

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 15, 2014

Updated Thursday, July 31, 2014

Page 1

1. SCHOOL NAME

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

331400860885 WILLIAMSBURG COLLEGIATE CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 14

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
157 Wilson St. 4th Floor Brooklyn, NY 11211	718-302-4018	718-302-4641	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Ryan Hall
Title	Director of Operations
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2005-03-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2005-08-01 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

• 5

• 6

• 7

• 8

• 9

• 10

• 11

• 12

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

Yes/No	Name of CMO/EMO
Yes	Uncommon Schools

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

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

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 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)	157 Wilson St. 4th Floor Brooklyn, NY 11211	718-302-4018	BROOKLYN (TOTAL)	5-8	Yes	DOE space
Site 2	1485 Pacific St. Brooklyn, NY 11216	718-638-186	BROOKLYN (TOTAL)	9-12	No	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	J.T. Leaird	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Ryan Hall	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Ryan Hall	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Ryan Hall	[REDACTED]	[REDACTED]	[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Thomas O'Brien	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Lauren Caracciola	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Lauren Caracciola	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Lauren Caracciola	[REDACTED]	[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

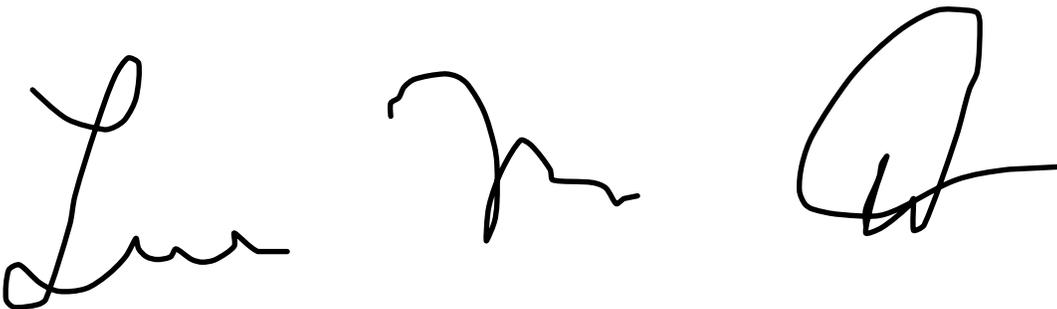
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in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

Two handwritten signatures in black ink. The first signature is on the left and the second is on the right. Both are stylized and cursive.

Signature, President of the Board of Trustees

Three handwritten signatures in black ink. The first is on the left, the second is in the middle, and the third is on the right. All are stylized and cursive.

Thank you.

Appendix A: Progress Toward Goals

Created Monday, July 28, 2014

Updated Monday, October 27, 2014

Page 1

Charter School Name: 331400860885 WILLIAMSBURG COLLEGIATE CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?year=2013&instid=800000058838>

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 Student proficiency in English Language Arts, Math, Social Studies, and Science in grades 5-8	New York State assessments in Grades 5-8 in English Language Arts, Mathematics, Science & Technology, and Social Studies when offered, and in years when not offered another appropriate assessment tool (internally developed or selected). Beginning with a baseline percentage for the same cohort of students, an increasing percentage of middle school students will make clear and continuous progress towards meeting or exceeding the New York State Standards in English Language Arts, Mathematics, Science & Technology, and Social Studies.	The data below demonstrates that in the 2013-14 year, an increasing percentage of students have made continuous progress towards meeting or exceeding the New York State Standards in English Language Arts and Mathematics. In Mathematics: <ul style="list-style-type: none">• As 5th graders, students had 48.1% proficiency, as 6th graders the same cohort had 72.5% proficiency.• As 6th graders, students had 66% proficiency, as 7th graders the same cohort had 66% proficiency.• As 7th graders they had 69.1% proficiency, as 8th graders the same cohort had 85.9% proficiency.	

In English Language Arts:

- As 5th graders, students had 21% proficiency, as 6th graders the same cohort had 24.7% proficiency.
- As 6th graders, students had 26.3% proficiency, as 7th graders the same cohort had 37.7% proficiency.
- As 7th graders, students had 39.5% proficiency, as 8th graders the same cohort had 47.4% proficiency.

For science and history, Williamsburg Collegiate gave Interim Assessments during the 2012-14 school year. Assessments were internally aligned and formatted to reflect the learning standards in each subject, covering both skills and concepts in each subject. Assessments covered a combination of new skills and concepts, as well as retesting topics from previous assessments. Williamsburg Collegiate obtained valuable data on curriculum design, class structure and student achievement.

Academic Goal 2 Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 7-8 will exceed the performance of students in other public schools.

New York State Assessments in Grades 7-8 in English Language Arts, Mathematics, Science & Technology, and Social Studies when offered, and in years when not offered, another appropriate assessment tool (internally developed or selected).

For students who have been enrolled at WCCS for two years, the average cohort score of WCCS students will be higher than the average scores of public schools in a) its host district and b) New York City, on the New York State Assessments when offered, and when not offered another appropriate assessment tool for that grade and subject (i.e., New York City Assessments, newly developed assessments resulting from No Child Left Behind, other norm- or criterion-referenced assessment, etc.).

The statistics below demonstrates that WCCS 7th and 8th graders continue to outperform their peers in District 14 and across New York City on NYS ELA and Math Exams.

Passing Rates for the 2013-14 NYS Assessments:

7th grade ELA:
 WCCS = 38%
 New York State = 30%
 District 14 = 21%

8th Grade ELA:
 WCCS = 47%
 New York State = 36%
 District 14 = 24%

7th grade Math:
 WCCS = 66%
 New York State = 33%
 District 14 = 22%

8th Grade Math:

			WCCS = 86% New York State = 22% District 14 = 9%
Academic Goal 3	Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 9-12 will exceed the performance of students in other public schools	New York State Regents Exams in Grades 9-12: Comprehensive English Language Arts Exam, a Regents Mathematics Exam, a Regents Science Exam, the Regents United States History & Government Exam, and the Regents Global Studies Exam. The percentage of WCCS students who pass the Regents exams by 11th grade will be higher than the passing percentages of students in a) its host district and b) New York City.	Comprehensive English Language Arts Exam: WCCS = 100% pass rate Regents Mathematics Exam: WCCS = 100% pass rate Regents Science Exam: WCCS = 100% pass rate Regents United States History Exam: WCCS = 100% pass rate Regents Global Studies Exam: WCCS = 100% pass rate
Academic Goal 4	Students' academic performance relative to other New York City charter schools	New York State Assessments in Grades 5-8 in English Language Arts and Mathematics. Beginning in 2006-07, WCCS will be among the top 5 charter schools in New York City in terms of the percentage of middle school students achieving Levels 3 and 4 on the New York State English Language Arts and Mathematics Tests.	Of the 57 charter schools in NYC who took the 8th grade Math exam, WCCS ranked 4th with a passing rate of 86%. Of the 57 charter schools in NYC who took the 8th grade ELA exam, WCCS ranked 8th with a passing rate of 47%. Most of the schools ranked above us start with students in elementary school, meaning that they have more time to get students up to (or above) grade level. But after just 4 years, we have our students achieving at levels higher than 86% of all charter schools in the city.
Academic Goal 5	Universal college acceptance	100% of WCCS seniors will be accepted into at least one four-year college. College acceptance rates (second graduating class will be in 2013-14).	2013-14 was the second year WCCS had students graduate from high school. 100% of our graduating seniors were accepted to and are now attending college. Every one of our students was accepted to three or more four-year colleges.

2a1. Do have more academic goals to add?

No

2a2. Do have more academic goals to add?

No

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	High rate of student attendance/infrequent student absences	High rate of student attendance/infrequent student absences.	<p>In the 2013-14 school year, Williamsburg Collegiate Charter School students had a 96% attendance rate. Williamsburg Collegiate Charter School continues to exceed its 95% student attendance goal.</p> <p>In the 2013-14 school year, Uncommon Charter High School's attendance rate was 95%.</p>	
Org Goal 2	Strong student retention	<p>Student retention rates.</p> <p>WCCS will retain 95% of non-graduating students each year.</p>	<p>At Williamsburg Collegiate Charter School, a natural inflection occurs for students between the 8th and 9th grades, as they are transitioning between middle school and high school, and also because they are moving from a school facility that is located in South Williamsburg to one that is located in Crown Heights. As a result, Goal #7 is evaluated in two separate pieces. The first piece evaluates student retention for 5th, 6th, and 7th grade students who will be returning to WCCS middle school campus. The second piece evaluates student retention for 9th, 10th and 11th grade students who will be returning to WCCS high school campus.</p> <p>Williamsburg Collegiate Charter School finished the 2013-14 school year with 238 students in the 5th, 6th, and 7th grades. Of these 238 students who finished the 2013-14 school year, 223 (94%) began the 2014-15 school year with Williamsburg Collegiate Charter School (in the 5th, 6th, 7th and 8th grades).</p> <p>Williamsburg Collegiate Charter School finished the 2013-14 school year with 164 students in the 9th, 10th, 11th and 12th grades. Of the 134 9-11th grade students who finished the 2013-14 school year,</p>	

			<p>130 (97%) began the 2014-15 school year with Williamsburg Collegiate Charter School, exceeding the school's annual retention rate goal of 95%.</p> <p>Overall, Williamsburg Collegiate Charter School had a student retention rate of 95%.</p>
Org Goal 3	High rate of teacher attendance/inrequent teacher absences	<p>Teacher attendance rates.</p> <p>Teacher attendance rates for the year will be 97% or higher.</p>	<p>In the 2013-14 school year, Williamsburg Collegiate Charter School teachers had a 99% attendance rate. Each Williamsburg Collegiate teacher missed, on average, only 1.72 days of school. For the 2013-14 school year Williamsburg Collegiate Charter School teachers met its annual goal of 97%. Uncommon Charter High School's attendance rate during the 2013-14 year was 95%.</p> <p>Overall, the teacher attendance rate at both campuses for the 2013-14 year was 97%.</p>
Org Goal 4	Strong teacher retention	<p>Teacher retention rates.</p> <p>As close to 0%, and no more than 10% of teachers will choose to leave WCCS each year.</p>	<p>At the end of the 2013-14 year, Williamsburg Collegiate Charter School offered renewed contracts to 66 staff teachers. Of the 66 offered, 58 teachers or 88% chose to continue working with Williamsburg Collegiate. Of the 9 teachers who left WCCS, three took positions within the Uncommon Schools network, two moved out of state, one left to care for her newborn, one left to teach abroad, and one moved into education policy work.</p>
Org Goal 5	Strong family interest in enrolling at the school	<p>Strong family interest in enrolling at the school.</p>	<p>We received 628 new applications in the spring of 2014 for our 85 5th grade spots, greatly exceeding our goal and showing a large amount of family interest.</p>

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
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Org Goal 6	High degree of family satisfaction with the school	Annual, end-of-year family survey. At least 90% of families consider themselves satisfied or very satisfied with the school.	<p>In April 2014, Williamsburg Collegiate Charter School administered the Department of Education’s annual school survey to parents, students, and teachers at the school. The survey asked families to assess their satisfaction with several elements of the school’s program using the following scale: Very Satisfied, Satisfied, Somewhat Satisfied, Dissatisfied, or Does Not Apply.</p> <p>According to the survey, WCCS families provided an overwhelmingly positive response to the 2013-14 school year, exceeding the schools goal of 90% of the families being satisfied or very satisfied with the school.</p> <ul style="list-style-type: none"> • 100% of families were Very Satisfied or Satisfied with “the education my child has received this year” • 100% of families were Very Satisfied or Satisfied with “the overall quality of my child’s teachers this year” • 99% of families were Very Satisfied or Satisfied with “the response I get when I contact my child’s school”
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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	Strong fiscal stability	End of fiscal year, budget-to-actual comparison WCCS will meet its annual operating budget	<p>WCCS demonstrated sound fiscal management and coherent fiscal policies during the school year and ended the 2013-14 fiscal year with a positive fund balance as well as a positive cash balance; The school is particularly proud of its success because its fiscal goals were attained while providing:</p> <ul style="list-style-type: none"> • a longer school year that begins in the middle of August and runs through the end of June; • a longer school day that runs from 7:45 AM to 4:30 PM; • an hour of various Enrichment activities for every student three days per week; • hour-long tutoring and electives from 4:30 	

PM to 5:30 PM for select students

- double periods in English Language Arts and Math daily, as well as an hour each of Science and History; and
- three-hour Saturday School for students in poor academic standing.

Please also see the more detailed budget included in this report.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Monday, July 28, 2014

Page 1

Charter School Name: 331400860885 WILLIAMSBURG COLLEGIATE CS

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	7404662
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	427
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	17431

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)	663517
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)	931810
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	1595328
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	427
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	3736

Thank you.

Audited Financial Statement Checklist

Created Thursday, October 30, 2014

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)	Yes
Corrective Action Plans for any Findings	Yes

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.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

ADVISORY COMMENT LETTER

JUNE 30, 2014



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 16, 2014

To the Board of Trustees
Williamsburg Collegiate Charter School

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

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

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

During the course of our audit of the financial statements of Williamsburg Collegiate Charter School, as of and for the year ended June 30, 2014, we observed the Charter School’s significant accounting policies and procedures and certain business, financial and administrative practices. As a result of our observations, we suggest you consider the following comment which we do not consider to be a significant deficiency or material weakness:

Records Retention

During our audit we noted one student file was not maintained for a student who was transferred out of the Charter School.

Recommendation

We recommend the Charter School adhere to their record retention policy.

Status of matters included in our letter as of June 30, 2013, dated October 16, 2013:

Approval for Transfers of Funds to Uncommon Schools

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

Recommendation

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

Status as of June 30, 2014

During our current year audit, all transfers to USI that were tested either had the appropriate signatures of approval from the Director of Operations and USI Director of Finance or were appropriately approved via e-mail prior the transfer of funds being made.

* * * * *

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

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

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

Very truly yours,



MENGEL, METZGER, BARR & CO. LLP

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2014

(With Comparative Totals for 2013)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Williamsburg Collegiate Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Williamsburg Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Williamsburg Collegiate Charter School as of June 30, 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 Williamsburg Collegiate Charter School's June 30, 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 16, 2013. 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 Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2014 on our consideration of Williamsburg Collegiate Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Williamsburg Collegiate Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 16, 2014

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

(With Comparative Totals for 2013)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,965,675	\$ 1,924,437
Certificates of deposit	1,114,225	1,110,430
Grants and other receivables	117,550	101,868
Prepaid expenses and other current assets	<u>79,649</u>	<u>8,462</u>
TOTAL CURRENT ASSETS	3,277,099	3,145,197
<u>PROPERTY AND EQUIPMENT, net</u>	<u>468,375</u>	<u>477,299</u>
TOTAL ASSETS	<u>\$ 3,745,474</u>	<u>\$ 3,622,496</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 419,510	\$ 233,112
Due to related party	<u>-</u>	<u>255,089</u>
TOTAL CURRENT LIABILITIES	419,510	488,201
<u>NET ASSETS, unrestricted</u>		
Designated for stability fund	1,285,000	1,285,000
Undesignated	<u>2,040,964</u>	<u>1,849,295</u>
	<u>3,325,964</u>	<u>3,134,295</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,745,474</u>	<u>\$ 3,622,496</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	Year ended June 30,	
	<u>2014</u>	<u>2013</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 6,961,337	\$ 6,588,349
Government grants	304,719	308,511
Contributions	504,118	662,073
Other income	<u>41,045</u>	<u>39,085</u>
TOTAL OPERATING REVENUE AND SUPPORT	7,811,219	7,598,018
Expenses:		
Program services - education	6,928,382	6,754,982
General and administrative	<u>691,168</u>	<u>642,505</u>
TOTAL EXPENSES	<u>7,619,550</u>	<u>7,397,487</u>
CHANGE IN NET ASSETS	191,669	200,531
Unrestricted net assets at beginning of year	<u>3,134,295</u>	<u>2,933,764</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 3,325,964</u>	<u>\$ 3,134,295</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	Program services - education	General and administrative	Total	
			Year ended June 30,	
			2014	2013
Salaries	\$ 4,193,138	\$ 205,158	\$ 4,398,296	\$ 4,296,907
Payroll taxes and employee benefits	685,283	33,690	718,973	716,349
Occupancy	218,911	-	218,911	283,098
Repairs and maintenance	221,343	2,598	223,941	204,277
Textbooks	54,076	-	54,076	72,214
Instructional supplies and assessments	119,275	-	119,275	63,160
Computer and technology supplies	213,863	-	213,863	180,988
Student enrichment and services	288,439	-	288,439	262,331
Professional development	211,001	-	211,001	186,575
Professional services	-	26,891	26,891	18,187
Telephone	-	76,258	76,258	98,180
Insurance	-	86,144	86,144	83,799
Management fees	488,965	86,288	575,253	546,135
Office expense	64,095	152,611	216,706	152,171
Depreciation and amortization	169,993	4,475	174,468	201,668
Bad debt expense	-	-	-	14,113
Other	-	17,055	17,055	17,335
	<u>\$ 6,928,382</u>	<u>\$ 691,168</u>	<u>\$ 7,619,550</u>	<u>\$ 7,397,487</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 191,669	\$ 200,531
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Bad debt expense	-	14,113
Depreciation and amortization	174,468	201,668
Changes in certain assets and liabilities affecting operations:		
Due to related party	(255,089)	(38,393)
Grants and other receivables	(15,682)	48,843
Prepaid expenses and other current assets	(71,187)	8,555
Accounts payable and accrued expenses	<u>186,398</u>	<u>68,725</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	210,577	504,042
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(165,544)	(158,014)
Purchases of certificates of deposit	<u>(3,795)</u>	<u>(674,445)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(169,339)</u>	<u>(832,459)</u>
NET INCREASE (DECREASE) IN CASH	41,238	(328,417)
Cash at beginning of year	<u>1,924,437</u>	<u>2,252,854</u>
CASH AT END OF YEAR	<u>\$ 1,965,675</u>	<u>\$ 1,924,437</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

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

The Charter School

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

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

Financial Statement presentation

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

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2014 or 2013.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2014 or 2013.

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

Revenue and support recognition

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

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

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

Cont'd

Contributions

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

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

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

Certificates of deposit

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

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2014 or 2013.

Property and equipment

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

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

Cont'd

Tax exempt status

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

The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2014, the Charter School is no longer subject to U.S. federal income tax examinations by tax authorities for the years ended prior to June 30, 2011. The tax returns for the years ended June 30, 2011 through June 30, 2014 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

Contributed services

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

In-kind contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks totaling \$29,025 and \$29,863 in the years ended June 30, 2014 and 2013, respectively and are included in other income in the accompanying statement of activities and changes in net assets for the years ended June 30, 2014 and 2013.

Use of estimates in the preparation of financial statements

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

Comparatives for year ended June 30, 2013

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 16, 2014, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. (“USI”), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI dated July 1, 2005, which was renewed for an additional five years on July 1, 2010, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expense for the school year, and a percentage of all other public entitlement funding receivable during the school year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 8% for 2013 through 2015 fiscal years. The fee incurred for the years ended June 30, 2014 and 2013 was approximately \$575,000 and \$546,000, respectively. At June 30, 2014 and 2013, approximately \$164,000 and \$98,000, respectively, are included in accounts payable relating to USI.

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

In December 2011, the Charter School entered into a memorandum of understanding with Kings Collegiate Charter School (“Kings”) and Excellence Boys Charter School of Bedford Stuyvesant to co-locate in a shared high school beginning in the 2011 – 2012 school year. Kings is the funding agent for the shared high school and expenses are allocated among applicable schools based on full time equivalent numbers. There were no amounts due to Kings at June 30, 2014. At June 30, 2013, there were certain related party payables valued at approximately \$255,000 respectively, due to Kings as a result of shared facilities.

In November 2013, a wholly-owned subsidiary of USI was created, Uncommon Crown Heights, LLC (“Crown Heights”), to manage the high school facility shared between an unrelated charter school and Kings Collegiate Charter School, Excellence Boys Charter School of Bedford Stuyvesant, and the Charter School. All schools located in the shared high school entered into an administrative costs management agreement and advanced Crown Heights funds to operate the location. The Schools will be charged an annual service fee of 0.5% of the combined facility budget by Crown Heights. There was no fee charged for the year ended June 30, 2014. Actual expenses are tracked and allocated to each party based on metrics developed by management. Depending on the actual expenses incurred, a prepaid balance or payable could exist at any given time. At June 30, 2014 approximately \$115,000 is included in accounts payable due to Crown Heights.

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. At both June 30, 2014 and 2013, the board of trustees has designated \$1,285,000 as a stability fund to meet future needs of the Charter School. During the years ended June 30, 2014 and 2013, the Charter School paid a fee to the New York City Department of Education for additional after-school and weekend usage amounting to approximately \$200 and \$5,500, respectively.

The Charter School’s high school occupies space with a related charter school per a verbal agreement with a third party at no charge. At June 30, 2014 and 2013, the Charter School paid certain utility and maintenance services on a square footage basis amounting to approximately \$219,000 and \$277,000, respectively.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 291,288	\$ 286,708
Computer software	841,468	726,278
Leasehold improvements	<u>590,589</u>	<u>544,815</u>
	1,723,345	1,557,801
Less accumulated depreciation and amortization	<u>1,254,970</u>	<u>1,080,502</u>
	<u>\$ 468,375</u>	<u>\$ 477,299</u>

NOTE E: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through June 2018. Lease expense incurred for the years ended June 30, 2014 and 2013 approximated \$75,000 and \$63,000, respectively. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 60,556
2016	40,597
2017	19,384
2018	<u>15,528</u>
	<u>\$ 136,065</u>

NOTE F: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of \$3,500 or 3% of gross payroll. The Charter School's total contribution to the Plan for the years ended June 30, 2014 and 2013 approximated \$89,200 and \$75,900, respectively.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE G: CONTINGENCY

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

NOTE H: CONCENTRATIONS

At June 30, 2014 and 2013, 24% and 19% of accounts receivable are due from New York State, respectively. At June 30, 2014 and 2013, 67% and 49% of accounts receivable are due from a grantor, respectively.

During the years ended June 30, 2014 and 2013, 89% and 87% of total operating revenue and support came from per-pupil funding provided by New York State, respectively. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Williamsburg Collegiate Charter School

We have audited the financial statements of Williamsburg Collegiate Charter School as of and for the year ended June 30, 2014, and we have issued our report thereon dated October 16, 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 2014 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2014, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 16, 2014

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

SCHEDULE OF MIDDLE SCHOOL AND HIGH SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2014

	<u>Middle School</u>	<u>High School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 4,683,377	\$ 2,277,960	\$ 6,961,337
Government grants	206,931	97,788	304,719
Contributions	-	504,118	504,118
Other income	<u>22,913</u>	<u>18,132</u>	<u>41,045</u>
TOTAL OPERATING REVENUE AND SUPPORT	4,913,221	2,897,998	7,811,219
Salaries	2,814,032	1,584,264	4,398,296
Payroll taxes and employee benefits	467,274	251,699	718,973
Occupancy	212	218,699	218,911
Repairs and maintenance	21,123	202,818	223,941
Textbooks	22,355	31,721	54,076
Instructional supplies and assessments	99,262	20,013	119,275
Computer and technology supplies	126,677	87,186	213,863
Student enrichment and services	233,228	55,211	288,439
Professional development	147,770	63,231	211,001
Professional services	18,602	8,289	26,891
Telephone	51,453	24,805	76,258
Insurance	43,128	43,016	86,144
Management fees	386,962	188,291	575,253
Office expense	168,348	48,358	216,706
Depreciation and amortization	119,559	54,909	174,468
Other	<u>12,665</u>	<u>4,390</u>	<u>17,055</u>
TOTAL EXPENSES	<u>4,732,650</u>	<u>2,886,900</u>	<u>7,619,550</u>
CHANGE IN NET ASSETS	<u>\$ 180,571</u>	<u>\$ 11,098</u>	<u>\$ 191,669</u>

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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

Board of Trustees
Williamsburg Collegiate Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Williamsburg Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 16, 2014.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

We noted certain matters that we reported to management of Williamsburg Collegiate Charter School in a separate letter dated October 16, 2014.

Purpose of This Report

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

Restricted Use

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

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 16, 2014

Williamsburg Collegiate Charter 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 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,744,775	621,053	-	328,045	-	8,693,873	
Total Expenses	6,595,323	472,878	-	-	1,517,829	8,586,030	
Net Income	1,149,453	148,175	-	328,045	(1,517,829)	107,844	
Actual Student Enrollment	449	46	-	-	-	-	
Total Paid Student Enrollment	449	46	-	-	-	495	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	-	226,629	-	-	-	226,629	
TOTAL INSTRUCTIONAL	48	3,195,227	386,292	-	-	3,581,519	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	1.50	89,308	-	-	-	89,308	
TOTAL NON-INSTRUCTIONAL	2	89,308	-	-	-	89,308	
SUBTOTAL PERSONNEL SERVICE COSTS	60	3,284,535	386,292	-	911,969	4,582,797	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	282,938	33,276	-	78,559	394,774	
Fringe / Employee Benefits	-	399,745	47,014	-	110,992	557,751	
Retirement / Pension	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		682,684	80,290	-	189,551	952,524	
TOTAL PERSONNEL SERVICE COSTS		3,967,218	466,582	-	1,101,520	5,535,321	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	23,338	23,338	
Legal	-	-	-	-	3,669	3,669	
Management Company Fee	549,211	-	-	-	96,920	646,131	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	11,012	1,295	-	-	3,058	15,365	
Special Ed Services	-	5,000	-	-	-	5,000	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	35,889	35,889	
TOTAL CONTRACTED SERVICES	560,223	6,295	-	-	162,873	729,392	
SCHOOL OPERATIONS							
Board Expenses	745	-	-	-	-	745	
Classroom / Teaching Supplies & Materials	60,671	-	-	-	-	60,671	
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	25,913	-	-	-	-	25,913	
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	10,109	-	-	-	-	10,109	
Telephone	-	-	-	-	97,393	97,393	
Technology	842,519	-	-	-	-	842,519	
Student Testing & Assessment	46,807	-	-	-	-	46,807	
Field Trips	225,127	-	-	-	-	225,127	
Transportation (student)	2,000	-	-	-	-	2,000	
Student Services - other	22,305	-	-	-	-	22,305	
Office Expense	25,280	-	-	-	46,950	72,230	
Staff Development	133,303	-	-	-	-	133,303	
Staff Recruitment	12,338	-	-	-	-	12,338	
Student Recruitment / Marketing	39,327	-	-	-	-	39,327	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	178,219	-	-	-	-	178,219	
TOTAL SCHOOL OPERATIONS	1,624,661	-	-	-	144,343	1,769,004	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	109,093	109,093	
Janitorial	84,874	-	-	-	-	84,874	
Building and Land Rent / Lease	45,439	-	-	-	-	45,439	

Williamsburg Collegiate Charter 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 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,744,775	621,053	-	328,045	-	8,693,873	
Total Expenses	6,595,323	472,878	-	-	1,517,829	8,586,030	
Net Income	1,149,453	148,175	-	328,045	(1,517,829)	107,844	
Actual Student Enrollment	449	46	-	-	-	-	
Total Paid Student Enrollment	449	46	-	-	-	495	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Repairs & Maintenance	112,440	-	-	-	-	112,440	
Equipment / Furniture	1,957	-	-	-	-	1,957	
Security	49,555	-	-	-	-	49,555	
Utilities	148,954	-	-	-	-	148,954	
TOTAL FACILITY OPERATION & MAINTENANCE	443,220	-	-	-	109,093	552,312	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	6,595,323	472,878	-	-	1,517,829	8,586,030	
NET INCOME	1,149,453	148,175	-	328,045	(1,517,829)	107,844	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	449	46	495				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	449	46	495				
REVENUE PER PUPIL	17,249	13,501	-				
EXPENSES PER PUPIL	14,689	10,280	-				

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

Page 1

331400860885 WILLIAMSBURG COLLEGIATE CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 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 Monday, July 28, 2014

Page 1

331400860885 WILLIAMSBURG COLLEGIATE CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	John Greenstein	Treasurer	Yes	Finance	Renewed for his 3rd term in June 2013, current term expires June 2016	Finance
2	Bob Howitt	Member	Yes	Finance	Renewed for his 3rd term in June 2014, current term expires June 2017	Executive
3	Eileen Shy	Member	Yes	Program/Organization Management	2 terms, elected July 2009, renewed June 2012, current term expires June 2015	Accountability
4	Linton Mann III	Chair/President	Yes	Legal	2 terms, elected July 2009, renewed June 2012, current term expires June 2015	Executive, Accountability, Joint High School
5	Julie Kennedy	Member	Yes	Program	2 years; elected June 2012; current term expires June 2015	Accountability, Joint High School Committee, Finance, Executive
6	Stuart Linde	Member	Yes	Finance	2 years elected Sept 2012, approved October 2012; current term expires Sep. 2015	Finance, Joint High School Committee
7	St. Claire Gerald	Member	Yes	Parent Representative; Organization Management	2 years elected Sept 2012, approved October 2012; current term expires Sep. 2015	Executive
8	Ian Sacks	Member	Yes	Finance	1 year, Elected June 2013, approved October 2013, Term Expires June 2015	Joint HS Committee
9	Ekwutozia Nwabuzor	Member	Yes	Legal	1 year, Elected June 2013, approved October 2013, Term Expires June 2015	Finance & Accountability

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

0

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?

13

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

5

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

5

Thank you.

Plan for Meeting Enrollment and Retention Targets

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

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

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

I. Outreach to Target Populations

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

IIA. Overview of Recruitment Strategies

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

Specifically,

- All Uncommon Schools in New York City that will recruit new students will continue to work together on community outreach efforts. By combining our efforts and sharing information about all of our schools at one time, we will be able to reach far more students in New York City than if our schools work independently. This has most effectively been achieved through a network-wide Community Day, in which

all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host book fairs in some of our biggest Community School Districts.

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

- Our schools will continue to use a combined application that will allow a family to apply to multiple Uncommon Schools with just one application. This will make it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- One of our largest efforts to reach prospective students will continue to be through multiple mailings that we will send out throughout the student recruitment season. The New York City Department of Education provides lists of students by current grade and zip code to Vanguard Direct, Inc. Uncommon Schools will choose the zip codes near our schools that have the highest number of FRPL and ELL students and then will partner with Vanguard to send a mailing to those families. The final list will include close to 20,000 families of rising Kindergarten or 5th grade students. The mailing will include an application in English and Spanish as well as our brochure and a self-addressed, stamped envelope to limit the barrier to return the completed application.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It will also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It is also available through email subscription.
- Uncommon Schools NYC will continue to run advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
- In order to reach a wider range of potential applicants, we have also partnered with WBLS to launch a radio ad. This ad was recorded by an Uncommon graduate and aired during the most popular air times – A.M. and P.M. rush hour.

IIB. Recruitment of Students with Disabilities

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

Specifically,

- Using a list created by NYSED, WCCS will continue to identify and target all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities. We

will identify a list of preschools that are high priority for our schools due to their location and student population. These high priority sites will receive calls, visits, and recruitment materials for both elementary and middle school. In particular, WCCS will work with 12 early childhood development centers in the Bed Stuy community, nine of which are Head Start centers.

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

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

Specifically,

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

IIC. Recruitment of English Language Learners

In order to meet enrollment targets for students who are English language learners, WCCS will continue to put a strong emphasis on recruiting students who are English language learners, and particularly, given the neighborhood in which our school is located, Spanish-

speaking populations. WCCS will continue to target its outreach efforts at organizations serving students and families who are English language learners and will continue translating all its student recruitment materials.

Specifically,

- To plan our outreach efforts, we will continue to use Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.
- Using these maps, we will continue to create two community canvassing walks for each Uncommon School to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center's Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non-English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.
- We will continue to take advantage of the DOE's Over-the-phone Interpretation Services, which allows our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service has increased our capacity to connect with families who speak a wider range of languages.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications in Spanish. In addition, each school will continue to identify families of ELL students and families of non-ELL

students where some Spanish is spoken at home who are interested in volunteering to support student admissions efforts. These families will meet with a school staff member to learn about a variety of ways that they can get the word out about our schools and distribute applications to others. These families will also be encouraged to speak at their churches, or other local organizations to spread the word about our schools.

- Uncommon Schools NYC will continue to run Google ads in Spanish so that families searching for information about schools in New York City in Spanish will see ads for our school and be directed to our Spanish webpages and applications.
- Each applicant, whether they are selected in the lottery or placed on the waitlist, will continue to receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

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

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

Specifically,

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

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

IIE. Year-Round Community Outreach

In addition to the many efforts outlined above, we plan to work to identify new organizations that can help us access these target populations. Beyond recruitment specific efforts, Uncommon Schools NYC will expand its community outreach efforts in all its school communities. Uncommon Schools NYC has recently restructured its External Relations team to take on two, full-time Community Engagement Coordinators. These Community Engagement Coordinators will be assisting in the development and implementation of a

comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

II. Admissions

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

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

III. Evaluation of Recruitment and Enrollment Efforts

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

Uncommon Schools and WCCS will continue to document all student recruitment activities and store information on an Uncommon Schools shared drive or on shared spreadsheets. For example, Uncommon Schools has a shared spreadsheet of over 600 community organizations, many of which are identified as organizations that provide services to low income families, families whose first

language is not English, and families whose children receive special needs services. The WCCS Operations Team will continue to use this spreadsheet to identify organizations to conduct community outreach and then record all interactions with these organizations in the spreadsheet, so that the school can determine the partnership's efficacy for future years.

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

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

VI. Persistence

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

VII. Evaluation of Retention Efforts

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

Appendix I: Teacher and Administrator Attrition

Created Monday, July 28, 2014

Updated Thursday, July 31, 2014

Page 1

Charter School Name: 331400860885 WILLIAMSBURG COLLEGIATE CS

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
40.5	11.5	8.2

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
14.3	3.7	2.5

Thank you

Appendix J: Uncertified Teachers

Created Monday, July 28, 2014

Updated Thursday, July 31, 2014

Page 1

Charter School Name: 331400860885 WILLIAMSBURG COLLEGIATE CS

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)

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.

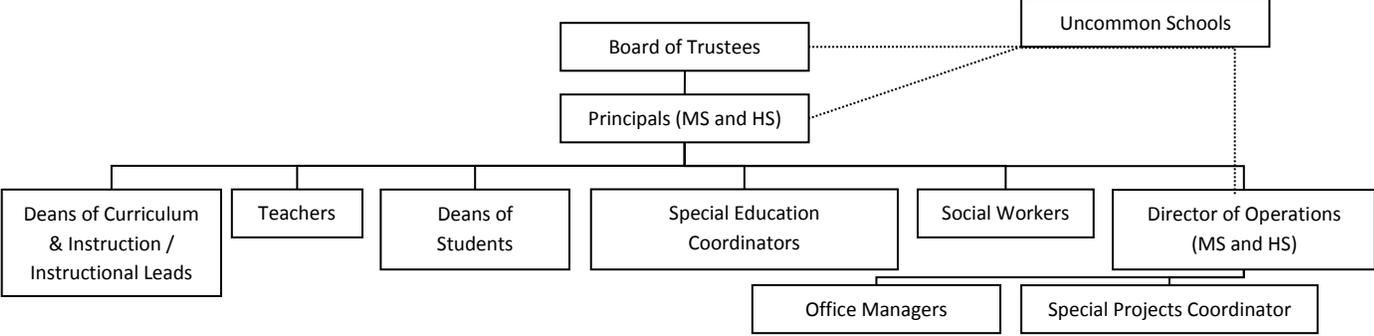
	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	4
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	1
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	3
Total FTE (Sum of all Uncertified Teaching Staff)	8

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

46

Thank you.

Williamsburg Collegiate Charter School, Grades 5-12
2013-2014 Organizational Chart



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

Created Tuesday, July 08, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/432cc>

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:

Bob Howitt

2. Charter School Name:

Williamsburg Collegiate Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

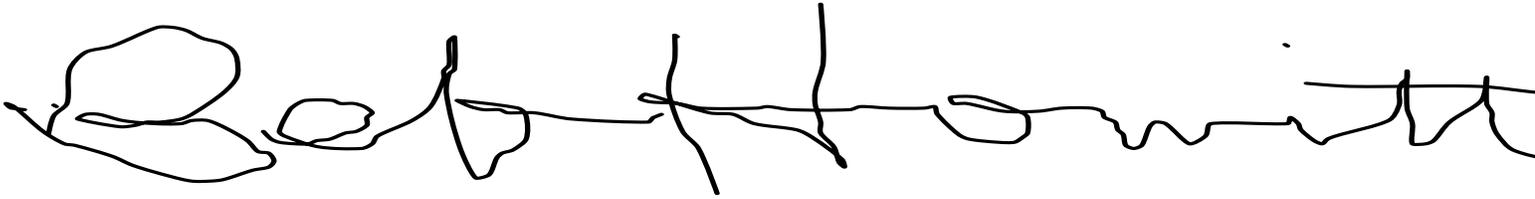
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

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

Created Wednesday, July 09, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/12074>

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:

David Cooper

2. Charter School Name:

Williamsburg Collegiate Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Director; Chairman of Governance committee

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "David A. Cooper". The signature is written in a cursive style with a long, sweeping flourish at the end of the word "Cooper".

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

Created Friday, July 11, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/6ba64>

Page 1

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

1. Trustee Name:

Linton Mann III

2. Charter School Name:

Williamsburg Collegiate Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

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

No

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

No

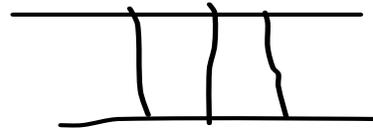
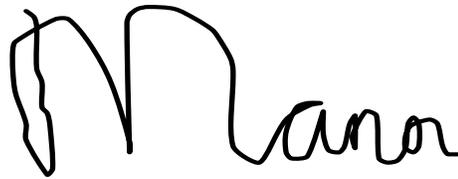
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



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

Created Tuesday, July 22, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/0244a>

Page 1

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

1. Trustee Name:

St. Claire Gerald

2. Charter School Name:

Williamsburg Collegiate Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Parent Representative
-

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

No

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

No

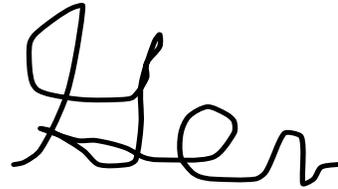
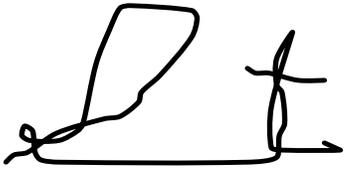
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



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

Created Thursday, July 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/302c7>

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:

Ekwutozia Nwabuzor

2. Charter School Name:

Williamsburg Collegiate Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of loops and flourishes, extending across the width of the page.

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

Created Thursday, August 21, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/ee4f5>

Page 1

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

1. Trustee Name:

Eileen Shy

2. Charter School Name:

Williamsburg Collegiate Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

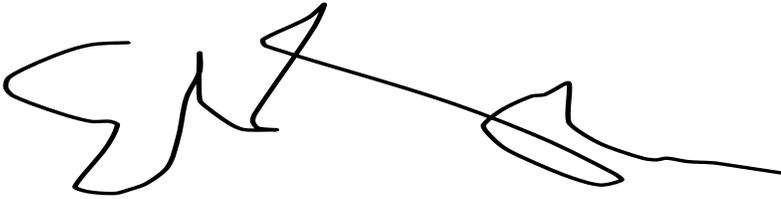
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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