

# I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 16, 2014

Updated Thursday, July 31, 2014

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## Page 1

### 1. SCHOOL NAME

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

331400860865 WILLIAMSBURG CHS

### 2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 14

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
198 Varet Street Brooklyn, NY 11206	718-782-9830	718-782-9834	

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

Contact Name	Patrick S. Kern
Title	Director of Accountability & Outreach
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

www.thewcs.org

### 6. DATE OF INITIAL CHARTER

2004-02-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2004-08-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

**9. GRADES SERVED IN SCHOOL YEAR 2013-14**

Check all that apply

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 9

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 10

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 11

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

Yes/No	Name of CMO/EMO
No	

## 11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	198 Varet Street Brooklyn, NY 11206	718-782-9830	CSD 14	9-12	Yes	Rent/Lease

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kathleen Gaffney	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Val Jacobson	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Patrick S. Kern	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Lourdes Rivera-Putz	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

No

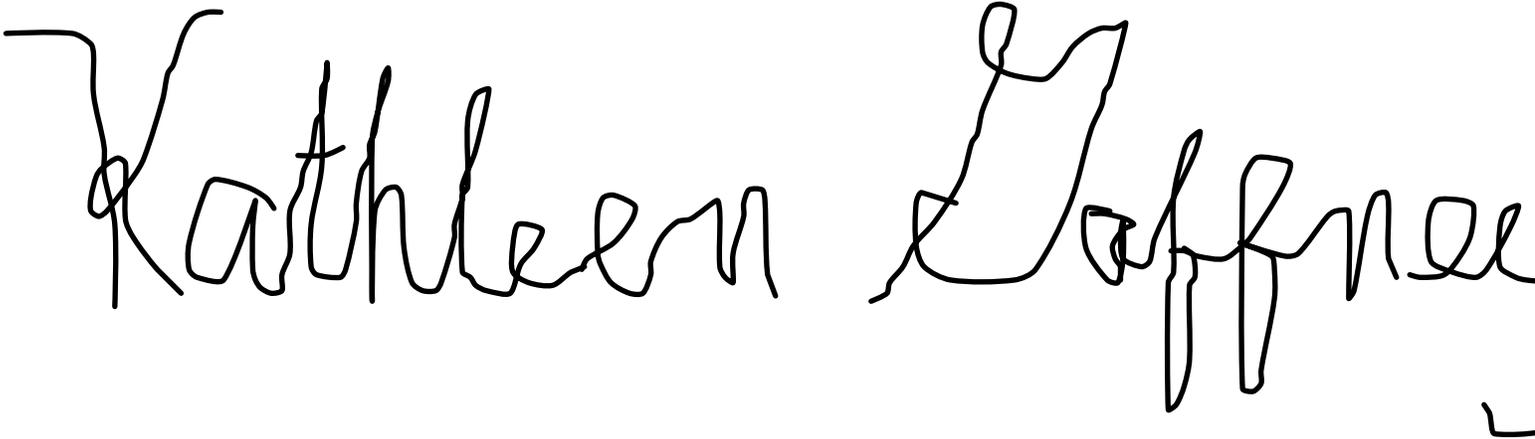
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

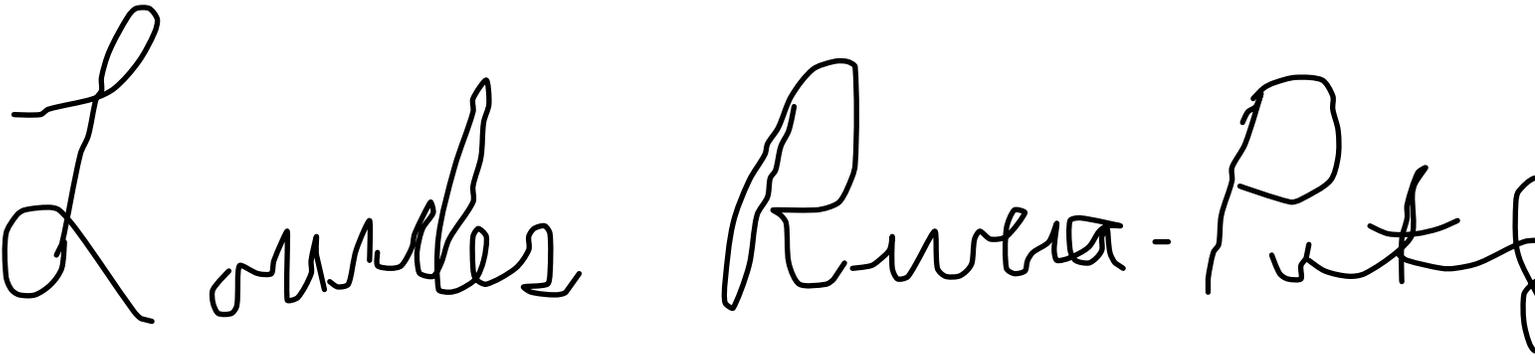
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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

A handwritten signature in black ink that reads "Kathleen Hoffner". The signature is written in a cursive style with a large initial 'K'.

Signature, President of the Board of Trustees

A handwritten signature in black ink that reads "Lourdes Rivera-Rutledge". The signature is written in a cursive style with a large initial 'L'.

Thank you.

# Appendix A: Progress Toward Goals

Created Monday, July 28, 2014

Updated Friday, October 31, 2014

## Page 1

Charter School Name: 331400860865 WILLIAMSBURG CHS

### 1. NEW YORK STATE REPORT CARD

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

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

[http://schools.nyc.gov/OA/SchoolReports/2012-13/Progress\\_Report\\_2013\\_HS\\_K473.pdf](http://schools.nyc.gov/OA/SchoolReports/2012-13/Progress_Report_2013_HS_K473.pdf)

### 2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

#### 2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

#### 2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in ELA.	New York State Regents examination results	IN PROGRESS  WCHS is in the first year of its third renewal charter. Therefore, the "first cohort" is the current freshman 2014 cohort, due to graduate in the spring of 2018.	While Academic Goal 1 is currently "IN PROGRESS" regents data from the previous 4 graduating classes indicates that WCHS has met this goal with its past four graduating classes. Please see passing rates below for each class:  2011: English passing rate 90%  2012: English passing rate 91%  2013: English passing rate 90%  2014: English passing rate 90%
Academic Goal 2	By the end of year 4 in the charter, 75 percent of the first cohort will have scored at	New York State Regents examination	IN PROGRESS  WCHS is in the first year of	While Academic Goal 2 is currently "IN PROGRESS" regents data from the previous

	least 65 on the New York State Regents examinations in Math.	results	its third renewal charter. Therefore, the "first cohort" is the current freshman 2014 cohort, due to graduate in the spring of 2018.	4 graduating classes indicates that WCHS has met this goal with its past four graduating classes. Please see passing rates below for each class:  2011: Math passing rate 88%  2012: Math passing rate 91%  2013: Math passing rate 92%  2014: Math passing rate 94%
Academic Goal 3	By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other).	New York State Regents examination results	IN PROGRESS  WCHS is in the first year of its third renewal charter. Therefore, the "first cohort" is the current freshman 2014 cohort, due to graduate in the spring of 2018.	While Academic Goal 3 goal is currently "IN PROGRESS" regents data from the previous 4 graduating classes indicates that WCHS has met this goal with its past four graduating classes. Please see passing rates below for each class:  2011: Science passing rate 85%  2012: Science passing rate 91%  2013: Science passing rate 92%  2014: Science passing rate 94%
Academic Goal 4	By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in History (Global Studies or U.S. History).	New York State Regents examination results	IN PROGRESS  WCHS is in the first year of its third renewal charter. Therefore, the "first cohort" is the current freshman 2014 cohort, due to graduate in the spring of 2018.	While Academic Goal 4 is currently listed as "IN PROGRESS" regents data from the previous 4 graduating classes indicates that WCHS has met this goal with its past four graduating classes. Please see regents passing rates below for each class:  2011: Global passing rate 67%, US passing rate 76%  2012: Global passing rate 84%, US passing rate 88%  2013: Global passing rate 87%, US passing rate 89%  2014: Global passing rate 87%, US passing rate 91%
Academic Goal 5	By the end of year 4 in the charter, 20% of each cohort will graduate with an Advanced Regents Diploma.	Graduation rate data, New York State Regents examination	IN PROGRESS  WCHS is in the first year of its third renewal charter.	In order to accomplish to ensure that this goal is accomplished, WCHS has instituted a schoolwide focus

results

Therefore, the "first cohort" is the current freshman 2014 cohort, due to graduate in the spring of 2018.

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

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

In order to prepare students for passing the three needed math examinations to earn an Advanced Regents diploma, WCHS has introduced the following new strategies, which provide additional math coursework above and beyond that of which students would typically be offered. First, students scoring a 1 or 2 on their 8th grade math assessment are enrolled in a two-year Integrated Algebra sequence in order to ensure they possess the needed math skills to be successful in the higher level courses of Geometry and Algebra II/Trigonometry.

Second, WCHS has introduced a bridge class for students who have been successful in Integrated Algebra and Geometry, but

need further preparation in order to succeed in Algebra II/Trigonometry. By providing this supplemental coursework, teachers can hone in on the areas of Integrated Algebra and Geometry, which present students with the biggest challenges in order to ensure skills are fully developed before moving onto Algebra II/Trigonometry.

In the area of language, WCHS has made a concerted effort in the 2014-2015 to ensure that students begin their three year Latin sequence as freshmen, rather than sophomores. By beginning the sequence in freshman year, students will be fully prepared to pass the Latin Regents examination by their junior year versus their senior year, had they begun the sequence as sophomores. This will allow for an entire year of remedial coursework and test preparation, if needed, to support students who are in need of additional coursework in order to pass the Latin Regents examination.

Going forward, WCHS is also investigating offering a Spanish language sequence to students in order to provide them with another avenue to pass the required language Regents examination needed for an Advanced diploma.

In order to support high performing students beyond the classroom, WCHS offers academic tutoring, homework help and structured Regents preparation classes and workshops. To support teachers in their delivery of such material, WCHS employs a comprehensive classroom observation model and provides data-driven professional development focused on best practices and new trends in education while also supporting attendance in

a variety of seminars and conferences along the east coast that the School funds through Title II monies.

Academic Goal 6 By the end of year 4 in the charter, 5% of each cohort will graduate with an Honors Regents Diploma.

Graduation rate data, New York State Regents examination results

#### IN PROGRESS

WCHS is in the first year of its third renewal charter. Therefore, the "first cohort" is the current freshman 2014 cohort, due to graduate in the spring of 2018.

In order to achieve attainment rates, WCHS continues to increase rigor in the classroom and has focused on providing teachers with the mechanisms to do so while implementing the new Common Core standards. Currently, WCHS is focusing on implementing the Common Core standards for literacy across all subject areas. Reading, writing and work with non-fiction texts has been increased in all subjects in order to promote higher levels of literacy across subjects, while building connections between subjects. In the areas of math and science, WCHS has introduced more modeling and critical thinking exercises. Using real world applications of math and science skills, WCHS seeks to promote higher levels of engagement and bridge the gap between abstract thinking and everyday applications.

Additionally, WCHS plans to increase its offering of Honors courses to ensure students possess the requisite skills needed to achieve a 90 or better on their Regents examinations. In addition to courses such as Honors English and Honors Global Studies, has added Honors Algebra, Honors Geometry and Honors Algebra II/Trigonometry for the current the 2014-2015 school year.

Students who score a 4 on their eighth grade assessments will be strongly encouraged to enroll in appropriate honors courses such as these. WCHS believes that students in honors math classes, by

exposure to other students with higher analytical skills like their own, will have better chances of earning a 90 or better on math Regents and continuing on to succeed in higher level math classes like Algebra II/Trigonometry.

Increasing enrollment in College Now courses is another strategy WCHS has undertaken in order to increase proficiency of students and support Honors Regents Diploma attainment. Specifically, WCHS seeks to increase College Now enrollment in Algebra II/Trigonometry and College Algebra. WCHS seeks to provide students with an opportunity to earn college credit, but more importantly, provide students with the mechanisms to become more invested in math and more excited and engaged to undertake increasingly challenging levels of coursework. WCHS will directly identify high performing students who are finding success in their Algebra II/Trigonometry coursework.

WCHS will continue to pair the increased course offerings described above with additional learning opportunities outside of the classroom. For the 2014-2015 school year, WCHS continues to expand academic tutoring and instituted increased, year-round Regents preparation workshops for students. After the school day, teachers also provide homework help to students to assist those who may be struggling, while also supporting higher performing students with additional, supplemental learning exercises tied to competencies needed to achieve a score of 90 or better on their Regents examinations.

Academic Goal 7	Each year, at least 80% of each student cohort (as defined by the New York State Education Department) graduates within five years.	GOAL MET	86.6% of the 2009 cohort (class of 2013) graduated within 5 years
Academic Goal 8	Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.	Regents examination data, NYSED Report Card data	<p>IN PROGRESS</p> <p>Currently WCHS does not yet have access to citywide data from the 2013-2014 school year. However, the information below taken from 2012-2013 NYC Progress Report indicates that WCHS made progress, overall, towards attaining its goal.</p> <p>Among the 436 NYC high schools reported, the average pass rate* on the English exam was 68%. Of the 15 public high schools reporting from District 14, the average pass rate on the English exam was 65%. WCHS had an 80% pass rate* reported.</p> <p>*Note: this is not a citywide pass rate; rather, it is the sum of the pass rates of all the reported schools, divided by the number of schools, so that small schools have the same "weight" as large schools. Also, this includes all students who took the exam that academic year, not just the single cohort.</p> <p>For the 2013-14 School year, WCHS had (self-reported) school-wide pass rate of 77% (a 3% decrease) in English.</p> <p>When looking at data from the 2009 cohort (class of 2013), WCHS's results are also favorable in comparison to its district and citywide counterparts. Example:</p> <p>The statewide 2009 Cohort (Class of 2013) had an 81% pass rate (scoring levels of 3-4) on the English Regents, compared to an 86% pass rate for WCHS.</p>

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

Yes

### 2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.	Regents examination data, NYSED Report Card data	<p>IN PROGRESS</p> <p>Currently WCHS does not yet have access to citywide data from the 2013-2014 school year. However, the information below taken from 2012-2013 NYC Progress Report indicates that WCHS made progress, overall, towards attaining its goal.</p> <p>Among the 431 NYC high schools reported, the average pass rate* on the Integrated Algebra exam was 62%. Of the 14 public high schools reporting from District 14, the average pass rate* on the Integrated Algebra exam was 56%. WCHS had a 57% pass rate reported.</p> <p>For the 2013-14 School year, WCHS had (self-reported) school-wide pass rate of 64% (7% increase) in integrated Algebra.</p> <p>When looking at data from the 2009 cohort (class of 2013), WCHS's results are also favorable in comparison to its district and citywide counterparts. Example:</p> <p>The statewide 2009 Cohort (class of 2013) had an 84% pass rate (scoring levels of 3-4) on the Math Regents, compared to an 85% pass rate for WCHS.</p>	
Academic Goal 10	Each year, the school will be deemed "In Good Standing."	NYSED Accountability Status	<p>GOAL MET</p> <p>Under New York State Education Department's redesigned accountability system, WCHS was identified as a school in good standing for the 2013-2014 year.</p>	

2a2. Do have more academic goals to add?

No

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2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 90 percent.	Student attendance data	<p>GOAL NOT MET</p> <p>The School's average daily attendance rate was 87.5% for the 2013-2014 school year.</p>	<p>WCHS continues to work on improving student attendance through a variety of approaches. First, the School has hired a social worker to spearhead a home visit initiative designed to enhance the Schools contact with families. Visits will address a variety of issues including student attendance rates.</p> <p>Second, the Principal and Assistant Principal of Instruction will put a greater emphasis on first period attendance through calls to students homes. Students who arrive late to first period will consistently be faced with teachers communicating with their parents in regards to lateness and attendance. A staff member will be designated the role of communicating attendance messages directly to parents.</p> <p>Third, the School will continue to impress upon parents the importance of regular attendance through grade level orientations offered to each class in the fall. Orientations will offer an opportunity for the Principal, Assistance Principal of Student Support, and Grade Team leaders to discuss the School's "Community Covenant" which outlines WCHS policy on lateness and absences.</p> <p>Fourth, on a daily basis, teachers will continue to emphasize the importance of attendance at the start of their lessons. Similarly, Advisors will integrate attendance related subjects into their weekly meetings with students. The School will also continue to hold Parent</p>

				<p>Workshops through the Parent's Association that discuss approaches to improving students accountability for being on time.</p> <p>Fifth, daily attendance rates by grade will continue to be posted throughout the School, giving students a visual reminder of their grades progress toward the 90% average yearly attendance rate.</p> <p>Sixth, the School will continue to recognize students with high attendance rates through a merit system, also displayed publicly, and offer incentives and merits to those who are at or above the average goal of 90%.</p>
Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year return the following September.	School records, ATS records	<p>GOAL NOT MET</p> <p>After accounting for graduates, 90.7% of the students enrolled at any time during the 2013-14 school year returned in September 2014. This a 0.5% decrease from the prior year.</p>	<p>In order to meet the goal of retaining 95% of students from year to year, WCHS has undertaken a three pronged approach to keeping its students</p> <p>First, the school has implemented two additional periods into daily students schedules. The advisory period, and the ninth period elective both increase the opportunity for administrators and teachers to become more closely connected with the progress and growth of students. With students being more closely monitored by their advisers, and becoming increasingly involved in extra-curricular activities at the end of the school day WCHS envisions greater student retention in the upcoming year.</p> <p>Second, WCHS has allocated an increased amount of Title I funds to cover supplemental educations programs like after-school tutoring, SAT and Regents prep, as well as the Summer Bridge Program. Given the school's efforts to provide supplemental educational opportunities to students, the school estimates that less students will be looking for transfer options from year to year.</p> <p>Finally, WCHS continues to expand the scope of its pre-college and career and</p>

			technical training programs. Offering 1-on-1 college planning sessions with students and parents, college visits, presentations from college and university representatives as well as opportunities to earn college credit and gain hands-on technical training will increase the possibility of students choosing to stay with WCHS through graduation.
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Review of school policies and operations	GOAL MET  The School is in full compliance with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.
Org Goal 4	Each year, members of the Board will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the school's mission, program and goals. The process will include self assessment at the start of the school year, the development of personal and full board growth outcomes, and self assessment at the end of the school year to determine the extent of growth.	Self-evaluation	GOAL MET  The School's Board of Trustees completed self assessments at the start and end of the school year and developed personal and full Board growth outcomes. Please find assessments and growth outcomes presented in Exhibit A.
Org Goal 5	Each year, the Principal will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the school's mission, program and goals. The process will include self assessment at the start of the school year, the development of personal and full board growth outcomes, and self assessment at the end of the school year to determine the extent of growth.	Self-evaluation	GOAL MET  The Principal completed self assessments at the start and end of the school year and developed personal growth outcomes.

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

Yes

## 2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	Learning Environment Survey Results	<p>GOAL MET</p> <p>While the NYC DOE's rating system for the school survey has changed recently, data from the 2014 school survey reflects that the goals for participation and satisfaction were met.</p> <p>In the Instructional Core category 96% of parents replied as being satisfied with WCHS</p> <p>In the Systems for Improvement category 96% of parents were satisfied with WCHS.</p> <p>In the School Culture category 95% of parents were satisfied.</p> <p>Overall, 56% of Parents Responded to the 2014 School Survey.</p>	
Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey. [PK and EE to discuss]	Learning Environment Survey Results	<p>GOAL MET</p> <p>While the NYC DOE's rating system for the school survey has changed recently, data from the 2014 school survey reflects that goals for teacher participation and satisfaction were met.</p> <p>In the Instructional Core category, 96% of teachers were satisfied.</p> <p>In the Systems for Improvement category 94% of teachers were satisfied.</p> <p>In the School Culture category 93% of teachers were satisfied.</p> <p>94% of teachers participated in the survey.</p>	
Org Goal 8	Each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more students enrolled	Learning Environment Survey Results	<p>GOAL MET</p> <p>While the NYC DOE's rating system for the school survey has changed recently, data from the 2014 school survey reflects that goals for student participation and satisfaction were met.</p> <p>In the Instructional Core Category 84% of students were satisfied.</p>	

participate in the survey. [PK and EE to discuss]

In the Systems for Improvement category 87% of students were satisfied.

In the School Culture category 84% of students were satisfied.

99% of students participated in the survey.

## 2c. FINANCIAL GOALS

### 2013-14 Progress Toward Attainment of Financial Goals

Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	Each year, student enrollment will be within 15% of full enrollment as defined in the School's contract. This will be maintained on an ongoing basis and monitored bi-monthly.	ATS Records	GOAL MET  The School's enrollment fell within 15% of the full enrollment of 944 students as defined in the School's contract.  Enrollment at the level of 15% of full enrollment was maintained on an ongoing basis and was monitored daily
Financial Goal 2	Upon completion of the School's first year of operation and every year thereafter, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Financial audit completed by School's auditor, Fruchter Rosen & Co. P.C.	GOAL MET  WCHS's 2013-2014 audited financial statements contain an unqualified opinion and no major findings.
Financial Goal 3	Each year, the School will operate on a balanced budget and maintain a stable cash flow.	School financial records	GOAL MET  The School operated on a balanced budget and maintained a stable cash flow in the 2013-2014 year.

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 16, 2014  
Updated Friday, October 31, 2014

## Page 1

Charter School Name: 331400860865 WILLIAMSBURG CHS

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures	13700062
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	970
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	14123

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	7467080
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	1564695
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	9031775
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	970
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	9311

Thank you.

# Audited Financial Statement Checklist

Created Thursday, October 23, 2014

Updated Friday, October 31, 2014

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## Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Yes
CSP Agreed Upon Procedures (if applicable)	Yes
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	No

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

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

Thank you.

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

FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF  
THE WILLIAMSBURG CHARTER HIGH SCHOOL

***Report on the Financial Statements***

We have audited the accompanying financial statements of The Williamsburg Charter High School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

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

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

***Auditor's Responsibility***

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

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

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

## ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, 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 the School's 2013 financial statements, and our report dated October 28, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

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

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

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

New York, New York  
October 24, 2014

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

	2014	2013
<b>ASSETS</b>		
Current assets:		
Cash and cash equivalents	\$ 2,651,356	\$ 2,201,000
Grants and contracts receivable	228,011	283,450
Prepaid expenses and other current assets	32,418	120,582
Total current assets	2,911,785	2,605,032
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$1,639,981 and \$2,019,029, respectively	2,314,619	2,563,750
Security deposits	1,535,690	1,535,690
Restricted cash	75,538	75,338
Total other assets	3,925,847	4,174,778
<b>TOTAL ASSETS</b>	<b>\$ 6,837,632</b>	<b>\$ 6,779,810</b>
 <b>LIABILITIES AND UNRESTRICTED NET ASSETS</b>		
Current liabilities:		
Accounts payable and accrued expenses	\$ 518,848	\$ 1,666,892
Accrued payroll and payroll taxes	417,037	358,874
Notes payable - current portion	-	819,170
Total current liabilities	935,885	2,844,936
Deferred rent	4,322,399	3,342,719
Accounts payable - non-current	373,288	-
Notes payable - long-term portion	-	337,081
Total liabilities	5,631,572	6,524,736
Unrestricted net assets	1,206,060	255,074
<b>TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS</b>	<b>\$ 6,837,632</b>	<b>\$ 6,779,810</b>

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

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

	2014	2013
Revenue and support:		
State and local per pupil operating revenue	\$ 14,661,739	\$ 14,682,993
Federal grants	651,194	662,437
State and city grants	72,646	68,309
Contributions and grants	15,000	-
Donated services	46,125	51,510
Investment income, net	3,321	3,936
Other income	194,316	149,941
Extinguishment of debt	-	519,037
Bad debt expense	-	(40,006)
	<u>15,644,341</u>	<u>16,098,157</u>
Expenses:		
Program services		
Regular education	11,325,319	10,678,595
Special education	1,662,504	1,456,772
Total program services	<u>12,987,823</u>	<u>12,135,367</u>
Supporting services		
Management and general	1,705,532	1,564,695
	<u>14,693,355</u>	<u>13,700,062</u>
Changes in unrestricted net assets	950,986	2,398,095
Unrestricted net assets - beginning of year	<u>255,074</u>	<u>(2,143,021)</u>
Unrestricted net assets - end of year	<u>\$ 1,206,060</u>	<u>\$ 255,074</u>

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

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

	2014	2013
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Changes in unrestricted net assets	\$ 950,986	\$ 2,398,095
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	411,310	416,472
Changes in certain assets and liabilities:		
Decrease (Increase) in grants and contracts receivable	55,439	(168,008)
Decrease in due from/(to) affiliates	-	47,183
Decrease in prepaid expenses and other current assets	88,164	18,625
(Decrease) in accounts payable and accrued expenses	(1,148,044)	(701,836)
Increase in accrued payroll and payroll taxes	58,163	320,764
(Decrease) in refundable advances	-	(97,484)
Deferred rent	979,681	979,681
Increase (Decrease) in accounts payable - non-current	373,288	(860,349)
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	<b>1,768,987</b>	<b>2,353,143</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of property and equipment	(162,180)	(30,393)
(Increase) in restricted cash	(200)	(132)
<b>NET CASH (USED IN) INVESTING ACTIVITIES</b>	<b>(162,380)</b>	<b>(30,525)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITY</b>		
Principal payments on notes payable	(1,156,251)	(284,004)
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	450,356	2,038,614
<b>CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR</b>	2,201,000	162,386
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<b>\$ 2,651,356</b>	<b>\$ 2,201,000</b>
<b>SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION:</b>		
Cash paid during the year for interest	\$ 61,473	\$ 97,194

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

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

Nature of Organization

The Williamsburg Charter High School (the "School") is a New York State, not-for-profit educational corporation that operates as a charter school in the borough of Brooklyn, New York City. On February 23, 2004, the Board of Regents of the University of the State of New York for and on behalf of the State Education Department granted the School a provisional charter valid for a term of five years from the effective date of February 23, 2004 and renewable upon expiration. The School renewed its charter for an additional five-year term through 2013-2014. On May 19, 2014 the Board of Regents approved and issued the renewal to the charter for a period of five years effective until June 30, 2019. The School's mission is to equip students with the academic and character skills necessary to succeed in high school, college and the competitive world beyond. The School provided education to an average number of approximately 938 students in ninth through twelfth grades during the 2013-2014 academic year.

Food and Transportation Services

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

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2014 and 2013.

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

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2010, and prior.

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

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

Basis of Presentation

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

Unrestricted

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

Temporarily Restricted

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

Permanently Restricted

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

The School had no temporarily or permanently restricted net assets as of June 30, 2014 and 2013.

Revenue and Support

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

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

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

Use of Estimates

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

Cash and Cash Equivalents

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

Concentration of Credit Risk

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

Property and Equipment

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

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

Restricted Cash

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

Refundable Advances

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

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

Reclassifications

Certain 2013 accounts have been reclassified to conform to the 2014 financial statement presentation. The reclassifications have no effect on 2013 total assets, liabilities, net assets and changes in net assets.

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2013 financial statements from which the summarized information was derived.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - PROPERTY AND EQUIPMENT

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

	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 1,128,610	\$ 1,329,016
Equipment	634,459	1,057,807
Software	71,691	76,116
Website development	18,750	18,750
Leasehold improvements	<u>2,101,090</u>	<u>2,101,090</u>
	3,954,600	4,582,779
Less: Accumulated depreciation and amortization	<u>1,639,981</u>	<u>2,019,029</u>
	<u>\$ 2,314,619</u>	<u>\$ 2,563,750</u>

Depreciation and amortization expense was \$411,310 and \$416,472 for the years ended June 30, 2014 and 2013, respectively.

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

NOTE 4 - CONTINGENCIES

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

NOTE 5 - REVENUE CONCENTRATION

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

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

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

NOTE 7 - PENSION PLANS

The School maintains a defined contribution 403(b) plan on behalf of its employees. The School provides matching contributions up to 4% of annual compensation on a discretionary basis. For the years ended June 30, 2014 and 2013, there were no expenses charged to operations for contributions to the plan. The School's last discretionary employer contribution was made on September 30, 2011.

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

NOTE 8 - LONG-TERM DEBT

Notes payable consisted of the following at June 30,:

	2014	2013
Nonprofit Finance Fund	\$ -	\$ 1,156,251
Less: Current portion	-	819,170
Total long-term notes payable	\$ -	\$ 337,081

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

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

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

On September 15, 2013, the School and NFF executed a third forbearance agreement which extended the forbearance period to July 1, 2014. The terms beginning November 15, 2013 adjusted the monthly payments to \$34,495 each and interest to 6.25% for the remaining eight months. The loan was paid in full in February 2014.

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

NOTE 9 - COMMITMENTS

Operating Facility Lease

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

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

Future minimum lease payments are as follows:

Year ending June 30, 2015	\$ 2,600,000
2016	2,600,000
2017	2,678,000
2018	2,758,340
2019	2,841,090
Thereafter	<u>83,916,658</u>
	<u>\$ 97,394,088</u>

Rent expense is recognized on the straight-line basis. The differences between cash payments under the lease agreement and the straight-line rent have been recognized as deferred rent in the accompanying statements of financial position from inception of the lease. The differences between rent cash payments and straight-line rent recorded in the statement of financial position amounted to \$979,681 each year for the years ended June 30, 2014 and 2013.

Rent expense under the operating lease for the years ended June 30, 2014 and 2013 is \$3,756,824, and \$3,706,824, respectively.

Leased Equipment

On October 1, 2011, the School entered into a non-cancelable lease agreement expiring August 1, 2014, to lease kitchen equipment in monthly installments in the amount of \$14,762. Upon termination of the lease, the School has the option to purchase this equipment in the amount of \$500,000, less the total amount of rental payments. As of June 30, 2014, the minimum future rental payments under non-cancelable operating lease through August 1, 2014, the expiration date of the lease, is \$29,524. Prior to the issuance of this report, the school exercised the option to purchase the equipment for \$500,000 less the total amount of rental payments which resulted in no additional payments by the School.

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

NOTE 10 - FORBEARANCE AGREEMENT

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

As of November 1, 2012, the parties entered into an amendment and modification of the forbearance agreement, and among other modifications, the forbearance agreement was amended and modified to extend the forbearance period to June 30, 2016. The remaining balance of \$1,266,837 is payable over 48 months. At June 30, 2014 and 2013, the outstanding balance under the amended forbearance agreement amounted to \$756,427 and \$1,124,568, respectively, and is included in the accounts payable and accrued expenses in the Statement of Financial Position.

Minimum future payments under the forbearance agreement are as follows:

Year ending June 30, 2015	\$ 383,139
2016	<u>373,288</u>
	<u>\$ 756,427</u>

NOTE 11 - DONATED SERVICES

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

Individuals have provided accounting services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and is recorded at fair value. For the years ended June 30, 2014 and 2013, the value of such donated services amounted to \$46,125 and \$51,510, respectively.

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

NOTE 12 - EXTINGUISHMENT OF DEBT

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

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

NOTE 13 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 24, 2014, the date the financial statements were available to be issued.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT  
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF  
THE WILLIAMSBURG CHARTER HIGH SCHOOL

We have audited the financial statements of The Williamsburg Charter High School as of and for the year then ended, and have issued our report thereon dated October 24, 2014, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

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

New York, New York  
October 24, 2014

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

	2014					2013
	Program Services			Management and General		
	Regular Education	Special Education	Total	Total	Total	
Salaries	\$ 6,088,561	\$ 721,568	\$ 6,810,129	\$ 341,656	\$ 7,151,785	\$ 6,651,573
Payroll taxes and employee benefits	1,100,158	120,831	1,220,989	57,212	1,278,201	1,146,742
Equipment	4,475	3,949	8,424	903	9,327	2,836
Accounting and audit fees	-	-	-	32,750	32,750	44,128
Legal	-	-	-	188,163	188,163	110,754
Interest expense	-	-	-	61,473	61,473	97,194
Loan fees	-	-	-	5,844	5,844	8,840
Consultants	124,212	96,058	220,270	76,114	296,384	319,435
Contracted services	4,676	414	5,090	488	5,578	3,766
Donated professional services	19,331	14,949	34,280	11,845	46,125	51,510
Supplies and materials	188,167	42,033	230,200	32,985	263,185	193,695
Travel and conference	26,702	3,689	30,391	-	30,391	8,835
Staff development	10,332	3,012	13,344	1,670	15,014	9,099
Insurance	216,792	26,289	243,081	20,618	263,699	226,377
Printing	15,331	14,231	29,562	2,797	32,359	1,035
Telephone	19,185	1,968	21,153	773	21,926	26,023
Membership and subscriptions	-	-	-	454	454	170
School events and expenses	178,395	27,911	206,306	-	206,306	94,157
Marketing and recruiting	5,165	979	6,144	1,536	7,680	6,423
Occupancy	2,719,031	476,824	3,195,855	560,969	3,756,824	3,706,824
Utilities	262,653	46,567	309,220	7,302	316,522	267,482
Repairs and maintenance	-	-	-	210,350	210,350	187,547
Licenses and permits	-	-	-	24,766	24,766	47,030
Fire safety and alarm	-	-	-	16,647	16,647	15,375
Postage and copying	13,872	3,394	17,266	533	17,799	11,276
Copier leasing	1,500	378	1,878	446	2,324	33,408
Depreciation and amortization	312,434	55,414	367,848	43,462	411,310	416,472
Miscellaneous	14,347	2,046	16,393	3,776	20,169	12,056
Total	<u>\$ 11,325,319</u>	<u>\$ 1,662,504</u>	<u>\$ 12,987,823</u>	<u>\$ 1,705,532</u>	<u>\$ 14,693,355</u>	<u>\$ 13,700,062</u>

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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

NEW YORK, NEW YORK 10019

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TEL: (212) 957-3600

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

TO THE BOARD OF TRUSTEES OF  
THE WILLIAMSBURG CHARTER HIGH SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Williamsburg Charter High School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 24, 2014.

***Internal Control Over Financial Reporting***

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

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

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

TO THE BOARD OF TRUSTEES OF  
THE WILLIAMSBURG CHARTER HIGH SCHOOL

***Compliance and Other Matters***

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

***Purpose of this Report***

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

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

New York, New York  
October 24, 2014

THE WILLIAMSBURG CHARTER HIGH SCHOOL

MANAGEMENT LETTER

JUNE 30, 2014

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

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

October 24, 2014

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

In planning and performing our audit of the financial statements of The Williamsburg Charter High School (the "School") as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

Exhibit I summarizes current year status of a prior year observation. Exhibit II summarizes corrective actions taken by the School during the year ended June 30, 2014 on prior year observations. Management's responses to the observations have not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

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

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

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

New York, New York  
October 24, 2014

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
MANAGEMENT LETTER  
JUNE 30, 2014

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THE WILLIAMSBURG CHARTER HIGH SCHOOL  
MANAGEMENT LETTER  
JUNE 30, 2014

EXHIBIT I – CURRENT YEAR STATUS OF PRIOR YEAR OBSERVATION

In conjunction with performing the audit of the School’s financial statements for the year ended June 30, 2014, we followed up on the status of implementation of an audit recommendation which was made during the year ended June 30, 2013.

A. UPDATING THE FINANCIAL POLICIES AND PROECEDURES MANUAL

Observation

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

Recommendation

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

Management’s Response

During our 2014 audit, we noted that the School had not updated the manual.

Updated Management’s Response

The School has hired an independent consultant to assist with updating the financial policies and procedures manual. We have had meetings and discussions and it is anticipated that a draft copy will be circulated for review by management in the next few months. The final updated manual will be completed in early 2015.

THE WILLIAMSBURG CHARTER HIGH SCHOOL  
MANAGEMENT LETTER  
JUNE 30, 2014

EXHIBIT II – CORRECTIVE ACTIONS TAKEN ON PRIOR YEAR OBSERVATIONS

A. PROCUREMENT OF GOODS AND SERVICES

Observation

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

Recommendation

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

Current Year Status

During the 2014 audit, we noted Management obtained written competitive bids and were in compliance with the School's policies and procedures manual.

B. GENERAL LEDGER MAINTENANCE

Observation

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

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

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

Recommendation

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

Current Year Status

During the 2014 audit, we noted that Management prepared schedules and general ledger account analysis on a timely basis and they were reconciled as of June 30, 2014.



**WILLIAMSBURG CHARTER HIGH SCHOOL**

**PROJECTED BUDGET FOR 2014-2015**

**July 1, 2014 to June 30, 2015**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	14,019,427	1,819,372	-	50,000	45,400	15,934,199
Total Expenses	10,131,145	1,651,486	41,283	50,000	4,768,577	15,781,341
Net Income	3,888,282	167,886	(41,283)	0	(4,723,177)	152,858
Actual Student Enrollment	822	141				-
Total Paid Student Enrollment	822	141				963

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

**PROGRAM SERVICES**

**SUPPORT SERVICES**

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
-------------------	-------------------	-------	-------------	----------------------	-------

Therapists & Counselors	10.00	686,178	-	-	-	686,178
Other		269,987	-	-	-	269,987
<b>TOTAL INSTRUCTIONAL</b>	<b>84</b>	<b>4,582,845</b>	<b>627,142</b>	<b>-</b>	<b>-</b>	<b>5,209,987</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	1.00	25,000	-	-	-	25,000
Custodian	-	-	-	-	-	-
Security	13.00	415,434	49,239	35,000	23,326	523,000
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>14</b>	<b>440,434</b>	<b>49,239</b>	<b>35,000</b>	<b>23,326</b>	<b>548,000</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>130</b>	<b>5,023,279</b>	<b>676,381</b>	<b>35,000</b>	<b>24,600</b>	<b>7,867,987</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		384,281	51,743	2,678	1,882	601,901
Fringe / Employee Benefits		517,398	69,667	3,605	2,534	810,403
Retirement / Pension		59,360	8,000		300	92,960
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>961,039</b>	<b>129,410</b>	<b>6,283</b>	<b>4,716</b>	<b>1,505,264</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>5,984,318</b>	<b>805,792</b>	<b>41,283</b>	<b>29,316</b>	<b>9,373,250</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		-	-	-	40,000	40,000
Legal		-	-	-	220,000	220,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		6,918	1,082	-	-	8,000
Payroll Services		7,544	5,834	-	4,622	18,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		5,000	-	-	-	5,000
Other Purchased / Professional / Consulting		199,073	153,948	-	121,980	475,000
<b>TOTAL CONTRACTED SERVICES</b>		<b>218,534</b>	<b>160,864</b>	<b>-</b>	<b>386,602</b>	<b>766,000</b>
<b>SCHOOL OPERATIONS</b>						
Board Expenses		7,108	1,014	-	1,878	10,000
Classroom / Teaching Supplies & Materials		35,750	-	-	6,265	42,015
Special Ed Supplies & Materials		-	7,985	-	-	7,985
Textbooks / Workbooks		17,875	3,993	-	3,133	25,000
Supplies & Materials other		42,900	9,582	-	7,518	60,000
Equipment / Furniture		7,197	6,350	-	1,454	15,000
Telephone		26,250	2,694	-	1,056	30,000
Technology		28,788	25,398	-	5,814	60,000
Student Testing & Assessment		3,575	799	-	627	5,000
Field Trips		4,393	607	-	-	5,000
Transportation (student)		-	-	-	-	-
Student Services - other		119,705	20,295	-	5,000	155,000
Office Expense		105,000	-	-	-	105,000
Staff Development		10,322	3,011	-	1,668	15,000
Staff Recruitment		6,725	1,275	-	2,000	10,000
Student Recruitment / Marketing		3,363	638	-	384,281	51,743
School Meals / Lunch		-	-	-	517,398	69,667
Travel (Staff)		21,714	3,807	-	59,360	8,000
Fundraising		-	-	-	-	-
Other		24,635	5,038	-	10,684	49,689
<b>TOTAL SCHOOL OPERATIONS</b>		<b>465,299</b>	<b>92,484</b>	<b>-</b>	<b>20,684</b>	<b>724,099</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance		290,185	34,895	-	24,920	350,000

**WILLIAMSBURG CHARTER HIGH SCHOOL**

**PROJECTED BUDGET FOR 2014-2015**

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	14,019,427	1,819,372	-	50,000	45,400	15,934,199	
Total Expenses	10,131,145	1,651,486	41,283	50,000	4,768,577	15,781,341	
Net Income	3,888,282	167,886	(41,283)	0	(4,723,177)	152,858	
Actual Student Enrollment	822	141					
Total Paid Student Enrollment	822	141				963	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Janitorial	-	-	-	-	40,000	40,000	
Building and Land Rent / Lease	2,576,496	451,723	-	-	571,771	3,599,991	
Repairs & Maintenance	-	-	-	-	116,000	116,000	
Equipment / Furniture	-	-	-	-	37,000	37,000	
Security	-	-	-	-	20,000	20,000	
Utilities	269,685	47,808	-	-	7,508	325,000	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>3,136,366</b>	<b>534,426</b>	<b>-</b>	<b>-</b>	<b>817,199</b>	<b>4,487,991</b>	
DEPRECIATION & AMORTIZATION	326,628	57,921	-	-	45,451	430,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>10,131,145</b>	<b>1,651,486</b>	<b>41,283</b>	<b>50,000</b>	<b>4,768,577</b>	<b>15,781,341</b>	
<b>NET INCOME</b>	<b>3,888,282</b>	<b>167,886</b>	<b>(41,283)</b>	<b>0</b>	<b>(4,723,177)</b>	<b>152,858</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>							
	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
Williamsburg Charter High School	822	141	963				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
<b>TOTAL ENROLLMENT</b>	<b>822</b>	<b>141</b>	<b>963</b>				
<b>REVENUE PER PUPIL</b>	<b>17,055</b>	<b>12,903</b>	<b>-</b>				
<b>EXPENSES PER PUPIL</b>	<b>12,325</b>	<b>11,713</b>	<b>43</b>				

# Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 16, 2014

Updated Monday, July 28, 2014

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## Page 1

331400860865 WILLIAMSBURG CHS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 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-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

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 <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

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

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

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

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Wednesday, July 16, 2014

Updated Thursday, July 31, 2014

## Page 1

331400860865 WILLIAMSBURG CHS

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Lourdes Rivera-Putz	Chair/President	Yes	Organizational Management & Leadership	First term: March 2004 to March 2005  Second term: March 2005 to March 2008  Third term: March 2008 to March 2011.  Fourth term: March 2011 to March 2014  Fifth Term: March 2014 to March 2017	Executive, Committee on Trustees, Education
2	Samuel Rivera	Vice Chair/Vice President	Yes	Legal	First term: September 2012 to September 2015	Executive, Development and Fundraising
3	Akil Bello	Treasurer	Yes	Accountability & Finance	First term: October 2011 to October 2014	Executive, Education, Accountability and Finance
4	Marcenia Johnson	Member	Yes	Education	First term: January 2008 to January 2011  Second term: January 2011 to January 2014  Third Term: January 2014 to January 2017	Committee on Trustees, Education
5	Robert Shea	Member	Yes	Development	First term: January 2013 to January 2016	Development and Fundraising, Accountability and Finance
6	James Lema	Member	Yes	Development and Fundraising	First Term: December 2013 to December 2016	Development and Fundraising
7	Iyndia Bey	Treasurer	Yes	Finance	First term: February 2010 to February 2013  Second term: February 2013 to	Executive, Accountability and Finance

February 2016						
8	Jose Gonzalez-Colon	Secretary	Yes	Community Outreach	First term: September 2012 to September 2015	Executive, Education
9	Seth Failla	Member	No	Faculty Representative	First term: November 2012 to November 2013	Development and Fundraising, Education
10	Alma Iannotto	Parent Rep	No	Parent	First term: September 2012 to September 2013	

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

0

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

11

5. How many times did the Board meet during the 2013-14 school year?

13

6. How many times will the Board meet during the 2014-15 school year?

12

Thank you.



## Williamsburg CHARTER HIGH SCHOOL

### **Enrollment and Retention Efforts**

The Williamsburg Charter High School (“WCHS”) continues to focus on three approaches to attracting students with disabilities, English language learners, and students who are eligible for federal free and reduced priced lunch. These approaches include: strong relationships with middle schools, consistent communication with DOE enrollment centers and the New York City Charter School Center, and a presence in the local community. These efforts have historically ensured that enrollment targets are met and that the School attracts a diverse range of students. To retain students, WCHS continues to provide comprehensive grade level support systems, offers individualized academic, social, and emotional guidance for students, and provides extraordinary support for students with special needs or those at-risk of falling behind or dropping out. Over the course of the 2013-2014 school year, the above efforts proved to be effective as WCHS maintained its targeted enrollment number of 944, kept waitlists of applicants in each grade, and received over 450 applications for the 200 seats available in the incoming freshman class of 2014-2015.

### **2013-2014 Retrospective**

#### **1. Middle School Contacts**

Throughout the 2013-2014 school year, WCHS maintained contact with middle schools through phone, email, and in-person visits. Beginning in the fall, recruitment personnel organized school visits in collaboration with eighth grade guidance counselors to present the Schools academic program to potential applicants. Taking advantage of these seminars, meetings, and school fairs, WCHS’s representatives spoke with Guidance Counselors, Parent Coordinators, Principals, and, most importantly parents to ensure that WCHS was seen as a viable option for eighth grade students and their families. These efforts focused on painting a clear picture of the School’s curriculum, extracurricular opportunities, and its support services for special education students, ELL students and those eligible for free or reduced price lunch. These interactions and the subsequent relationships were maintained all year with the recruitment team ensuring that communication with middle schools happened on a regular basis.

#### **2. NYC DOE & Non-Profit Contacts**

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

comprehensive special education program that is flexible and accommodating to students with a diverse range of needs; WCHS makes it a priority to communicate this to parents and families through its outreach efforts.

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

### **3. Community Contact & Outreach**

Over the last year, WCHS continued to maintain its positive reputation and fulfill its mission as a resource for the local community. These efforts ensure that the School is a well-known asset for the families, businesses and organizations that call Williamsburg home. Throughout the 2013-2014 school year WCHS collaborated with several community-based organizations interested in utilizing space including El Puente Cultural Center, the Graham Avenue Merchants Bid and St. Nicks Alliance. In addition WCHS hosted Middle School 145 for its annual fifth grade prom for the second time in a row.

In addition to community partnerships, WCHS maintained its presence in the local community through advertisements in local English and Spanish newspapers, as well as through the distribution of pamphlets at local community centers, places of worship, and local New York City Housing Authority complexes. Along these lines, WCHS is well-aware that our best form of advertisement is from our students themselves – students, parents, and families are a consistent source for the School's recruitment efforts. Many of the incoming students state that they were told about the School by a family member or a close friend; and, in many cases, the students who advocate loudest for us are students with special learning needs.

### **Student Retention**

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

#### **1. Grade Teams**

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

#### **2. Special Education & Additional Academic Support**

The special education department is a major factor in student retention as it ensures that students who are in need of additional support are accommodated, supported, and given the opportunity to excel. The special education department works with students and the Committee for Special Education (“CSE”) to conduct initial testing, annual IEP reviews, and triennial reviews of students’ IEP designations. WCHS offers SETTS classes, Integrated Co-Teaching classes, self-contained classes and speech classes to students in need of special education services. With these measures in place, special education students are assigned appropriate course schedules to accommodate their IEPs, while also being provided a challenging academic experience.

It is to be noted that there is a certain population of our students who have special education needs that find themselves facing disciplinary action; in these instances, the School is extremely attentive to the due process every student deserves, and the School uses due process as a means to address the real needs of the student to make them more successful as opposed to a means to simply a disciplinary end; for example, during the 2013-2014 school year, the School used the related required notices to parents, conferencing, hearings and manifestation reviews as venues to have the student’s full support team together to discuss ways to support and develop plans to retain students.

To support students in need of ELL instruction, WCHS staffs a certified English as a Second Language (“ESL”) teacher and also offers the services of a certified Speech Pathologist. In addition, the School conducts a thorough audit of the transcripts of incoming freshman and utilizes the enrollment process as a time to personally interview each new student to determine if they are in need of ESL instruction, or speech therapy. These efforts ensure that all incoming students’ needs are met and that they are properly supported throughout their transition into WCHS.

### **3. Guidance Counselors**

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

### **4. Advisory**

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

## **2014-2015 Forward Looking**

While student recruitment procedures and retention strategies will continue to evolve and improve on a yearly basis, WCHS is confident and proud of its efforts to attract and maintain a diverse range of students from the five boroughs of New York City. For the upcoming 2014-2015 school year, WCHS plans to replicate the efforts and actions taken during the 2013-2014 school year discussed above to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

Additionally, WCHS will continue to make funds available to support students living in temporary housing through the use of its Title I allocation. Expected uses of this funding include the purchase of uniforms, school supplies, or supplemental books and counseling or intervention services when necessary. Likewise, the School plans to increase its number of home-visits to homes of struggling students, thereby strengthening the WCHS's ability to communicate directly with families. Through the aforementioned avenues of support, WCHS is proud to retain, support, and graduate students (no matter what their unique circumstances demand) who are fully-prepared to take advantage of post-secondary opportunities.

In the coming year WCHS will be developing at a restorative justice program that aims to engaging students who are at-risk which includes our special education and ELL populations. Part of the program incorporates a student court system that will be offered as an alternative to short-term suspension. Students will have an opportunity to bring their case to a forum where behavior will be vetted by peers, and consequences will speak to discipline violations with the aim of creating systematic positive behavior patterns throughout the school. In addition WCHS will develop an in-school mentoring program, utilizing teaching and non-teaching staff. The program will initially focus on the most at-risk of our population, with the aim towards retaining them and providing them the emotional-social support to succeed academically.

It is important to note that it is the hallmark of WCHS to educate each student with the aim towards supporting their individual needs. Just by way of example, last year WCHS graduated a student who was deaf and also parentless. To support this student, one of her teachers assisted her with applying to Gallaudet University, a college for the deaf. Not only did she assist in working on the application but she escorted her to Gallaudet to visit and participate in the admissions process. Consequently, this student successfully won a full-tuition scholarship to attend Gallaudet this coming year. This is one example of the individualized approach that WCHS brings to serving every child.

# Appendix I: Teacher and Administrator Attrition

Created Wednesday, July 16, 2014

Updated Thursday, July 31, 2014

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## Page 1

Charter School Name: 331400860865 WILLIAMSBURG CHS

### Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
57	19	8

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
40	2	5

Thank you

# Appendix J: Uncertified Teachers

Created Monday, July 28, 2014

Updated Thursday, July 31, 2014

## Page 1

Charter School Name: 331400860865 WILLIAMSBURG CHS

### Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: [http://www.bea.gov/faq/index.cfm?faq\\_id=368#sthash.8Rbj89kq.dpuf](http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf))

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	3
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
Total FTE (Sum of all Uncertified Teaching Staff)	3

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

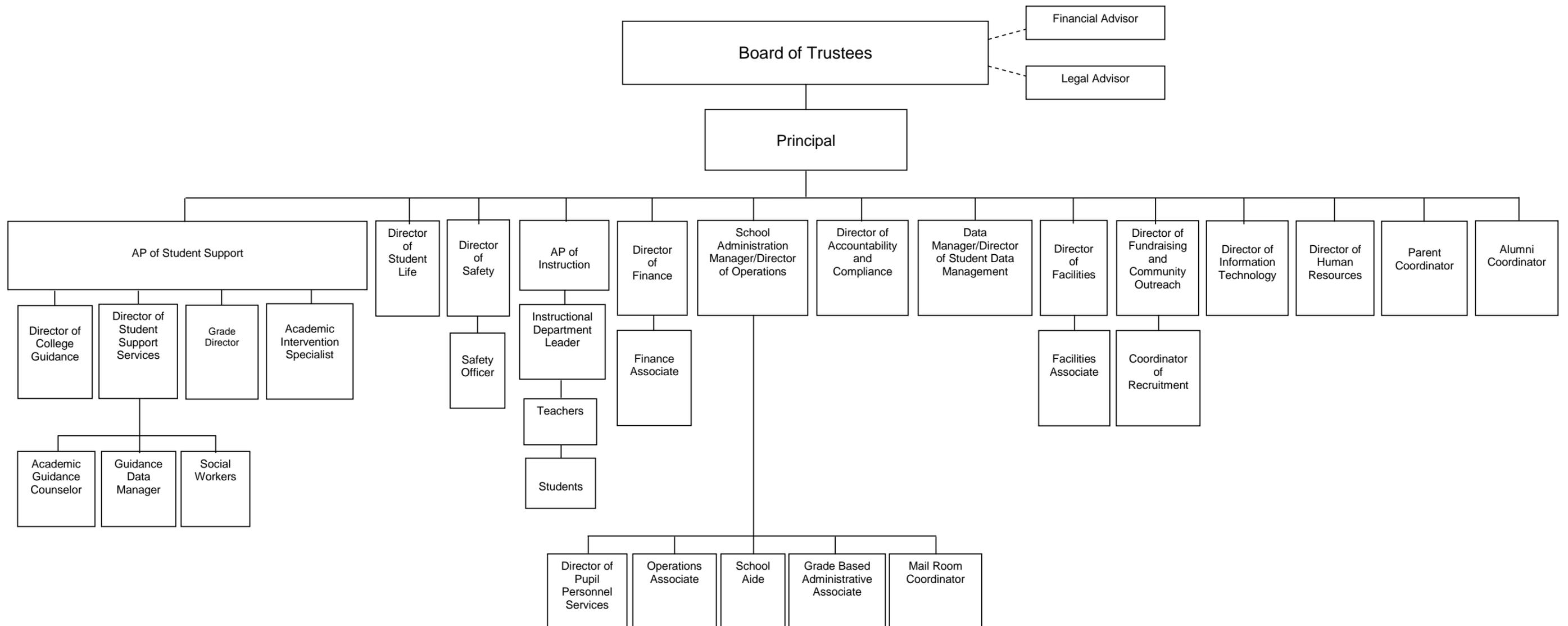
65

Thank you.

# Williamsburg Charter High School

## 2014-2015

### Organizational Structure



# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/92e96>

## Page 1

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

1. Trustee Name:

*james m lema*

2. Charter School Name:

*Williamsburg Charter High School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Other, please specify...: trustee

---

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "James Myerson". The signature is written in a cursive style with a large, prominent initial "J" and "M".

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 17, 2014

Updated Friday, July 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/9145>

## Page 1

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

1. Trustee Name:

*Lourdes Putz*

2. Charter School Name:

*Williamsburg Charter High School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 
- Chair/President
- 

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?

Yes

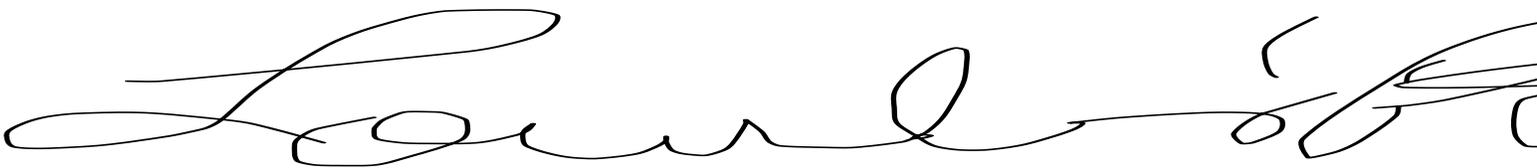
13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to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

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	6/30/2014	My spouse put in a bid in response to a security audit RFP	I did not participate in the discussion and his bid was not accepted	Frank Putz - Spouse
2				
3				
4				
5				

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

No

Signature of Trustee



# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/a2726>

## Page 1

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

1. Trustee Name:

*Akil Y Bello*

2. Charter School Name:

*Williamsburg Charter High School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Treasurer

---

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

No

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

No

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

No

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

No

Signature of Trustee

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

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f7e08>

## Page 1

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

1. Trustee Name:

*Samuel Rivera*

2. Charter School Name:

*Williamsburg Charter High School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 
- Vice Chair/Vice President
- 

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

*No*

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

*No*

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

No

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

No

Signature of Trustee

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

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Saturday, July 19, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/142f8>

## Page 1

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

1. Trustee Name:

*Marcenia Y Johnson*

2. Charter School Name:

*Williamsburg Charter High School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• 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

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: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/4248>

## 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:

*seth faila*

2. Charter School Name:

*Williamsburg Charter High School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

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

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

Yes

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

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Position Held	Department Leader Visual Arts
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Responsibilities	Oversee the Visual Arts Department's staff, curriculum, supplies, storage, student progress, observation of teachers, engage in hiring process, community and school wide integration of the arts
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Salary	68,000
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Start Date	08/15/06

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

No

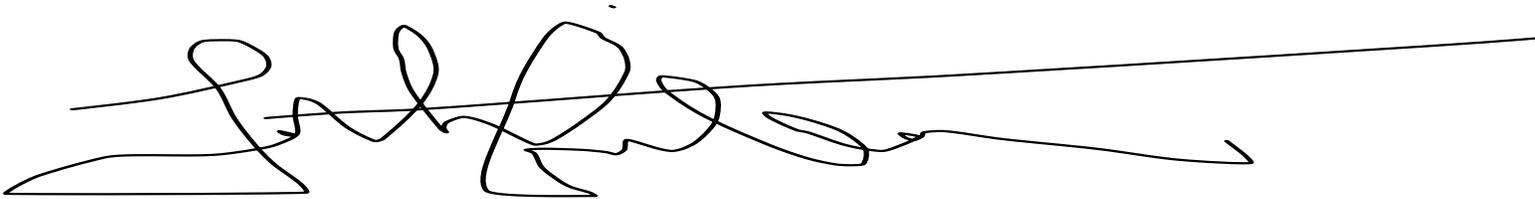
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

Updated Sunday, August 03, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/345b2>

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## Page 1

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

### 1. Trustee Name:

*Lyndia Bey*

### 2. Charter School Name:

*Williamsburg Charter High School*

### 3. Charter Authorizer:

*NYC Department of Education*

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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)

---

• Treasurer

---

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

*No*

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

*No*

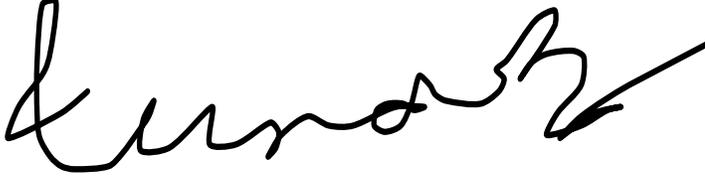
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'L. M. B.', written in a cursive style.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/bc6ba>

## Page 1

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

1. Trustee Name:

*Robert Shea*

2. Charter School Name:

*Williamsburg Charter High School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

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

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Other, please specify...: Trustee

---

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

No

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

No

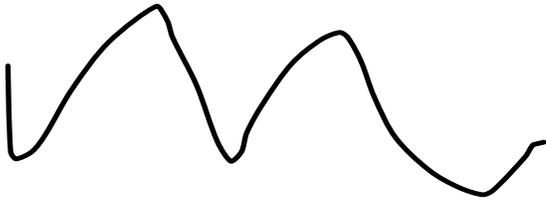
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature consisting of a single, continuous, wavy line that starts with a vertical stroke on the left, followed by several undulating peaks and valleys, ending with a small horizontal stroke on the right.