

# I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 24, 2013

Updated Tuesday, July 30, 2013

## Page 1

### 1. SCHOOL NAME

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

331400860885 WILLIAMSBURG COLLEGIATE CS

### 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
157 Wilson St. 4th Floor Brooklyn, NY 11211	718-302-4018	718-302-4641	rhall@collegiatecs.org; kruddy@uncommonhs.org

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

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

### 5. SCHOOL WEB ADDRESS (URL)

<http://williamsburgcollegiate.uncommonschoools.org/>

### 6. DATE OF INITIAL CHARTER

2005-03-01 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)

462

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

Check all that apply

- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

Yes/No	Name of CMO/EMO
Yes	Uncommon Schools, Inc.

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Brett Peiser	[REDACTED]	[REDACTED]	[REDACTED]	No
CFO (e.g., network CFO)	Carolyn Hack	[REDACTED]	[REDACTED]	[REDACTED]	No
Compliance Contact	Mike D'Auria	[REDACTED]	[REDACTED]	[REDACTED]	Yes
Complaint Contact	Mike D'Auria	[REDACTED]	[REDACTED]	[REDACTED]	Yes

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

## 12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CS D	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	157 Wilson St. Brooklyn, NY 11211	718-302-4018	CSD 14	5-8	Yes	DOE space
Site 2	1485 Pacific St. Brooklyn, NY 11216	718-638-1868	CSD 17	9-12	No	Rent/Lease
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	J.T. Leaird			
Operational Leader	Ryan Hall			
Compliance Contact	Ryan Hall			
Complaint Contact	Ryan Hall			

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Maya Roth Bisignano			
Operational Leader	Katie Ruddy			
Compliance Contact	Katie Ruddy			
Complaint Contact	Katie Ruddy			

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 stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

Two handwritten signatures in black ink. The signature on the left is a cursive-style name, possibly starting with 'K'. The signature on the right is also cursive, possibly starting with 'H'.

Signature, President of the Board of Trustees

Thank you.

# Signature Page for President of Board of Trustees

Created Tuesday, July 30, 2013

Updated Thursday, August 01, 2013

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## Page 1

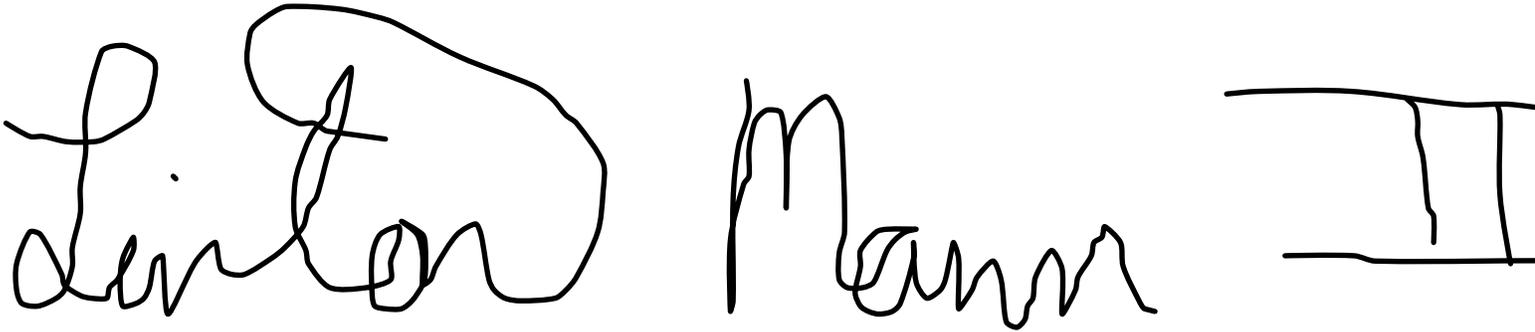
331400860885 WILLIAMSBURG COLLEGIATE CS

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

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- Yes
- 

Signature, Board President

The image shows three handwritten signatures in black ink. The first signature on the left is highly stylized and appears to be 'Dinton'. The middle signature is 'Mann'. The signature on the right is a simple, blocky 'II'.

Thank you.

# Appendix A: Progress Toward Goals

Created Wednesday, October 30, 2013

Updated Friday, November 01, 2013

## Page 1

Charter School Name: 331400860885 WILLIAMSBURG COLLEGIATE CS

### 1. NEW YORK STATE REPORT CARD

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

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

(No response)

### 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
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#### 2a1. Do have more academic goals to add?

(No response)

#### 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
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#### 2a2. Do have more academic goals to add?

(No response)

#### 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
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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	Student proficiency in English Language Arts, Math, Social Studies, and Science in grades 5-8	<p>New York State Assessments in Grades 5-8 in English Language Arts, Mathematics, Science &amp; Technology, and Social Studies when offered, and in years when not offered another appropriate assessment tool (internally developed or selected)</p> <p>Beginning with a baseline percentage for the same cohort of students, an increasing percentage of middle school students will make clear and continuous progress toward meeting or exceeding the New York State Standards in English Language Arts, Mathematics, Science &amp; Technology, and Social Studies</p>	<p>The 2012-13 school year marked a significant change in the NY State exams, as we officially made the shift to Common Core aligned assessments. WCCS adjusted our curriculum and instruction accordingly to help prepare students for the more rigorous standards. Year-to-year comparisons don't really make sense because the tests have changed so much, and so we are viewing this as a "new baseline" from which we plan to grow each year moving forward. Across the city, scores on the ELA and Math exams dropped significantly, and we were pleased to see that our scores dropped less than most of our peer schools. For science and history, Williamsburg Collegiate gave Interim Assessments during the 2012-14 school year. Assessments were internally aligned and formatted to reflect the learning standards in each subject, covering both skills and concepts in each subject. Assessments covered a combination of new skills and concepts, as well as retesting topics from previous assessments. Williamsburg Collegiate obtained valuable data on curriculum design, class structure and student achievement.</p>	<p>As mentioned in the previous column, this goal cannot really be measured this year because looking at year-to-year proficiency levels for the same cohort of students would be misleading since the assessments changed drastically this year. We are excited to have our performance from the 12-13 school year provide a new baseline from which we can grow. We will take what we learned last year to continue to push our classrooms to be more rigorous and Common-Core aligned, so that our scores for all students will continue to rise each year.</p>
Org Goal 2	Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 7-8 will exceed the performance of students in	<p>New York State Assessments in Grades 7-8 in English Language Arts, Mathematics, Science &amp; Technology, and Social Studies when offered, and in</p>	<p>The statistics below demonstrates that WCCS 7th and 8th graders continue to outperform their peers in District 14 and across New York City on NYS ELA and</p>	

	other public schools	years when not offered, another appropriate assessment tool (internally developed or selected). For students who have been enrolled at WCCS for two years, the average cohort score of WCCS students will be higher than the average scores of public schools in a) its host district and b) New York City, on the New York State Assessments when offered, and when not offered another appropriate assessment tool for that grade and subject (i.e., New York City Assessments, newly developed assessments resulting from No Child Left Behind, other norm- or criterion-referenced assessment, etc.)	Math Exams. Passing Rates for the 2012-13 NYS Assessments: 7th grade ELA: WCCS = 40% New York State = 31% District 14 = 19% 8th Grade ELA: WCCS = 38% NYS: 34% District 14 = 20% 7th Grade Math: WCCS = 69% NYS = 28% District 14 = 18% 8th Grade Math: WCCS = 82% NYS = 28% District 14 = 21%
Org Goal 3	Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 9-12 will exceed the performance of students in other public schools	New York State Regents Exams in Grades 9-12: Comprehensive English Language Arts Exam, a Regents Mathematics Exam, a Regents Science Exam, the Regents United States History & Government Exam, and the Regents Global Studies Exam The percentage of WCCS students who pass the Regents exams by 11th grade will be higher than the passing percentages of students in a) its host district and b) New York City.	Comprehensive English Language Arts Exam District 17 = average for Cohort 2007 (the last year for which data is publicly available) was 71% passing for English WCCS = 80% a Regents Mathematics Exam District 17 = District 17 = average for Cohort 2007 (the last year for which data is publicly available) was 73% for Mathematics. WCCS = 85% Regents Science Exam WCCS = 83% Regents United States History WCCS = 91% Regents Global Studies Exam WCCS = 86%
Org Goal 4	Students' academic performance relative to other New York City charter schools	New York State Assessments in Grades 5-8 in English Language Arts and Mathematics Beginning in 2006-07, WCCS will be among the top 5 charter schools in New York City in terms of the percentage of middle school	Of the 50 charter schools in NYC who took the 8th grade Math exam, WCCS ranked 1st with a passing rate of 82%. Of the 50 charter schools in NYC who took the 8th grade ELA exam, WCCS ranked 7th with a passing

		students achieving Levels 3 and 4 on the New York State English Language Arts and Mathematics Tests	rate of 38%. Most of the schools ranked above us start with students in elementary school, meaning that they have more time to get students up to (or above) grade level. But after just 4 years, we have our students achieving at levels higher than 86% of all charter schools in the city.
Org Goal 5	Universal college acceptance	100% of WCCS seniors will be accepted into at least one four-year college College acceptance rates (first graduating class will be in 2012-13)	12-13 was the first year WCCS had students graduate from high school. 100% of our seniors were accepted to and are now attending college. Every single one of our students was accepted to three or more four-year colleges.

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

(No response)

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	High rate of student attendance/infrequent absences	High rate of student attendance/infrequent student absences	In the 2012-13 school year Williamsburg Collegiate Charter School students had a 97% attendance rate. Williamsburg Collegiate Charter School continues to exceed its 95% student attendance goal.	
Org Goal 7	Strong student retention	Student retention rates WCCS will retain 95% of non-graduating students each year.	At Williamsburg Collegiate Charter School, a natural inflection point occurs for students between the 8th and 9th grades, as they are transitioning between middle school and high school, and also because they are moving from a school facility that is located in South Williamsburg to one that is located in Crown Heights. As a result, Goal #7 is evaluated in two separate pieces. The first piece evaluates student retention for 5th, 6th, and 7th grade students who will be returning to WCCS middle school campus. The second piece evaluates student retention for 9th, 10th, and 11th	

grade students who will be returning to WCCS high school campus.

Williamsburg Collegiate Charter School finished the 2012-13 school year with 242 students in the 5th, 6th, and 7th grades. Of these 242 students who finished the 2012-13 school year, 232 (96%) began the 2013-14 school year with Williamsburg Collegiate Charter School (in the 5th, 6th, 7th, and 8th grades), exceeding the school's annual retention rate goal of 95%.

Williamsburg Collegiate Charter School finished the 2012-13 school year with 151 students in the 9th, 10th, 11th, and 12th grades. Of the 123 9-11th grade students who finished the 2012-13 school year, 113 (92%) began the 2013-14 school year with Williamsburg Collegiate Charter School (in the 9th, 10th, 11th grades), not exceeding the school's annual retention rate goal of 95%. Overall Williamsburg Collegiate Charter School had a student retention rate of 95%

Org Goal 8	High rate of teacher attendance/inrequent teacher absences	Teacher attendance rates Teacher attendance rate for the year will be 97% or higher	In the 2012-13 school year, Williamsburg Collegiate Charter School teachers had a 97% attendance rate. Each Williamsburg Collegiate teacher missed, on average, only 2.3 days of school. For the 2012-13 school year Williamsburg Collegiate Charter School teachers met its annual goal of 97%.
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Org Goal 9	Strong teacher retention	Teacher retention rates As close to 0%, and no more than 10%, of teachers will choose to leave WCCS each year	At the end of the 2012-13 year, Williamsburg Collegiate Charter School offered renewed contracts to 48 staff teachers. Of the 48 offered, 39 teachers or 81% chose to continue working with Williamsburg Collegiate. Of the 10 teachers who left WCCS, 8 moved, 1 left to care for her newborn child, and one teacher transitioned into education policy work.	Throughout the 2012-13 school year, WCCS maintained several systems to continue to ensure high levels of teacher retention in years to come. These systems include: <ul style="list-style-type: none"> <li>• a Founding Teacher document for prospective staff members that clearly outlines the expectations for all staff joining Williamsburg Collegiate;</li> <li>• annual, detailed staff satisfaction surveys;</li> <li>• weekly check-in meetings</li> </ul>
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			with the Principal and/or Dean of Curriculum; <ul style="list-style-type: none"> <li>• weekly informal surveys that provide a forum for staff members to raise concerns; and</li> <li>• additional administrative staff to provide consistent support and guidance to teachers.</li> </ul>
Org Goal 10	Strong family interest in enrolling at the school	Strong family interest in enrolling at the school	We received 594 new applications in the spring of 2013 for our 85 5th grade spots, greatly exceeding our goal and showing a large amount of family interest.
Org Goal 11	High degree of family satisfaction with the school	Annual, end-of-year family survey At least 90% of families consider themselves satisfied or very satisfied with the school	In April 2013, Williamsburg Collegiate Charter School administered the Department of Education’s annual school survey to parents, students, and teachers as the school. The survey asked families to assess their satisfaction with several elements of the school’s program using the following scale: Very Satisfied, Satisfied, Somewhat Satisfied, Dissatisfied, or Does Not Apply. According to the survey, WCCS families provided an overwhelmingly positive response to the 2012-13 school year, exceeding the school’s goal of 90% of families being satisfied or very satisfied with the school. <ul style="list-style-type: none"> <li>• 99% of families were Very Satisfied or Satisfied with “the education my child has received this year”</li> <li>• 99% of families were Very Satisfied or Satisfied with “the overall quality of my child’s teachers this year”</li> <li>• 99% of families were Very Satisfied or Satisfied with “how well the school communicates with me”</li> </ul>

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
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Financial Goal 1	Strong fiscal stability	End of fiscal year, budget-to-actual comparison WCCS will meet its annual operating budget	<p>WCCS demonstrated sound fiscal management and coherent fiscal policies during the school year and ended the 2012-13 fiscal year with a positive fund balance as well as a positive cash balance; The school is particularly proud of its success because its fiscal goals were attained while providing:</p> <ul style="list-style-type: none"> <li>• a longer school year that begins in the middle of August and runs through the end of June;</li> <li>• a longer school day that runs from 7:45 AM to 4:30 PM;</li> <li>• an hour of various Enrichment activities for every student three days per week;</li> <li>• hour-long tutoring and electives from 4:30 PM to 5:30 PM for select students</li> <li>• double periods in English Language Arts and Math daily, as well as an hour each of Science and History; and</li> <li>• three-hour Saturday School for students in poor academic standing.</li> </ul> <p>Please also see the more detailed budget included in this report.</p>
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**SED Report Finance Worksheet  
2012-2013**

**Instructions: Please fill out yellow cells. Gray cells are formulas and calculate per pupil financial informat**

**Williamsburg Collegiate  
Charter School**

<b>Total Expenditures</b>	\$7,172,460
<b>General Admin Expenses</b>	\$1,929,644
<b>Total Total FTE</b>	462
<b>Elementary School FTE</b>	
<b>Middle School FTE</b>	311
<b>High School FTE</b>	151
<b>Total Expenditures per Pupil</b>	<b>\$15,525</b>
<b>General Admin Expenditures per Pupil</b>	<b>\$4,177</b>

**ion once the enrollment data is entered**

# Audited Financial Statement Checklist

Created Wednesday, October 30, 2013

Updated Friday, November 01, 2013

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## 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)	False	False	True
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 Ryan .

**WILLIAMSBURG COLLEGIATE CHARTER SCHOOL**

**ADVISORY COMMENT LETTER**

**JUNE 30, 2013**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants



October 16, 2013

To the Board of Trustees  
Williamsburg Collegiate Charter School

In planning and performing our audit of the financial statements of Williamsburg Collegiate Charter School (the “Charter 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 Charter School’s internal control over financial reporting (internal control) as a basis for designing our auditing procedures 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 entity’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter 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.

During the course of our audit of the financial statements of Williamsburg Collegiate Charter School, as of and for the year ended June 30, 2013 we observed the Charter School’s significant accounting policies and procedures and certain business, financial and administrative practices. As a result of our observations, we suggest you consider the following comment which we do not consider to be a significant deficiency or material weakness:

**Approval for Transfers of Funds to Uncommon Schools**

During our audit, we selected certain transfers made from the Charter School to Uncommon Schools, Inc. (USI) which primarily related to payment of management fees. We noted that in one instance, as of interim fieldwork the transfer authorization form was not signed by the Director of Operations; however, during year-end fieldwork, the form that was not signed as of interim had now been signed.

**Recommendation**

We recommend that the Charter School adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI, and ensure that they do so in a timely manner. Signing the transfer authorization forms subsequent to the transfer of funds does not provide the full benefit that is intended with this internal control function.

\* \* \* \* \*

We believe that the implementation of this recommendation will improve the controls in place and efficiency of the Charter School's internal control.

This communication is intended solely for the information and use of Management, Finance Committee Members and Board Members and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Shelby Stenson or Kate Welc.

Very truly yours,



MENGEL, METZGER, BARR & CO. LLP

**WILLIAMSBURG COLLEGIATE CHARTER SCHOOL**

**BROOKLYN, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**OTHER FINANCIAL INFORMATION**

**REPORT REQUIRED BY**  
**GOVERNMENT AUDITING STANDARDS**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2013**

**(With Comparative Totals for 2012)**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants

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# MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

## INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Williamsburg Collegiate Charter School

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

We have audited the accompanying financial statements of Williamsburg Collegiate Charter School, which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

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

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

### **Auditor's Responsibility**

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

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

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

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Williamsburg Collegiate Charter 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.

**Report on Summarized Comparative Information**

We have previously audited Williamsburg Collegiate Charter School's June 30, 2012 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 17, 2012. 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.

**Other Report Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2013 on our consideration of Williamsburg Collegiate Charter 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 Williamsburg Collegiate Charter School's internal control over financial reporting and compliance.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 16, 2013

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2013

(With Comparative Totals for 2012)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2013</u>	<u>2012</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,924,437	\$ 2,252,854
Certificates of deposit	1,110,430	435,985
Grants and other receivables	101,868	164,824
Prepaid expenses and other current assets	<u>8,462</u>	<u>17,017</u>
TOTAL CURRENT ASSETS	3,145,197	2,870,680
 <u>PROPERTY AND EQUIPMENT, net</u>	 <u>477,299</u>	 <u>520,953</u>
TOTAL ASSETS	<u>\$ 3,622,496</u>	<u>\$ 3,391,633</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 233,112	\$ 164,387
Due to related party	<u>255,089</u>	<u>293,482</u>
TOTAL CURRENT LIABILITIES	488,201	457,869
 <u>NET ASSETS, unrestricted</u>		
Designated for stability fund	1,285,000	1,285,000
Undesignated	<u>1,849,295</u>	<u>1,648,764</u>
	<u>3,134,295</u>	<u>2,933,764</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,622,496</u>	<u>\$ 3,391,633</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2013  
(With Comparative Totals for 2012)

	<u>Year ended June 30,</u>	
	<u>2013</u>	<u>2012</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 6,588,349	\$ 5,790,806
Government grants	308,511	367,691
Contributions	662,073	1,301,250
Other income	39,085	8,291
TOTAL OPERATING REVENUE AND SUPPORT	<u>7,598,018</u>	<u>7,468,038</u>
Expenses:		
Program services - education	6,754,982	6,553,895
General and administrative	642,505	664,837
TOTAL EXPENSES	<u>7,397,487</u>	<u>7,218,732</u>
CHANGE IN NET ASSETS	200,531	249,306
Unrestricted net assets at beginning of year	2,933,764	2,684,458
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 3,134,295</u>	<u>\$ 2,933,764</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2013  
(With Comparative Totals for 2012)

	Program services - education	General and administrative	Total	
			Year ended June 30,	
			2013	2012
Salaries	\$ 4,093,758	\$ 203,149	\$ 4,296,907	\$ 4,052,843
Payroll taxes and employee benefits	682,479	33,870	716,349	651,532
Occupancy	283,098	-	283,098	340,609
Repairs and maintenance	202,244	2,033	204,277	271,478
Textbooks	72,214	-	72,214	59,508
Instructional supplies and assessments	63,160	-	63,160	105,774
Computer and technology supplies	180,988	-	180,988	168,782
Student enrichment and services	262,331	-	262,331	290,597
Professional development	186,575	-	186,575	167,182
Professional services	-	18,187	18,187	17,746
Telephone	-	98,180	98,180	67,896
Insurance	-	83,799	83,799	82,453
Management fees	464,214	81,921	546,135	485,724
Office expense	53,426	98,745	152,171	196,023
Depreciation and amortization	196,382	5,286	201,668	230,922
Bad debt expense	14,113	-	14,113	19,879
Other	-	17,335	17,335	9,784
	<u>\$ 6,754,982</u>	<u>\$ 642,505</u>	<u>\$ 7,397,487</u>	<u>\$ 7,218,732</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2013  
(With Comparative Totals for 2012)

	<u>Year ended June 30,</u>	
	<u>2013</u>	<u>2012</u>
<b><u>CASH FLOWS - OPERATING ACTIVITIES</u></b>		
Change in net assets	\$ 200,531	\$ 249,306
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Bad debt expense	14,113	19,879
Depreciation and amortization	201,668	230,922
Changes in certain assets and liabilities affecting operations:		
Due to related party	(38,393)	271,416
Grants and other receivables	48,843	5,005
Prepaid expenses and other current assets	8,555	23,425
Accounts payable and accrued expenses	<u>68,725</u>	<u>(281,150)</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	504,042	518,803
<b><u>CASH FLOWS - INVESTING ACTIVITIES</u></b>		
Purchases of property and equipment	(158,014)	(122,304)
(Purchases of) proceeds from certificates of deposit	<u>(674,445)</u>	<u>396,982</u>
NET CASH (USED FOR) PROVIDED FROM INVESTING ACTIVITIES	<u>(832,459)</u>	<u>274,678</u>
NET (DECREASE) INCREASE IN CASH	(328,417)	793,481
Cash at beginning of year	<u>2,252,854</u>	<u>1,459,373</u>
CASH AT END OF YEAR	<u>\$ 1,924,437</u>	<u>\$ 2,252,854</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Williamsburg Collegiate Charter School (the Charter School), is an educational corporation that commenced operating as a charter school in the borough of Brooklyn, New York City in July 2005. On April 15, 2005, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years which was renewed for an additional five years effective March 25, 2010 and renewable upon expiration.

The Charter School's mission is to prepare each student for college.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

*Permanently restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2013 or 2012.

*Temporarily restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2013 or 2012.

*Unrestricted* – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School's operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributions

Contributions received are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, 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.

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Company has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Certificates of deposit

Certificates of deposit represent certificates of deposit with maturities of twelve months or less. The fair value of the certificates of deposit were determined based on the original cost basis. In the normal course of business, the interest bearing account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in certificates of deposit.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2013 or 2012.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to ten years.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2013, the Charter School is no longer subject to U.S. federal income tax examinations by tax authorities for the years ended prior to June 30, 2010. The tax returns for the years ended June 30, 2010 through June 30, 2013 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the board of trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

In-kind contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks totaling \$29,863 in the year ended June 30, 2013 and are included in other income in the accompanying statement of activities and changes in net assets for the year ended June 30, 2013.

Use of estimates in the preparation of financial statements

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. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2012

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2012, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 16, 2013, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. (“USI”), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI dated July 1, 2005, which was renewed for an additional five years on July 1, 2010, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expense for the school year, and a percentage of all other public entitlement funding receivable during the school year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 8% for 2012 through 2015 fiscal years. The fee incurred for the years ended June 30, 2013 and 2012 was approximately \$546,000 and \$486,000, respectively. At June 30, 2013 and 2012, approximately \$98,000 and \$34,000, respectively, are included in accounts payable relating to USI.

The Charter School is related to Kings Collegiate Charter School, Ocean Hill Collegiate Charter School, Brooklyn East Collegiate Charter School, Bedford Stuyvesant Collegiate Charter School and Brownsville Collegiate Charter School through common Board representation. As none of the schools have an economic interest in the net assets of any other school, the facts do not require consolidation of any of these schools with the Charter School in accordance with GAAP.

In December 2011, the Charter School entered into a memorandum of understanding with Kings Collegiate Charter School (“Kings”) and Excellence Boys Charter School to co-locate in a shared high school beginning in the 2011 – 2012 school year. Kings is the funding agent for the shared high school and expenses are allocated among applicable schools based on full time equivalent numbers. At June 30, 2013 and 2012, there were certain related party payables valued at approximately \$255,000 and \$293,000 respectively, due to Kings as a result of shared facilities.

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. At both June 30, 2013 and 2012, the board of trustees has designated \$1,285,000 as a stability fund to meet future needs of the Charter School. During the years ended June 30, 2013 and 2012, the Charter School paid a fee to the New York City Department of Education for additional after-school and weekend usage amounting to approximately \$5,500 and \$1,300, respectively.

The Charter School’s high school occupies space with a related charter school per a verbal agreement with a third party at no charge. At June 30, 2013 and 2012, the Charter School paid certain utility and maintenance services on a square footage basis amounting to approximately \$277,000 and \$339,000, respectively.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2013</u>	<u>2012</u>
Furniture and fixtures	\$ 286,708	\$ 247,071
Computer software	726,278	647,983
Leasehold improvements	<u>544,815</u>	<u>504,732</u>
	1,557,801	1,399,786
Less accumulated depreciation and amortization	<u>1,080,502</u>	<u>878,833</u>
	<u>\$ 477,299</u>	<u>\$ 520,953</u>

NOTE E: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through January 2017. Lease expense incurred for the years ended June 30, 2013 and 2012 approximated \$63,000 and \$62,000, respectively. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2014	\$ 54,070
2015	45,028
2016	25,069
2017	<u>3,856</u>
	<u>\$ 128,023</u>

NOTE F: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of \$3,500 or 3% of gross payroll. The Charter School's total contribution to the Plan for the years ended June 30, 2013 and 2012 approximated \$75,900 and \$62,700, respectively.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE G: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such 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 H: CONCENTRATIONS

At June 30, 2013 and 2012, 19% and 17% of accounts receivable are due from New York State, respectively. At June 30, 2013 and 2012, 49% and 59% of accounts receivable are due from a grantor, respectively. At June 30, 2012, 24% of accounts receivable are due from New York City.

During the years ended June 30, 2013 and 2012, 87% and 78% of total operating revenue and support came from per-pupil funding provided by New York State, respectively. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

**WILLIAMSBURG COLLEGIATE CHARTER SCHOOL**

**OTHER FINANCIAL INFORMATION**



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees  
Williamsburg Collegiate Charter School

We have audited the financial statements of Williamsburg Collegiate Charter School as of and for the year ended June 30, 2013, and we have issued our report thereon dated October 16, 2013, which contained an unmodified opinion on those financial statements. Our audit was prepared for the purpose of forming an opinion on the financial statements as a whole. The 2013 financial information hereinafter 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 for the year ended June 30, 2013, as a whole.

*Mengel, Metzger, Barr & Co. LLP*

Rochester, New York  
October 16, 2013

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

SCHEDULE OF MIDDLE SCHOOL AND HIGH SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2013

	<u>Middle School</u>	<u>High School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 4,499,482	\$ 2,088,867	\$ 6,588,349
Government grants	201,376	107,135	308,511
Contributions	-	662,073	662,073
Other income	<u>38,009</u>	<u>1,076</u>	<u>39,085</u>
TOTAL OPERATING REVENUE AND SUPPORT	4,738,867	2,859,151	7,598,018
Salaries	2,811,224	1,485,683	4,296,907
Payroll taxes and employee benefits	468,912	247,437	716,349
Occupancy	5,544	277,554	283,098
Repairs and maintenance	3,956	200,321	204,277
Textbooks	30,771	41,443	72,214
Instructional supplies and assessments	46,694	16,466	63,160
Computer and technology supplies	99,154	81,834	180,988
Student enrichment and services	211,838	50,493	262,331
Professional development	130,011	56,564	186,575
Professional services	10,894	7,293	18,187
Telephone	63,010	35,170	98,180
Insurance	38,223	45,576	83,799
Management fees	372,778	173,357	546,135
Office expense	116,400	35,771	152,171
Depreciation and amortization	126,816	74,852	201,668
Bad debt expense (recoveries)	31,140	(17,027)	14,113
Other	<u>10,792</u>	<u>6,543</u>	<u>17,335</u>
TOTAL EXPENSES	<u>4,578,157</u>	<u>2,819,330</u>	<u>7,397,487</u>
CHANGE IN NET ASSETS	<u>\$ 160,710</u>	<u>\$ 39,821</u>	<u>\$ 200,531</u>

**WILLIAMSBURG COLLEGIATE CHARTER SCHOOL**

**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**



## MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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

Board of Trustees  
Williamsburg Collegiate Charter School

We have audited 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, the financial statements of Williamsburg Collegiate Charter School, which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 16, 2013.

#### **Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Williamsburg Collegiate Charter 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 Williamsburg Collegiate Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Williamsburg Collegiate Charter School's internal control.

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

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

## **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Williamsburg Collegiate Charter 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 matters that we reported to management of Williamsburg Collegiate Charter School in a separate letter dated October 16, 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

## **Restricted Use**

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

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 16, 2013

# Appendix E: Disclosure of Financial Interest Form

Created Thursday, August 01, 2013

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## Page 1

331400860885 WILLIAMSBURG COLLEGIATE CS

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

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

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

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

Thank you.

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

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Tuesday, July 30, 2013

## Page 1

331400860885 WILLIAMSBURG COLLEGIATE CS

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	John Greenstein	Treasurer	Yes	Finance	Renewed for his 3rd term on June 2013, current term expires June 2016	Finance
2	Bob Howitt	Member	Yes	Finance	2 terms, current term expires June 2014	Executive
3	Eileen Shy	Member	Yes	Program/Organizat ion Management	2 terms, elected July 2009, renewed June 2012, current term expires June 2015	Accountability
4	Linton Mann III	Chair/Presiden t	Yes	Legal	2 terms, elected July 2009, renewed June 2012, current term expires June 2015	Executive, Accountability Joint High School
5	Julie Kennedy	Member	Yes	Program	1 year; elected June 2012; current term expires June 2015	Accountability, Joint High School Committee
6	Stuart Linde	Member	Yes	Finance	1 year elected Sept 2012, approved October 2012; current term expires Sep. 2015	Finance
7	St. Claire Gerald	Member	Yes	Parent Representative; Organization Management	1 year elected Sept 2012, approved October 2012; current term expires Sep. 2015	Executive
8	Ian Sacks	Member	Yes	Finance	Elected June 2013, pending authorizer approval	
9	Ekwutozia Nwabuzor	Member	Yes	Legal	Elected June 2013, pending authorizer approval	
10						
11						
12						
13						
14						
15						
16						
17						
18						

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19

20

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

4

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

2

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

13

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

5

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

5

Thank you.

## **Plan for Meeting Enrollment and Retention Targets**

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As a public school, Williamsburg Collegiate Charter School (WCCS) is open to children who are eligible under the laws of New York State for admission to a public school. The school follows all applicable state and federal laws in admitting students. WCCS does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful, in accordance with §2854(2) of the Education Law, the Americans With Disabilities Act, and to the extent permitted by Title IX of the Federal Civil Rights Act.

In accordance with the May 2010 amendments of the Education Law subdivision 2851(4), WCCS is committed to meeting and exceeding the enrollment targets prescribed by the SUNY Trustees for charter schools for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

WCCS is committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

### **I. *Outreach to Target Populations***

In accordance with the May 2010 amendments to the Charter Schools Act, WCCS aims to meet and exceed the enrollment targets prescribed by the SUNY Trustees for charter schools and through extensive outreach, the school will attract students who reflect the demographics of its CSD, including students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. In an effort to meet and exceed the SUNY enrollment targets, WCCS has revised its plan for meeting enrollment and retention targets. WCCS will be taking the measures below, among others, to recruit student applicants.

#### IIA. Overview of Recruitment Strategies

In alignment with our school's mission to serve all students from our surrounding communities, WCCS, in coordination with other schools within the Uncommon Schools New York City region, will go to great lengths to ensure that our student recruitment outreach efforts target students with disabilities, students who are English language learners and students who are eligible for free or reduced price lunches. WCCS and Uncommon Schools NYC will specifically target these high priority student groups, and will also continue to work to ensure that all NYC students have the information and access required to pursue an Uncommon education.

Specifically,

- All Uncommon Schools in New York City that will recruit new students will continue to work together on community outreach efforts. By combining our efforts and sharing information about all of our schools at one time, we will be able to reach far more students in New York City than if our schools

work independently. Ultimately, school leaders will be responsible for recruitment at their schools, but by collaborating, meeting regularly, dividing labor, and sharing best practices, we will be able to significantly increase the overall number of families that each school can reach.

- Our schools will continue to use a combined application that will allow a family to apply to multiple Uncommon Schools with just one application. This will make it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- One of our largest efforts to reach prospective students will continue to be through multiple mailings that we will send out throughout the student recruitment season. The New York City Department of Education provides lists of students by current grade and zip code to Vanguard Direct, Inc. Uncommon Schools will choose the zip codes near our schools that have the highest number of FRPL and ELL students and then will partner with Vanguard to send a mailing to those families. The final list will include close to 20,000 families of rising Kindergarten or 5th grade students. The mailing will include an application in English and Spanish as well as our color brochure.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It will also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It is also available through email subscription.

## IIB. Recruitment of Students with Disabilities

In order to meet enrollment targets for students with disabilities, WCCS will target its outreach to the families of students with disabilities by focusing on recruiting efforts at organizations serving students with disabilities and creating recruiting materials that more explicitly target students with disabilities.

Specifically,

- Uncommon Schools will continue to identify other Head Starts and daycares. While slightly farther away from our schools, each center will still receive a call from our admissions office to introduce Uncommon Schools NYC as well as to offer to have an Uncommon Schools NYC staff member visit the preschool in person to provide more information. These preschools will also receive a mailing that contains brochures, flyers and Kindergarten and 5th grade applications.
- Schools will continue to reach out to other schools in their Community School Districts, and talk about the supports we offer students. Schools will ask if they have any referrals for students that would benefit from our programmatic support.
- Schools will continue to build strong connections with their Committee on Special Education and we will also ensure they know we are an option for students, should they wish to recommend students to join us.

- Schools will reach out to related service agencies that they work with/have worked with in the past, and talk about the supports we offer students. We will ask if they have any clients they could recommend to apply.

To increase the likelihood that families of students with disabilities who receive recruiting materials will submit an application and to ensure that families of students with disabilities know that their students are eligible for our schools, we will continue to include language in all our recruiting materials to encourage families of students with disabilities to apply.

Specifically,

- We will ensure that all our outreach and application materials clearly state that all students, including those with disabilities, are eligible to apply. This language will appear on our enrollment websites, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that we will distribute to organizations and mail to 20,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions brochure will continue to explicitly mention our high quality intervention programs that our schools offer of tutoring and small group instruction.
- Our admissions office and school based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.
- We will create a one-page overview of Special Education Services at Uncommon Schools, providing families with information about our support services.

## IIC. Recruitment of English Language Learners

In order to meet enrollment targets for students who are English language learners, WCCS will continue to put a strong emphasis on recruiting students who are English language learners, and particularly, given the neighborhood in which our school is located, Spanish-speaking populations. WCCS will continue to target its outreach efforts at organizations serving students and families who are English language learners and will continue translating all its student recruitment materials.

Specifically,

- To plan our outreach efforts, we will continue to use Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.
- Using these maps, we will continue to create two community canvassing walks for each Uncommon School to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school

staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.

- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center's Common Application, which is available to families in six different languages.
  - We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non-English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
  - We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
  - A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.
  - We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications in Spanish. In addition, each school will continue to identify families of ELL students and families of non-ELL students where some Spanish is spoken at home who are interested in volunteering to support student admissions efforts. These families will meet with a school staff member to learn about a variety of ways that they can get the word out about our schools and distribute applications to others. These families will also be encouraged to speak at their churches, or other local organizations to spread the word about our schools.
  - Uncommon Schools NYC will continue to run Google ads in Spanish so that families searching for information about schools in New York City in Spanish will see ads for our school and be directed to our Spanish webpages and applications.
  - Each applicant, whether they are selected in the lottery or placed on the waitlist, will continue to receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

#### IID. Recruitment of Students Eligible for Free and Reduced Price Lunch

In order to meet enrollment targets for students who are eligible for free and reduced price lunch, WCCS will continue to place a high priority on recruiting students who qualify for free and reduced price lunch. WCCS will focus its recruiting efforts at organizations serving students who are eligible for free and reduced price lunch, as well as conducting outreach in New York City Housing Authority housing developments.

Specifically,

- Similar to our strategy for reaching new ELL families, we believe that enlisting the help of the families of FRPL students who are currently in our schools, is one of the most effective ways of recruiting new FRPL students. All of our schools will continue to send home Kindergarten and 5th grade lottery applications with all their current students. In addition, schools will continue to ask families who are interested in volunteering further to assist with hanging flyers in their neighborhoods, participating in phone banks to local organizations, or speaking at churches or other organizations that they are involved with.
- WCCS will continue to work closely with a number of community organizations, in particular local Head Starts. Head Start programs are designed to serve low-income families, enrolling only families that meet income eligibility requirements.

We also know that many of our FRPL students currently reside in New York City Housing Authority sites. WCCS will continue to focus recruiting efforts on NYCHA sites.

Specifically,

- Each of our schools will be assigned at least one and in most cases several New York City Housing Authority sites that are within close proximity to their school. The school will then visit these sites to hang flyers, leave applications and speak with residents to ensure that residents of these locations are aware of our schools and have the necessary information and materials needed to apply.

#### IIE. Year-Round Community Outreach

In addition to the many efforts outlined above, we plan to work to identify new organizations that can help us access these target populations. Beyond recruitment specific efforts, Uncommon Schools NYC will expand its community outreach efforts in all its school communities. Uncommon Schools NYC recently became a VISTA (Volunteers in Service to America) grantee, a program which is a national service program designed specifically to fight poverty. Two VISTA Corps Members will be assisting in the development and implementation of a comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering

with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

## **II. *Admissions***

The WCCS admissions policy gives an absolute admissions preference to students who live within the school's CSD in an effort to enroll a student population that has a similar demographic to that of the CSD in which the school is located. First preference goes to siblings of students previously admitted to the school. Second preference is given to students living in the CSD in which the school is located. If space remains, students who reside outside WCCS' CSD are admitted.

Because WCCS will take extensive outreach efforts to get the word out to as many families as possible about the school and because the school will enroll predominately students who reside in the school's CSD, the demographics of students at WCCS should match that of the school's CSD.

## **III. *Evaluation of Recruitment and Enrollment Efforts***

WCCS is committed to serving all students and will actively monitor enrollment with respect to enrollment targets established by the SUNY Trustees. While the Uncommon NYC Regional Team will continue to help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Director of Operations at WCCS will continue to be responsible for leading the recruitment and enrollment efforts. As a means of evaluating the efficacy of the school's recruitment and enrollment efforts at attracting these sub-populations of students, WCCS will closely monitor admissions information during the enrollment period and after students have enrolled in the school. For example, during the student recruitment season, WCCS will track the number of applications received by families who indicate their home language is not English and who complete the Spanish version of the application. These numbers will provide good indicators as to whether or not the school's outreach efforts are reaching students who may be English Language Learners and enables the school to adjust outreach efforts during the recruitment season. When students enroll in the school, WCCS will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will need to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering 5<sup>th</sup> grade class, WCCS can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and WCCS will continue to document all student recruitment activities and store information on an Uncommon Schools shared drive or on shared spreadsheets. For example, Uncommon Schools has a shared spreadsheet of over 600 community organizations, many of which are identified as organizations that provide services to low income families, families whose first language is not English, and families whose children receive special needs services. The WCCS Operations Team will continue to use this spreadsheet to identify organizations to conduct community outreach and then record all

interactions with these organizations in the spreadsheet, so that the school can determine the partnership's efficacy for future years.

In addition, WCCS will continue to document its community outreach and admissions efforts each year by completing and submitting the Application and Admissions Summary each year.

If the school fails to meet or make progress toward meeting enrollment targets and outreach efforts do not reverse the trend, the school will consider altering its admissions policy to give enrollment preferences to certain demographic groups.

#### **VI. Persistence**

In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students, and keeping them in our schools in the same numbers.

#### **VII. Evaluation of Retention Efforts**

WCCS' leadership team will continue to be responsible for regularly monitoring and overseeing the school's retention efforts and the performance of students in the three populations. Historically, high levels of persistence for these sub-populations are indicators that the school's strategy for retaining students is working. WCCS will continue to be committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families. The Director of Operations at WCCS will continue to actively monitor the enrollment and retention of students who are English language learners, students who qualify for free and reduced price lunch, and students with special needs. If the numbers do not reach or exceed the targets established by the SUNY Charter Schools Institute, the school will revisit its enrollment and retention practices.

# 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/14b8ba3f5b528cab5494fa7c33d5de3>

## 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:

*St. Claire Gerald*

2. Charter School Name:

*Williamsburg Collegiate Charter School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 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

St. Claire Gerald

# 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/72e67205cf1c580a30dc7f4ecab91e6>

## 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:

*John Greenstein*

2. Charter School Name:

*Williamsburg Collegiate Charter School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

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

No

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

No

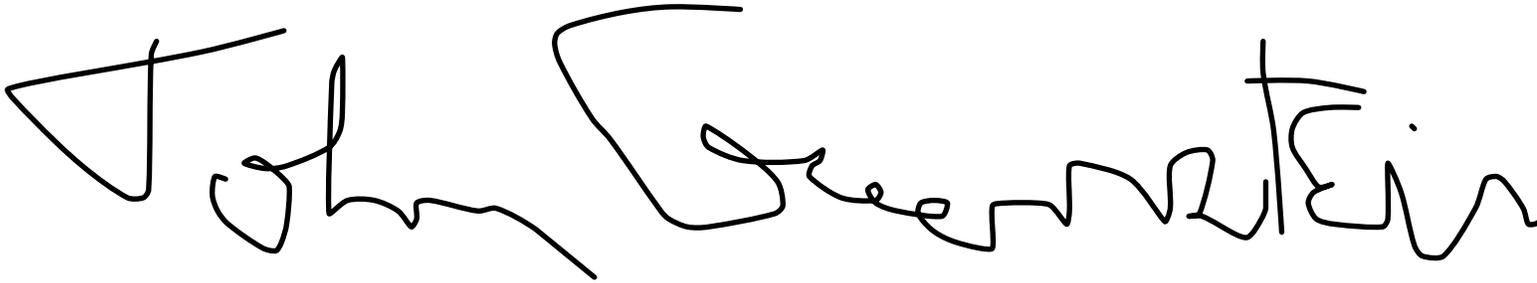
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "John Greenstein". The signature is written in a cursive, somewhat stylized font. The first name "John" is written in a more fluid, connected style, while the last name "Greenstein" is written in a more upright, blocky cursive style.

# 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/1816e51472c6fb6ea80383856df6f40>

## 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 M. Howitt*

### 2. Charter School Name:

*Williamsburg Collegiate Charter School*

### 3. Charter Authorizer:

*NYC Department of Education*

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

### 5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

### 6. \*Daytime Phone Number:

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

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

(check all that apply)

- Other, please specify...: none

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

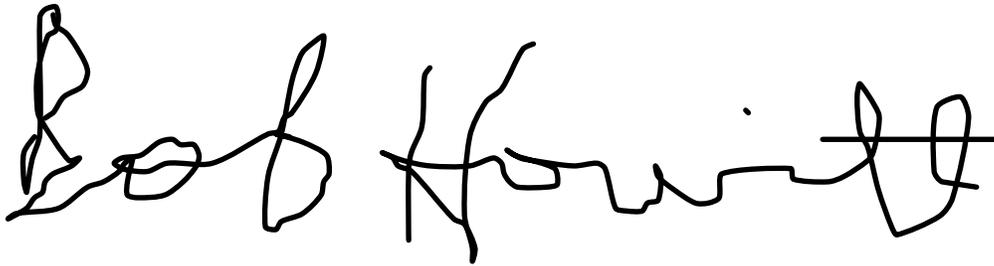
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 "Bob Hewitt". The signature is written in a cursive style with a large initial "B" and a distinct "H".

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

Created Tuesday, July 30, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/6a593a8166c483dc87af9c1718966b>

## 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:

*Julie Kennedy*

2. Charter School Name:

*Williamsburg Collegiate Charter School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

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

No

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

Yes

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

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Position Held	Managing Director
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Responsibilities	Oversee and manage 12 middle schools & 2 high schools in NYC
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Salary	\$199,500
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Start Date	07/1/2012

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

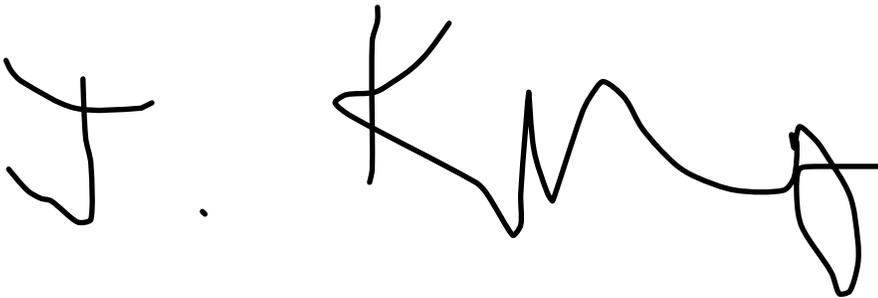
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Uncommon Schools	None	None	Julie Kennedy, Managing Director	None
2					
3					
4					
5					

Signature of Trustee



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

Created Monday, July 15, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/3bd0d8fb39c95a62314eb1252c0507>

## 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:

*Stuart Linde*

2. Charter School Name:

*Williamsburg Collegiate Charter School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: board member

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

No

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

(No response)

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

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Position Held	(No response)
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Responsibilities	(No response)
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Salary	(No response)
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Start Date	(No response)

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 10, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c9c99279e4863d1cbd748075569077>

## 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:

*Linton Mann III*

2. Charter School Name:

*Williamsburg Collegiate Charter School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 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

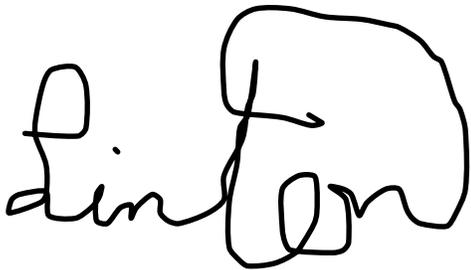
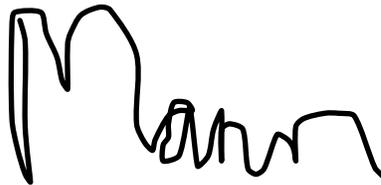
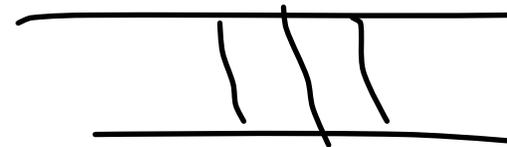
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 cursive script that reads "Dinton". The letter "D" is large and loops around the "i", and the "n" has a large, rounded terminal.A handwritten signature in cursive script that reads "Mann". The "M" is tall and narrow, and the "n" has a wavy, trailing end.A stylized handwritten signature consisting of two parallel horizontal lines. Between these lines, there are three vertical strokes of varying heights, resembling the Roman numeral "III".