CHS

1. NEW YORK STATE REPORT CARD

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

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

<https://reportcards.nysed.gov/schools.php?year=2012&instid;=800000057520>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the Progress Toward Charter Goals are based on student performance data that the school will not have access to by August 1, 2013 (e.g., the NYS Assessment results), please list goals and explain this in the "Progress Towards Attainment" column. This information can be updated for Appendix A when available but no later than November 1, 2013. Board of Regents-authorized charter schools that opened for instruction in the fall of 2012 or that were renewed in 2012-13 will be held to the same charter-specific academic goals. Board of Regents-authorized charter schools will also be held accountable to Student Performance Benchmark 1 of the Performance Framework.

2012-13 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in ELA.	New York State Regents examination results	GOAL MET The 2012-2013 school year marked year four of WCHS's charter. The first cohort of the charter started as freshmen in 2009 and graduated as seniors in 2013. At the end of the 2012-2013 school year, 90 percent of the 2009 cohort scored at least a 65 on the New York State Regents examination in ELA.	
Academic Goal 2	By the end of year 4 in the charter, 75 percent of the first	New York State Regents	GOAL MET	

	cohort will have scored at least 65 on the New York State Regents examinations in Math.	examination results	<p>The 2012-2013 school year marked year four of WCHS's charter. The first cohort of the charter started as freshmen in 2009 and graduated as seniors in 2013.</p> <p>At the end of the 2012-2013 school year, 89 percent of the 2009 cohort scored at least a 65 on the New York State Regents examination in Math.</p>	
Academic Goal 3	By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other).	New York State Regents examination results	<p>GOAL MET</p> <p>The 2012-2013 school year marked year four of WCHS's charter. The first cohort of the charter started as freshmen in 2009 and graduated as seniors in 2013.</p> <p>At the end of the 2012-2013 school year, 92 percent of the 2009 cohort scored at least a 65 on the New York State Regents examination in Living Environment.</p>	
Academic Goal 4	By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in History (Global Studies or U.S. History).	New York State Regents examination results	<p>GOAL MET</p> <p>The 2012-2013 school year marked year four of WCHS's charter. The first cohort of the charter started as freshmen in 2009 and graduated as seniors in 2013.</p> <p>At the end of the 2012-2013 school year, 87 percent of the 2009 cohort scored at least a 65 on the New York State Regents examination in Global Studies and 87 percent scored at least a 65 in U.S. History.</p>	
Academic Goal 5	By the end of year 4 in the charter, 20% of each cohort will graduate with an Advanced Regents Diploma.	Graduation rate data, New York State Regents examination results	GOAL NOT MET	<p>Over the past four years, Advanced Regents Diploma attainment results were as follows:</p> <p>2006 Cohort: 12% 2007 Cohort: 9% 2008 Cohort: 7% 2009 Cohort: 6%</p> <p>While WCHS's Advanced</p>

Regents Diploma rate has declined in recent years, WCHS is proud to have reached its highest graduation rate in the School's history. In 2013, over 78 percent of the 2009 cohort graduated in four years. Although this data indicates that a majority of students have completed the basic Regents requirements, WCHS recognizes that it is necessary for a higher proportion of students to graduate with an Advanced Regents diploma.

In order to accomplish this, WCHS has instituted a schoolwide focus on what is needed for each degree, consistently reviewing and highlighting the requirements of degrees with all students, beginning in the ninth grade and continuing through their high school career. Working as a collective unit, the faculty reviews student performance on a daily and weekly basis in order to recognize which students are struggling and which students may be prepared for more challenging work.

In the classroom, WCHS has implemented a number of strategies to ensure students are prepared to pass the additional Regents examinations needed for an advanced Regents diploma. With a sufficient proportion of students having passed one life science and one physical science course, WCHS's greatest challenge has been ensuring students have passed the requisite math and language Regents examinations.

In order to prepare students for passing the three needed math examinations to earn an Advanced Regents diploma, WCHS has introduced the following new strategies, which provide additional math

coursework above and beyond that of which students would typically be offered. First, students scoring a 1 or 2 on their 8th grade math assessment are enrolled in a two-year Integrated Algebra sequence in order to ensure they possess the needed math skills to be successful in the higher level courses of Geometry and Algebra II/Trigonometry.

Second, WCHS has introduced a bridge class for students who have been successful in Integrated Algebra and Geometry, but need further preparation in order to succeed in Algebra II/Trigonometry. By providing this supplemental coursework, teachers can hone in on the areas of Integrated Algebra and Geometry, which present students with the biggest challenges in order to ensure skills are fully developed before moving onto Algebra II/Trigonometry.

In the area of language, WCHS has made a concerted effort in the 2013-2014 to ensure that students begin their three year Latin sequence as freshmen, rather than sophomores. By beginning the sequence in freshman year, students will be fully prepared to pass the Latin Regents examination by their junior year versus their senior year, had they begun the sequence as sophomores. This will allow for an entire year of remedial coursework and test preparation, if needed, to support students who are in need of additional coursework in order to pass the Latin Regents examination.

Going forward, WCHS is also investigating offering a Spanish language sequence to students in order to provide them with another avenue to pass the required language

Academic
Goal 6

By the end of year 4 in the charter, 5% of each cohort will graduate with an Honors Regents Diploma.

Graduation rate data, New York State Regents examination results

GOAL NOT MET

Regents examination needed for an Advanced diploma. In order to support high performing students beyond the classroom, WCHS offers academic tutoring, homework help and structured Regents preparation classes and workshops. To support teachers in their delivery of such material, WCHS employs a comprehensive classroom observation model and provides data-driven professional development focused on best practices and new trends in education while also supporting attendance in a variety of seminars and conferences along the east coast that the School funds through Title II monies.

Throughout the past four years, Honors Regents Diploma attainment results were as follows:

2006 Cohort: 3%
2007 Cohort: 0%
2008 Cohort: 0%
2009 Cohort: 0%

As evidenced through impressive four-year graduation rates, WCHS has been successful in ensuring students achieve at least a passing grade of 65 on their Regents exams and fulfill all graduation requirements.

At the same time, however, WCHS recognizes that Honors Regents Diploma attainment rates have fallen short of prescribed targets and scores of at least 90 are needed to reverse this trend. In order to improve attainment rates, WCHS continues to increase rigor in the classroom and has focused on providing teachers with the mechanisms to do so while implementing the new Common Core standards. Currently, WCHS is focusing on implementing the Common Core standards for literacy across all subject areas. Reading, writing and

work with non-fiction texts has been increased in all subjects in order to promote higher levels of literacy across subjects, while building connections between subjects. In the areas of math and science, WCHS has introduced more modeling and critical thinking exercises. Using real world applications of math and science skills, WCHS seeks to promote higher levels of engagement and bridge the gap between abstract thinking and everyday applications.

Additionally, WCHS plans to increase its offering of Honors courses to ensure students possess the requisite skills needed to achieve a 90 or better on their Regents examinations. In addition to courses such as Honors English and Honors Global Studies, which are currently offered, WCHS plans to offer Honors Algebra, Honors Geometry and Honors Algebra II/Trigonometry in the 2014-2015 year. Students who score a 4 on their eighth grade assessments will be strongly encouraged to enroll in appropriate honors courses such as these. WCHS believes that students in honors math classes, by exposure to other students with higher analytical skills like their own, will have better chances of earning a 90 or better on math Regents and continuing on to succeed in higher level math classes like Algebra II/Trigonometry.

Increasing enrollment in College Now courses is another strategy WCHS will undertake in order to increase proficiency of students and support Honors Regents Diploma attainment. Specifically, WCHS seeks to increase College Now enrollment in Algebra II/Trigonometry and College Algebra. WCHS seeks to

provide students with an opportunity to earn college credit, but more importantly, provide students with the mechanisms to become more invested in math and more excited and engaged to undertake increasingly challenging levels of coursework. WCHS will directly identify high performing students who are finding success in their Algebra II/Trigonometry coursework.

WCHS will continue to pair the increased course offerings described above with additional learning opportunities outside of the classroom. In the 2013-2014 year, WCHS has expanded academic tutoring and instituted increased, year-round Regents preparation workshops for students. After the school day, teachers also provide homework help to students to assist those who may be struggling, while also supporting higher performing students with additional, supplemental learning exercises tied to competencies needed to achieve a score of 90 or better on their Regents examinations.

Academic Goal 7	Each year, at least 80% of each student cohort (as defined by the New York State Education Department) graduates within five years.	Graduation rate data	GOAL MET At the end of the 2012-2013 school year, 85 percent of the 2008 cohort graduated within five years.
-----------------	---	----------------------	---

Academic Goal 8	Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.	Regents examination data, NYSED Report Card data	IN PROGRESS (2009 Citywide data not yet available) Citywide data for the 2009 Cohort has yet to be released publicly. Therefore, WCHS cannot compare English Regents examination data from its 2009 Cohort to the results of similar schools' 2009 Cohorts.
-----------------	--	--	--

Instead, WCHS will produce two comparisons: 1) the English Regents examination results of WCHS's 2009 Cohort to the results of similar schools' 2008 Cohorts; 2) the English Regents Examination results of WCHS's 2008 Cohort to the results of similar schools' 2008 Cohorts.

For the purposes of comparison, WCHS will select two groups of similar schools: 1) Community School District 14 schools and 2) "Peer Group" schools as identified in WCHS's 2011-2012 NYCDOE Progress Report.

WCHS 2009 Cohort vs. CSD 14 2008 Cohorts: 90 percent of WCHS's 2009 Cohort passed an English Regents examination versus the 80 percent average of the Community School District 14 2008 Cohort.

WCHS 2008 Cohort vs. CSD 14 2008 Cohorts: 91 percent of WCHS's 2008 Cohort passed an English Regents examination versus the 80 percent average of the Community School District 14 2008 Cohort.

WCHS 2009 Cohort vs. "Peer Group" 2008 Cohort: 90 percent of WCHS's 2009 Cohort passed an English Regents examination versus the 85 percent average of the Peer Group schools 2007 Cohort.

WCHS 2008 Cohort vs. "Peer Group" 2008 Cohort: 91 percent of WCHS's 2008 Cohort passed an English Regents examination versus the 85 percent average of Peer Group schools' 2008 Cohorts.

In summary, WCHS's 2009 and 2008 Cohorts outperformed each of the similar school group's 2008

Cohorts in English Regents examination proficiency.

Based on a review of Regents Examination results from year to year, Regents proficiency rates by cohort tend to fluctuate by two to three percentage points each year when looking at the average for a group of schools. Following this logic, we can project a fluctuation of two to three points for the Peer Group schools' 2009 Cohort, resulting in a proficiency rate of 82 to 88 percent. With a 90 percent passing rate for the English Regents exam, WCHS is confident that its 2009 Cohort will outperform that of similar schools, once the data is released.

2a1. Do have more academic goals to add?

Yes

2012-13 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.	Regents examination data, NYSED Report Card data	<p>IN PROGRESS (2009 Citywide data not yet available)</p> <p>Citywide data for the 2009 Cohort has yet to be released publicly. Therefore, WCHS cannot compare Math Regents examination data from its 2009 Cohort to the results of similar schools' 2009 Cohorts.</p> <p>Instead, WCHS will produce two comparisons: 1) the Math Regents examination results of WCHS's 2009 Cohort to the results of similar schools' 2008 Cohorts; 2) the Math Regents Examination results of WCHS's 2008 Cohort to the results of similar schools' 2008 Cohorts.</p> <p>For the purposes of</p>	

comparison, WCHS will select two groups of similar schools: 1) Community School District 14 schools and 2) “Peer Group” schools as identified in WCHS’s 2011-2012 NYCDOE Progress Report.

WCHS 2009 Cohort vs. CSD 14 2008 Cohorts: 91 percent of WCHS’s 2009 Cohort passed an Math Regents examination versus the 82 percent average of the Community School District 14 2008 Cohort.

WCHS 2008 Cohort vs. CSD 14 2008 Cohorts: 89 percent of WCHS’s 2008 Cohort passed an Math Regents examination versus the 82 percent average of the Community School District 14 2008 Cohort.

WCHS 2009 Cohort vs. “Peer Group” 2008 Cohort: 89 percent of WCHS’s 2009 Cohort passed an Math Regents examination versus the 89 percent average of the Peer Group schools’ 2008 Cohort.

WCHS 2008 Cohort vs. “Peer Group” 2008 Cohort: 91 percent of WCHS’s 2008 Cohort passed an Math Regents examination versus the 89 percent average of Peer Group schools’ 2008 Cohorts.

In summary, WCHS’s 2008 Cohort outperformed each of the similar school groups’ 2008 Cohorts in Math Regents examination proficiency. WCHS’s 2009 Cohort outperformed CSD 14’s 2008 Cohort and performed at level equal to that of the 2008 Peer Group schools.

Based on a review of Regents Examination results from year to year, Regents proficiency rates by cohort tend to fluctuate by two to three percentage points each year

when looking at the average for a group of schools. Following this logic, we can project a fluctuation of two to three points for the Peer Group schools' 2009 Cohort, resulting in a proficiency rate of 86 to 92 percent. With a proficiency rate of 89 percent for the 2009 cohort, WCHS is confident that its performance will match up well with that of the 2009 Cohort of Peer Group schools, once this data is released.

Academic Goal 10

Each year, the school will be deemed "In Good Standing."

NYSED Accountability Status

GOAL NOT MET

Under New York State Education Department's redesigned accountability system, WCHS was identified as a Priority school for the 2012-2013 year.

For the following reasons, WCHS was identified as a priority school:

- 1) It had a combined Performance Index at or below 106 in ELA and mathematics for the all students group in the 2010-11 school year (WCHS scored 105); and
- 2) It was identified as in improvement in the 2011-12 school year; and
- 3) It made a four-point gain or less in its 2010-11 combined ELA and mathematics PI for the all students group compared to its 2009-10 PI.

In order to address its priority status in the 2011-12 school year, WCHS implemented academic tutoring in the form of supplemental education services, while also instituting a school-wide focus aimed at higher levels of Regents achievement in order to support students in achieving a score of at least 75 on ELA Regents assessments and at least 80 on mathematics Regents assessments.

Thanks to these efforts, WCHS saw its combined ELA and mathematics Performance Index for the 2011-12 year increase by 15.5 points to 120.5.

WCHS is confident that its

Performance Index for the 2012-2013 school year and beyond will continue to remain at a high level. In the 2013-2014 school year, WCHS will undertake the following strategies to ensure continued improvement:

1) Continuing to offer academic tutoring and structured Regents preparation to all students during and outside of regular school hours; and

2) Continuing to focus on ensuring students surpass the minimum Regents passing grade of 65 by supporting them in reaching achievement levels of at least 75 in ELA and 80 in mathematics by encouraging students who are close to these levels to retake Regents exams and also educating students on the importance of Regents passing as it relates to success in their post-secondary education

3) Implementing an additional professional development on the needs of adolescent learners which is aligned with the WCHS's overall goal of providing students with the learning processes needed to reach their full academic potential

4) Providing students with the services of a full-time Reading Specialist and a full-time Academic Intervention services teacher

5) Continuing to implement strategies grounded in scientifically-based research that will strengthen instruction in the core academic subjects; and

6) Providing increased seminars and workshops for parents; and

7) Continuing to recruit highly-qualified and certified

teachers; and

8) Continuing to partner with a tutoring service for the provision of additional academic assistance for students.

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2012-13 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 90 percent.	Student attendance data	<p>GOAL NOT MET</p> <p>The School’s average daily attendance rate was 87% for the 2012-2013 school year.</p> <p>However, it should be noted that the attendance rate includes approximately 20 Long Term Absent (LTA) students who did not attend WCHS during the 2012-2013, but remained on the school’s register. This accounted for a decrease in attendance of approximately 2 percentage points</p>	<p>Increasing student attendance is a top priority at WCHS for the 2013-2014 school year. In order to increase attendance, WCHS will serve the “whole child” and examine each unique factor that contributes to a student’s attendance. The Assistant Principal of Student Support, in conjunction with the Student Life team and social workers, are looking at absentee issues globally to determine the root of the problem.</p> <p>At the start of the year, students and parents will be presented with specific guidelines for attendance in WCHS’s Community Covenant. Guidelines and expectations for attendance will be emphasized to students by the grade leader and counselor of each cohort in both group and individual settings at the beginning of the school year and continuing through each semester.</p> <p>Additionally, teachers will incorporate information regarding the importance of attendance into daily lesson plans and student advisors will further focus on attendance in weekly advisory sessions. WCHS will also hold parent workshops on the importance of attendance, providing parents and guardians with tools to support attendance in the home environment.</p> <p>In order to track daily attendance levels, the director of data management sends a schoolwide attendance report sorted by student. Grade leaders, guidance counselors</p>

and advisors monitor the attendance report daily, looking for trends in attendance. Grade leaders will also keep a visual “thermometer” of average attendance for their specific grade. This visual will be a constant reminder to students and staff of current attendance levels.

Students with high levels of attendance will be recognized and provided with merits and prizes in order to create an incentive for coming to school on time, each day.

Students struggling with attendance will be supported in a variety of methods. First, the attendance office will call the parent or guardian of each student, each day the student has an unexcused absence. Second, after returning to school, students’ advisors, guidance counselors, social workers and the student life team will meet with students individually in order to support students in increasing their attendance and monitoring for any personal issues inhibiting attendance. Additionally, when necessary, social workers will also make home visits to address home issues that feed into absenteeism.

Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year return the following September.	School records, ATS records	<p>GOAL NOT MET</p> <p>After accounting for graduates, only 91 percent of students enrolled during the 2011-2012 year returned to WCHS in September 2013, representing an increase of 11 percentage points from the previous school year.</p>	<p>WCHS takes student retention seriously as evidenced by the school program which unites general education teachers, special education, ELL and AIS instructors with a team of social/emotional counselors, social workers, advisors and student life officers who provide individual, tailored support to each student. WCHS focuses on supporting students until they are ready to graduate, whether that takes four, five or six years.</p> <p>Looking at WCHS discharge data, students transfer to other schools for a variety of</p>
------------	--	-----------------------------	---	--

reasons. Many students have different expectations for WCHS, finding the School's academic program and/or policies to be too demanding. For example, WCHS requires a 70% passing grade in all academic subjects, student must adhere to a strict uniform policy and study in Latin is required of all students. Further, WCHS begins has a longer school year calendar in comparison to most other public schools.

In their exit interviews, other students have stated that they would rather attend a specialized high school with a larger focus on the arts or athletic opportunities, in order to pursue specific occupational goals.

Living arrangements and relocation throughout the school year is another major factor seen in student discharge at WCHS. Lengthy commutes for some students, from across the five boroughs, paired with other responsibilities such as providing income and caring for younger siblings can result in students seeking schools more convenient to their home residence. Further, relocation between boroughs and complex living arrangements present challenges to continued enrollment at WCHS.

Last, WCHS is a school which is proud to accept transfer students in all grade levels throughout different points in the school year. While a majority of transfer students thrive at WCHS, it is not uncommon for older, under credited students to follow other academic opportunities such as enrolling in YABC or GED programs.

WCHS makes every effort to propel students toward success

regardless of their academic record, age or unique circumstances. However, when it is clearly in the best interest of the student, WCHS fully supports students following other opportunities.

Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Review of school policies and operations	<p>GOAL MET</p> <p>The School is in full compliance with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act. During the course of 2012-2013 school year, WCHS has employed legal counsel to scrutinize contracts and amend forbearance agreements to comply with charter law. In addition, WCHS consistently reviews its disciplinary policies in order to maintain compliance with state and federal law.</p>
------------	---	--	---

Org Goal 4	Each year, members of the Board will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the school's mission, program and goals. The process will include self assessment at the start of the school year, the development of personal and full board growth outcomes, and self assessment at the end of the school year to determine the extent of growth.	Self-assessments and development of personal and full Board growth outcomes	<p>GOAL MET</p> <p>The School's Board of Trustees completed self assessments at the start and end of the school year and developed personal and full Board growth outcomes.</p> <p>Copies of the self-assessments and personal and full Board growth outcomes are kept on file.</p>
------------	--	---	---

Org Goal 5	Each year, the Principal will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the school's mission, program and goals. The process will include self assessment at the start of the school year, the development of personal and full board growth outcomes, and self	Self-assessments and development of personal growth outcomes	<p>GOAL MET</p> <p>The Principal completed self assessments at the start and end of the school year and developed personal growth outcomes.</p> <p>Copies of the self-assessments and personal growth outcomes are kept on file.</p>
------------	---	--	--

assessment at the end of the school year to determine the extent of growth.

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

Yes

2012-13 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	Learning Environment Survey Results	<p>GOAL NOT MET</p> <p>The 2012-2013 parent Learning Environment Survey results are as follows:</p> <p>Academic Expectations: 8.3 Communication: 8.4 Engagement: 8.1 Safety and Respect: 8.4</p> <p>While WCHS received scores higher than 7.5 in each of the four survey domains, only 44 percent of parents responded.</p>	<p>WCHS is proud to have reached its highest survey response rate in the past four years. A combination of phone calls, mailings, email blasts, face to face reminders, website postings, a raffle of donated items, and students encouraging their parents to return surveys resulted in a response rate of 44 percent, just 6 percentage points short of the goal.</p> <p>In order to increase the response rate to at least 50 percent, WCHS has made promotion of the survey a priority since the start of the 2013-2014 school year. Rather than encouraging completion of the survey as it is released in the spring of each year, WCHS has and will continue to frequently stress the importance of completing the survey throughout the school year. By reminding parents of the importance of completing the Learning Environment Survey continually throughout the year through avenues such as Parent Association meetings, parent-teacher conferences and monthly bulletin mailings, WCHS will ensure that the survey remains a priority. With this year round approach, WCHS is confident that it can achieve a response rate of at least 50 percent.</p>
Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as	Learning Environment Survey Results	<p>GOAL NOT MET</p> <p>The 2012-2013 teacher Learning Environment Survey results are</p>	<p>WCHS's teacher Learning Environment Survey results improved in three out of four categories since the 2011-2012</p>

determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each 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.

as follows:

Academic Expectations: 7.5
Communication: 6.8
Engagement: 7.1
Safety and Respect: 7.4

95 percent of teachers responded.

school year. The score for the category of Academic Expectations increased from 6.7 to 7.5, Communication increased from 5.5 to 6.8 and Engagement increased from 6.8 to 7.1. The category of Safety and Respect showed no change at 7.4.

Now under the leadership of a new Principal who has served as a longtime staff member, WCHS is confident that teacher Learning Environment Survey scores will continue to improve during the 2013-2014 school year thanks to a focus on supporting teachers inside and outside of the classroom and uniting the school community in the common goal of improving student achievement. Through a strong set of managerial skills, WCHS's new principal has prioritized teamwork and open communication, both inter and intra-departmentally, in order to achieve the goal of increasing achievement and positive outcomes for students.

In addition to providing increased and varied professional development opportunities, WCHS has made comprehensive improvements to its teacher observation and instructional support systems in order to provide teachers with valuable feedback and ensure sufficient planning time and collaboration and improvement of classroom lessons takes place. Further, WCHS has increased schoolwide, active use of student data in order to meet learning needs and improve outcomes while also providing parents with increased ways to participate in their child's learning and support familial needs inside and outside of the school building.

WCHS is excited to see its school community grow closer in the common goal of providing students with a college preparatory education that will enable them to be productive members of society.

<p>Org Goal 8</p>	<p>Each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more students enrolled participate in the survey.</p>	<p>Learning Environment Survey Results</p>	<p>GOAL NOT MET</p> <p>The 2012-2013 student Learning Environment Survey results are as follows:</p> <p>Academic Expectations: 7.7 Communication: 7.4 Engagement: 6.9 Safety and Respect: 7.0</p> <p>88 percent of students responded.</p>	<p>Looking back at 2011-2012 student survey results, WCHS is proud to report that improvements were seen in three out of four categories. The Academic Expectations category improved from 7.4 to 7.7, Communication from 6.1 to 7.4 and Safety and Respect from 6.8 to 7.0. The category of Engagement showed no change at 6.9.</p> <p>With a reinvigorated school culture and increases in extracurricular activities and academic assistance opportunities outside of the classroom for the 2013-2014 school year, WCHS is confident that its student Learning Environment Survey outcomes will continue to improve. For the 2013-2014 school year, WCHS has developed its athletics and musical theater program in response to the interest of the student body. WCHS will field boys and girls sports teams during the fall, winter and spring. In addition WCHS was awarded grant money to build a recording studio that will be used for music and performing arts classes in the spring. In addition, this year, the School has tasked the grade leaders with creating community spirit within each grade and the grade teams are working together to support each student socially, emotionally and academically.</p> <p>WCHS has made it a priority for the 2013-2014 school year to better engage students. WCHS realizes that in order for students to succeed, they must be excited about learning. In order to achieve this, WCHS has introduced a wider array of elective classes and varied the ways in which students can master material through exciting events such as a Renaissance Fair, which brings together content from a variety of subject matters into a fun and unique venue. Through events such as the Renaissance Fair and other increased learning opportunities</p>
-------------------	--	--	---	--

such as academic tutoring, homework help and the Regents-focused “Cramapalooza” programming on the weekends, WCHS seeks to provide atypical ways in which students can master skills and synthesize material from an array of subjects.

Based on survey results, increasing mutual respect amongst students and respect of students toward teachers is an area of WCHS in need of improvement. During the 2013-2014 year, WCHS has focused on how to unite students and staff and create an environment in which students feel a strong sense of respect for themselves and WCHS. In order to achieve this, WCHS has developed strategies such as increasing weekly assemblies and school-wide events and also publicly recognizing students to a larger extent than in previous years. Inside and outside of grade-level assemblies, WCHS recognizes students each week for examples of meritorious behavior such as perfect attendance habits, good deeds in the school community and for wearing the school uniform in a manner that follows the guidelines, but also excites other students about looking sharp and having pride for their school. To support these undertakings, WCHS has also increased adolescent-focused professional development offerings to staff in order to provided them with ways to best support the needs of adolescent learners and further solidify a school culture founded on the importance of mutual respect for all.

2c. FINANCIAL GOALS

2012-13 Progress Toward Attainment of Financial Goals

Financial Goals	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
-----------------	-----------------------------------	--------------------------------------	--

Financial Goal 1	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bi-monthly.	ATS records	<p>GOAL MET</p> <p>The School's enrollment fell within 15% of the full enrollment of 944 students as defined in the School's contract.</p> <p>Enrollment at the level of 15% of full enrollment was maintained on an ongoing basis and was monitored daily.</p>
Financial Goal 2	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.	Financial audit by school's auditor, Fruchter Rosen & Co. P.C.	<p>GOAL MET</p> <p>WCHS's 2012-2013 audited financial statements contain an unqualified opinion and no major findings.</p>
Financial Goal 3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	School financial records	<p>GOAL MET</p> <p>The School operated on a balanced budget and maintained a stable cash flow in the 2012-2013 year.</p>



Williamsburg

CHARTER HIGH SCHOOL

Annual Report 2012-2013

Appendix B: Total Expenditures and Administrative Expenditures per Pupil

FY13 Total expenditures per pupil	Williamsburg Charter High School expended a total of \$13,321,597. Based on a BEDS day enrollment of 913 students, this equates to \$14,591 per student.
FY13 Administrative expenditures per pupil	Williamsburg Charter High School expended a total of \$4,557,489 in administrative costs. Based on a BEDS day enrollment of 913 students, this equates to \$4,992 per student.

Audited Financial Statement Checklist

Created Thursday, October 31, 2013

Updated Friday, November 01, 2013

Page 1

Charter School Name:

1. Please check each item that is included in the 2012-13 Audited Financial Statement submitted for your charter school.

	Yes	No	NA
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	True	False	False
Single Audit (if applicable)	True	False	False
CSP Agreed Upon Procedures (if applicable)	False	False	True
Management Letter	True	False	False
Report on Extracurricular Student Activity Accounts (if applicable)	False	False	True
Corrective Action Plans for any Findings	False	False	True

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2012-13 Audited Financial Statement.

	Yes	No
Report on Compliance	False	True
Report on Internal Control over Financial Reporting	False	True
Single Audit	False	True
CSP Agreed Upon Procedures Report	False	True
Management Letter	False	True

Thank you Joseph .

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITORS' REPORT	1 - 2
FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION:	
Statements of financial position	3
Statements of activities	4
Statements of cash flows	5
Notes to financial statements	6 - 15
Independent auditors' report on supplementary information	16
Schedule of functional expenses	17
SINGLE AUDIT SECTION:	
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS	18 - 19
INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133	20 - 21
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	22 - 25
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	26
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	27

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

We have audited the accompanying financial statements of The Williamsburg Charter High School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Summarized Comparative Information

We have previously audited the School's 2012 financial statements, and our report dated November 9, 2012, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Report on Schedule of Expenditures of Federal Awards Required by OMB Circular A-133

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2013, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


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

New York, New York
October 28, 2013

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-for-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2013	2012
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,201,000	\$ 162,386
Grants and contracts receivable	283,450	115,442
Due from affiliates	-	47,183
Prepaid expenses and other current assets	120,582	139,207
Total current assets	2,605,032	464,218
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$2,019,029 and \$1,602,556, respectively	2,563,750	2,949,829
Security deposits	1,535,690	1,535,690
Restricted cash	75,338	75,206
Total other assets	4,174,778	4,560,725
TOTAL ASSETS	\$ 6,779,810	\$ 5,024,943
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 1,666,892	\$ 2,368,728
Accrued payroll and payroll taxes	358,874	38,110
Refundable advances	-	97,484
Notes payable - current portion	819,170	313,350
Total current liabilities	2,844,936	2,817,672
Accounts payable - non-current	-	860,349
Deferred rent	3,342,719	2,363,038
Notes payable - long-term portion	337,081	1,126,905
Total liabilities	6,524,736	7,167,964
Net assets:		
Unrestricted	255,074	(2,148,021)
Temporarily restricted	-	5,000
Total net assets	255,074	(2,143,021)
TOTAL LIABILITIES AND NET ASSETS	\$ 6,779,810	\$ 5,024,943

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-for-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2013			2012
	Unrestricted	Temporarily Restricted	Total	
Revenue and support:				
State and local per pupil operating revenue	\$ 14,682,993	\$ -	\$ 14,682,993	\$ 15,017,934
Federal grants	662,437	-	662,437	777,739
State and city grants	68,309	-	68,309	85,028
Contributions and grants	-	-	-	116,850
Donated services	51,510	-	51,510	-
Investment income, net	3,936	-	3,936	52
Other income	149,941	-	149,941	96,670
Extinguishment of debt	519,037	-	519,037	-
Bad debt expense	(40,006)	-	(40,006)	(250,000)
Net assets released from restrictions	5,000	(5,000)	-	-
Total revenue and support	<u>16,103,157</u>	<u>(5,000)</u>	<u>16,098,157</u>	<u>15,844,273</u>
Expenses:				
Program services				
Regular education	10,678,595	-	10,678,595	11,697,211
Special education	1,456,772	-	1,456,772	1,579,802
Total program services	<u>12,135,367</u>	<u>-</u>	<u>12,135,367</u>	<u>13,277,013</u>
Supporting services				
Management and general	1,564,695	-	1,564,695	2,840,663
Total expenses	<u>13,700,062</u>	<u>-</u>	<u>13,700,062</u>	<u>16,117,676</u>
Changes in net assets	2,403,095	(5,000)	2,398,095	(273,403)
Net assets - beginning of year				
As previously reported	(2,148,021)	5,000	(2,143,021)	(1,369,618)
Prior period adjustment	-	-	-	(500,000)
Balance at beginning of year, as restated	<u>(2,148,021)</u>	<u>5,000</u>	<u>(2,143,021)</u>	<u>(1,869,618)</u>
Net assets - end of year	<u>\$ 255,074</u>	<u>\$ -</u>	<u>\$ 255,074</u>	<u>\$ (2,143,021)</u>

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-for-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in net assets	\$ 2,398,095	\$ (273,403)
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation and amortization	416,472	447,550
Prior period adjustment	-	(500,000)
Changes in certain assets and liabilities:		
(Increase) Decrease in grants and contracts receivable	(168,008)	600,046
Decrease (Increase) in due from/(to) affiliates	47,183	(87,840)
Decrease (Increase) in prepaid expenses and other current assets	18,625	(101,032)
(Increase) in security deposits	-	(1,500,000)
(Decrease) Increase in accounts payable and accrued expenses	(701,836)	340,974
Increase (Decrease) in accrued payroll and payroll taxes	320,764	(2,420)
(Decrease) Increase in refundable advances	(97,484)	97,484
(Decrease) Increase in accounts payable - non-current	(860,349)	860,349
Increase in deferred rent	979,681	1,279,680
NET CASH PROVIDED BY OPERATING ACTIVITIES	2,353,143	1,161,388
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(30,393)	(132,606)
(Increase) in restricted cash	(132)	(75,024)
NET CASH (USED IN) INVESTING ACTIVITIES	(30,525)	(207,630)
CASH FLOWS FROM FINANCING ACTIVITIES		
Principal payments on notes payable	(284,004)	(395,103)
Payment of line of credit	-	(407,081)
NET CASH (USED IN) FINANCING ACTIVITIES	(284,004)	(802,184)
NET INCREASE IN CASH AND CASH EQUIVALENTS	2,038,614	151,574
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	162,386	10,812
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 2,201,000	\$ 162,386
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION:		
Cash paid during the year for interest	\$ 97,194	\$ 138,714

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

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

Nature of Organization

The Williamsburg Charter High School (the "School") is a New York State, not-for-profit educational corporation that operates as a charter school in the borough of Brooklyn, New York City. On February 23, 2004, the Board of Regents of the University of the State of New York for and on behalf of the State Education Department granted the School a provisional charter valid for a term of five years from the effective date of February 23, 2004 and renewable upon expiration. The School renewed its charter for an additional five-year term through 2013-2014. The School's mission is to equip students with the academic and character skills necessary to succeed in high school, college and the competitive world beyond. The School provided education to an average number of approximately 917 students in ninth through twelfth grade during the 2012-2013 academic year.

The Charter School Office ("CSO") of the Department of Education issued a Notice of Probation to the School on or about September 16, 2011. On or about January 9, 2012, the CSO issued a notice of intent to revoke the Charter of the School. On February 1, 2012, the School severed ties with the management organization, Believe High Schools Network. A hearing took place in front of the Deputy Chancellor of the Department of Education of New York on March 13, 2012, regarding the issue of revocation. On April 3, 2012, the New York City Department of Education ("DOE") issued a determination by way of the final decision revoking the Charter of the School. The School filed papers for an order to show cause with a temporary restraining order, which was granted on April 20, 2012, and filed, with the Kings County Clerk's Office also on April 20, 2012. The School's motion for a preliminary injunction was granted and a preliminary injunction order was signed on May 14, 2012. After an evidentiary proceeding, a decision was granted by the New York State Supreme Court reversing the DOE's decision to revoke WCHS' charter. That order was issued and signed on June 28, 2012 and filed with the Kings County Clerk's Office on July 3, 2012. The DOE noticed an appeal in a timely manner but did not perfect the appeal. On September 17, 2012, the School received a Notice of Extension of the Probationary Status which expired on August 30, 2013.

Food and Transportation

The New York City Department of Education provides free and reduced-price lunches and transportation directly to a majority of the School's students. Such costs are not included in these financial statements.

Tax Status

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

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

Tax Status (Continued)

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

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2009, and prior.

Basis of Presentation

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

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

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

The School had no permanently restricted net assets as of June 30, 2013 and 2012.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

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

Revenue and Support

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

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

Use of Estimates

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

Cash and Cash Equivalents

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

Concentration of Credit Risk

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

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract, in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as incurred. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets as follows:

Furniture and fixtures	5 years
Equipment	5 years
Software	5 years
Website development	5 years
Leasehold improvements	useful life or related lease

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

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

Restricted Cash

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

Refundable Advances

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

Reclassifications

Certain 2012 accounts have been reclassified to conform to the 2013 financial statement presentation. The reclassifications have no effect on 2012 total assets, liabilities, net assets and changes in net assets.

Comparative Financial Information

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

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - RELATED PARTY TRANSACTIONS

The School was an affiliate of Believe High School Network, Inc. (the "Network"), a New York State, not-for-profit charter management organization. Pursuant to the terms of the agreement by and between the Network and the School, dated July 31, 2009, the Network provided educational management and operational services in connection with the management of the School. The School paid to the Network an amount equal to 20% of the per pupil operating revenue collected for the 2009-2010 academic school year. The per pupil operating revenue fee decreased each subsequent fiscal year starting with the 2010-2011 academic year by one percent. The agreement was automatically renewable for additional terms ending on June 30 of each subsequent year after the initial term (July 1, 2009 to June 30, 2014), unless written notice of intent to terminate or renegotiate was given by either party. On February 1, 2012, the School severed ties with the Network. For the years ended June 30, 2013 and 2012, the School incurred \$-0- and \$852,186 in management fees, respectively, to the Network.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 3 - RELATED PARTY TRANSACTIONS (Continued)

For operational efficiency and purchasing power, the School shared certain expenses with the Network and two charter schools related by common management - The Believe Northside Charter High School (“Believe Northside”) and Believe Southside Charter High School (“Believe Southside”). For the years ended June 30, 2013 and 2012, the School paid on behalf of the Network \$-0- and \$40,006 in operating expenses, respectively. The School is no longer transacting any business with either of these entities.

For the years ended June 30, 2013 and 2012, the School paid for shared operating costs on behalf of Believe Southside in the amount of \$-0- and \$7,177, respectively.

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

	<u>2013</u>	<u>2012</u>
Network	\$ -	\$ 40,006
Believe Northside	-	-
Believe Southside	-	<u>7,177</u>
	<u>\$ -</u>	<u>\$ 47,183</u>

NOTE 4 - PROPERTY AND EQUIPMENT

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

	<u>2013</u>	<u>2012</u>
Furniture and fixtures	\$ 1,329,016	\$ 1,324,912
Equipment	1,057,807	1,031,517
Software	76,116	76,116
Website development	18,750	18,750
Leasehold improvements	<u>2,101,090</u>	<u>2,101,090</u>
	4,582,779	4,552,385
Less: Accumulated depreciation and amortization	<u>2,019,029</u>	<u>1,602,556</u>
	<u>\$ 2,563,750</u>	<u>\$ 2,949,829</u>

Depreciation and amortization expense was \$416,472 and \$447,550 for the years ended June 30, 2013 and 2012, respectively.

Leasehold improvements are comprised of architect fees and other preconstruction costs for the planning and development of the facility currently occupied by the School.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 5 - CONTINGENCIES

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

NOTE 6 - REVENUE CONCENTRATION

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

NOTE 7 - FUNCTIONAL ALLOCATION OF EXPENSE

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

NOTE 8 - PENSION PLANS

The School maintains a defined contribution 403(b) plan on behalf of its employees. The School provides matching contributions up to 4% of annual compensation on a discretionary basis. The amount charged to operations for contributions to this plan was \$-0- and \$63,480 for the years ended June 30, 2013 and 2012, respectively. The School's last discretionary employer contribution was made on September 30, 2011.

NOTE 9 - TEMPORARILY RESTRICTED NET ASSETS

At June 30, 2012 the School had \$5,000 restricted for library space. This was released from restriction for the year ended June 30, 2013.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 10 - LONG-TERM DEBT

Notes payable consisted of the following at June 30,:

	2013	2012
Nonprofit Finance Fund	\$ 1,156,251	\$ 1,440,255
Less: Current portion	819,170	313,350
Total long-term notes payable	\$ 337,081	\$ 1,126,905

Following are maturities of notes payable:

June 30, 2014	\$ 819,170
2015	337,081
	\$ 1,156,251

On April 2, 2009, the School executed a \$2,000,000 promissory note payable with the Nonprofit Finance Fund (“NFF”). The proceeds were used to finance the security deposit and a portion of the architectural costs associated with the leasehold improvements to the new building facility for the School located at 198 Varet Street Brooklyn, New York. The loan is secured by substantially all School’s assets. The note matured April 1, 2013, and was payable in monthly installments of \$20,487 including interest at prime rate plus 1.00% with a lump sum payment of \$1,320,231 due April 1, 2013.

On January 11, 2013, the School and NFF executed a second forbearance agreement which extended the forbearance period to September 15, 2013. (See Note 16) As of November 2012, the balance of the loan was \$1,364,428 and under the forbearance agreement it was set to be repaid over 44 months. The monthly payments of \$34,264 commenced December 1, 2012, and consist of interest at 4.25%. The terms do not pledge per pupil funds as security. The agreement requires the School to make additional payments to NFF in the amount of one-half of any fiscal year-end “Available Cash”, defined as the change in net assets less the amounts paid during the fiscal year to creditors, under agreements or settlements entered into and approved by NFF as of the date of the agreement.

Under this clause of the second forbearance agreement, in September 2013 the school made a payment of \$450,000 to NFF. The School will make the final payment under the second forbearance agreement in November 2013 based on the audited financial statements for the year ended June 30, 2013.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 11 - COMMITMENTS

Operating Facility Lease

In March 2009, the School entered into a lease agreement expiring July 31, 2039 to lease new facilities for the School located at 198-202 Varet Street, Brooklyn, New York. The School occupied the space September 1, 2010.

The lease provides for rent escalations and the School is responsible for utilities, real estate taxes, and other operating expenses.

Future minimum lease payments are as follows:

Year ending June 30, 2014	\$ 2,600,000
2015	2,600,000
2016	2,600,000
2017	2,678,000
2018	2,758,340
Thereafter	<u>86,757,748</u>
	<u>\$ 99,994,088</u>

Rent expense is recognized on the straight-line basis. The differences between cash payments under the lease agreement and the straight-line rent have been recognized as deferred rent in the accompanying statements of financial position from inception of the lease. The differences between rent cash payments and straight-line rent recorded in the statements of financial position amounted to \$979,681 and \$1,279,680 at June 30, 2013 and 2012, respectively.

Rent expense under the operating lease for the years ended June 30, 2013 and 2012 is \$3,736,363 and \$3,712,960, respectively.

Leased Equipment

On October 1, 2011, the School entered into a non-cancelable lease agreement expiring August 1, 2014, to lease kitchen equipment in monthly installments in the amount of \$14,762. Upon termination of the lease, the School has the option to purchase this equipment in the amount of \$500,000, less the total amount of rental payments.

Minimum future rental payments under non-cancelable operating lease are as follows:

Year ending June 30, 2014	\$ 177,144
2015	<u>29,524</u>
	<u>\$ 206,668</u>

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 12 - FORBEARANCE AGREEMENT

During the year ended June 30, 2012, a forbearance agreement was reached with the landlord in the amount of \$2,133,889 to pay for past due rent and to replenish the security deposit in the amount of \$1,500,000. The outstanding amount was payable in 36 monthly installments commencing on September 1, 2011, and expiring on August 1, 2014. At June 30, 2012, the outstanding balance under this agreement is \$1,566,551 and included in accounts payable and accrued expenses in the Statement of Financial Position. The agreement also stipulates that the School is required to establish a rent payment bank account. The School will also establish an automatic transfer of funds to an account designated by the landlord which shall be used to make all of the payments.

As of November 1, 2012, the parties entered into an amendment and modification of the forbearance agreement, and among other modifications, the forbearance agreement was amended and modified to extend the forbearance period to June 30, 2016. The remaining balance of \$1,266,837 is payable over 48 months. At June 30, 2013, the outstanding balance under the amended forbearance agreement is \$1,124,568 and is included in the accounts payable and accrued expenses in the Statement of Financial Position.

Minimum future payments under the forbearance agreement are as follows:

Year ending June 30, 2014	\$ 406,423
2015	406,423
2016	<u>311,722</u>
	<u>\$ 1,124,568</u>

NOTE 13 - DONATED SERVICES

Donated services are recognized as contributions in accordance with FASB ASC 605, "Accounts for Contributions Received and Contributions Made," if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School.

Individuals have provided accounting services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and is recorded at fair value. For the years ended June 30, 2013 and 2012, the value of such donated services amounted to \$51,510 and \$-0-, respectively.

NOTE 14 - PRIOR PERIOD ADJUSTMENT

During the year ended June 30, 2012, the New York State Department of Education performed a field audit and determined that certain grant expenditures from 2009 were disallowed due to lack of supporting documentation. During the School year ended June 30, 2013, the School provided a response with backup documentation for most expenditures. Accordingly, an adjustment of \$500,000 was made to net assets as of June 30, 2012. (See Note 15)

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 15 - EXTINGUISHMENT OF DEBT

In September 2013, the School paid \$353,963 to the New York State Education Department which constituted the full amount due for 2009-2010 undocumented federal grant expenditures. The \$146,037 is included in extinguishment of debt on the Statements of Activities for the year ended June 30, 2013.

At June 30, 2012, the school had an outstanding debt of \$528,000 due to ISS Facility Services Inc. ("ISS"). In 2013, the school paid ISS \$155,000 under a settlement agreement which paid this debt in full. The \$373,000 is included in extinguishment of debt on the Statements of Activities for the year ended June 30, 2013.

NOTE 16 - SUBSEQUENT EVENT

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 28, 2013, the date the financial statements were available to be issued.

With regard to the NFF loan, the parties have decided in principle on terms for the purposes of entering into a new forbearance agreement with regard to the NFF loan. The terms that have been agreed to in principle extend the payment of the loan over approximately 10 months. The terms do not pledge per pupil funds as security. The agreement is being drafted by NFF for the parties to review.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

We have audited the financial statements of The Williamsburg Charter High School as of and for the year then ended, and have issued our report thereon dated October 28, 2013, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


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

New York, New York
October 28, 2013

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-for-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2013					2012
	Program Services			Management and General		
	Regular Education	Special Education	Total	Total		
Salaries	\$ 5,772,040	\$ 596,905	\$ 6,368,945	\$ 282,628	\$ 6,651,573	\$ 7,632,863
Payroll taxes and employee benefits	995,479	102,656	1,098,135	48,607	1,146,742	1,208,210
Network management fee	-	-	-	-	-	852,186
Equipment	2,391	362	2,753	83	2,836	14,901
Accounting and audit fees	-	-	-	44,128	44,128	49,372
Legal	-	-	-	110,754	110,754	413,488
Interest expense	-	-	-	97,194	97,194	137,851
Loan fees	-	-	-	8,840	8,840	22,555
Consultants	144,274	97,725	241,999	77,436	319,435	423,506
Contracted services	2,720	480	3,200	566	3,766	1,891
Donated professional services	23,265	15,759	39,024	12,486	51,510	-
Student stipends	-	-	-	-	-	-
Supplies and materials	154,710	25,534	180,244	20,030	200,274	272,705
Travel and conference	7,708	1,127	8,835	-	8,835	8,352
Staff development	7,299	1,157	8,456	643	9,099	19,734
Insurance	174,875	28,864	203,739	22,638	226,377	166,318
Printing	877	132	1,009	26	1,035	6,388
Telephone	21,404	3,318	24,722	1,301	26,023	17,224
Membership and subscriptions	-	-	-	170	170	3,630
School events and expenses	76,412	11,166	87,578	-	87,578	88,237
Marketing and recruiting	4,319	819	5,138	1,285	6,423	-
Occupancy	2,699,522	476,387	3,175,909	560,454	3,736,363	3,712,960
Utilities	228,029	34,105	262,134	5,348	267,482	317,077
Repairs and maintenance	-	-	-	158,008	158,008	197,976
Real estate taxes	-	-	-	-	-	884
Licenses and permits	-	-	-	47,030	47,030	20,215
Fire safety and alarm	-	-	-	15,375	15,375	5,462
Postage and copying	9,612	1,438	11,050	226	11,276	18,446
Copier leasing	24,138	4,259	28,397	5,011	33,408	47,760
Depreciation and amortization	321,694	53,095	374,789	41,683	416,472	447,550
Miscellaneous	7,827	1,484	9,311	2,745	12,056	9,935
Total	\$ 10,678,595	\$ 1,456,772	\$ 12,135,367	\$ 1,564,695	\$ 13,700,062	\$ 16,117,676

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

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

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Williamsburg Charter High School (the "School"), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2013.

Internal Control Over Financial Reporting

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

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

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

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

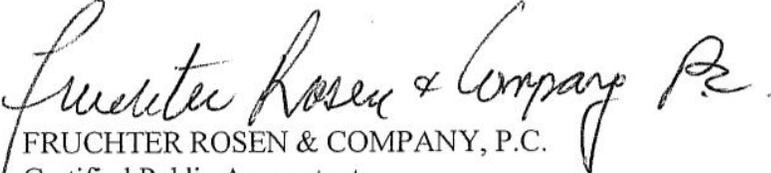
Compliance and Other Matters

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

We noted certain matter that was reported to the management of the School in a separate letter dated October 28, 2013.

Purpose of this Report

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


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

New York, New York
October 28, 2013

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

Report on Compliance for Each Major Federal Program

We have audited The Williamsburg Charter High School's (the "School") compliance with the types of compliance requirements described in the OMB Circular A-133 Compliance Supplement that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2013. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

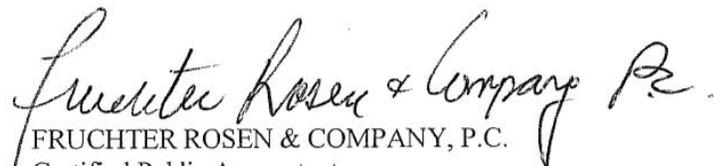
Report on Internal Control over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.


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

New York, New York
October 28, 2013

THE WILLIAMSBURG CHARTER HIGH SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

A - SUMMARY OF AUDITORS' RESULTS

1. The auditors' report expresses an unmodified opinion on the financial statements of The Williamsburg Charter High School.
2. No significant deficiencies and no material weaknesses were discovered during the audit of the financial statements.
3. No instances of noncompliance material to the financial statements of The Williamsburg Charter High School, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. No significant deficiencies and no material weaknesses relating to the audit of the major federal award program are reported in accordance with OMB Circular A-133.
5. The auditors' report on compliance for the major federal award programs for The Williamsburg Charter High School expresses an unqualified opinion on all major federal programs.
6. Audit findings relative to the major federal award programs for The Williamsburg Charter High School are reported in this schedule.
7. The programs tested as major programs included:
 - Title I Part A, CFDA No. 84.010
 - Title II Part A, CFDA No. 84.318
8. The threshold used for distinguishing between Type A and B programs was \$300,000.
9. The Williamsburg Charter High School did not qualify as a low-risk auditee.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

B - FINDINGS - FINANCIAL STATEMENTS AUDIT

PRIOR YEAR FINDINGS

Significant deficiency

2012-01 Revenue Recognition Related to Government Grants and Contracts

Criteria

Revenue from federal cost reimbursement grants must be recognized when costs are incurred and adequately documented. State and local per-pupil revenue must be recognized evenly throughout the fiscal year.

Condition

The School recognized federal cost reimbursement grants and contracts, passed through New York State Department of Education, and State and local per pupil operating revenue, on a cash basis.

Cause and Effect

Ineffective monitoring of grants and contracts resulted in misstatement of revenue on interim financial statements. Journal entries were made to the trial balance initially provided for our audit.

Recommendation

The basis for revenue recognition under cost reimbursement grants or contracts depends on the expenses identified and allocated to specific grants when incurred. We recommend that the School review, on a monthly basis, expenses allocated to specific grants along with the corresponding revenue, grants receivable, and refundable advances accounts for accuracy. In addition, the School should recognize revenue from per-pupil funding on a monthly basis.

Corrective Action Taken

During our 2013 audit, we noted that the School recorded per-pupil revenue evenly throughout the year and recognized revenue based on expenses for federal cost reimbursement grants and contracts.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

B - FINDINGS - FINANCIAL STATEMENTS AUDIT (Continued)

Significant deficiency

2010-01 General Ledger Maintenance and Reporting System

Condition

At the commencement of our fieldwork, we noted that the books and records of the School were not ready for audit. We noted the following matters, which were indicative of a failure in the School's internal controls over financial accounting and reporting:

- Major general ledger account balances were not regularly analyzed and reconciled to the supporting source documents.
- Intercompany accounts with the School's management company, Believe High School Network Inc., were not reconciled.
- Accrued bonuses were not recorded as of year-end.

These errors could have been minimized had these accounts been analyzed adequately during and as of year-end before the commencement of the audit.

Government cost-reimbursement grants were not monitored during the year. These grants or contracts require the School to properly account for and monitor the grant/contract funds to ensure that such funds are spent according to their intended purpose and that similar expenditures are not being "double-claimed".

Recommendation

Accounts should be analyzed and reconciled with the general ledger on a monthly or quarterly basis. Periodic in-depth account analysis and reconciliations will help the School to detect and correct errors in the general ledger on a timely basis.

Current Year Status

During the 2013 audit, we noted that Management did not prepare certain schedules and general ledger account analysis on a timely basis during the fiscal year ended June 30, 2013. In a few instances the schedules were not prepared prior to the start of field work.

Certain areas that need improvement as evidenced by the following:

- Payroll reconciliation was not reconciled to the general ledger.
- Revenue reconciliation was not reconciled to the general ledger.
- Fixed assets schedule was not reconciled to the general ledger.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

B - FINDINGS - FINANCIAL STATEMENTS AUDIT (Continued)

Updated Management's Response

The transition from the Believe Network resulted in the first six-months of FY-13 expending almost all of our financial resources on the FY-12 annual audit examination. It took a considerable amount of time thereafter to begin to reconcile accounts and analyze transactions. In some instances, certain accounts took a considerable amount of financial resources. However, we were able to issue our quarterly financials to NFF thirty days after each quarter as required under the forbearance agreement. At present we re-structured the finance department with specific duties and responsibilities so all accounts are reconciled on a monthly basis and supported by detailed schedules.

C - FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD PROGRAMS AUDIT

Internal Control over Financial Reporting

2012-01 Revenue Recognition Related to Government Grants and Contracts

The significant deficiency of finding 2012-01 applies to the major federal award. The deficiency was corrected during the year ended June 30, 2013.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor Pass-through Grantor Program Name	Federal CFDA Number	Federal Expenditures
U.S. Department of Education: Passed through the New York State Education Department.		
Special Education - IDEA	84.027	\$ 155,441
Title I	84.010	402,234
Title IIA	84.318	38,002
Total Expenditures of Federal Awards		\$ 595,677

THE WILLIAMSBURG CHARTER HIGH SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2013

NOTE A - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of The Williamsburg Charter High School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements on OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

THE WILLIAMSBURG CHARTER HIGH SCHOOL

MANAGEMENT LETTER

JUNE 30, 2013

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

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

October 28, 2013

Board of Trustees of
The Williamsburg Charter High School
198 Varet Street
Brooklyn, NY 11206

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

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

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

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

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

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


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

New York, New York
October 28, 2013

THE WILLIAMSBURG CHARTER HIGH SCHOOL
MANAGEMENT LETTER
JUNE 30, 2013

CONTENTS

EXHIBIT I – CURRENT YEAR OBSERVATIONS

- | | |
|--|---|
| A. Updating the Financial Policies and Procedures Manual | 1 |
| B. Procurement of Goods and Services | 1 |

EXHIBIT II – CURRENT YEAR STATUS OF PRIOR YEAR PRIOR YEAR OBSERVATION

SIGNIFICANT DEFICIENCY

- | | |
|-------------------------------|---|
| A. General Ledger Maintenance | 2 |
|-------------------------------|---|

EXHIBIT III – CORRECTIVE ACTIONS TAKEN ON PRIOR YEAR OBSERVATIONS

SIGNIFICANT DEFICIENCY

- | | |
|---|---|
| A. Revenue Recognition Related to Government Grants and Contracts | 3 |
|---|---|

OTHER OBSERVATION

- | | |
|-----------------------|---|
| B. Insurance Coverage | 3 |
|-----------------------|---|

THE WILLIAMSBURG CHARTER HIGH SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CURRENT YEAR OBSERVATIONS

A. UPDATING THE FINANCIAL POLICIES AND PROECEDURES MANUAL

Observation

Although the School previously adopted and implemented a formal financial policies and procedures manual (the “manual”), we concluded that there is a number of procedures that should be updated in the manual in order to achieve a sufficient internal control structure. This will help improve the School’s ability to process, record, summarize, and report financial information.

Recommendation

Many daily procedures inevitably become known only to the individuals who perform them and the departure of any of these individuals could have a significant negative impact on the School’s operations. We recommend that consideration be given to updating the manual where in finance and accounting policies and procedures are clearly defined.

Management’s Response

The School agrees with recommendation. The updating of the present policies and procedures manual has been an on-going project throughout fiscal year 2013. The systematic approach has been to address individual policies as they are tested throughout the school year and to amend if necessary to meet issues and needs, specific to the School. The manual is in the final stages of the initial draft. The next step will be another review by the appropriate individuals within our organization. The final review will be performed by an outside accounting firm to determine if there should be any changes to improve our financial policies and procedures manual.

B. PROCUREMENT OF GOODS AND SERVICES

Observation

We noted two instances where there was no indication that written competitive bids were obtained for furnishings, equipment, and supplies to provide evidence that the School obtained the most advantageous offers. Written evidence of bidding is required by the School’s policies and procedure manual for purchases over \$1,000.

Recommendation

The School should document in writing all decisions that are not consistent with policy. If such situations are common, such as for sole source providers, consideration should be given to modifying the policy.

Management’s Response

The school did obtain competitive bids for equipment and supplies; however, there were instances where employees did not maintain proper record of bidding process during first half of school year 2012-2013. The school has now assigned a member of management to be the final approval for any department for goods and services purchased. Their responsibility includes reviewing all bids for items in excess of \$1,000.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
MANAGEMENT LETTER

EXHIBIT II – CURRENT YEAR STATUS OF PRIOR YEAR PRIOR YEAR OBSERVATION

In conjunction with performing the audit of the School's financial statements for the year ended June 30, 2013, we followed up on the status of implementation of an audit recommendation which was made during the year ended June 30, 2012.

A. GENERAL LEDGER MAINTENANCE

Observation

At the commencement of our fieldwork, we noted that the books and records of the School were not ready for audit. We noted the following matters, which were indicative of a failure in the School's internal controls over financial accounting and reporting:

- Major general ledger account balances were not regularly analyzed and reconciled to the supporting source documents.
- Intercompany accounts with the School's management company, Believe High School Network, and related Schools were not reconciled.

These errors could have been minimized had these accounts been analyzed adequately during and as of year-end before the commencement of the audit.

Recommendation

Accounts should be analyzed and reconciled with the general ledger on a monthly or quarterly basis. Periodic in-depth account analysis and reconciliations will help the School to detect and correct errors in the general ledger on a timely basis.

Current Year Status

During the 2013 audit, we noted that Management did not prepare certain schedules and general ledger account analysis on a timely basis during the fiscal year ended June 30, 2013. In a few instances the schedules were not prepared prior to the start of field work. Certain areas that need improvement as evidenced by the following:

- Payroll reconciliation was not reconciled to the general ledger.
- Revenue reconciliation was not reconciled to the general ledger.
- Fixed assets schedule was not reconciled to the general ledger.

Updated Management's Response

The transition from the Believe Network resulted in the first six-months of FY-13 expending almost all of our financial resources on the FY-12 annual audit examination. It took a considerable amount of time thereafter to begin to reconcile accounts and analyze transactions. In some instances, certain accounts took a considerable amount of financial resources. However, we were able to issue our quarterly financials to NFF thirty days after each quarter as required under the forbearance agreement. At present we re-structured the finance department with specific duties and responsibilities so all accounts are reconciled on a monthly basis and supported by detailed schedules.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
MANAGEMENT LETTER

EXHIBIT III – CORRECTIVE ACTIONS TAKEN ON PRIOR YEAR OBSERVATIONS

A. REVENUE RECOGNITION RELATED TO GOVERNMENT GRANTS AND CONTRACTS

Observation

The School recognized federal cost reimbursement grants and contracts, passed through New York State Department of Education, and State and local per-pupil operating revenue, on a cash basis. Ineffective monitoring of grants and contracts resulted in misstatement of revenue on interim financial statements. Journal entries were made to the trial balance initially provided for our audit.

Recommendation

The basis for revenue recognition under cost reimbursement grants or contracts depends on the expenses identified and allocated to specific grants when incurred. We recommend that the School review, on a monthly basis, expenses allocated to specific grants along with the corresponding revenue, grants receivable, and refundable advances accounts for accuracy. In addition, the School should recognize revenue from per-pupil funding on a monthly basis.

Corrective Action Taken

During our 2013 audit, we noted that the School recorded per-pupil revenue evenly throughout the year and recognized revenue based on expenses for federal cost reimbursement grants and contracts.

B. INSURANCE COVERAGE

Observation

We noted insurance coverage under business personal property is limited to \$2,700,000 for leasehold improvements, furniture, fixtures, and equipment. This coverage appears low based on replacement cost of property and equipment of approximately \$3,600,000 at June 30, 2012. Therefore, we believe the School is underinsured in regards to the above coverage.

Recommendation

We recommend an increase of coverage for business personal property to cover, at minimum, the cost maintained in you fixed asset register. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Corrective Action Taken

During our 2013 audit, we reviewed the School's insurance coverage. It was noted that the School increased its coverage of business personal property to \$4,000,000.

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 17, 2013

Updated Wednesday, July 31, 2013

Page 1

331400860865 WILLIAMSBURG CHS

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

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

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

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

Thank you.

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 31, 2013

Updated Thursday, August 01, 2013

Page 1

331400860865 WILLIAMSBURG CHS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Lourdes Rivera-Putz	Chair/President	Yes	Students with disabilities	First term: March 2004 to March 2005 Second term: March 2005 to March 2008 Third term: March 2008 to March 2011. Fourth term: March 2011 to March 2014	Executive, Committee on Trustees, Education
2	Samuel Rivera	Vice Chair/Vice President	Yes	Human resources, legal	First term: September 2012 to September 2015	Executive, Development and Fundraising
3	Akil Bello	Treasurer	Yes	Education, finance	First term: October 2011 to October 2014	Executive, Education, Accountability and Finance
4	Iyndia Bey	Treasurer	Yes	Finance	First term: February 2010 to February 2013 Second term: February 2013 to February 2016	Executive, Accountability and Finance
5	Jose Gonzalez-Colon	Secretary	Yes	Community partnerships, education	First term: September 2012 to September 2015	Executive, Education
6	Rob Shea	Member	Yes	Education, education technology, finance	First term: January 2013 to January 2016	Development and Fundraising, Accountability and Finance
7	Marcenia Johnson	Member	Yes	Parent engagement, community partnerships	First term: January 2008 to January 2011 Second term: January 2011 to January 2014	Committee on Trustees, Education
8	Seth Failla	Other	No	Staff Representative	First term: November 2012 to November 2013	Development and Fundraising, Education

9	Alma Iannotto	Parent Rep	No	Parent Representative	First term: September 2012 to September 2013	Committee on Trustees
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

5

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

1

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

11

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

13

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

12

Thank you.



Williamsburg

CHARTER HIGH SCHOOL

Enrollment and Retention Efforts

The Williamsburg Charter High School (“WCHS”) focuses on three approaches to attracting students with disabilities, English language learners, and students who are eligible for federal free and reduced priced lunch. These approaches include: strong relationships with middle schools, consistent communication with DOE enrollment centers and the New York City Charter School Center, and a presence in the local community. These efforts ensure that enrollment targets are met and that the School attracts a diverse range of students. To retain students, WCHS provides comprehensive grade level support systems, offers individualized academic, social, and emotional guidance for students, and provides extraordinary support for students with special needs or those at-risk of falling behind or dropping out.

2012-2013 Retrospective

Recruitment Efforts

Before yearly outreach efforts began, the recruitment team, along with the principal and administration, convened for the purpose of updating recruitment materials, planning outreach efforts, and discussing methods to improve recruitment strategy. Pamphlets, posters, and other informational material were updated and recruitment personnel were briefed on changes in the School’s academic or extracurricular programs, its uniform and school policies, as well as any staffing or administrative changes. The School also trained several student volunteers who showed interest in representing WCHS’s student recruitment. These steps ensured that a singular message was delivered clearly, outlining the services WCHS offers whether students are in need of ELL instruction, IEP accommodation or if they are eligible for free or reduced price lunch.

1. Middle School Contacts

Throughout the 2012-2013 school year, WCHS maintained contact with middle schools through phone, email, and in-person visits. Beginning in the fall, recruitment personnel organized school visits in collaboration with eighth grade guidance counselors to expose parents to the many options for high school and the application process. Taking advantage of these seminars, meetings, and school fairs, WCHS’s representatives spoke with guidance counselors, parent coordinators, principals, and, most importantly, parents to ensure that WCHS was seen as a viable option for eighth grade students and their families. These efforts focused on painting a clear picture of the School’s academic program, extracurricular opportunities, and its support services for special education students, ELL students and those eligible for free or reduced price lunch. This contact and the subsequent relationships were maintained all year with the recruitment team ensuring that communication with middle schools happens on a regular basis.

2. NYC DOE & Non-Profit Contacts

Over the course of the last school year, recruitment efforts also utilized the existing communication infrastructure established by NYCDOE Borough Enrollment Centers and Committee for Special Education (“CSE”), the New York Charter Center, and the NYC Special Education Collaborative. By maintaining open lines of communication and personal contact, WCHS took advantage of the efforts of these institutions to communicate high school choices to parents and the diverse range of services offered by each school. Regularly, recruitment personnel disseminated informational material to enrollment office directors and Charter Center contacts to ensure that WCHS’s name and education program was visible to interested students and parents. Particular attention has been paid to the NYCDOE’s Livingston Street enrollment office as they specialize in accommodating students and families of students with special education needs. Similarly, WCHS’s close relationship with the CSE and Special Education Collaborative created the opportunity for parents with specific special education concerns to learn about the School and even receive recommendations to attend WCHS. WCHS is proud of its comprehensive special education program that is flexible and accommodating to students with a diverse range of needs; WCHS makes it a priority to communicate this to parents and families through its outreach efforts.

Likewise, borough and citywide enrollment fairs and New York City Charter School Center informational fairs have been a staple of WCHS’s student recruitment strategy. These events are consistently staffed with trained student ambassadors, teacher volunteers, school staff and administrators, and recruitment personnel. The idea behind this approach is to give interested students and parents the opportunity to hear about WCHS from a diverse range of perspectives. It is also important to WCHS that potential members of the School community learn as much as they can about the programs and services being offered so that they can make an informed decision based on the interests, needs and aspirations of incoming students.

3. Community Contact & Outreach

WCHS has also used its presence in the community as a means to attract a diverse range of students. First, two members of the School’s Board of Trustees have a strong community presence. One trustee is a Pastor of a local congregation and another is the president of a non-profit organization designed to advocate for children and families of children with disabilities. Both Board members, given their professions and status in the community, are invaluable to the yearly recruitment efforts targeting underserved families, students with disabilities, English language learners and families who are surviving with minimal income.

Over the last year, WCHS has put effort into establishing a positive reputation in the community. For example, the School maintains a presence in the community by offering its facility for public use. Over the last year, the School held a food drive and cooked meals for Victims of Superstorm Sandy in collaboration with several local charter schools. WCHS also hosted a local middle school for its annual fifth grade prom.

In addition, WCHS began to foster relationships with local businesses to fundraise for the School as well as to create possible internships and educational partnerships for students. By these efforts, WCHS hopes to create a reputation in the neighborhood that it is a welcoming environment that is committed to being a resource for the community, an asset to the neighborhood, and most of all, a safe and supportive educational institution for high school students.

Last, WCHS has maintained a presence in the local community through advertisements in local English and Spanish newspapers, as well as through the distribution of pamphlets at local community centers, places of worship, and local New York City Housing Authority complexes. Along these lines, WCHS is well-aware that our best form of advertisement is from our students themselves – students, parents and

families are a consistent source of support for the School's recruitment efforts. Many of the incoming students represent that they were told about the School by a family member or a close friend; and, in many cases, the students who advocate loudest for us are students with special learning needs.

4. Results

The above efforts have helped to serve the School's goal of attracting an ethnically and economically diverse range of students, both those who are in need of additional support and those who are learning at grade level. In the 2012-2013 school year, 83.9 percent of students received Federal Free or Reduces Prince lunch, 16.2 percent had Individualized Education Plans, and 4.2 percent were English Language Learners.

Student Retention

Retention of students with disabilities, ELL students and those eligible for free or reduced price lunch is ensured by the School's comprehensive support structure, which provides remedial support for off-track or struggling students, and provides additional rigor for high achieving students. Grade teams, the special education department, guidance counselors, advisors, and administrators ensure that students have access to the resources and the teachers and support staff they need to succeed at WCHS. Together, the efforts of staff members ensure that students remain enrolled in WCHS until they graduate.

1. Grade Teams

Grade Teams place a Grade Director, Academic Guidance Counselor, Social Worker, and Student Life officer in a position to manage the progress of each student in their grade. Working collaboratively, Grade Teams ensure that students with a widely varying degree of needs are supported. For example, Grade Team personnel collaborate on creating remedial action plans for under credited students who are enrolled in WCHS. These students, including those in need of special education services, ELL instruction and free or reduced price lunch, are supported in their efforts to either get back on track, graduate early, or earn honors, advanced or advanced honors Regents diplomas.

2. Special Education & Additional Academic Support

The special education department is a major factor in student retention as it ensures that students who are in need of additional support are accommodated, supported, and given the opportunity to excel. The special education department works with students and the Committee for Special Education ("CSE") to conduct initial testing, annual IEP reviews, and triennial reviews of students' IEP designations. WCHS offers SETTS classes, Integrated Co-Teaching classes, Self Contained classes and speech classes to students in need of special education services. With these measures in place, special education students are assigned appropriate course schedules to accommodate their IEPs, while also being provided a challenging academic experience. WCHS's efforts have produced remarkable results as indicated by graduation data from the 2012-2013 school year, which reflects that 41.5% of students with disabilities graduated in June with a Regents diploma. Notably, several of our students with special needs were recipients of graduation awards and gave graduation speeches.

To support students in need of ELL instruction, WCHS staffs a certified English as a Second Language ("ESL") teacher and also offers the services of a certified Speech Pathologist.

3. Guidance Counselors

College and Academic Guidance Counselors as well as Social Workers provide an environment in which students can openly discuss their plans after graduation, concerns with their schedules or course load, or voice personal grievances. In fact, WCHS has a separate floor of its building dedicated to guidance counselors and social workers. By keeping a close eye on students who are at risk of falling behind, by ensuring that high achieving students are challenged, and by developing trusting relationships with the entire student body, in which open communication is always an option for students with concerns or questions, the guidance staff is invaluable to the School's efforts to retain students.

4. Advisory

In order to create additional support system for students and to create a bridge between the home and the School, students are placed in twelve to fifteen member advisory groups. Advisors stay with students until they graduate from WCHS, whenever possible. Advisors are also advocates for the student within the School. For example, if a student is struggling in a class, or is overwhelmed by their workload, advisors will help communicate that student's concerns to the family, and work with the Academic Guidance staff and the student's classroom teachers to formulate a solution to the problem. Advisors embody WCHS's commitment to supporting its students and helping them to achieve their goals - another example of the School's efforts to create a safe and supportive environment for students, thereby promoting yearly student retention.

2013-2014 Forward Looking

While student recruitment procedures and retention strategies will continue to evolve and improve on a yearly basis, WCHS is confident and proud of its efforts to attract and maintain a diverse range of students from the five boroughs of New York City. For the upcoming 2013-2014 school year, WCHS plans to replicate the efforts and actions taken during the 2012-2013 school year discussed above to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

In considering a leadership transition, the Board of Trustees chose the former head of the Special Education department, Ms. Kathleen Gaffney, to be the new school leader of WCHS for the 2013-2014 school year. One of the factors motivating the Board's decision was that she is uniquely suited to bolster the School's efforts towards providing for students in need of additional support. In addition, WCHS has hired two additional positions for the 2013-2014 school year – an Academic Intervention Specialist and a Reading Specialist who will provide support and help retain students with disabilities and English Language Learners. With her staff, Ms. Gaffney has been analyzing specific issues that may undermine achievement of students who have disabilities or who come from economically-disadvantaged backgrounds or from non-English speaking homes. To tackle some of the issues that these populations of students face - such as poor attendance – the principal has tasked the social workers to collaborate with the Student Life office to study trends relating to academic issues that may stem from home life and to identify means of support on an individual basis to retain students and help them to succeed both academically and emotionally.

WCHS also has plans to develop its manner of communication with existing and potential families and the greater community. For example, WCHS intends to translate more of its material on its website into multiple languages and the Director of Community Outreach is presently developing the website to promote the School's philosophy and child-centered services that support children with disabilities, ELL students and students eligible for free and reduced lunch.

Additionally, WCHS will continue to make funds available to support students living in temporary housing through the use of its Title I allocation. Expected uses of this funding include the purchase of uniforms, school supplies, or supplemental books and counseling or intervention services when necessary. Through this avenue of support, WCHS will strive to ensure that all students, no matter what their unique circumstances demand, are able to attend WCHS and graduate fully-prepared to take advantage of post-secondary opportunities.

With these services in place, the School is proud to be able to retain, support and graduate students with additional needs throughout their high school experience.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/02aea37933e68ca9215fd730454e8f5>

Page 1

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

1. Trustee Name:

Akil Bello

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

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

No

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

No

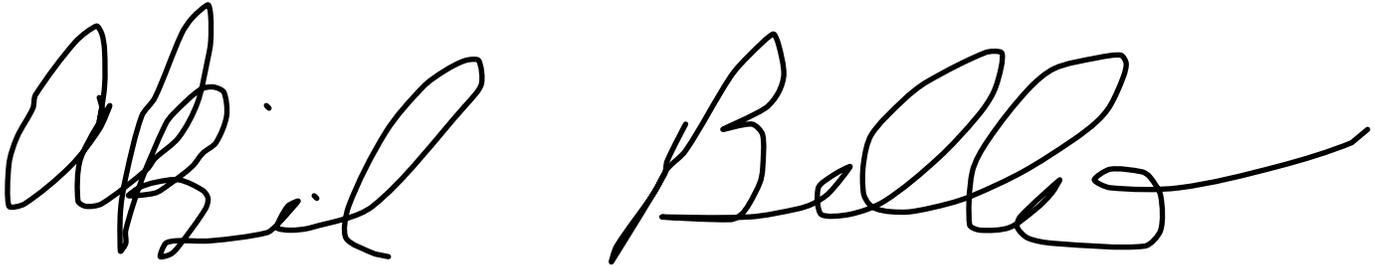
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "April Belle". The signature is written in a cursive, flowing style with large, connected letters.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/a3901dc656c9e4373819ef0cc0e48d8>

Page 1

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

1. Trustee Name:

Lyndia Bey

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: Street Address	N/A
4. *Your Home Address: City/State	N/A
4. *Your Home Address: Zip	██████

5. *Your Business Address

5. *Your Business Address Street Address	N/A
5. *Your Business Address City/State	N/A
5. *Your Business Address Zip	██████

6. *Daytime Phone Number:

000-000-0000

7. *E-mail Address:

██████████

8. Select all positions you held on Board:

(check all that apply)

- Treasurer

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

No

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

No

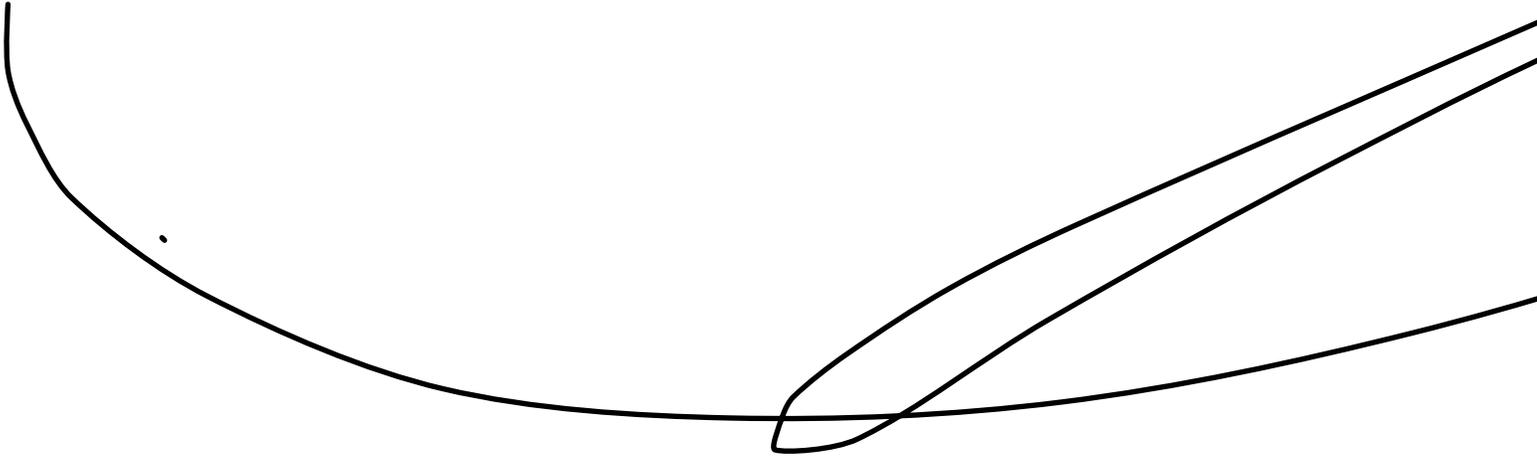
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A large, stylized handwritten signature in black ink, consisting of several sweeping, overlapping strokes that extend across the width of the page.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 26, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/f8684610207cd6cd57e43f4a01038ee>

Page 1

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

1. Trustee Name:

mr. seth failla

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Faculty/Staff Representative

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

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Department Leader Visual Arts
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Development and implantation of Visual Arts curriculum order and maintain departments supplies and materials, observe the teachers in my department using a rubric created by the school to properly evaluate their performance in order to help assists them in and out of the classroom, attend weekly Department Leader meetings, and Teach full time classes in Visual Arts.
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	67,980
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	08/15/06

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

No

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

Yes

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transaction	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	8/15/08 - 7/15/12	School Employee / Teacher	None, was not an employee when I became a board trustee (Faculty/Staff Representative), left the school 3 months prior to me taking the position	Mrs. Devri Failla / Wife
2				
3				
4				
5				

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

No

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, August 02, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/fada7f99f4b285252dbe9eac7606430>

Page 1

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

1. Trustee Name:

Jose Gonzalez-Colon

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, reading "Jose Gonzales Colon". The signature is written in a cursive style with a large initial "J" and "C".

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 23, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/ba8aa6762af2f1a9907962116294e9a>

Page 1

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

1. Trustee Name:

Alma Iannotto

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

N/A

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

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

No

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

No

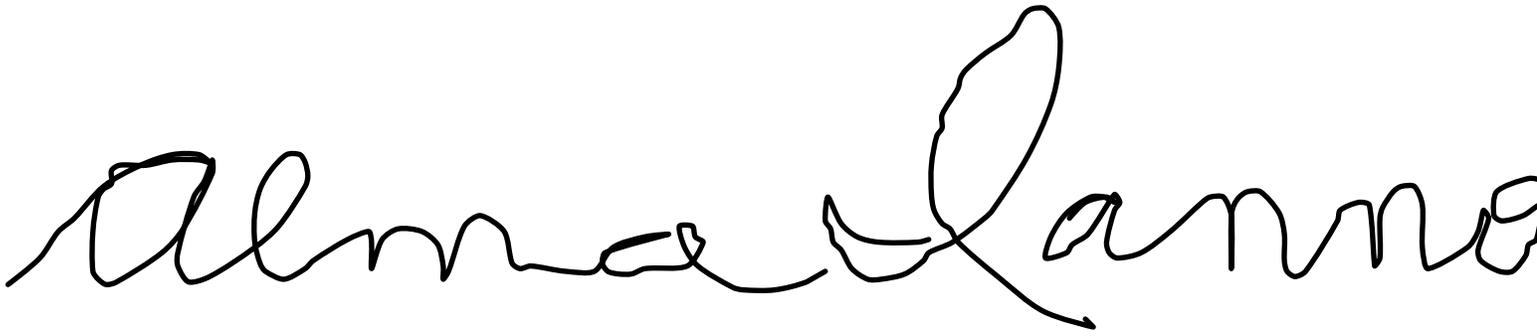
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Alma Lanne". The signature is written in a cursive style with a large, prominent loop for the letter 'L'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 25, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c9603d23c018f25da531ec5f2daaf24>

Page 1

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

1. Trustee Name:

Marcenia Johnson

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

-
- Parent Representative

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

No

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

No

Page 2

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

No

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

No

Signature of Trustee

•

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/4a5da9c451fb28e6baba2b3f66ac717>

Page 1

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

1. Trustee Name:

Samuel M Rivera

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

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

No

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

No

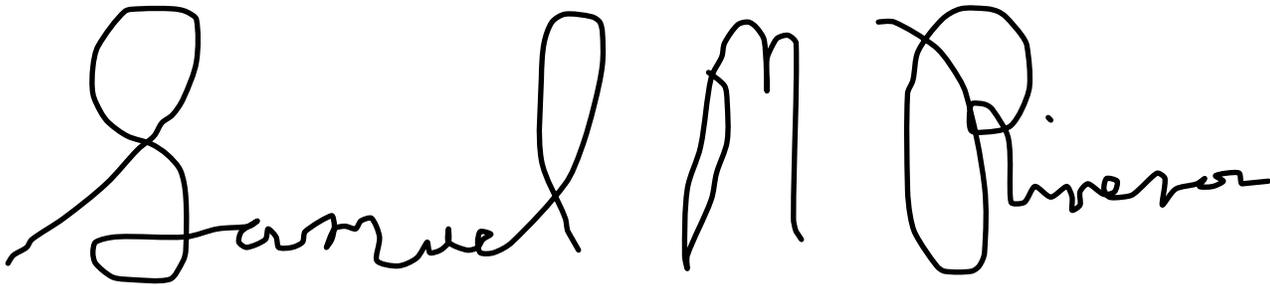
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Samuel M. Rivera". The signature is written in a cursive style with large, looped letters.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 17, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/9a1f28d9d5557215a89db849e48c64>

Page 1

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

1. Trustee Name:

Lourdes Rivera-Putz

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

-
- Vice Chair/Vice President

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Linda Rivera". The signature is written in a cursive style with a horizontal line striking through the middle of the letters.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 17, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/eae41c886726be3d6a97f7a8d86ba8b>

Page 1

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

1. Trustee Name:

Robert Shea

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Trustee

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

No

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

No

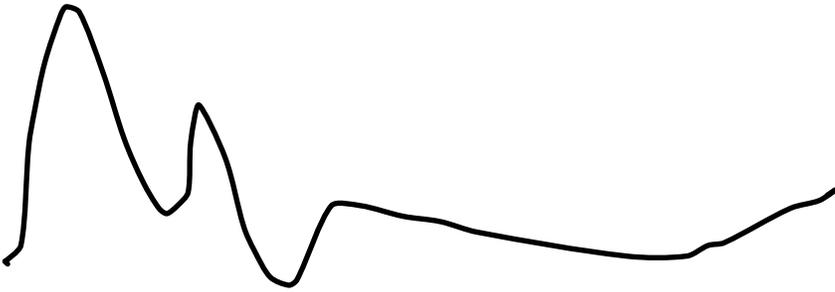
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of connected, fluid strokes. It starts with a small hook on the left, rises to a high peak, descends to a small valley, rises to a second, lower peak, descends to a deeper valley, rises to a broad, low plateau, and finally ends with a slight upward curve on the right.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/d5b5d03eb07889496ce44773dd6ed0>

Page 1

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

1. Trustee Name:

Eileen Shy

2. Charter School Name:

Williamsburg Charter High School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

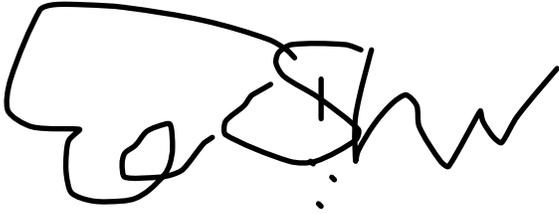
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long, wavy tail, written on a light gray background.