Entry 1 School Information and Cover Page

Created: 07/27/2018 • Last updated: 08/01/2018

Please be advised that you will need to complete this cover page (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 **(as of June 30, 2018)** or you may not be assigned the correct tasks.

a. SCHOOL NAME

(Select name from the drop down menu)

WHIN MUSIC COMMUNITY CS (REGENTS)

b. CHARTER AUTHORIZER (As of June 30th, 2018)

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

Regents-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 6

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	401 West 164th St., 4th Floor New York, NY 10032	[redacted]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Charles Ortiz
Title	Executive Director
Emergency Phone Number (###-###-####)	[redacted]

e. SCHOOL WEB ADDRESS (URL)

whinmusic.org

f. DATE OF INITIAL CHARTER

06/2016

g. DATE FIRST OPENED FOR INSTRUCTION

09/2017

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

The Washington Heights and Inwood Music Community Charter School ("WHIN Music Charter School" or "WHIN") will provide our diverse student population with a rigorous academic instruction, intensive music education and a positive learning environment so that every student can thrive academically and personally

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Rigorous, inquiry-driven, project-based academic curriculum aligned with the CCLS: Project-based learning and inquiry are effective learning strategies that allow students to deepen their knowledge and develop their skills while producing high-quality work and developing a life-long passion for knowledge and discovery. For this reason, our teachers will use the inquiry- and project-based Expeditionary Learning (EL) framework, a research-based model for teaching and learning, to "challenge students to think critically and take active roles in their classrooms and communities." Implementing EL will "result in higher achievement and greater engagement in school" and "provide students the academic and character-building skills they need to reach their potential as learners and leaders."
Variable 2	Music-infused curriculum and El Sistema music education are evidence-based models to achieve improved academic and social outcomes and build community for all learners: El Sistema music education: Emulating pioneering work at Conservatory Lab, our teaching artists will offer two periods of daily music instruction based on the El Sistema model, whose inclusive philosophies and individual/social benefits for its participants are essential to our school design, and will expand educational opportunities in CSD6. Music-infused curriculum: WHIN will integrate music with other academic content areas (especially Science and Social Studies) using the Learning Through Music (LTM) Five

	Processes Framework—Questioning, Listening, Creating, Performing, and Reflecting. LTM is a proven and effective model for students to develop deeper understanding of academic content and improve their critical-thinking and problem-solving skills. Based on the LTM model, WHIN will develop a project and performance based learning environment, with clear standards for measuring outcomes.
Variable 3	Strategic use of time and scheduling: Extended Day: The extended school day will run from 8:00 am to 4:30 pm four days a week. This extended day will ensure all students receive more instructional time (with more integration between content areas) and daily music instruction. Early release on Fridays (2PM) will ensure teachers receive PD in their carefully selected Personal Learning Communities.
Variable 4	Student empowerment through fully inclusionary model and use of Responsive Classroom to fully serve the needs of all students: As a Child-Centered School, our main goal will be to ensure each student is safe, succeeds and develops his/her academic, musical, emotional and social skills, so he/she can become a leader in his/her community, a role model for others, and a positive contributor and citizen. To achieve this goal, WHIN will use the following strategies: Co-Teaching model: All classes will be staffed with two certified teachers, including at least one with SPED and/or ESL certification. Co-teaching will allow for smaller teacher-student ratios and for teachers to better meet the individualized needs of special education, general education, and ELL students. Co-teaching will allow the flexibility of different teaching models. The benefits of Co-Teaching are improvements in professional growth, instruction, differentiation, student access to teachers, behavior management, student engagement, time on task, students' sense of belonging, acceptance of diversity, and higher expectations. Inclusionary Model of Instruction: We will ensure that ELLs, students with special needs and FRPL students have equal access to the curriculum and quality instruction. Our school will have School-Wide Sheltered English Instruction for ELLs due to the high percentage of ELLs (31% in CSD 6, see section I.D.). Special Education teachers will follow a multi-tiered Response to Intervention (RTI) model that will be reinforced by related service providers (occupational, physical, and speech therapy services). Our combined push-in/pullout model ensures our students will receive the necessary services while having equal access to curriculum. Responsive Classroom: At WHIN, the social-emotional development of students is just as important as their

	academic and musical development. Teachers will be trained in Responsive Classroom, a research-based teaching approach that gives teachers concrete practices for ensuring a high-quality education for every child every day. These practices will help them actively teach students strategies for resolving conflicts and politely interacting with their peers through formal (morning meetings) and informal practices (positive teacher language).
Variable 5	(No response)
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2018

74

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

l1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.

I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	401 West 164th St., 4th Floor New York NY	[redacted]	NYC CSD 6	K-2	No	N/A
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Charlie Ortiz	[redacted]		
Operational Leader	Noel Matos			
Compliance Contact	Bob Green			
Complaint Contact	Charlie Ortiz			
DASA Coordinator	Charlie Ortiz			

m1. Are any sites in co-located space? If yes, please proceed to the next question. Yes

m2. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	9/2020	Yes	2020	Yes	We are actively sourcing potential locations.	No
Site 2						
Site 3						

n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in design or educational program	Changing our main ELA curriculum from Units of Study to EL Education (Expeditionary Learning) K-5 Language Arts Curriculum	8/05/2017	
2	Change in design or educational program	Changing our main ELA assessment tool from Fox-in-a-Box to Strategic Teaching and Evaluation of Progress (STEP) and changing our main Math assessment tool from Fox-in-a-Box to Assessing Math Concepts (AMC)	8/05/2017	
3	Change in design or educational program	Changing our main Math curriculum from Singapore Math to Bridges in Mathematics	8/05/2017	
4	Other	Changing the size of our 2018-2019 K class to 81 instead of 54. This will not affect our overall school enrollment number	11/22/2017	
5	Change in schedule/calendar	Changing the school hours from 8:00am-4:30pm to 8:10am-4:00pm	11/22/2017	

o. Name and Position of Individual(s) Who Completed this Annual Report. Charles Ortiz, Executive Director

p. Our signatures (Head of School and Board President) 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date 2018/07/31

Thank you.

Entry 2 NYS School Report Card Link

Created: 07/27/2018 • Last updated: 07/28/2018

WHIN MUSIC COMMUNITY CS (REGENTS)

1. CHARTER AUTHORIZER (As of June 30th, 2018) (For technical reasons, please re-select authorizer name from the drop down menu).	REGENTS-Authorized Charter School
2. 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).**	URL is not available

Entry 3 Progress Toward Goals

Created: 07/27/2018 • Last updated: 10/31/2018

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	WHIN students will read and write at or above grade level.	Metric 1 (Absolute Measure): At least 80% of students who have been enrolled at WHIN for at least two full academic years will score at Level 3 or higher on the New York State ELA Exam. Metric 2 (Comparative Measure): WHIN students will perform at least 10 points higher than students from peer schools in CSD 6 on the New York State ELA Exam. Metric 3 (Growth Measure): Each year each grade-level cohort of students will reduce by one-half the gap between		During SY 2017-2018 WHIN served students in K and 1 only, making this goal not applicable. This goal will become applicable in SY 2019-2020 when WHIN scales to K-3.

		the percentage at Level 3 and 4 on the previous year’s state ELA exam and 75 percent at Level 3 and 4 on the current year’s state ELA exam.		
Academic Goal 2	WHIN students will perform in mathematics at or above grade level.	Metric 1 (Absolute Measure): At least 80% of students who have been enrolled at WHIN for at least two full academic years will score at Level 3 or higher on the New York State Math Exam each year. Metric 2 (Comparative Measure): WHIN students will perform at least 10 points higher than students from peer schools in CSD 6 on the New York State Math Exam each year. Metric 3 (Growth Measure): Each year each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year’s state Math exam and 75 percent at Level 3 and 4 on the current year’s state Math exam.		During SY 2017-2018 WHIN served students in K and 1 only, making this goal not applicable. This goal will become applicable in SY 2019-2020 when WHIN scales to K-3.
		Metric 1 (Absolute Measure): At least 80% of students who have been enrolled at WHIN for at least two full academic		

Academic Goal 3	WHIN students will perform in social studies and science at or above grade level.	years will achieve a score of 3 or 4 on the New York State Science Exam. Metric 2 (Comparative Measure): WHIN students will perform at least 10 points higher than students from peer schools in CSD 6 on the New York State Science Exam each year. Metric 3 (Growth Measure): A minimum of 75% of students will achieve proficient or advanced rating on the rubrics for a final project of their Expedition.		During SY 2017-2018 WHIN served students in K and 1 only, making this goal not applicable. This goal will become applicable in SY 2019-2020 when WHIN scales to K-3.
Academic Goal 4	WHIN students will achievement in music.	Metric 1 (Absolute Measure): All students will perform in front of an audience as a member of an orchestra (or other musical ensembles such as a choir or an choir) at least 6 times per year. Metric 2 (Absolute Measures): At the end of the year, all students will achieve proficiency in the school's music assessments based on the NYC Blueprint for Teaching and Learning in Music. Metric 3 (Absolute	Met	Metric 1- evidence of this metric is our public and internal (WHIN Wednesday's) performances. WHIN had five school-wide public performances as well as weekly performances during our school-wide (including parents) WHIN Wednesday's. This metric was successfully met. Metric 2: The NYC Blueprint for Teaching and Learning in Music standards start in Grade 2. During SY 2017-2018, WHIN served students in K and 1 only, making this goal not applicable. This goal will become applicable in SY

		Measure): At the end of the year, all students in grades 2-5 will score at least 80% on internal music assessments for instrument technique and musicianship,		2018-2019 when WHIN scales to K-2. Metric 3: During SY 2017-2018 WHIN served students in K and 1 only, making this goal not applicable. This goal will become applicable in SY 2018-2019 when WHIN scales to K-2.
Academic Goal 5	WHIN will achieve Adequate Yearly Progress.	Metric 1 (Absolute Measure): Each year the school will attain a status of “In Good Standing” under the state’s NCLB accountability system		During SY 2017-2018 WHIN served students in K and 1 only, making this goal not applicable. This goal will become applicable in SY 2019-2020 when WHIN scales to K-3.
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

2. Do have more academic goals to add? No

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	WHIN will create and maintain a positive, student centered, and responsive school culture.	Metric 1 (Absolute Measure): 85% or more WHIN parents will rate WHIN Music Community School as a ‘safe’ school on the Department of Education's Learning Environment Survey.	Met	87.6% of WHIN families responded with a 4 or 5 (out of 5) rating of safety on WHIN's end-of-year survey.
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				

5. Do you have more organizational goals to add? No

6. FINANCIAL GOALS

2017-18 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Entry 4 Expenditures per Child

Created: 07/27/2018 • Last updated: 08/01/2018

WHIN MUSIC COMMUNITY CS (REGENTS)Section Heading

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 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html

Line 1: Total Expenditures	2119272
Line 2: Year End FTE student enrollment	74
Line 3: Divide Line 1 by Line 2	28518

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year-end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	228581
Line 2: Management and General Cost (Column)	188923
Line 3: Sum of Line 1 and Line 2	417504
Line 5: Divide Line 3 by the Year End FTE student enrollment	5618

Thank you.

WHIN MUSIC COMMUNITY CHARTER SCHOOL

NEW YORK, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2018

MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
WHIN Music Community Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of WHIN Music Community Charter School, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the period from June 14, 2016 (date of inception) to June 30, 2018, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of WHIN Music Community Charter School as of June 30, 2018, and the changes in its net assets and its cash flows for the period from June 14, 2016 (date of inception) to June 30, 2018, in accordance with accounting principles generally accepted in the United States of America.

Other Report Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2018 on our consideration of WHIN Music Community Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering WHIN Music Community Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 30, 2018

WHIN MUSIC COMMUNITY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2018

ASSETS		
CURRENT ASSETS		
Cash		$ 418,915
Grants and other receivables		68,325
Pledges receivable - current portion		100,000
Prepaid expenses and other current assets		8,000
	TOTAL CURRENT ASSETS	595,240
OTHER ASSETS		
Property and equipment, net		197,084
Pledges receivable		25,000
		222,084
	TOTAL ASSETS	$ 817,324

LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses		$ 178,391
Accrued payroll and benefits		111,806
Short-term note payable		30,000
Deferred revenue		3,721
	TOTAL CURRENT LIABILITIES	323,918
NET ASSETS		
Unrestricted		171,806
Temporarily restricted		321,600
	TOTAL NET ASSETS	493,406
	TOTAL LIABILITIES AND NET ASSETS	$ 817,324

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

WHIN MUSIC COMMUNITY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

PERIOD FROM JUNE 14, 2016 (DATE OF INCEPTION) TO JUNE 30, 2018

	Unrestricted	Temporarily restricted	Total
Operating revenue and support:			
State and local per pupil operating revenue	$ 1,328,655	$ -	$ 1,328,655
Government grants	790,183	-	790,183
Private grants	375,287	450,000	825,287
Interest income	334	-	334
Net assets released from restriction	128,400	(128,400)	-
TOTAL OPERATING REVENUE AND SUPPORT	2,622,859	321,600	2,944,459
Expenses:			
Program:			
Regular education	1,380,283	-	1,380,283
Special education	517,766	-	517,766
Management and general	540,757	-	540,757
Fundraising	12,247	-	12,247
TOTAL EXPENSES	2,451,053	-	2,451,053
CHANGE IN NET ASSETS	171,806	321,600	493,406
Net assets at beginning of period	-	-	-
NET ASSETS AT END OF PERIOD	$ 171,806	$ 321,600	$ 493,406

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

WHIN MUSIC COMMUNITY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

PERIOD FROM JUNE 14, 2016 (DATE OF INCEPTION) TO JUNE 30, 2018

		Program Services			Supporting Services			
	No. of Positions	Regular Education	Special Education	Sub-total	Management and General	Fundraising	Sub-total	Total
Personnel Services Costs:								
Administrative staff personnel		$ 427,023	$ 120,262	$ 547,285	$ 262,971	$ 5,864	$ 268,835	$ 816,120
Instructional personnel	8 9	423,589	193,250	616,839			268,835	616,839
Total salaries and wages				1,164,124				1,432,959
Fringe benefits and payroll taxes	17	850,612	313,512		262,971	-		
Retirement				232,036		5,864		
Legal service		169,546		4,285	-		- 53,585	285,621
Accounting / audit services			62,490		52,416	1,169		
Other purchased / professional / consulting services		3,131	1,154	-			989	5,274
Building and land rent / lease					108,288		10,288	10,288
Repairs and maintenance		-	-	-	129,673	21	129,673	129,673
Insurance		33,021	27,520	60,541	10,436		15,629	
Supplies / materials		3,606		4,835		5,193		76,170
Equipment / furnishings		58,397	21,523	79,920	1,140	-	1,140	6,075
Staff development		16,326		17,660	18,456		18,456	98,376
Marketing / recruitment		58,594	5,987	76,821	5,014	-	5,014	27,327
Technology		12,904	17,661	76,255			4,079	76,255
Student services		56,132	4,756	62,769	4,079	-	17,741	21,739
Office expense		32,115	20,689	42,329	17,741	-	11,505	94,562
Depreciation		46,353	10,214	8,823	2,516	-	2,516	44,845
Other			16,416	43,382	11,505	-		74,274
		901	272	1,173		-	2,038	1,173
		6,447	2,376		2,038	-	10,018	10,861
		$ 1,699,380,283	$ 11,683 517,766	$ 1,898,049	$ 10,018 540,757	$ 12,247	$ 553,004	$ 33,400 2,451,053
		499	184	683	1,498	-	1,498	2,181

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

WHIN MUSIC COMMUNITY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

PERIOD FROM JUNE 14, 2016 (DATE OF INCEPTION) TO JUNE 30, 2018

CASH FLOWS - OPERATING ACTIVITIES	
Change in net assets	$ 493,406
Adjustments to reconcile change in net assets to net cash provided from operating activities:	
Depreciation and amortization	53,400
Changes in certain assets and liabilities affecting operations:	
Grants and other receivables	(68,325)
Pledges receivable	(125,000)
Prepaid expenses and other current assets	(8,000)
Accounts payable and accrued expenses	178,391
Accrued payroll and benefits	111,806
Deferred revenue	3,721
NET CASH PROVIDED FROM OPERATING ACTIVITIES	639,399
CASH FLOWS - INVESTING ACTIVITIES	
Purchases of property and equipment	(250,484)
NET CASH USED FOR INVESTING ACTIVITIES	(250,484)
CASH FLOWS - FINANCING ACTIVITIES	
Borrowings on short term note payable	30,000
NET CASH PROVIDED FROM FINANCING ACTIVITIES	30,000
NET INCREASE IN CASH	418,915
Cash at beginning of period	-
CASH AT END OF PERIOD	$ 418,915

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

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

The Charter School

WHIN Music Community Charter School (the "Charter School") is an educational corporation that operates as a charter school in New York, New York. The Charter School provides a uniquely challenging educational program that incorporates intensive daily music instruction, fosters innovative teaching methods, imbues students with a love of learning and facilitates the development of the community through music, academic, and social inclusion. On June 14, 2016 the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration.

Financial Statement presentation

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

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2018.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had $321,600 of temporarily restricted net assets at June 30, 2018 as described in Note C.

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

Revenue and support recognition

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

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

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

Contributions

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

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

Cash

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

Cash in escrow

The Charter School is required to maintain cash in an escrow account in accordance with the terms of its charter agreement. The agreement requires $25,000 to be placed in escrow each of the first three years of operations and a balance of $75,000 be maintained to fund any audit and legal expenses incurred should the Charter School cease operations and dissolve. The Charter School obtained an extension of time to make the first deposit, which was transferred during August 2018.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2018.

Pledges receivable

Pledges receivable represent unconditional promises to give. Those that are expected to be collected within one year are recorded at their net realizable value. For amounts to be collected in future years, no discount was considered necessary to record estimated future collections at their present value. There was no allowance for uncollectible pledges receivable at June 30, 2018.

Property and equipment

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

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

Contributed services

The Charter School is located in a New York City Department of Education facility and utilizes approximately 20,000 square feet at no charge. In addition, the Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees, and received transportation services provided by the local district. The Charter School was unable to determine a value for these services.

Tax exempt status

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

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2017 through June 30, 2018 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly, it has not recognized any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated $44,800 for the period from June 14, 2016 (date of inception) to June 30, 2018.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Use of estimates in the preparation of financial statements

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

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 30, 2018, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted, except as disclosed in Note A, Note D, Note J, and Note K.

NOTE B: PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30, 2018:

Furniture	$ 83,250
Office equipment	64,406
Leasehold improvements	69,475
Musical equipment	7,145
Computer equipment	26,208
	250,484
Less accumulated depreciation and amortization	53,400
	$ 197,084

NOTE C: TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets at June 30, 2018 consist of the following:

Restricted due to time	$ 125,000
Other purpose restrictions	196,600
	$ 321,600

NOTE D: LINE OF CREDIT

The Charter School entered into a $75,000 line of credit with a credit union in August 2018. The interest rate on the line of credit is fixed at 9.75%.

NOTE E: SCHOOL FACILITY

From June 14, 2016 (date of inception) through July 30, 2017, the Charter School was located in a space provided by New York City Charter School Center with monthly rent of $675. During 2017, the Charter School received approval from the New York City Department of Education for use of dedicated and shared space for the year ending June 30, 2018 at Middle School 328 Community Math & Science Prep, a New York Public School located at 401 West 164th Street, New York, NY. For the period from June 14, 2016 (date of inception) to June 30, 2018, the Charter School incurred rent expense totaling $6,075.

NOTE F: CONTINGENCY

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

NOTE G: CONCENTRATIONS

At June 30, 2018, grants and other receivables and pledges receivable are comprised of the following:

Foundation A	39%
Foundation B	26%
New York State	35%

During the period from June 14, 2016 (date of inception) to June 30, 2018, total operating revenue and support came from the following sources:

New York State per-pupil	44%
Charter School Program (CSP) grant	17%
Foundation grant	11%

The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

NOTE H: RETIREMENT PLAN

The Charter School sponsors a 403(b) retirement plan ("the Plan") for its employees. All employees are immediately eligible to participate in the Plan. The Plan allows for the Charter School to make a matching contribution to the Plan. The Charter School contributed approximately $5,300 to the Plan for the period from June 14, 2016 (date of inception) to June 30, 2018.

NOTE I: OPERATING LEASE

The Charter School entered into a non-cancellable lease agreement for office equipment expiring November 2020. The future payments on these agreements are approximately as follows:

Year ending June 30,	Amount
2019	$ 7,800
2020	7,800
2021	3,250
Total	$ 18,850

NOTE J: SHORT-TERM NOTE PAYABLE

During 2018, the Charter School received a $30,000 non-interest bearing loan from one of its board members. The note was to be repaid when the Charter School received its first installment of per pupil funding in the 2018-2019 school year. The note was paid in full in August 2018.

NOTE K: SUBSEQUENT EVENTS

In August 2018, the New York State Education Department (NYSED) notified the Charter School that it had over-allocated $8,671 in Title IIA funding to the Charter School for the year ended June 30, 2018. NYSED will reduce the Charter School's Title IIA funding for a period of up to five years to recoup the over-allocated funding. The Charter School has not accounted for this over-allocated funding as a liability as of June 30, 2018.

Also in August 2018, the Charter School entered into a contract to purchase musical instruments for use in its instructional program. The contract requires quarterly payments of $3,007 beginning December 2018 through September 2022.

WHIN MUSIC COMMUNITY CHARTER SCHOOL

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
WHIN Music Community Charter School

We have audited the financial statements of WHIN Music Community Charter School as of June 30, 2018 and for the period from June 14, 2016 (date of inception) to June 30, 2018, and have issued our report thereon dated October 30, 2018, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the period from June 14, 2016 (date of inception) to June 30, 2018, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 30, 2018

WHIN MUSIC COMMUNITY CHARTER SCHOOL

SCHEDULE OF ACTIVITIES

YEAR ENDED JUNE 30, 2018 AND THE PERIOD FROM
JUNE 14, 2016 (DATE OF INCEPTION) TO JUNE 30, 2018

	Year ended June 30, 2018	Period from June 14, 2016 (date of inception) to June 30, 2017	Total
Operating revenue and support:			
State and local per pupil operating revenue	$ 1,328,655	$ -	$ 1,328,655
Government grants	600,179	190,004	790,183
Private grants	687,126	138,161	825,287
Interest income	-	334	334
TOTAL OPERATING REVENUE AND SUPPORT	2,615,960	328,499	2,944,459
Personnel services costs:			
Administrative staff personnel	668,954	147,166	816,120
Instructional personnel	616,839	-	616,839
Total salaries and wages	1,285,793	147,166	1,432,959
Fringe benefits and payroll taxes	257,170	28,451	285,621
Retirement	5,274	-	5,274
Legal service	7,930	2,358	10,288
Accounting / audit services	109,178	20,495	129,673
Other purchased / professional / consulting services	57,478	18,692	76,170
Building and land rent / lease	675	5,400	6,075
Repairs and maintenance	98,376	-	98,376
Insurance	24,630	2,697	27,327
Supplies / materials	76,255	-	76,255
Equipment / furnishings	21,739	-	21,739
Staff development	91,170	3,392	94,562
Marketing / recruitment	34,226	10,619	44,845
Technology	69,884	4,390	74,274
Student services	1,173	-	1,173
Office expense	9,986	875	10,861
Depreciation	53,070	330	53,400
Other	871	1,310	2,181
TOTAL EXPENSES	2,204,878	246,175	2,451,053
CHANGE IN NET ASSETS	$ 411,082	$ 82,324	$ 493,406

WHIN MUSIC COMMUNITY CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

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

Board of Trustees
WHIN Music Community Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of WHIN Music Community Charter School, which comprise the statement of financial position as of June 30, 2018 and the related statements of activities and changes in net assets, functional expenses and cash flows for the period from June 14, 2016 (date of inception) to June 30, 2018 and the related notes to the financial statements, and have issued our report thereon dated October 30, 2018**.**

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether WHIN Music Community Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed two instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying Schedule of Findings and Responses as items 2018-001 and 2018-002.

We noted certain other matters that we have reported to management of WHIN Music Community Charter School in a separate letter dated October 30, 2018.

WHIN Music Community Charter School's Response to Findings

WHIN Music Community Charter School's response to the findings identified in our audit are described in the accompanying Schedule of Findings and Responses. WHIN Music Community Charter School's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

Purpose of This Report

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

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 30, 2018

WHIN MUSIC COMMUNITY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND RESPONSES

PERIOD FROM JUNE 14, 2016 (date of inception) TO JUNE 30, 2018

Finding 2018-001

Statement of condition
During our audit, we noted the Charter School did not adhere to the terms of their charter agreement, resulting in a late deposit of $25,000 into the Charter School's escrow account.

Criteria and effect of conditions
During our audit, we noted the Charter School's charter agreement required the Charter School to deposit $25,000 into the escrow account by December 31, 2017. During February 2018, the Charter School requested an extension of time to make the deposit until July 2018, which was approved by NYSED. We noted the Charter School did not deposit the $25,000 into the escrow account until August 2018.

Recommendation
We recommend the second required deposit installment of $25,000 be made by December 31, 2018.

Management response
The Charter School will deposit the remaining escrow installments as required by the charter agreement.

Finding 2018-002

Statement of condition
During our audit, we noted the Charter School did not adhere to the terms of their charter agreement as the School's enrollment fell below 85% of the projected enrollment for 2017-2018 academic year and written approval from NYSED was not obtained.

Criteria and effect of conditions
During our audit, we noted the Charter School's charter agreement required the School to obtain prior written approval from NYSED prior to commencing or continuing instruction where the total number of students enrolled is less than 85% of the projected enrollment for a given academic year. We noted the Charter School's enrollment was 69% of the projected enrollment for the 2017-2018 academic year.

Recommendation
We recommend the Charter School obtain written approval from NYSED if enrollment falls below 85% of projected enrollment for a given academic year.

Management response
The Charter School was in communication with NYSED about its enrollment; however, it will ensure to receive written approval should enrollment fall below 85% in future years.

WHIN MUSIC COMMUNITY CHARTER SCHOOL

ADVISORY COMMENT LETTER

JUNE 30, 2018

October 30, 2018

Board of Trustees
WHIN Music Community Charter School

In planning and performing our audit of the financial statements of WHIN Music Community Charter School (the "Charter School") as of June 30, 2018 and for the period from June 14, 2016 (date of inception) to June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing 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 Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

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

- *Reasonably possible*. The chance of the future event or events occurring is more than remote but less than likely.

- *Probable*. The future event or events are likely to occur.

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

During the course of our audit of the financial statements of WHIN Music Community Charter School as of June 30, 2018 and for the period from June 14, 2016 (date of inception) to June 30, 2018, we observed the Charter School's significant accounting policies and certain business, financial and administrative practices. As a result of our observations, we noted the following, which we do not consider to be significant deficiencies or material weaknesses:

Contribution Tracking

During our audit, we noted two instances where contributions awarded in fiscal 2018 were not communicated to the financial consultants in a timely manner.

Recommendation

We recommend controls be established to ensure that contributions and pledges receivable are recorded when awarded. Improved communications between individuals securing donations on behalf of the Charter School and the accounting department, maintaining a complete file of all donor correspondence in the accounting department, and a review of subsequent cash receipts to determine if contributions are recorded in the proper period would strengthen controls in this area.

Escrow Account

During our audit, we noted the charter agreement states annual installments of $25,000 are required to be deposited to the Charter School's escrow account by December of each of the first three years of operation. The first installment was due to be deposited by December 31, 2017. We noted the first $25,000 was deposited in August 2018 due to cashflow difficulties in the first year of operations.

Recommendation

We recommend the Charter School adhere to the charter agreement and make the two additional $25,000 deposits by December 31, 2018 and December 31, 2019.

Enrollment

During our audit, we noted the Charter School's charter agreement required the Charter School to obtain prior written approval from NYSED prior to commencing or continuing instruction where the total number of students enrolled is less than 85% of the projected enrollment for a given academic year. We noted the Charter School's enrollment was 69% of the projected enrollment for the 2017-2018 academic year.

Recommendation

We recommend the School obtain written approval from NYSED if enrollment falls below 85% of projected enrollment for a given academic year.

* * * * *

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

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

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

Annual Financial Statement Audit Report

School Name:	WHIN MUSIC COMMUNITY CHARTER SCHOOL
Date (Report is due Nov. 1):	November 1, 2018
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #6
School Fiscal Contact Name:	Charlie Ortiz
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Jackie Lee
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	
Audit Period:	2017-18
Prior Year:	-

The following items are required to be included:

1.) The independent auditor's report on financial statements and notes.
2.) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
3.) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	Included in Financial Statement
Federal Single Audit (A-133)	The school did not expend federal funds in excess of the Single Audit Thr
Corrective Action Plan	N/A

WHIN MUSIC COMMUNITY CHARTER SCHOOL
Statement of Financial Position
as of June 30

	2018	-
CURRENT ASSETS		
Cash and cash equivalents	$ 418,915	$ -
Grants and contracts receivable	67,060	-
Accounts receivables	265	-
Prepaid Expenses	8,000	-
Contributions and other receivables	1,000	-
Other current assets	100,000	-
TOTAL CURRENT ASSETS	595,240	-
NON-CURRENT ASSETS		
Property, Building and Equipment, net	$ 197,084	$ -
Restricted Cash	-	-
Security Deposits	-	-
Other Non-Current Assets	25,000	-
TOTAL NON-CURRENT	222,084	-
TOTAL ASSETS	**817,324**	**-**
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 178,391	$ -
Accrued payroll, payroll taxes and benefits	111,806	-
Current Portion of Loan Payable	30,000	-
Due to Related Parties	-	-
Refundable Advances	-	-
Deferred Revenue	3,721	-
Other Current Liabilities	-	-
TOTAL CURRENT	323,918	-
LONG-TERM LIABILITIES		
Loan Payable; Due in More than One Year	$ -	$ -
Deferred Rent	-	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM	-	-
TOTAL LIABILITIES	323,918	-

NET ASSETS		
Unrestricted	$ 171,806	$ -
Temporarily restricted	321,600	-
Permanently restricted	-	-
TOTAL NET ASSETS	493,406	-
TOTAL LIABILITIES AND NET ASSETS	**817,324**	**-**

WHIN MUSIC COMMUNITY CHARTER SCHOOL
Statement of Activities
as of June 30

	2018			-
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	$ 1,079,545	$ -	$ 1,079,545	$ -
State and Local Per Pupil Revenue - SPED	220,807	-	220,807	-
State and Local Per Pupil Facilities Revenue	-	-	-	-
Federal Grants	565,120	-	565,120	-
State and City Grants	253,366	-	253,366	-
Other Operating Income	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	2,118,838	-	2,118,838	-
EXPENSES				
Program Services				
Regular Education	$ 1,380,283	$ -	$ 1,380,283	$ -
Special Education	517,766	-	517,766	-
Other Programs	-	-	-	-
Total Program Services	1,898,049	-	1,898,049	-
Management and general	540,757	-	540,757	-
Fundraising	12,247	-	12,247	-
TOTAL EXPENSES	2,451,053	-	2,451,053	-
SURPLUS / (DEFICIT) FROM OPERATIONS	(332,215)	-	(332,215)	-
SUPPORT AND OTHER REVENUE				
Interest and Other Income	$ 334	$ -	$ 334	$ -
Contributions and Grants	375,287	450,000	825,287	-
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	375,621	450,000	825,621	-
Net Assets Released from Restrictions / Loss on Disposal	$ 128,400	$ (128,400)	$ -	$ -
CHANGE IN NET ASSETS	171,806	321,600	493,406	-
NET ASSETS - BEGINNING OF YEAR	$ -	$ -	$ -	$ -
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-

NET ASSETS - END OF YEAR	$ 171,806	$ 321,600	$ 493,406	$ -

WHIN MUSIC COMMUNITY CHARTER SCHOOL
Statement of Cash Flows
as of June 30

	2018	-
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ 493,406	$ -
Revenues from School Districts	-	-
Accounts Receivable	(265)	-
Due from School Districts	-	-
Depreciation	53,400	-
Grants Receivable	(67,060)	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(8,000)	-
Accounts Payable	150,617	-
Accrued Expenses	27,774	-
Accrued Liabilities	111,806	-
Contributions and fund-raising activities	(1,000)	-
Miscellaneous sources	-	-
Deferred Revenue	3,721	-
Interest payments	-	-
Other	(125,000)	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 639,399	$ -
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	(250,484)	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (250,484)	$ -
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	-	-
Other	30,000	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ 30,000	$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ 418,915	$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 418,915	$ -

WHIN MUSIC COMMUNITY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30

		2018						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total
Personnel Services Costs		$	$	$	$	$	$	$
Administrative Staff Personnel	8.00	427,023	120,262	-	547,285	5,864	262,971	268,835
Instructional Personnel	9.00	423,589	193,250	-	616,839	-	-	-
Non-Instructional Personnel	-	-	-	-	-	-	-	-
Total Salaries and Staff	17.00	850,612	313,512	-	1,164,124	5,864	262,971	268,835
Fringe Benefits & Payroll Taxes		169,546	62,490	-	232,036	1,169	52,416	53,585
Retirement		3,131	1,154	-	4,285	21	968	989
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	10,288	10,288
Accounting / Audit Services		-	-	-	-	-	129,673	129,673
Other Purchased / Professional / Consulting Services		33,021	27,520	-	60,541	5,193	10,436	15,629
Building and Land Rent / Lease		3,606	1,329	-	4,935	-	1,140	1,140
Repairs & Maintenance		58,397	21,523	-	79,920	-	18,456	18,456
Insurance		16,326	5,987	-	22,313	-	5,014	5,014
Utilities		-	-	-	-	-	-	-
Supplies / Materials		58,594	17,661	-	76,255	-	-	-
Equipment / Furnishings		12,904	4,756	-	17,660	-	4,079	4,079
Staff Development		56,132	20,689	-	76,821	-	17,741	17,741
Marketing / Recruitment		32,115	10,214	-	42,329	-	2,516	2,516
Technology		46,353	16,416	-	62,769	-	11,505	11,505
Food Service		-	-	-	-	-	-	-
Student Services		901	272	-	1,173	-	-	-
Office Expense		6,447	2,376	-	8,823	-	2,038	2,038
Depreciation		31,699	11,683	-	43,382	-	10,018	10,018
OTHER		499	184	-	683	-	1,498	1,498
Total Expenses		$ 1,380,283	$ 517,766	$ -	$ 1,898,049	$ 12,247	$ 540,757	$ 553,004

	-
Total	
$	$
816,120	-
616,839	-
-	-
1,432,959	-
285,621	-
5,274	-
-	-
10,288	-
129,673	-
76,170	-
6,075	-
98,376	-
27,327	-
-	-
76,255	-
21,739	-
94,562	-
44,845	-
74,274	-
-	-
1,173	-
10,861	-
53,400	-
2,181	-
$ 2,451,053	$ -

Entry 5c Additional Financial Docs

Last updated: 10/31/2018

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Section Heading

1. Management Letter

https://nysed-cso-reports.fluidreview.com/resp/20246443/8mMIunnVv3/

Explanation for not uploading the Management Letter.	(No response)

2. Form 990

https://nysed-cso-reports.fluidreview.com/resp/20246443/FlNDqRIBTE/

Explanation for not uploading the Form 990.	An extension has been filed.

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit.	N/A. The school did not spend more than $750,000 in federal funding.

4. CSP Agreed Upon Procedure Report

https://nysed-cso-reports.fluidreview.com/resp/20246443/dQZm1h8CfC/

Explanation for not uploading the procedure report.	(No response)

5. Evidence of Required Escrow Account

[redacted]

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

a. The person responsible
b. The date action was taken, or will be taken
c. Description of the action taken
d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. N/A

WHIN MUSIC COMMUNITY CHARTER SCHOOL

ADVISORY COMMENT LETTER

JUNE 30, 2018

MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 30, 2018

Board of Trustees
WHIN Music Community Charter School

In planning and performing our audit of the financial statements of WHIN Music Community Charter School (the "Charter School") as of June 30, 2018 and for the period from June 14, 2016 (date of inception) to June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing 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 Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

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

- *Reasonably possible*. The chance of the future event or events occurring is more than remote but less than likely.

- *Probable*. The future event or events are likely to occur.

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

During the course of our audit of the financial statements of WHIN Music Community Charter School as of June 30, 2018 and for the period from June 14, 2016 (date of inception) to June 30, 2018, we observed the Charter School's significant accounting policies and certain business, financial and administrative practices. As a result of our observations, we noted the following, which we do not consider to be significant deficiencies or material weaknesses:

Contribution Tracking

During our audit, we noted two instances where contributions awarded in fiscal 2018 were not communicated to the financial consultants in a timely manner.

Recommendation

We recommend controls be established to ensure that contributions and pledges receivable are recorded when awarded. Improved communications between individuals securing donations on behalf of the Charter School and the accounting department, maintaining a complete file of all donor correspondence in the accounting department, and a review of subsequent cash receipts to determine if contributions are recorded in the proper period would strengthen controls in this area.

Escrow Account

During our audit, we noted the charter agreement states annual installments of $25,000 are required to be deposited to the Charter School's escrow account by December of each of the first three years of operation. The first installment was due to be deposited by December 31, 2017. We noted the first $25,000 was deposited in August 2018 due to cashflow difficulties in the first year of operations.

Recommendation

We recommend the Charter School adhere to the charter agreement and make the two additional $25,000 deposits by December 31, 2018 and December 31, 2019.

Enrollment

During our audit, we noted the Charter School's charter agreement required the Charter School to obtain prior written approval from NYSED prior to commencing or continuing instruction where the total number of students enrolled is less than 85% of the projected enrollment for a given academic year. We noted the Charter School's enrollment was 69% of the projected enrollment for the 2017-2018 academic year.

Recommendation

We recommend the School obtain written approval from NYSED if enrollment falls below 85% of projected enrollment for a given academic year.

* * * * *

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

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

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

WHIN MUSIC COMMUNITY CHARTER SCHOOL

AGREED UPON PROCEDURES

PERIOD ENDED JUNE 30, 2018

MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT ACCOUNTANT'S REPORT ON
APPLYING AGREED-UPON PROCEDURES

To the Board of Trustees of WHIN Music Community Charter School

We have performed the procedures enumerated below, which were agreed to by the management of WHIN Music Community Charter School and the New York State Education Department ("NYSED") solely to assist the specified parties in evaluating the School's assertion to the NYSED that it has maintained compliance with the requirements of the CSP grant and Federal and NYSED guidelines in managing the CSP grant. The School's management is responsible for these procedures. The sufficiency of these procedures is solely the responsibility of the parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures enumerated below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and the related results are as follows:

Procedure No. 1: We will obtain the detail of expenditures incurred for the period under review relating to the CSP grant from the Charter School's accounting software and reconcile to the grant revenue recorded by the Charter School. If the CSP grant revenue does not equal the grant expenditures, we will investigate the differences.

Result
We obtained the detail of expenditures incurred for the year under review relating to the CSP grant from the Charter School's accounting software and the grant revenue recorded by the Charter School. We observed that the CSP grant revenue equaled the grant expenditures.

Procedure No. 2: We will obtain the NYSED approved CSP grant award information, including the budget and any amendments, to determine if the revenue and expenditures recorded for the period appear reasonable.

Result
We observed the Charter School's approved FS-10, FS-10A, and final expenditure summary, and it appears that revenue and expenditures in the period are reasonable.

Procedure No. 3: We will select a sample of expenditures from the detail obtained in Procedure No. 1.

a. Payroll – We will select 10 items or 10% of the total number of payroll items charged to the grant, whichever is less.

b. Other expenses – We will select 10 items or 10% of the total number of other expense items charged to the grant, whichever is less.

c. Using the above selected items, we will:

   i. Determine if the expenditure is in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods.

   ii. Determine if the expenditure falls into an approved budget category.

   iii. Determine if the expenditure was charged to the appropriate fiscal period.

Result
We selected a sample of nine payroll items and nine other expenditures in the period tested. Based on our testing, we noted that the payroll items and other expenditures appear to be in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods, that the expenditures fall into an approved budget category, and the expenditures were charged to the appropriate fiscal period.

Procedure No. 4: We will obtain FS-25 form(s) submitted to NYSED during the period under review and perform the following:

a. Trace expenditures selected in Procedure No. 3 to requests for reimbursement. Determine that items requested for reimbursement had previously been expended or were expended within a month following the request for reimbursement. If items have not yet been requested for reimbursement, inquire of responsible charter school officials as to the plan for requesting reimbursement, and determine if a receivable is recorded, if appropriate.

b. If FS-25 forms included amounts on Line 4 (Cash Expenditures Anticipated During Next Month), we will select one FS-25 and determine if funds were expended within 1 month following the date of the request.

Result
We obtained the Charter School's FS-25's and noted the selected items were appropriately included in the request for reimbursement. The Charter School had 3 FS-25's during the period which had a balance on Line 4 (Cash Expenditures Anticipated During Next Month). We selected the FS-25 dated May 1, 2017 and noted the funds were expended within one month following the date of the request.

Procedure No. 5: For schools with a weighted lottery during the period under review we will:

a. Obtain documentation that the school received permission from the NYSED Charter School Office for the weighted lottery.

b. Obtain the results of the weighted lottery.

- Note weighted lotteries must be conducted using the NYSED Weighted Lottery Generator (WLG). When the WLG is used, a copy of the "lottery PDF" should be observed. (This PDF is generated after the WLG has conducted the lottery.)

Result

We reviewed the Charter School's initial application which was approved by NYSED and noted the Charter School's intention to use the WLG within the application. We reviewed the results of the lottery noting that weighted lottery was conducted using the NYSED Weighted Lottery Generator (WLG).

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, on these procedures. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of WHIN Music Community Charter School and the New York State Education Department and is not intended to be and should not be used by anyone other than the specified parties.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 30, 2018

EXTENSION FILING INSTRUCTIONS

FORM 8868 FOR FORM 990

FOR THE YEAR ENDING

JUNE 30, 2018

Prepared for	WHIN MUSIC COMMUNITY CHARTER SCHOOL 401 WEST 164TH STREET, 4TH FLOOR NEW YORK, NY 10032
Prepared by	MENGEL, METZGER, BARR & CO. LLP 100 CHESTNUT STREET, SUITE 1200 ROCHESTER, NY 14604
Amount due	NOT APPLICABLE
Make check payable to	NOT APPLICABLE
Mail extension and check (if applicable) to	NOT APPLICABLE
Extension must be mailed on or before	NOT APPLICABLE
Special Instructions	THE EXTENSION FOR FORM 990 HAS QUALIFIED FOR ELECTRONIC FILING. FORM 8868 EXTENDS THE DUE DATE OF THE ORGANIZATION'S FORM 990 RETURN UNTIL MAY 15, 2019. THE EXTENSION HAS BEEN TRANSMITTED ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED.

Form **8868**
(Rev. January 2017)

Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**

▶ **Information about Form 8868 and its instructions is at *www.irs.gov/form8868* .**

OMB No. 1545-1709

Electronic filing *(e-file).* You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/efile*, click on Charities & Non-Profits, and click on *e-file* for *Charities and Non-Profits.*

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. WHIN MUSIC COMMUNITY CHARTER SCHOOL	Employer identification number (EIN) or [redacted]
	Number, street, and room or suite no. If a P.O. box, see instructions. 401 WEST 164TH STREET, 4TH FLOOR	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. NEW YORK, NY 10032	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ▶ CHARLIE ORTIZ [redacted] Fax No. ▶
- If the organization does not have an office or place of business in the United States, check this box ..... ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____ . If this is for the whole group, check this box ▶ ☐ . If it is for part of the group, check this box ▶ ☐ and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 2019 , to file the exempt organization return for the organization named above. The extension is for the organization's return for:

▶ ☐ calendar year _____ or
▶ ☒ tax year beginning JUL 1, 2017 , and ending JUN 30, 2018 .

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	**3a**	$ 0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	**3b**	$ 0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA **For Privacy Act and Paperwork Reduction Act Notice, see instructions.**

Form **8868**(Rev. 1-2017)

723841 04-01-17

Entry 5d Financial Services Contact Information

Created: 07/29/2018 • Last updated: 08/01/2018

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

WHIN MUSIC COMMUNITY CS (REGENTS)Section Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Charlie Ortiz	[redacted]	

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Michelle Cain	[redacted]	5[redacted]	2

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
	Charter School Business Management	Collin Reymond	[redacted]			2

WHIN Music Community Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	**1,583,312**	**897,979**	**-**	**-**	**598,415**	**3,079,706**
Total Expenses	**1,475,942**	**846,326**	**-**	**-**	**546,073**	**2,868,341**
Net Income	**107,370**	**51,653**	**-**	**-**	**52,341**	**211,365**
Actual Student Enrollment	**135**	**27**				**-**
Total Paid Student Enrollment	**116**	**27**				**143**

		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						
District of Location	*$15,307.00*	1,154,841		-	-	577,325	1,732,166
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-		-	-	-	-
School District 4 (Enter Name)		-		-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		1,154,841				**577,325**	**1,732,166**
Special Education Revenue		-	759,977	-	-	-	759,977
Grants							
Stimulus		-	-	-	-	-	-
Other		9,714	2,261	-	-	-	11,975
Other State Revenue		52,039	12,113	-	-	-	64,152
TOTAL REVENUE FROM STATE SOURCES		**1,216,594**	**774,351**			**577,325**	**2,568,270**
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	13,000	-	-	-	13,000
Title I		49,148	11,440	-	-	-	60,588
Title Funding - Other		6,490	1,510	-	-	-	8,000
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		241,952	56,316	-	-	-	298,268
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		**297,589**	**82,267**				**379,856**
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		52,537	31,435	-	-	16,028	100,000
Erate Reimbursement		16,565	9,911	-	-	5,054	31,530
Interest Income, Earnings on Investments,		26	16	-	-	8	50
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
Other Local Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		**69,128**	**41,362**			**21,090**	**131,580**
TOTAL REVENUE		**1,583,312**	**897,979**			**598,415**	**3,079,706**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	2.00	149,227	22,958	-	-	57,395	229,580
Instructional Management		-	-	-	-	-	-
Deans, Directors & Coordinators	3.00	160,362	61,678	-	-	24,671	246,710

WHIN Music Community Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	1,583,312	897,979	-	-	598,415	3,079,706
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Net Income	107,370	51,653	-	-	52,341	211,365
Actual Student Enrollment	135	27				-
Total Paid Student Enrollment	116	27				143

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
CFO / Director of Finance	-	-	-	-	-		-
Operation / Business Manager	2.00	-	-	-	-	135,860	135,860
Administrative Staff	2.00	-	-	-	-	74,290	74,290
TOTAL ADMINISTRATIVE STAFF	9	309,589	84,636			292,216	686,440
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	3.00	188,274	43,822	-	-	-	232,096
Teachers - SPED	5.00	-	337,580	-	-	-	337,580
Substitute Teachers	-			-	-	-	-
Teaching Assistants	-		-	-	-	-	-
Specialty Teachers	6.00	324,970	75,640	-	-	-	400,610
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	4.00	134,982	31,418	-	-	-	166,400
TOTAL INSTRUCTIONAL	18	648,226	488,460				1,136,686
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	27	957,814	573,096			292,216	1,823,126
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		72,771	43,542			22,201	138,514
Fringe / Employee Benefits		125,096	74,849	-	-	38,165	238,110
Retirement / Pension		7,663	4,585	-	-	2,338	14,585
TOTAL PAYROLL TAXES AND BENEFITS		205,529	122,976			62,704	391,209
TOTAL PERSONNEL SERVICE COSTS		1,163,344	696,071			354,920	2,214,335
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	26,000	26,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	104,500	104,500
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		13,870	8,299	-	-	4,231	26,400
Special Ed Services		-	15,000	-	-	-	15,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		15,413	3,587	-	-	-	19,000
TOTAL CONTRACTED SERVICES		29,282	26,886			139,731	195,900
SCHOOL OPERATIONS							

WHIN Music Community Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	**107,370**	**51,653**	**-**	**-**	**52,341**	**211,365**
Actual Student Enrollment	**135**	**27**				**-**
Total Paid Student Enrollment	**116**	**27**				**143**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Board Expenses	-	-	-	-	2,000	2,000
Classroom / Teaching Supplies & Materials	31,239	7,271	-	-	-	38,510
Special Ed Supplies & Materials			-	-	-	-
Textbooks / Workbooks	50,273	11,702	-	-	-	61,975
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	11,716	7,010	-	-	3,574	22,300
Telephone			-	-		-
Technology	30,959	16,151	-	-	7,465	54,575
Student Testing & Assessment	1,734	404	-	-	-	2,138
Field Trips	4,056	944	-	-	-	5,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	24,336	5,664	-	-	-	30,000
Office Expense	6,042	3,615	-	-	1,843	11,500
Staff Development	28,895	17,289	-	-	8,816	55,000
Staff Recruitment	13,660	8,173	-	-	4,167	26,000
Student Recruitment / Marketing	11,527	3,931	-	-	1,042	16,500
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	263	157	-	-	80	500
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	1,500	1,500
TOTAL SCHOOL OPERATIONS	**214,699**	**82,312**			**30,488**	**327,498**
FACILITY OPERATION & MAINTENANCE						
Insurance	13,716	8,207	-	-	4,185	26,108
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	2,101	1,257	-	-	641	4,000
Equipment / Furniture						-
Security	263	157	-	-	80	500
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**16,081**	**9,622**			**4,906**	**30,608**
DEPRECIATION & AMORTIZATION	28,895	17,289	-	-	8,816	55,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	23,642	14,146	-	-	7,213	45,000
TOTAL EXPENSES	**1,475,942**	**846,326**			**546,073**	**2,868,341**
NET INCOME	**107,370**	**51,653**	**-**	**-**	**52,341**	**211,365**

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	135	27	162
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-

WHIN Music Community Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	1,583,312	897,979	-	-	598,415	3,079,706
Total Expenses	1,475,942	846,326	-	-	546,073	2,868,341
Net Income	107,370	51,653	-	-	52,341	211,365
Actual Student Enrollment	135	27				-
Total Paid Student Enrollment	116	27				143

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL ENROLLMENT	135	27	162			
REVENUE PER PUPIL	11,728	33,258	-			
EXPENSES PER PUPIL	10,933	31,345	-			

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Enrollment: GenEd 143 @ FY19 rate $15,307
SpEd @ 27 students
NYSTL, NYSSL, NYSLIBL
Non-Per Pupil Additional State Funding
Based on $1,000 for students in over 60% category.
Based on enrollment x $500/student
Title II funding
Contributions and fundraising
E-Rate Reimnursement
Interest
List exact titles and staff FTE"s (Full time eqiuilivalent)
Executive Diretor, Principal - 2 FTE

Math DCI, Dir. Of Special Programs, Dir. Of Music - 3 FTE

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Business Manager, Dir. Of Operations- 2 FTE
Office Supervisor, Community Liasion - 2 FTE
Teachers, Includes Social Studies and Science Stipends - 3 FTE
SPED Teachers - 5 FTE
ELL Teachers, PE Teacher , Reading Interventionist, Inludes ENL Coordinator
Music Teachers - 3 FTE
SS, Med, SUI, NYSD, Workers Comp, Health, Dental, Vision
401k Match
Audit fees
Legal - Paid
Financial Consulting Fees
Payroll Fees
SpED Services
Professional Services

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Board Expenses
Classroom and Teaching Supplies
Textbooks and Workbooks
Software, Tech Supplies, Internet
Testing and Assessment
Field Trips
Student Incentives/Events, Enrichment, Uniforms
Supplies, Postage, Printing/Copying, Staff Events
Professional Development
Recruitment, Tuition
Recruitment, Marketing
Staff Travel
Bank Fees, Interest
General Liability
Repairs and Maintenance
Non-capitalized furniture
Depreciation
Dissolution
0

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Kenneth Grover

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

WHIN Music Community Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Board member, Chair of the Program Committee, and member of the Finance Committee

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

   not applicable

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

   not applicable

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

na	na	na	nana

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
na	na	na	na	na

Please write "None" if applicable. Do not leave this space blank.

DocuSigned by:
Ken Grover
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Signature

7/28/2018 7:15:47 AM PDT
Date

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Business Telephone: na

Business Address: na

E-mail Address: [redacted]

Home Telephon [redacted]

Home Address: [redacted]

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Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

IVONNE NORMAN

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

WHIN Music Community Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Finance Committee Member, Board Member

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

   NONE

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

   NONE

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

NONE	None	None	None

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE	None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

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Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Gregory David

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):
WHIN Music Community Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
   Chair

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
   None

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
   None

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

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None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

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Date

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Business Telep

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Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Andrea Profili

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):
WHIN Music Community Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
   Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
   n/a

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
   n/a

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

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na	na	na	na

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
na	na	na	na	na

Please write "None" if applicable. Do not leave this space blank.

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Signature

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Date

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Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Robert S. Green

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):
WHIN Music Community Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
   Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
   none

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
   none

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

none	None	none	none

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
none	None	none	none	none

Please write "None" if applicable. Do not leave this space blank.

DocuSigned by:
Robert S. Green
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Signature

7/28/2018 6:53:15 AM PDT
Date

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Business Telep

Business Addr

E-mail Address

Home Telepho

Home Address

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Vaughn Nichols

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

WHIN Music Community Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Board Member

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _x_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

Unable to complete by deadline

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

Entry 8 BOT Table

Created: 07/27/2018 • Last updated: 07/30/2018

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Gregory David	Chair	Executive, Chair	Yes	1	06/14/2016	06/14/2019	12
2	Robert Green	Treasurer	Finance, Chair Executive	Yes	1	06/14/2016	06/14/2019	12
3	Ivonne Norman	Secretary	Finance	Yes	1	06/14/2016	06/14/2020	12
4	Kenneth Grover	Trustee/Member	Program, Chair Finance Executive	Yes	1	06/14/2016	06/14/2020	12
5	Vaughn Nichols	Trustee/Member	Not yet assigned	Yes	1	05/15/2018	06/14/2019	5 or less
6	Andrea Profili	Trustee/Member	Program	Yes	1	06/14/2016	06/14/2020	12
7	Melissa Randazzo-Wagner	Trustee/Member	Program	Yes	2	06/14/2018	06/14/2021	11
8								
9								

1a. Are there more that 9 members of the Board of Trustees? No

2. Total number of members on June 30, 2018 7

3. Total number of members joining the Board during the 2017-18 school year	1
4. Total number of members departing the Board during the 2017-18 school year	0
5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes	7
6. Number of Board meetings conducted during the 2017-18 School Year	13
7. Number of Board meetings scheduled for the coming 2018-19 school year	12

Thank you.

Entry 9 - Board Meeting Minutes

Created: 07/27/2018 • Last updated: 07/30/2018

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

WHIN MUSIC COMMUNITY CS (REGENTS)

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website? the charter school's website.	Yes
A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2017-18 school year.	http://whinmusic.org/board-meetings/

Entry 10 Enrollment and Retention of Special Populations

Created: 07/28/2018 • Last updated: 07/30/2018

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

WHIN MUSIC COMMUNITY CS (REGENTS)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	WHIN took many steps to recruit students who are economically disadvantaged. The most systemic effort was in using NYSED's weighted lottery generator to give ED students an advantage in the lottery. Additionally, with permission from NYSED, we opened our enrollment to students from Puerto Rico who were displaced by Hurricane Irma. We also spent a great deal of effort canvassing the less affluent areas of Washington Heights and Inwood- specifically, East of Broadway. We also created relationship with local day cares who serve ED students and did info sessions on site.	Building on the foundation of our first year, WHIN continued to use NYSED's weighted lottery generator with a preference for economically disadvantaged students. Throughout the year we deepened our relationship with local preschools and daycares that serve ED students and conducted info sessions whenever possible. We also offered weekly parent from January to June so prospective parents could see the school in action. The biggest difference for recruitment for SY 2018-2019 was that current WHIN parents spoke to many of their friends, families, and neighbors to share how happy they are at WHIN and recommend the school to them.
English Language Learners	To recruit English Language Learners (ELL) we presented all digital and hard copy recruitment materials in multiple languages. Every parent information session was conducted in multiple languages as well. As new families of English Language Learners would enroll we would ask them if they had friends and relatives who might be interested in attending WHIN as well. We went to many local and city--wide recruitment events in an effort to connect with as many ELL students and families as we could.	To deepen our recruitment of ELL students, we continued to ensure all recruitment materials were presented in multiple language. We also ensured all parent info sessions and school tours were conducted in multiple languages. We canvassed CSD6 with promotional materials in multiple languages. We also spoke at daycares who serve high ELL populations and asked current ELL WHIN parents to share their pleasure with WHIN's program.
Students with Disabilities	To recruit students with disabilities (SWD) WHIN spoke (in multiple languages) at daycares, preschool, and bookshops, community meetings and stressed how inclusive the school model is. We spent extra time with parents whose children have a disability to explain our RTI process, intervention strategies, and ICT model.	To recruit SWD, WHIN canvassed CSD6 sharing materials and speaking with families about our Special Education program. During weekly tours, we met individually with parents whose children have an IEP to review all of the specific intervention, extension, and inclusive practices at the school. We showed parents our resource rooms as well as our ICT classrooms. Our current parents of SWD also spoke to their friends, families, and neighbors to share their experience at WHIN and recommend it as an inclusive and supporting school .

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)

Economically Disadvantaged	WHIN took great pride in supporting our economically disadvantaged families by providing them with free uniforms, free participation in all field trips, and free instrument rentals. We also raised awareness for those that live with economic challenges and organized a school-wide food drive and a pajama drive. Both saw high parent engagement and one parent even made the following linked video to help support: https://vimeo.com/253737282. WHIN also worked closely with a family living in a homeless shelter to ensure the student extra socio-emotional support. By making WHIN a safe and judgement-free school our most economically challenged families have been able to thrive, get support, and commit to returning to WHIN.	WHIN will build on the foundation we created and continue to support our economically disadvantaged families by waiving any costs that might surface throughout the year, provide any/all school supplies and uniforms free of charge, and ensure no financial barriers prevent a WHIN student from success. We will also continue to listen with camaraderie and respect to the experiences of all our families and work with them to overcome any obstacle they may be facing. WHIN has also formed a partnership with Partnership with Children (PWC). The partnership will grant a PWC counselor to work full time at WHIN addressing the individual counseling needs of students and families who are in need and not able to access help elsewhere. The PWC Counselor will also serve as a Dean of Student Culture to deepen our restorative justice and Responsive Classroom practices. The outcomes of this partnership will help all students and families but will resonate deepest with those that live with economic disadvantages.
English Language Learners	WHIN worked hard to create and maintain a safe, inclusive, and rigorous school for our ELL students. Specifically, we hired many teachers and school staff that speak multiple languages and provided training to staff on how to be inclusive to ELL students. Our curriculums have detailed differentiation strategies and points of access for ELL students and our co-teaching model ensure every ELL student has an ELL teacher. WHIN also made great efforts to connect with all of our families- including those that speak languages other than English. We enjoyed high parent involvement in social events, workshops, school-wide community meetings, field trips, field day, and performances.	WHIN plans to continue all of the supports that proved successful in the 2017-2018 school year but while developing a school-wide translanguaging ideology to help maintain a language inclusive environment. We are working closely with the NYC Charter School Center's Special Education Collaborative to ensure our ELL curriculums are created and taught in a way that allows each ELL student the opportunity to thrive.
	WHIN worked hard to create and maintain a safe, inclusive, and rigorous school for our SWD's. WHIN worked closely with the CSE and parents of SWD's to make sure every child's needs were being met.	WHIN will continue to work with the CSE, outside service providers, and families of SWD's to ensure every learner is able to gain full access to our curriculum and enjoy the successes of hard work in a supportive, safe,

Students with Disabilities	SWD enjoyed our ICT classrooms, and teachers were supported by our Instructional Leadership Team through weekly data analysis and planning meetings, Professional Learning Communities, frequent observations, and resources to help SWD including sensory tables and chairs, assistive A/V devices, and other manipulatives. Our Director of Special Programs collected data and worked with teachers, parents, and the CSE to ensure all outside services were received and each student with a disability was able to succeed.	and kind learning environment. We will continue our partnership with the NYC Charter School Center's SPED Collaborative. Through this partnership we will gain many professional development opportunities for teachers and staff, have onsite consulting for special education best practices, and receive compliance support. We will deepen our work in the ICT classrooms and ensure we are using each learners academic and socio-emotional data is being used to drive timely academic outcomes.

Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/27/2018 • Last updated: 07/28/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 – 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 – 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/3018
	10	4	2	0	8

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 – 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 – 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
	9	2	0	0	7

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

Due to low enrollment in 1st grade, in consultation with SED, we consolidated two 1st grade classrooms and terminated two teachers. One teacher resigned to purse a 'once-in-a-lifetime' opportunity. Another teacher resigned for personal reasons.

The former ED told the BoD that he did not feel equipped to handle his responsibilities. The board quickly removed him from his position and ensured a smooth transition from a co-leadership model to a single leadership model.

The DOO was not able to meet the needs of the role, was put on a PIP and given lots of support. Despite this support, she resigned.

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

Entry 12 Uncertified Teachers

Last updated: 07/27/2018

FTE Count of All Teachers (Certified and Uncertified) as of 6/30/18	8
FTE Count of All Certified Teachers as of 6/30/18	6

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

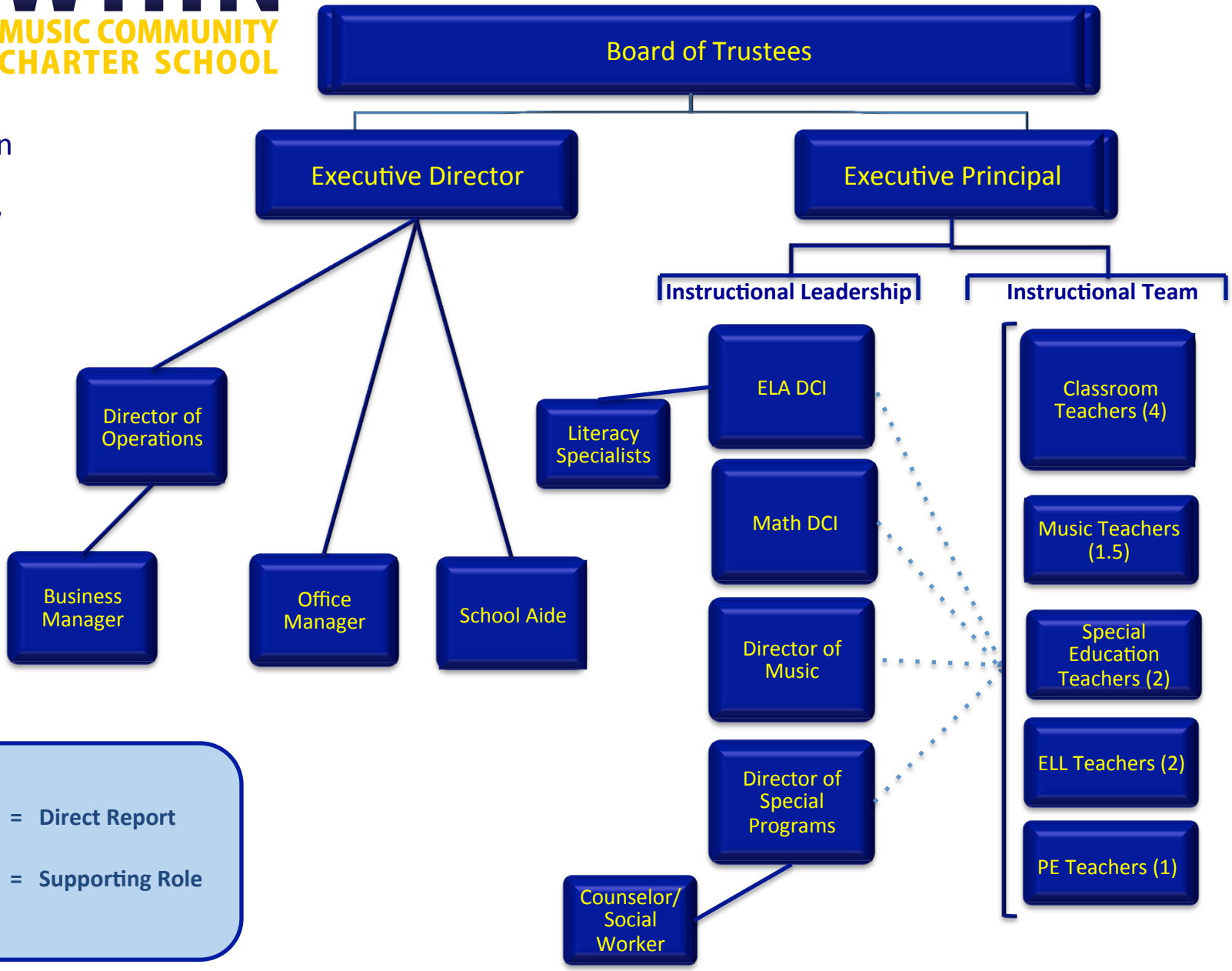
FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	2
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	1
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	1

Thank you.

WHIN MUSIC COMMUNITY CHARTER SCHOOL

Organization Chart
March 2017



2018-19 School Year Calendar//El Calendario Escolar 2018-19

August 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1, 11: New parent orientation
13 – 24: Staff development

September 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5*	6*	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

4: Staff development
5: First day of school
5* & 6*: 12pm dismissal for Kindergarten
10, 11: Rosh Hashanah
19: Yom Kippur
25: Curriculum Night

October 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4: Strings workshop (1st & 2nd parents)
8: Columbus Day
11: Coffee & Conversation with WHIN Leadership

November 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6: Election Day (Staff only)
7: Family Literacy Workshop
8: Coffee & Conversation
9 – 16: Family Teacher Conferences
12: Veteran's Day
22, 23: Thanksgiving break

December 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

8: Hispanic Federation Literacy Workshop
13: Coffee & Conversation
24 – 31: Winter Break

January 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1: New Year's Day
10: Coffee & Conversation
17: Music Literacy Workshop
21: MLK Jr. Day

February 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

5: Lunar New Year (Staff only)
7: Coffee & Conversation
12: Math Support Workshop
18 – 22: Mid-Winter Recess

March 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

14: Coffee & Conversation
19: Family Literacy Workshop

April 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4: Math Workshop
5 – 12: Family Teacher Conferences
11: Coffee & Conversation
19 – 26: Spring Break

May 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2: Paper Orchestra Workshop (K families)
9: Coffee & Conversation
27: Memorial Day

June 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

4: Eid al-Fitr
11: Clerical Day (Staff only)
13: Coffee & Conversation
26: Last day of school (noon dismissal)

	School closed
	Family engagement
	Marking period ends
	First/Last day of school
	Family Fridays
	El Sistema Performance

School hours: 7:50 – 8:10 – *Optional Breakfast*
8:10 – 4pm: Monday - Thursday
8:10 – 2pm: Friday
Afterschool available until 6pm: Mon - Fri

2018-19 School Year Calendar//El Calendario Escolar 2018-19

agosto 2018						
D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1, 11: Orientación para nuevas familias
13 – 24: desarrollo para los personal

septiembre 2018						
D	L	M	M	J	V	S
						1
2	3	4	5*	6*	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

4: Desarrollo para los personal
5: Primer día de escuela
5* & 6*: Despido a las 12 para Kinder
10, 11: Rosh Hashanah
19: Yom Kippur
25: Noche de currículo

octubre 2018						
D	L	M	M	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4: Taller para familias sobre instrumentos de cuerda (primer/segundo grados)
8: Columbus Day
11: Café y conversación con el liderazgo de WHIN

noviembre 2018						
D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6: Election Day (Solo personal)
7: Taller para familias sobre lectura
8: Café y conversación
9 – 16: Conferencias de familias y maestros
12: Veteran's Day
22, 23: Vacaciones del día de la gracia

diciembre 2018						
D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

8: Taller para familias de la federación hispana
13: Café y conversación
24 – 31: Vacaciones del invierno

enero 2019						
D	L	M	M	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1: New Year's Day
10: Café y converesación
17: Taller para familias sobre la música
21: MLK Jr. Day

febrero 2019						
D	L	M	M	J	V	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

5: Lunar New Year (Solo personal)
7: Café y conversación
12: Taller para familias sobre matemáticas
18 – 22: Vacaciones del pleno inviernos

marzo 2019						
D	L	M	M	J	V	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

14: Café y conversación
19: Taller para familias sobre la lectura

abril 2019						
D	L	M	M	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4: Taller para familias sobre matemáticas
5 – 12: Conferencias de familias y maestros
11: Café y conversación
19 – 26: Vacaciones de la primavera

mayo 2019						
D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2: Taller sobre la orquesta de papel (familias de Kinder)
9: Café y conversación
27: Memorial Day

junio 2019						
D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

4: Eid al-Fitr
11: Clerical day (Solo personal)
13: Café y conversación
26: último día de escuela (despido a las 12)

	Escuela cerrada
	Eventos familiar
	El período de calificación termina
	Primer/ultimo día de escuela
	Viernes de familias
	Actuación de El Sistema

Horario escolar: 7:50 – 8:10 - *desayuno opcional*
8:10 – 4pm: lunes – jueves
8:10 – 2pm: viernes
el programa después de escuela va **hasta 6pm**

2018-19 School Year Calendar//El Calendario Escolar 2018-19