



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/29/2015

Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 14

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	198 Varet Street Brooklyn, NY 11206	718-782-9834	718-497-0476	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

5. SCHOOL WEB ADDRESS (URL)

<http://www.thewcs.org/>

6. DATE OF INITIAL CHARTER

2004-02-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2004-08-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

963

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	9, 10, 11, 12
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	198 Varet Street Brooklyn, NY 11206	718-782-9830	CSD 14	9,10,11,12	Yes	Rent/Lease
Site 2						
Site 3						

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

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

13. Are the School sites co-located?

No

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

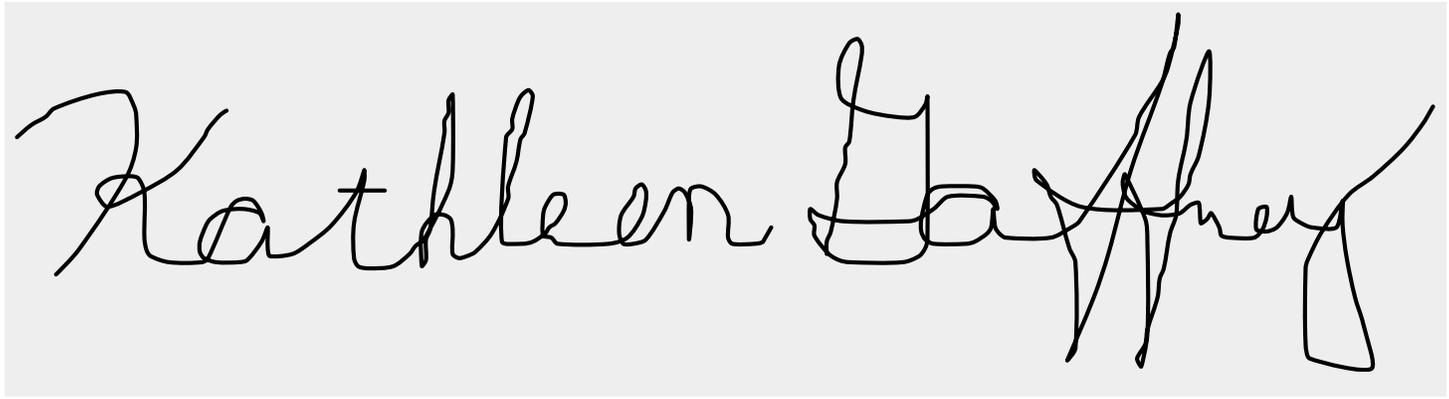
Patrick S. Kern - Director of Accountability

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

Responses Selected:

Yes

Signature, Head of Charter School

A large, handwritten signature in black ink on a light gray background. The signature reads "Kathleen Gaffney" in a cursive script.

Signature, President of the Board of Trustees

Founders Journal

Thank you.

 **Appendix A: Link to the New York State School Report Card**

Last updated: 07/29/2015

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Charter School Name:

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?instid=800000057520&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&hscompleters=1&hsnoncompleters=1&postgradcompleters=1&na>



Appendix A: Progress Toward Goals

Created: 07/30/2015
Last updated: 10/31/2015

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Charter School Name:

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/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

(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?>

[instid=800000057520&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&hscompleters=1&hsnoncompleters=1&postgradcompleters=1&nae](http://data.nysed.gov/reportcard.php?instid=800000057520&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&hscompleters=1&hsnoncompleters=1&postgradcompleters=1&nae)

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. **Appendix A must be fully completed no later than November 1, 2015.**

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Academic Goal 1: By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the NYS Regents exams in ELA	NYS Regents Examination results	GOAL MET As WCHS is in its third renewal charter term and this goal was written for its initial, 4-year charter term ending in 2008, WCHS interprets this goal to mean that each year 75 percent of the graduating cohort will have scored at least 65 on the NYS Regents exam in ELA. The ELA Regents completion rate for the 2015 graduating cohort was 90%.	
Academic Goal 2	By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in Math	NYS Regents Examination results	GOAL MET As WCHS is in its third renewal charter term and this goal was written for its initial, 4-year charter term ending in 2008, WCHS interprets this goal to mean that each year 75 percent of the graduating cohort will have scored at least 65 on the NYS Regents examinations in math. The math Regents completion rate for the 2015 graduating cohort was 87%.	
Academic Goal 3	By the end of year 4 in the charter, 75 percent of the initial cohort will have scored at least 65 percent on the NYS Regents Exams in Science (Living Environment, Chemistry, or other).	NYS Regents Examination results	GOAL MET As WCHS is in its third renewal charter term and this goal was written for its initial, 4-year charter term ending in 2008, WCHS interprets this goal to mean that each year 75 percent of the graduating cohort will have scored at least 65 percent on the NYS Regents examinations in science (Living Environment, Chemistry, or other). The science Regents completion rate for the 2015 graduating cohort was 90%.	
Academic Goal 4	By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the NYS Regents examinations in History (Global Studies, or U.S. History).	NYS Regents Examination results	GOAL MET As WCHS is in its third renewal charter term and this goal was written for its initial, 4-year charter term ending in 2008, WCHS interprets this goal to mean that each year 75 percent of the graduating cohort will have scored at least 65 percent on the NYS Regents examinations in History (Global Studies, or U.S. History). The history Regents completion rate for the 2015 graduating cohort was 91%.	

<p>Academic Goal 5</p>	<p>By the end of year 4 in the charter, 20% of each cohort will graduate with an Advanced Regents Diploma.</p>	<p>Graduation rate data, NYS Regents Examination data</p>	<p>GOAL NOT MET</p> <p>The Advanced Regents Diploma attainment rate for the 2015 graduating cohort was 6.8%.</p>	<p>The Advanced Regents Diploma attainment rate for the 2015 graduating cohort was 6.8%.</p> <p>To facilitate a higher attainment rate for this goal WCHS has undertaken the following initiatives.</p> <p>In order to prepare students for passing the three required Math Examinations to earn an Advanced Regents, WCHS continues to implement the following strategies, which provide supplemental Math coursework, above the NYC DOE requirements for graduation. First, the school will use an intake assessment that is administered to all incoming Freshman. This assessment determines which students are in need of remedial coursework and tutoring, and which students are prepared for grade level and above grade level Math. By assessing students early, the School will be able to create individual schedules to meet students' academic needs, and create a challenging and supportive learning environment conducive to high academic achievement.</p> <p>Second, the School has hired an additional Latin teacher in order to provide a greater number of students with the Latin sequence, beginning in 9th grade, which prepares students for the Latin Regents, as a passing grade on at least one language Regents Exam is a prerequisite for an Advanced Regents Diploma.</p> <p>Also in the area of language, WCHS continues to make an effort to ensure that students begin their three year Latin sequence as Freshman, rather than as Sophomores. By beginning the sequence Freshman year, students are better prepared to pass the Latin Regents with an entire year of preparation time as Seniors prior to taking the exam in the Spring. In addition, the Freshman sequence allows students to spend more time working one-on-one with teachers in tutoring sessions for those students who are in need, or those who seek additional coursework and attention.</p> <p>Third, WCHS continues to offer its "Bridge" class for students who have been successful in Algebra and Geometry but need further preparation in order to succeed in Algebra II/Trigonometry. By providing this supplemental coursework, teachers can specifically target (based on testing data) areas of Algebra and Geometry that present the biggest challenges, in order to ensure skills are fully developed before students are promoted to higher-level Math classes.</p> <p>Fourth, WCHS is continuously increasing the number of students who enroll in the "Bridging the Gap" program. In collaboration with City Tech, students are enrolled in college level Math and English classes designed to increase exposure to higher level thinking in these subject areas, and ultimately, to raise test scores en route to earning Advanced Regents diplomas.</p> <p>Fifth, in order to support high performing students beyond the classroom, WCHS offers academic tutoring, homework help, and structured Regents preparation classes and workshops throughout the year. To support teachers in their delivery of such material, WCHS deploys a comprehensive classroom observation model and provides data-driven professional development focused on best practices and new trends in education while also supporting attendance at a variety of seminars and conferences that the school funds through its Title II program.</p>
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Academic Goal 6	By the end of year 4 in the charter, 5% of each cohort will graduate with an Honors Regents Diploma.	WCHS graduation rate data and NYS Regents Examination results.	GOAL NOT MET 2015 Cohort: 0.8%	<p>The Honors Regents Diploma attainment rate for the 2015 graduating cohort was 0.8%.</p> <p>To facilitate a higher attainment rate for this goal, WCHS has undertaken the following initiatives:</p> <p>WCHS continually strives to increase rigor in the classroom and has focused on providing teachers with the mechanisms to do so while implementing new Common Core standards.</p> <p>Currently, WCHS is focusing on implementing the Common Core standards for literacy across all subject areas. Reading, writing and work with non-fiction texts has been increased in all subjects, in order to promote higher levels of literacy across subjects, while building connections between each academic discipline. In the areas of Math and Science, WCHS has introduced an increased number of modeling and critical thinking exercises. Using real world applications of Math and Science skills, WCHS seeks to promote higher levels of engagement, and bridge the gap between abstract thinking and everyday application of academic material.</p> <p>WCHS has also increased its course offerings in Honors to ensure students possess the requisite skills needed to achieve a 90 or better on their Regents Examinations. WCHS continues to offer Honors classes in Math, English and History and is engaged in enrolling more students in these classes.</p> <p>Additionally, students who score above average on middle school Math assessments will be strongly encouraged to enroll in Honors courses. WCHS believes that students in Honors Math classes, by exposure to other students with higher analytical skills than their own, will have better chances of scoring a 90 or above on Math Regents, given the overall increased rigor in the classroom.</p> <p>Further, WCHS will continue to pair the course offerings above with additional learning opportunities outside of the classroom and after school hours during its modified 9th period. For the 2015-2016 school year, WCHS has improved its after-school program by creating more time for students to receive one-on-one instruction with teachers, participate in regents review and test prep sessions, and to provide higher performing students with additional, supplemental learning exercises tied to competencies needed to achieve a score of 90 or better on Regents Exams.</p> <p>Finally, WCHS will identify and urge high performing students who score close to 90 percent to retake the examinations in order to achieve 90 percent.</p>
Academic Goal 7	Each year, at least 80% of each student cohort (as defined by the NYSED) graduates within five years.	WCHS Graduation data	GOAL MET WCHS's 5-year graduation rates for each of the past four cohorts are as follows: 2011: 74.3% 2012: 85.0% 2013: 86.6% 2014: 87.9%	

Academic Goal 8	Each year, the percent of students in the high school accountability cohort passing an English Regents Exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools	Regents Examination data, NYSED Report Card data	<p>DATA NOT YET AVAILABLE</p> <p>90.2% of the 2015 cohort passed the English Regents Exam by June 2015. The School Quality Guide does not release the information of students in the high school accountability cohort from similar schools, but we can compare our pass rate to citywide averages.</p> <p>Currently WCHS does not yet have access to citywide data from the 2014-2015 school year. However the information below taken from the 2013-2014 School Quality Guide indicates that WCHS made progress, overall, towards attaining its goal.</p> <p>Among the 443 NYC high schools reported, the average pass rate* on the English exam was 75.8%. Of the 15 public high schools reporting from District 14, the average pass rate on the English Exam was 72.2%. WCHS had a 79.3% pass rate* reported.</p> <p>*Note: this is not a citywide pass rate; rather, it is the sum of the pass rates of all the reported schools, divided by the number of schools, so that small schools have the same "weight" as large schools. Also this includes all students who took the exam that academic year, not just the single cohort.</p> <p>For the 2014-2015 School year, WCHS had (self-reported) school-wide pass rate of 76.2% in Comprehensive English and 84.8% in English Common Core.</p>	
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2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
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Academic Goal 9	Each Year, the percent of students in the high school accountability cohort passing a Math Regents Exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.	Regents Examination data, NYSED Report Card data.	DATA NOT YET AVAILABLE	<p>Currently WCHS does not yet have access to citywide comparative data from the 2014-2015 school year. While the 2013-2014 School Quality Guide indicates that the WCHS pass rate was higher than the citywide average, self-reported data from 2014-2015 shows that the WCHS pass rate was much lower than anticipated.</p> <p>In 2013-2014 among the 447 NYC high schools reported, the average pass rate* on the Integrated Algebra exam was 64.2%. Of the 14 public high schools reporting from District 14, the average pass rate* on the Integrated Algebra exam was 59.6%. WCHS had a 67.7% pass rate reported.</p> <p>For the 2014-2015 School year, WCHS had a (self-reported) school-wide pass rate of 31.5% in Integrated Algebra and 24.3% in Algebra I Common Core.</p> <p>Because citywide data for 2014-2015 is not yet available, this cannot be compared directly to District 14 schools. However, the National Assessment of Educational Progress reports that math scores have dramatically declined across the country, due in part to the shift in curriculum standards as a result of the Common Core implementation. To combat this trend, WCHS has initiated a series of aggressive corrective actions.</p> <p>First, WCHS is taking measures to improve the quality of the Math Department. The School installed a new Mathematics Department Lead for the 2015-2016 school year and the Board is in the process of bringing on a consultant to assist with professional development for the team. The Department is also developing Professional Learning Communities that employ student data to improve effective classroom instruction. An instructional coach and reading specialist have been installed to provide one-on-one instruction for the School's math teachers.</p> <p>Second, WCHS is adapting methodology to directly target students' needs. Math teachers are revising the curriculum based on the materials provided by EngageNY. Many of our teachers are supplying presentations and video resources ahead of the scheduled lessons so that students may enter class with a strong foundation for discussion. A reading specialist was also hired to work closely with students in order to improve their word problem comprehension.</p> <p>Third, WCHS constantly provides extra resources for student achievement through: peer, 1 to 1, and Regents tutoring, office hours, after school and weekend workshops, and access to the teachers' instructional materials. The School also initiated a Summer Bridge Program for incoming freshmen which familiarizes students to Common Core material before the start of the school year.</p>
Academic Goal 10	Each year, the school will be deemed "In Good Standing."	NYSED Accountability Status	GOAL MET	Under the New York State Education Department's accountability system, WCHS was identified as a school "In Good Standing" for the 2014-2015 school year.
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

2a2. Do have more academic goals to add?

No

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2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
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Org Goal 1	Each year, the school will have a daily student attendance rate of at least 90 percent	WCHS Student attendance data.	GOAL NOT MET	<p>The School's average daily attendance rate was 89.0% for the 2014-2015 school year.</p> <p>WCHS continues to work on improving attendance through a variety of measures. First, the school continues to employ a Social Worker whose duties include visiting the homes of students who have shown low attendance rates. Home visits are designed to address a variety of issues that students may be having including poor attendance.</p> <p>Second, the School also employs a full time Attendance Coordinator. The position is designed to monitor daily attendance rates of students. Any student who has not given notice of an excused absence will receive a call home from the Attendance Coordinator each day an absence occurs. This is the policy for all students who are absence without a written excuse from a parent or guardian.</p> <p>Third, the school will continue to impress upon parents the importance of regular attendance through grade level orientations given to each class in the fall. Orientations create the opportunity for the Principal, Assistant Principal of Student Support, and Grade Team Leaders to discuss the School's "Community Covenant" which outlines WCHS policy on lateness and absences.</p> <p>Fourth, on a daily basis through written and verbal communication, teachers will impress the importance of attendance on students. Similarly, Advisors (who oversee small groups of between 12-15 students daily and in between academic periods) will hold discussions during advisory periods with chronically absent students that emphasize the importance of punctuality.</p> <p>Fifth, the School will continue to communicate directly with parents through the Parents Association, which holds monthly meetings, putting an emphases on workshops and discussions that cover approach to improving student's attendance habits and overall engagement with their high school coursework.</p> <p>Sixth, daily attendance rates for each grade will continue to be posted throughout the School, giving students a visual reminder of their grade's progress toward achieving the school-wide goal of 90% average yearly attendance.</p> <p>Seventh, the School will continue to post the names of those students with perfect attendance, while upholding the merit system that rewards those who have not missed a day of school all year.</p>
Org Goal 2	Each year, 95% of all students enrolled during the course of the year will return the following September.	School records, ATS Records.	GOAL NOT MET	<p>The graduation return rates for WCHS from 2013-2015 were 91.2%, 90.7%, and 91.1%. In order to meet the goal of retaining 95% of students from year to year, WCHS has undertaken a three pronged approach to keeping its students.</p> <p>First, the School has implemented two additional periods into daily students' schedules. The advisory period, and the ninth period elective both increase the opportunity for administrators and teachers to become more closely connected with the progress and growth of students. With students being more closely monitored by their advisors, and becoming increasingly involved in extra-curricular activities at the end of the school day WCHS envisions greater student retention in the upcoming year.</p> <p>Second, WCHS has allocated and increased amount of Title I funds to cover supplemental educations programs like after-school tutoring, SAT and Regents prep, as well as the Summer Bridge Program. Given the school's efforts to provide supplemental educational opportunities to students, the school estimates that less students will be looking for transfer options from year to year.</p> <p>Finally, WCHS continues to expand the scope of its pre-college and career and technical training programs. Offering 1-on-1 college planning sessions with students and parents, college visits, presentations from college and university representatives as well as opportunities to earn college credit and gain hands-on technical training will increase the possibility of students choosing to stay with WCHS through graduation.</p>

Org Goal 3	Each year the school will comply with all applicable laws, rules, regulations and contract terms including but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York State Open Meetings Law, the Federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.	Review of school policies and operations	GOAL MET The School is in full compliance with all applicable laws, rules, regulations and contract terms including but not limited to New York Charter Schools Act, the New York Freedom of Information Law, the New York State Open Meetings Law, the Federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.	
Org Goal 4	Each year, members of the Board will complete a self-evaluation process designed to ensure adequacy, alignment and coherence of actions toward furthering the school's mission, program and goals. The process will include self assessment at the start of the school year, the development of personal and full board growth outcomes, and self assessment at the end of the school year to determine the extend of growth.	Board Self-Evaluations	GOAL MET The School's Board of Trustees completed self-evaluation assessments and the Executive Committee is in the process of developing personal and Board growth outcomes.	
Org Goal 5	Each year the Principal will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the School's mission, program and goals. The process will include self a self-assessment at the start of the school year, the development of personal outcomes, and a self-assessment at the end of the school year to determine growth.	Principal Self-evaluation	GOAL MET The Principal completed self-assessments at the start and end of the year and developed personal growth outcomes.	

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

Yes

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	Learning Environment Survey Results	GOAL NOT MET 2015 School Survey results reflect that participation rates were nearly met with 45% of parents participating in the survey. While the NYCDOE's rating system changed, WCHS interprets this goal to mean that the school would receive a Satisfaction score of great than 75%. Of the parents who did take the survey, 90% were satisfied.	The 2015 survey reflects that participation rates were nearly met with a 45% of parents participating in the survey. Of the parents who did take the survey, 90% were satisfied with WCHS. In order to increase parent participation in the School Survey WCHS will undertake the following initiatives: First, the school will continue to emphasize the importance of the survey through student-lead daily announcements. Hearing announcements from fellow students has shown to be a more effective method for mass messaging in instances such as these in which forms need to be returned. Second, the School will utilize its new "Text Blast" method of communicating directly with parents mobile phones. By communicating with their mobile devices, the school envisions a greater number of parents participating in the yearly survey. Finally, the Principal and Director of Operations have aligned the announcement schedule, which monitors quarterly mailings and parent briefs, closely with the Parents Association meeting schedule. With this initiative in place the School will better utilize its already established parent network to communicate the importance of the School Survey.
Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYC DOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The School will only have met this goal if 50% or more teachers participate in the survey.	Learning Environment Survey Results	GOAL MET AS TO RELEVANT PART 2015 School Survey results reflect that 100% of WCHS teachers completed the survey. While the NYCDOE's rating system changed, WCHS interprets this goal to mean that the school would receive a Satisfaction score of great than 75%. Williamsburg Charter High School received a Satisfaction Score of 85%.	
Org Goal 8	Each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the School will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more students enrolled participate in the survey.	Learning Environment Survey	GOAL MET AS TO RELEVANT PART 2015 School Survey results reflect that 92% of students completed the survey. While the NYCDOE's rating system changed, WCHS interprets this goal to mean that the school would receive a Satisfaction score of great than 75%. WCHS obtained a high satisfaction score of 79%.	
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				

Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, student enrollment will be within 15% of full enrollment as defined in the school contract. This will be maintained on an ongoing basis and monitored bi-monthly.	ATS Records	GOAL MET The School's enrollment was maintained within 15% of the full enrollment of 963 students as defined in the School's contract. Enrollment at the level of 15% of full enrollment was maintained on an ongoing basis and was monitored daily.	
Financial Goal 2	Upon completion of the School's first year of operation and every year thereafter, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Financial audit completed by the School's auditor, Fruchter Rosen & Co. P.C.	GOAL MET The School submitted in an independent financial audit that resulted in an unqualified opinion and there were no major findings.	
Financial Goal 3	Each year, the School will operate on a balanced budget and maintain a stable cash flow	School financial records	GOAL MET The School operated on a balanced budget and maintained a stable cash flow throughout the 2014-2015 school year.	
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/29/2015

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Charter School Name:

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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	15043408
Line 2: Year End Per Pupil Count	944
Line 3: Divide Line 1 by Line 2	15936

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 2014-15 Schedule of Functional Expenses) and divide by the year end 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 20 of the 2014-15 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 2014-15 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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	8532496
Line 2: Management and General Cost (Column)	1621781
Line 3: Sum of Line 1 and Line 2	10154278
Line 4: Year End Per Pupil Count	944
Line 5: Divide Line 3 by the Year End Per Pupil Count	10757

Thank you.

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

FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

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

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of The Williamsburg Charter High School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2014 financial statements, and our report dated October 24, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2015, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


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

New York, New York
October 26, 2015

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

	2015	2014
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 3,789,612	\$ 2,651,356
Grants and contracts receivable	339,528	242,219
Prepaid expenses and other current assets	220,147	32,418
Total current assets	4,349,287	2,925,993
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$1,875,082 and \$1,639,981, respectively	2,196,495	2,314,619
Security deposits	1,535,690	1,535,690
Restricted cash	75,555	75,538
Total other assets	3,807,740	3,925,847
TOTAL ASSETS	\$ 8,157,027	\$ 6,851,840
LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 495,958	\$ 518,848
Accrued payroll and payroll taxes	497,471	417,037
Refundable advances	35,581	14,208
Total current liabilities	1,029,010	950,093
Deferred rent	5,302,079	4,322,399
Accounts payable - non-current	-	373,288
Total liabilities	6,331,089	5,645,780
Unrestricted net assets	1,825,938	1,206,060
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 8,157,027	\$ 6,851,840

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

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

	2015	2014
Revenue and support:		
State and local per pupil operating revenue	\$ 14,944,017	\$ 14,661,739
Federal grants	525,178	651,194
State and city grants	97,304	72,646
Contributions and grants	21,750	15,000
Donated services	53,125	46,125
Interest income	2,016	3,321
Other income	231,095	194,316
Total revenue and support	15,874,485	15,644,341
Expenses:		
Program services		
Regular education	11,666,190	11,325,319
Special education	1,698,150	1,662,504
Total program services	13,364,340	12,987,823
Supporting services		
Management and general	1,890,267	1,705,532
Total expenses	15,254,607	14,693,355
Changes in unrestricted net assets	619,878	950,986
Unrestricted net assets - beginning of year	1,206,060	255,074
Unrestricted net assets - end of year	\$ 1,825,938	\$ 1,206,060

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

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

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 619,878	\$ 950,986
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	400,494	411,310
Changes in certain assets and liabilities:		
(Increase) Decrease in grants and contracts receivable	(97,309)	41,231
(Increase) Decrease in prepaid expenses and other current assets	(187,729)	88,164
(Decrease) in accounts payable and accrued expenses	(22,890)	(1,148,044)
Increase in accrued payroll and payroll taxes	80,434	58,163
Increase in refundable advances	21,373	14,209
Deferred rent	979,680	979,680
(Decrease) Increase in accounts payable - non-current	(373,288)	373,288
	1,420,643	1,768,987
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(282,370)	(162,180)
(Increase) in restricted cash	(17)	(200)
	(282,387)	(162,380)
NET CASH (USED IN) INVESTING ACTIVITIES		
CASH FLOWS FROM FINANCING ACTIVITY		
Principal payments on notes payable	-	(1,156,251)
	-	(1,156,251)
NET INCREASE IN CASH AND CASH EQUIVALENTS	1,138,256	450,356
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	2,651,356	2,201,000
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 3,789,612	\$ 2,651,356
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION:		
Cash paid during the year for interest	\$ 23,607	\$ 61,473

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Nature of Organization

The Williamsburg Charter High School (the "School") is a New York State, not-for-profit educational corporation that operates as a charter school in the borough of Brooklyn, New York City. On February 23, 2004, the Board of Regents of the University of the State of New York Board of Regents for and on behalf of the State Education Department granted the School a provisional charter valid for a term of five years from the effective date of February 23, 2004 and renewable upon expiration. The School renewed its charter for an additional five-year term through 2013-2014. On May 19, 2014 the Board of Regents approved and issued the renewal to the charter for a period of five years effective until June 30, 2019. The School's mission is to equip students with the academic and character skills necessary to succeed in high school, college and the competitive world beyond. The School provided education to an average number of approximately 944 students in ninth through twelfth grades during the 2014-2015 academic year.

Food and Transportation Services

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

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2015 and 2014.

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

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2011, and prior.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Basis of Presentation

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

Unrestricted

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

Temporarily Restricted

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

Permanently Restricted

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

The School had no temporarily or permanently restricted net assets as of June 30, 2015 and 2014.

Revenue and Support

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

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Use of Estimates

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

Cash and Cash Equivalents

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

Concentration of Credit Risk

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

Property and Equipment

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

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

Restricted Cash

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

Refundable Advances

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Comparative Financial Information

The accompanying statements of activities and schedule of functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2014 financial statements from which the summarized information was derived.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - PROPERTY AND EQUIPMENT

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

	<u>2015</u>	<u>2014</u>
Furniture and fixtures	\$ 1,112,443	\$ 1,128,610
Equipment	626,986	634,459
Software	115,502	71,691
Website development	18,750	18,750
Leasehold improvements	<u>2,197,896</u>	<u>2,101,090</u>
	4,071,577	3,954,600
Less: Accumulated depreciation and amortization	<u>1,875,082</u>	<u>1,639,981</u>
	<u>\$ 2,196,495</u>	<u>\$ 2,314,619</u>

Depreciation and amortization expense was \$400,494 and \$411,310 for the years ended June 30, 2015 and 2014, respectively.

NOTE 4 - CONTINGENCIES

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

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 5 - REVENUE CONCENTRATION

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

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

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

NOTE 7 - PENSION PLANS

The School maintains a defined contribution 403(b) plan on behalf of its employees. The School provides matching contributions up to 4% of annual compensation on a discretionary basis. For the years ended June 30, 2015 and 2014, \$91,428 and \$0- was charged to operations for contributions to the plan.

NOTE 8 - COMMITMENTS

Operating Facility Lease

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

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

Future minimum lease payments are as follows:

Year ending June 30,	2016	\$ 2,600,000
	2017	2,678,000
	2018	2,758,340
	2019	2,841,090
	2020	2,926,323
	Thereafter	<u>80,990,335</u>
		<u>\$ 94,794,088</u>

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 8 - COMMITMENTS (Continued)

Rent expense is recognized on the straight-line basis. The differences between cash payments under the lease agreement and the straight-line rent have been recognized as deferred rent in the accompanying statements of financial position from inception of the lease. The differences between rent cash payments and straight-line rent recorded in the statement of financial position amounted to \$979,680 each year for the years ended June 30, 2015 and 2014

Rent expense under the operating lease for the years ended June 30, 2015 and 2014 is \$3,609,204, and \$3,756,824, respectively.

Leased Equipment

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

NOTE 9 - FORBEARANCE AGREEMENT

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

As of November 1, 2012, the parties entered into an amendment and modification of the forbearance agreement, and among other modifications, the forbearance agreement was amended and modified to extend the forbearance period to June 30, 2016. The remaining balance of \$1,266,837 is payable over 48 months. At June 30, 2015 and 2014, the outstanding balance under the amended forbearance agreement amounted to \$373,611 and \$756,427, respectively, and is included in the accounts payable and accrued expenses in the statement of financial position.

THE WILLIAMSBURG CHARTER HIGH SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 10 - DONATED SERVICES

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

Individuals have provided accounting services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and is recorded at fair value. For the years ended June 30, 2015 and 2014, the value of such donated services amounted to \$53,125 and \$46,125, respectively.

NOTE 11 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 26, 2015, the date the financial statements were available to be issued.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

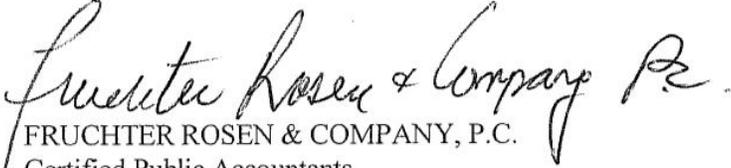
TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

We have audited the financial statements of The Williamsburg Charter High School (a not-for-profit corporation) as of and for the year ended June 30, 2015, and have issued our report thereon dated October 26, 2015, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


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

New York, New York
October 26, 2015

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

	2015					2014
	Program Services			Management and General		
	Regular Education	Special Education	Total	Total	Total	
Salaries	\$ 6,326,261	\$ 749,738	\$ 7,075,999	\$ 354,992	\$ 7,430,991	\$ 7,151,785
Payroll taxes and employee benefits	1,299,848	142,763	1,442,611	67,597	1,510,208	1,278,201
Equipment	5,051	4,456	9,507	1,020	10,527	9,327
Accounting and audit fees	-	-	-	40,250	40,250	32,750
Legal	-	-	-	180,000	180,000	188,163
Interest expense	-	-	-	23,607	23,607	61,473
Loan fees	-	-	-	3,282	3,282	5,844
Consultants	135,681	104,927	240,608	83,142	323,750	296,384
Contracted services	38,739	3,433	42,172	4,044	46,216	5,578
Donated professional services	22,264	17,218	39,482	13,643	53,125	46,125
Supplies and materials	180,778	40,384	221,162	31,688	252,850	263,185
Travel and conference	25,075	3,465	28,540	-	28,540	30,391
Staff development	8,534	2,488	11,022	1,380	12,402	15,014
Insurance	177,815	21,562	199,377	16,912	216,289	263,699
Printing	8,439	7,833	16,272	1,540	17,812	32,359
Telephone	23,029	2,363	25,392	926	26,318	21,926
Membership and subscriptions	-	-	-	1,023	1,023	454
School events and expenses	206,465	32,303	238,768	-	238,768	206,306
Marketing and recruiting	11,649	2,208	13,857	3,464	17,321	7,680
Occupancy	2,612,190	458,088	3,070,278	538,926	3,609,204	3,756,824
Utilities	243,446	43,161	286,607	6,768	293,375	316,522
Repairs and maintenance	-	-	-	428,342	428,342	210,350
Licenses and permits	-	-	-	17,675	17,675	24,766
Fire safety and alarm	-	-	-	20,483	20,483	16,647
Postage and copying	12,519	3,063	15,582	481	16,063	17,799
Copier leasing	11,783	2,972	14,755	3,497	18,252	2,324
Depreciation and amortization	304,218	53,957	358,175	42,319	400,494	411,310
Miscellaneous	12,406	1,768	14,174	3,266	17,440	20,169
Total	\$ 11,666,190	\$ 1,698,150	\$ 13,364,340	\$ 1,890,267	\$ 15,254,607	\$ 14,693,355

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

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

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Williamsburg Charter High School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 26, 2015.

Internal Control Over Financial Reporting

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

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

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

TO THE BOARD OF TRUSTEES OF
THE WILLIAMSBURG CHARTER HIGH SCHOOL

Compliance and Other Matters

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

We have issued a separate report to you dated October 26, 2015, communicating internal control related matters identified during the audit.

Purpose of this Report

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


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

New York, New York
October 26, 2015

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

WILLIAMSBURG CHARTER HIGH SCHOOL

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							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	14,270,534	1,818,290	-	10,000	222,000	16,320,824	
Total Expenses	11,680,323	2,132,956	-	10,000	2,252,037	16,075,315	
Net Income	2,590,211	(314,666)	-	-	(2,030,037)	245,508	
Actual Student Enrollment	823	140					
Total Paid Student Enrollment	-	-					
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
Williamsburg Charter High School - District (14)	\$13,877.00	13,363,551	-	-	-	13,363,551	Gen ed 963 @ \$13,777+100 and Sp. Ed 65 @ \$10,390 + 60 @ \$19,049
School District 2 (Enter Name)		-	-	-	-	-	Assumes constant enrollment of 963 students for all years
School District 3 (Enter Name)		-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	
		13,363,551	-	-	-	13,363,551	
Special Education Revenue		-	1,818,290	-	-	1,818,290	
Grants							
Stimulus		-	-	-	-	-	
Other		214,200	-	-	-	214,200	One Time Grant Per Pupil 2015-2016
Other State Revenue		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		13,577,751	1,818,290	-	-	15,396,041	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		136,485	-	-	-	136,485	125 @ \$1,087
Title I		432,976	-	-	-	432,976	
Title Funding - Other		38,322	-	-	-	38,322	Title II
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		607,783	-	-	-	607,783	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	10,000	20,000	30,000	
Erate Reimbursement		-	-	-	140,000	140,000	
Interest Income, Earnings on Investments,		-	-	-	1,000	1,000	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	3,000	3,000	
Text Book		75,000	-	-	-	75,000	
Other Local Revenue		10,000	-	-	58,000	68,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		85,000	-	10,000	222,000	317,000	
TOTAL REVENUE		14,270,534	1,818,290	-	10,000	16,320,824	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						List exact titles and staff FTE's (Full time equivalent)
Executive Management	2.00			10,000	150,000	160,000	
Instructional Management	3.00	37,835	17,914	-	319,251	375,000	
Deans, Directors & Coordinators	11.00	693,880	82,233	-	38,936	815,050	
CFO / Director of Finance	3.00	15,638	7,405	-	131,957	155,000	
Operation / Business Manager	8.00	404,597	47,950	-	22,704	475,250	
Administrative Staff	4.00	143,152	16,965	-	8,033	168,150	
TOTAL ADMINISTRATIVE STAFF	31	1,295,103	172,467	-	10,000	2,148,450	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	43.00	2,750,418				2,750,418	
Teachers - SPED	13.00		765,048			765,048	
Substitute Teachers	1.00	45,000				45,000	
Teaching Assistants	-						

WILLIAMSBURG CHARTER HIGH SCHOOL

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							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	14,270,534	1,818,290	-	10,000	222,000	16,320,824	
Total Expenses	11,680,323	2,132,956	-	10,000	2,252,037	16,075,315	
Net Income	2,590,211	(314,666)	-	-	(2,030,037)	245,508	
Actual Student Enrollment	823	140					
Total Paid Student Enrollment	-	-					
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Specialty Teachers	24.00	1,270,563	142,576	-	-	1,413,139	
Aides	2.00	73,440	8,160	-	-	81,600	
Therapists & Counselors	9.00	544,584	60,509	-	-	605,093	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	92	4,684,005	976,294	-	-	5,660,298	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	1.00	31,499	3,733	-	1,768	37,000	
Custodian	-	-	-	-	-	-	
Security	10.00	249,679	29,590	-	58,483	337,752	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	11	281,178	33,323	-	60,250	374,752	
SUBTOTAL PERSONNEL SERVICE COSTS	134	6,260,286	1,182,084	-	10,000	8,183,500	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	538,836	59,181	-	28,022	626,038	
Fringe / Employee Benefits	-	766,752	84,213	-	39,874	890,839	
Retirement / Pension	-	86,071	9,453	-	4,476	100,000	
TOTAL PAYROLL TAXES AND BENEFITS		1,391,658	152,847	-	72,372	1,616,877	
TOTAL PERSONNEL SERVICE COSTS		7,651,944	1,334,930	-	10,000	9,800,377	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	40,000	40,000	
Legal	-	-	-	-	150,000	150,000	
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	7,963	6,158	-	-	4,879	19,000	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	141,656	109,546	-	-	182,537	433,739	
TOTAL CONTRACTED SERVICES	149,619	115,704	-	-	377,417	642,739	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	10,000	10,000	
Classroom / Teaching Supplies & Materials	118,238	-	-	-	19,074	137,313	
Special Ed Supplies & Materials	-	32,687	-	-	-	32,687	
Textbooks / Workbooks	21,450	4,791	-	-	3,759	30,000	
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	10,076	8,889	-	-	2,035	21,000	
Telephone	26,250	2,694	-	-	1,056	30,000	
Technology	-	-	-	-	90,000	90,000	
Student Testing & Assessment	3,575	799	-	-	627	5,000	
Field Trips	8,647	1,353	-	-	-	10,000	
Transportation (student)	4,393	607	-	-	-	5,000	
Student Services - other	182,452	28,548	-	-	-	211,000	
Office Expense	-	-	-	-	-	-	
Staff Development	31,758	5,598	-	-	3,002	40,358	
Staff Recruitment	6,725	1,275	-	-	2,000	10,000	
Student Recruitment / Marketing	5,380	1,020	-	-	1,600	8,000	
School Meals / Lunch	-	-	-	-	3,000	3,000	
Travel (Staff)	13,179	1,821	-	-	-	15,000	
Fundraising	-	-	-	-	-	-	

WILLIAMSBURG CHARTER HIGH SCHOOL

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							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.							
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Net Income	2,590,211	(314,666)	-	-	(2,030,037)	245,508	
Actual Student Enrollment	823	140					
Total Paid Student Enrollment	-	-					
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	8,530	1,217	-	-	22,854	32,600	
TOTAL SCHOOL OPERATIONS	440,653	91,299	-	-	159,007	690,958	
FACILITY OPERATION & MAINTENANCE							
Insurance	257,482	31,226	-	-	24,492	313,200	
Janitorial	21,450	4,791	-	-	211,801	238,042	
Building and Land Rent / Lease	2,591,204	454,302	-	-	534,494	3,580,000	
Repairs & Maintenance	-	-	-	-	90,000	90,000	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	248,940	44,130	-	-	6,930	300,000	
TOTAL FACILITY OPERATION & MAINTENANCE	3,119,076	534,449	-	-	867,717	4,521,242	
DEPRECIATION & AMORTIZATION	319,032	56,574	-	-	44,394	420,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	11,680,323	2,132,956	-	10,000	2,252,037	16,075,315	
NET INCOME	2,590,211	(314,666)	-	-	(2,030,037)	245,508	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
Williamsburg Charter High School - District (14)	823	140	963				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	823	140	963				
REVENUE PER PUPIL	17,340	12,988	-				
EXPENSES PER PUPIL	14,192	15,235	-				



Audited Financial Statement Checklist

Created: 10/05/2015

Last updated: 10/28/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 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)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
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 2014-15 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	Not Applicable
Management Letter	Yes

Thank you.



Appendix E: Disclosure of Financial Interest Form

Created: 10/27/2015

Last updated: 10/28/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). **The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.**

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/29/2015

Last updated: 07/31/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Lourdes Rivera-Putz		Chair/Board President	Yes	Family Advocacy	1st Term: 03/2004 - 03/2005, 2nd Term: 03/2005 - 03/2008, 3rd Term: 03/2008-03/2011, 4th Term 03/2011 - 03/2014, 5th Term: 03/2014 - 03/2017
2	Samuel Rivera		Vice Chair/Vice President	Yes	Law	1st Term: 09/2012 - 09/2015
3	Charles Hobson		Secretary	Yes	Film, Production	1st Term: 11/2015 - 11/2018
4	Akil Bello		Treasurer	Yes	Testing Technology, Data	1st Term: 10/2011 - 10/2014, 2nd Term: 10/2014 - 10/2017
5	Marcenia Johnson		Trustee/Member	Yes	Education	1st Term: 1/2008 - 1/2011, 2nd Term: 1/2011 - 1/2014, 3rd Term: 1/2014 - 1/2017
6	Robert Shea		Trustee/Member	Yes	Development & Fundraising	1st Term: 1/2013 - 1/2016
7	Joseph Cardarelli		Trustee/Member	Yes	Web Development	1st Term: 5/2015 - 5/2018
8	James Lema		Trustee/Member	Yes	Comercial Construction, Fundraising	1st Term: 12/2013 - 12/2016
9	Gabriel Perez		Other	No	Faculty Representative	1st Term: 9/2014 - 9/2015
10	Alma Ianotto		Parent Representative	No	Community Relations	1st Term: 9/2012 - 9/2013, 2nd Term: 9/2013 - 9/2014, 3rd Term: 9/2014 - 9/2015
11						

12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

2

3. Total Number of Members Departing the Board during the 2014-15 school year

2

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

11

5. How many times did the Board meet during the 2014-15 school year?

12

6. How many times will the Board meet during the 2015-16 school year?

12

Thank you.



Williamsburg

CHARTER HIGH SCHOOL

Enrollment and Retention Efforts 2015-2016 School Year

The Williamsburg Charter High School (“WCHS”) continues to focus on three approaches to attracting students with disabilities, English language learners, and students who are eligible for federal free and reduced priced lunch. These approaches include: strong relationships with middle schools, consistent communication with DOE enrollment centers and the New York City Charter School Center, and a visible presence in the local community. These efforts have historically ensured that enrollment targets are met and that the School attracts a diverse range of students. To retain students, WCHS continues to provide comprehensive grade level support systems, offers individualized academic, social, and emotional guidance for students, and provides extraordinary support for students with special needs or those at-risk of falling behind or dropping out. Over the course of the 2014-2015 school year, the above efforts proved to be effective as WCHS maintained its targeted enrollment number of 963, kept waitlists of applicants in each grade, and received over 850 applications for the 200 seats available in the incoming freshman class of 2015-2016.

2014-2015 Retrospective

1. Middle School Contacts

Throughout the 2014-2015 school year, WCHS maintained contact with middle schools through phone, email, and in-person visits. Beginning in the fall, recruitment personnel organized school visits in collaboration with eighth grade guidance counselors to present the School’s academic program to potential applicants. Taking advantage of these seminars, meetings, and school fairs, WCHS’s representatives spoke with Guidance Counselors, Parent Coordinators, Principals, and, most importantly parents to ensure that WCHS was seen as a viable option for eighth grade students and their families. These efforts continued to focus on painting a clear picture of the School’s curriculum, extracurricular opportunities, and its support services for special education students, ELL students and those eligible for free or reduced price lunch. These interactions and the subsequent relationships were maintained all year, with the recruitment team ensuring that communication with middle schools happened on a regular basis.

2. NYC DOE & Non-Profit Contacts

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

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

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

3. Community Contact & Outreach

Over the last year, WCHS continued to maintain its positive reputation and fulfill its mission as a resource for the local community. These efforts ensure that the School is a well-known asset for the families, businesses and organizations that call Williamsburg home. Throughout the 2014-2015 school year WCHS collaborated with several community-based organizations interested in utilizing space including El Puente Cultural Center, the Graham Avenue Merchants Bid, St. Nicks Alliance, The New Town Creek Alliance, and the office of Council Member Antonio Reynoso. In addition WCHS continues its tradition of hosting Middle School 145 for its annual fifth grade prom.

In addition to community partnerships, WCHS maintained its presence in the local community through advertisements in local English and Spanish newspapers including: the Greenpoint Gazette, El Diario, The Daily News, New York Metro Parent and Brooklyn Family, as well as through the distribution of pamphlets at local community centers such as PAL NYC, Make the Road New York, El Puente, YMCA, and United We Stand of New York, the Brooklyn Cooperative Federal Credit Union, as well as places of worship, and local New York City Housing Authority complexes. Along these lines, WCHS is well-aware that our best form of advertisement is from our students themselves – students, parents, and families are a consistent source for the School's recruitment efforts. Many of the incoming students state that they were told about the School by a family member or a close friend; and, in many cases, the students who advocate loudest for us are students with special learning needs.

Student Retention

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

1. Grade Teams

Grade Teams place a Grade Director, Academic Guidance Counselor, and Social Worker, in a position to manage the progress of each student in their grade. Working collaboratively, Grade Teams ensure that students with a widely-varying degree of needs are supported. For example, Grade Team personnel collaborate on creating remedial action plans for under-credited students who are enrolled in WCHS.

These students, including those in need of special education services, ELL instruction and free or reduced price lunch, are supported in their efforts to either get back on track, graduate early, or earn honors or advanced Regents diplomas.

2. Summer Bridge Program

Beginning last summer, WCHS implemented a Summer Bridge Program for its incoming Freshman class. All freshman are given the option to take advantage of the two week program that is designed to create class-wide cohesion, hone writing and math skills, and ease the anxiety of starting life at a new school. With WCHS teachers on staff, students are able to work in small groups to hone basic skills and begin the adaptation process early to a drastically new environment.

The ELA sessions of the Bridge program invite students to practice skills in reading, writing, and grammar amidst a backdrop of technology, class competitions, and the embracing of Williamsburg Charter High School's culture and environment. Through the IXL program students participate in class competitions of grammar exercises. With the use of laptops, students practice writing clear and concise paragraphs, peer editing each other's work via the use of the comment feature, and engaging in internet safety and email etiquette. Finally, students familiarize themselves with the WCHS campus through a location scavenger hunt to prepare for the first day of school. Through letter writing, paragraph construction, group competitions, and peer interaction, students of the Bridge program will enter the fall semester prepared for all Williamsburg has to offer.

Mathematics sessions are designed to introduce students to our new common core material, the IXL program, and how to use the Cornell note-taking method. Students are being taught how to work individually as well as in groups. IXL is being used for DO NOW purposes; to warm students up for the lesson that awaits them; to identify and solve shortcomings in students' experience; to gather data on their strengths, areas of need, and commitment to learning; and to keep students engaged when they go home.

The program has shown to be beneficial to students from all backgrounds and levels of proficiency as it is adaptive. WCHS believes the Summer Bridge Program is a unique and positive aspect of the School that demonstrates our commitment to educating and supporting students with special needs.

3. Special Education & Additional Academic Support

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

It is to be noted that there is a certain population of our students who have special education needs that find themselves facing disciplinary action; in these instances, the School is extremely attentive to the due process every student deserves, and the School uses the hearings and parent communications, required as part of the due process, as a means to address the needs of the student to make them more successful as opposed to a means to simply achieve a disciplinary end; for example, the School uses the related required notices to parents, conferencing, hearings and manifestation reviews as venues to have the student's full support team together to discuss the issues the students were having and the ways the

parents and the school could work together to support the success of the student and retention of the student at WCHS.

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

4. School Counseling

WCHS emphasizes student development and college and career readiness by providing one-on-one and group counseling services to its students to ensure they are adequately prepared for classroom instruction and emotionally and socially supported as young adults. The full time College and Career Readiness counselor ensures that all students are provided equal opportunity to WCHS’s academic programs as well as access to college and post-secondary options. Guidance Counselors, School Social Workers, and a Clinical Counselor make available a vast array of services to WCHS students – individual academic planning related to career/college choices; social and emotional support; Response to Intervention services; and referrals to community resources for students and families. The goal of the School Counseling program is to continually learn about WCHS’s students and families along with their family dynamics, and provide as much individualized support as possible through relationship building and open lines of communication. By keeping a close eye on students who are at risk of falling behind, by ensuring that high achieving students are challenged, and by developing trusting relationships with the entire student body, in which open communication is always an option for students with concerns or questions, the guidance staff is invaluable to the School’s efforts to retain students

5. Advisory

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

6. YABC and Post-Graduation Support

Another draw for those interested in finding an extremely comprehensive educational program is the support we offer students in jeopardy of aging-out of the system, and those who may have difficulty after graduation. Accumulating the necessary number of credits needed to graduate can be a challenging task for students who enter high school underprepared, over aged, and those who have unique, language-based or economic challenges. In order to support these students, WCHS helps them to apply to and enroll in the NYC YABC program that creates alternate ways to graduate. The Director of Guidance and Career Services maintains a relationship with local programs, and if one of our students is a potential candidate, members of our staff take the student to the program. Once enrolled in the program, our staff tracks the

student's progress, ensuring that the student stays on track to graduate even after they have surpassed the cut-off age for eligibility in high school.

Similarly, WCHS continues its support of graduates by offering paid internships that allow students with economic challenges to supplement their income while learning and gaining real-world job experience. This program has helped students who are at risk of dropping out of post-secondary educational programs due to economic hardship to stay enrolled, even as part-time students, while earning supplemental income to support their everyday expenses.

Finally, the Counseling and Career Readiness Department continues to maintain contact with WCHS graduates long after they earn their diploma. Whenever necessary, staff members make themselves available to students either at WCHS or via phone or email to offer advice, support and counseling. The above initiatives are often a draw for students applying to WCHS from less stable economic and living circumstances, and those in need of extraordinary and comprehensive support.

2015-2016 Forward Looking

While student recruitment procedures and retention strategies will continue to evolve and improve on a yearly basis, WCHS is confident and proud of its efforts to attract and maintain a diverse range of students from the five boroughs of New York City. For the upcoming 2015-2016 school year, WCHS plans to replicate the efforts and actions taken during the 2014-2015 school year discussed above to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

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



Appendix I: Teacher and Administrator Attrition

Created: 07/29/2015

Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

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, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	70	26	26

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	4	2	2

Thank you



Appendix J: Uncertified Teachers

Created: 07/29/2015

Last updated: 07/31/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

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 2014-15?

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

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	4
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
FTE count of uncertified teachers who do not fit into any of the four statutory categories	1
Total	5.0

How many **CERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

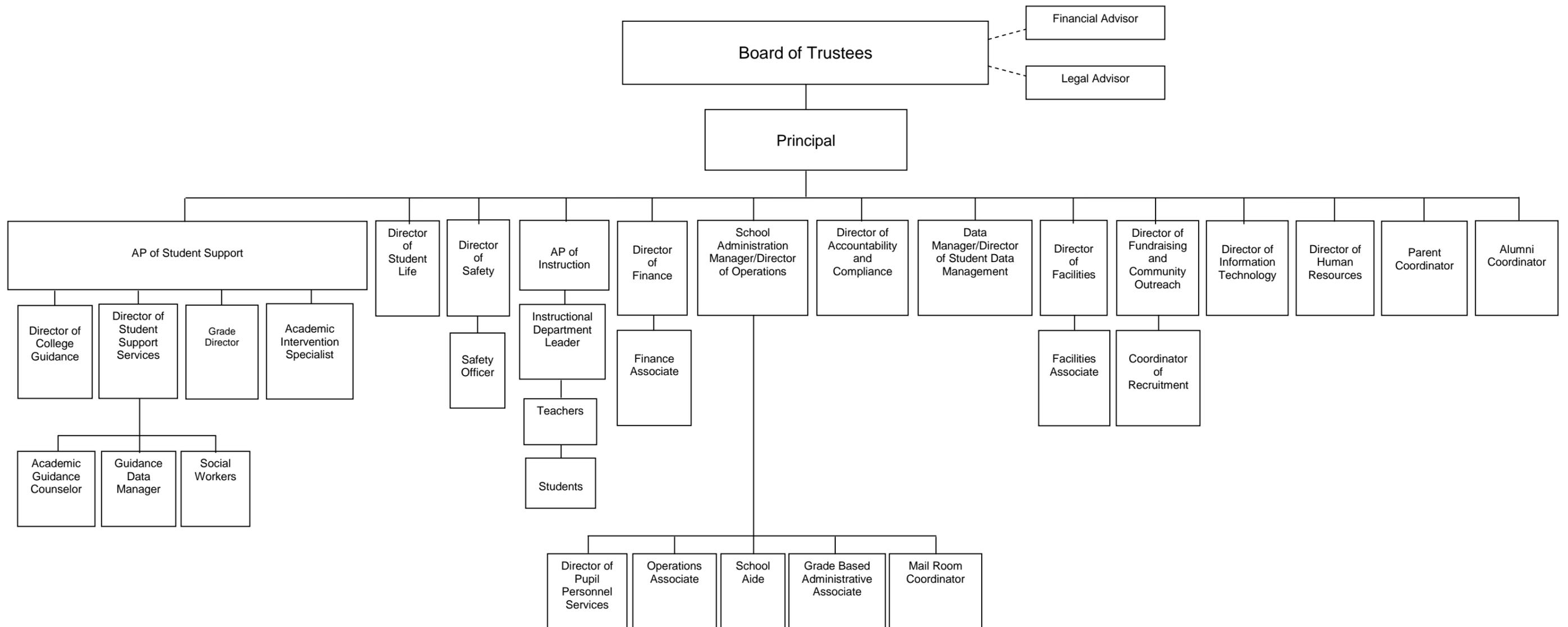
65

Thank you.

Williamsburg Charter High School

2015-2016

Organizational Structure





Williamsburg

CHARTER HIGH SCHOOL

Mission Statement & Key Design Elements

Mission:

The Williamsburg Charter High School unites youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world and prepares them in their journey to become skilled workers in and literate citizens of the world community. Young people will accomplish this through their participation in a rigorous and demanding liberal arts education that includes language, literature, writing, science, history, mathematics, the arts, technology and explorations in disciplines designed to teach fairness, justice, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.

Key Design Elements:

Supportive, Student Centered Environment	Advisors, Guidance Counselors, Social Workers, teachers, administrators, Student Life staff, School Safety, operations staff, the School Leadership Team and the Board of Trustees are collectively focused on the academic, social and emotional development of all WCHS's students. With support structures in place for every student designed to meet a variety of needs, the School embodies the feeling of a second home for its students, and works collaboratively to develop them holistically, towards achieving productive and fulfilling lives as citizens of the global community.
Rigorous, Responsive Educational Program	With a passing rate of 70%, additional academic requirements that go beyond normal graduation standards, and a developing career and technical education ("CTE") program, WCHS supports its students in a way that prepares them to identify their goals post high school, including achieving acceptance into college and other higher education opportunities and preparing them for successful and productive careers as professionals
Community Oriented	Sibling and District enrollment preferences, a seat on the Board of Trustees for a parent representative, partnerships with local businesses, schools, and community organizations and a "shared space" culture for the entire school facility help to make WCHS a valuable local resource. As an organization deeply invested in the community, WCHS strives to be an integral part of, and representative for the neighborhood and all of its residents, businesses, and organizations.
Collaborative, Data/Neuro-science Informed Instruction	Weekly department meetings, school leadership meetings, round-table data discussions, co-planning sessions, teacher mentoring programs, regular observations and coaching programs create a school in which every individual is working together in response to student data to provide the best possible education experience for WCHS's students. Similarly, the school requires regular attendance at professional development trainings, seminars and conferences for teachers and administrators to keep the entire organization up-to-date on cutting edge teaching pedagogy, the field of adolescence neuroscience and administrative best-practices. All resources, policies, and practices have been aligned in order to carry out and implement new strategies while tracking results for reflection and improvement. The entire school is responsible and accountable for student performance.

<p>Multifaceted Learning Experience</p>	<p>With dance, Audio Recording and ceramics studios, forensic electives, a comprehensive special education department, learning abroad programs, a speech pathologist, a web development program, after school athletics, performing arts and Honors Regents diploma track, pre-college educational programs, Advanced Placement courses and many more educational opportunities, WCHS has countless avenues for students to realize their aspirations and hone their skills. The curriculum has been designed to include opportunities for all types of adolescents at varying degrees of aptitude to learn, grow, and gain confidence as young adults.</p>
<p>Financial Controls & Sustainability</p>	<p>The School is a soundly operated organization, capable of achieving long-term success, with a variety of checks and balances in place to ensure fiscal stability and accountability in all areas of operation.</p>
<p>Thoughtful and Integrated Oversight</p>	<p>The Board of Trustees and legal counsel are integral to the everyday operation and success of the School. WCHS's governance reflects the needs of its constituents and reacts adaptively to the dynamic landscape of urban education. Monthly Board meetings, assemblies, staff briefings, and an open line of communication between all members of the community ensure that the School is supportive of the needs of its students and employees while maintaining a strong model of governance and accountability at all levels of leadership.</p>

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/dc13fa844ed20f566a>

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

	First Name	Last Name
Trustee Name	Akil	Bello

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865

8. Select all positions you have held on the Board:

(check all that apply)

- Treasurer
-

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

No

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

No

11. 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

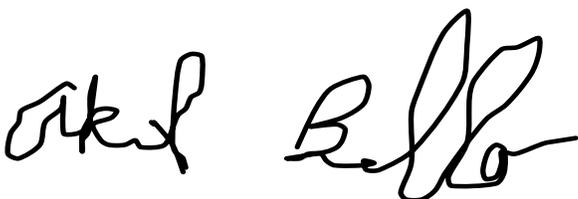
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

Yes

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	The Princeton Review	Supplemental Educational Services	\$25,000	me	recusal from discussions and votes
2					
3					
4					
5					

Signature of Trustee



Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 20, 2015

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Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Joseph	Cardarelli

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

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

No

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

No

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 stylized, looped initial followed by a long, horizontal stroke.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/46093160fce7b7eeb2>

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

	First Name	Last Name
Trustee Name	John	Witherspoon

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

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

No

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

No

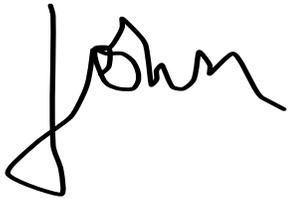
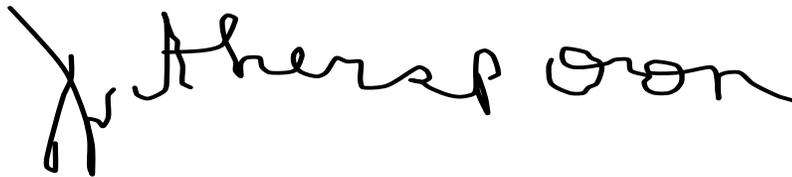
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "John". The letters are cursive and connected.A handwritten signature in black ink that reads "Christopher Iron". The letters are cursive and connected.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/4aa8d89b983c0db39>

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

	First Name	Last Name
Trustee Name	Samuel	Rivera

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

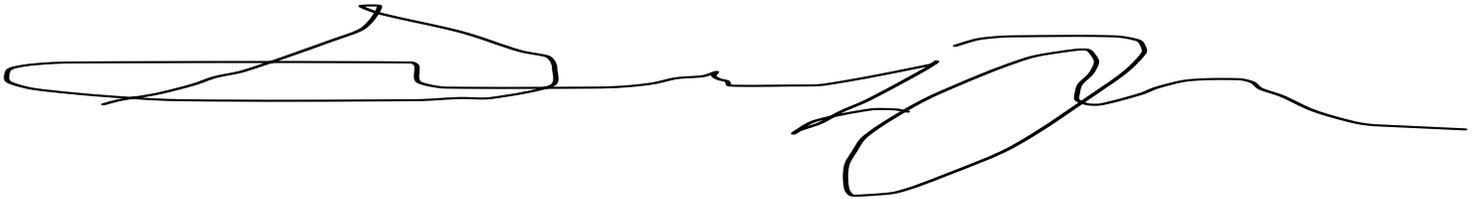
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/36768cde6da3ab269>

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

	First Name	Last Name
Trustee Name	Robert	Shea

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Board member
-

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

No

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

No

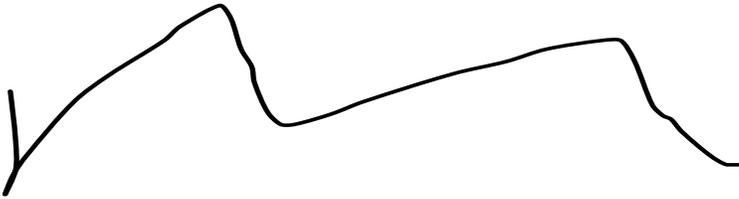
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of connected, somewhat irregular strokes that form a cursive-like shape.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/0c4b2f0a0b80ccd71f>

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

	First Name	Last Name
Trustee Name	JAMES	LEMA

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865</i>

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: TRUSTEE
-

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

No

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

No

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/8472b99b4605c1b63>

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

	First Name	Last Name
Trustee Name	Lourdes	Putz

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865</i>

8. Select all positions you have held on the 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

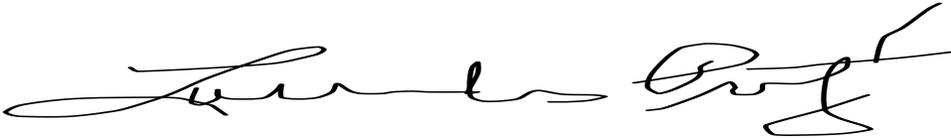
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 "Loren Goff", written in a cursive style.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 30, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5685ee7004088ff6d8>

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

	First Name	Last Name
Trustee Name	Marcenia	Johnson

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865

8. Select all positions you have held on the Board:

(check all that apply)

- Secretary
 - Other, please specify...
-

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

11. 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

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

No

Signature of Trustee

A handwritten signature in black ink, reading "Mariana Y. Delma". The signature is written in a cursive style with a large initial 'M' and a stylized 'Y'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Saturday, October 31, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/69ed9d02f7347612d>

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

	First Name	Last Name
Trustee Name	Charles	Hobson

2. *Your Home Address:

2. *Your Home Address: Street Address		
2. *Your Home Address: City/State		
2. *Your Home Address: Zip		

3. *Your Business Address

3. *Your Business Address Street Address		
3. *Your Business Address City/State		
3. *Your Business Address Zip		

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

WILLIAMSBURG CHS (NYC CHANCELLOR) 331400860865

8. Select all positions you have held on the Board:

(check all that apply)

-
- Secretary
-

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

No

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

No

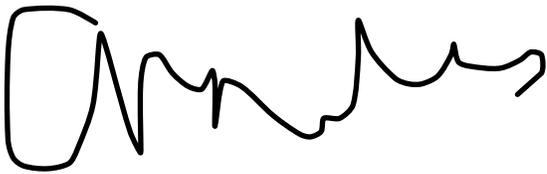
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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



Thank you.