



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

Created: 07/22/2015

Last updated: 07/31/2015

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

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885

2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 14

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	157 Wilson St Brooklyn, NY 11211	718-302-4018	212-881-9978	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Natalya Shulga
Title	Director of Operations
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2005-03-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2005-08-01 00:00:00

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

520

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	5, 6, 7, 8, 9, 10, 11, 12
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

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

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Brett Peiser				No
CFO (e.g., network CFO)	Diane Flynn				No
Compliance Contact	Jeannemarie Hendershot				Yes
Complaint Contact	Jeannemarie Hendershot				Yes

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11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	157 Wilson Street Brooklyn, NY 11211	718-302-4018	CSD 14	5-8	Yes	DOE space
Site 2	1485 Pacific St. Brooklyn, NY 11216	718-638-186 8	CSD 17	9-12	No	Rent/Lease
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Alexandra Bronson			
Operational Leader	Natalya Shulga			
Compliance Contact	Jeannemarie Hendershot			
Complaint Contact	Jeannemarie Hendershot			

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tom O'Brien			
Operational Leader	Lindsay Melworm			
Compliance Contact	Tara Marlovits			
Complaint Contact	Tara Marlovits			

13. Are the School sites co-located?

No

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

No

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

Natalya Shulga, Director of Operations

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature consists of a large, stylized 'N' followed by a period, and then the name 'Shulga' written in a cursive, flowing script.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads 'Ripston Mann III' in a cursive script, with the Roman numeral 'III' written in a more formal, blocky style at the end.

Thank you.



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

Created: 07/31/2015

Last updated: 10/29/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000058838>



Appendix A: Progress Toward Goals

Created: 10/13/2015

Last updated: 10/30/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

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

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000058838>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

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

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
			<p>The data below demonstrates that in the 2014-15 year, an increasing percentage of students have made continuous progress towards meeting or exceeding the New York State Standards in English Language Arts and Mathematics. In Mathematics:</p> <ul style="list-style-type: none"> • As 5th graders, students had 46% proficiency, as 6th 	

<p>Academic Goal 1</p>	<p>Student proficiency in English Language Arts, Math, Social Studies, and Science in grades 5-8</p>	<p>New York State assessments in Grades 5-8 in English Language Arts, Mathematics, Science & Technology, and Social Studies when offered, and in years when not offered another appropriate assessment tool (internally developed or selected). Beginning with a baseline percentage for the same cohort of students, an increasing percentage of middle school students will make clear and continuous progress towards meeting or exceeding the New York State Standards in English Language Arts, Mathematics, Science & Technology, and Social Studies.</p>	<p>graders the same cohort had 70% proficiency.</p> <ul style="list-style-type: none"> As 6th graders, students had 73% proficiency, and as 7th graders they had 63% proficiency. As 7th graders they had 66% proficiency, as 8th graders the same cohort took the Common Core Algebra Regents in place of the Math State Exam, and 70% of students passed this high school level examination. <p>In English Language Arts:</p> <ul style="list-style-type: none"> As 5th graders, students had 21% proficiency, as 6th graders the same cohort had 40% proficiency. As 6th graders, students had 25% proficiency, as 7th graders the same cohort had 25% proficiency. As 7th graders, students had 38% proficiency, as 8th graders the same cohort had 50% proficiency. <p>For science and history, Williamsburg Collegiate gave Interim Assessments during the 2014-2015 school year. Assessments were internally aligned and formatted to reflect the learning standards in each subject, covering both skills and concepts in each subject. Assessments covered a combination of new skills and concepts, as well as retesting topics from previous assessments. Williamsburg Collegiate obtained valuable data on curriculum design, class structure and student achievement.</p>	<p>To address the decline in proficiency in our 14-15 7th grade cohort, we have streamlined instruction across our charter school network, Uncommon Schools, with centralized lesson planning. These centralized lessons are planned to align with Common Core required skills, and allow best practices and lessons to be shared across schools to work towards increasing and/or maintaining proficiency rates for all Uncommon Schools students.</p>
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<p>Academic Goal 2</p>	<p>Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 7-8 will exceed the performance of students in other public schools.</p>	<p>New York State Assessments in Grades 7-8 in English Language Arts, Mathematics, Science & Technology, and Social Studies when offered, and in years when not offered, another appropriate assessment tool (internally developed or selected). For students who have been enrolled at WCCS for two years, the average cohort score of WCCS students will be higher than the average scores of public schools in a) its host district and b) New York City, on the New York State Assessments when offered, and when not offered another appropriate assessment tool for that grade and subject (i.e., New York City Assessments, newly developed assessments resulting from No Child Left Behind, other norm- or criterionreferenced assessment, etc.).</p>	<p>The statistics below demonstrates that WCCS 7th and 8th graders continue to outperform their peers in District 14 and across New York City on NYS ELA and Math Exams. Passing Rates for the 2014-15 NYS Assessments: 7th grade ELA: WCCS = 325% New York State = 29% District 14 = 22% 8th Grade ELA: WCCS = 50% New York State = 35% District 14 = 26% 7th grade Math: WCCS = 25% New York State = 32% District 14 = 22% 8th Grade Common Core Algebra Regents: WCCS= 70% [district and state comparables not available at this time]</p>	
<p>Academic Goal 3</p>	<p>Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 9-12 will exceed the performance of students in other public schools</p>	<p>New York State Regents Exams in Grades 9-12: Comprehensive English Language Arts Exam, a Regents Mathematics Exam, a Regents Science Exam, the Regents United States History & Government Exam, and the Regents Global Studies Exam. The percentage of WCCS students who pass the Regents exams by 11th grade will be higher than the passing percentages of students in a) its host district and b) New York City.</p>	<p>Comprehensive English Language Arts Exam: WCCS = 100% pass rate Regents Mathematics Exam: WCCS = 100% pass rate Regents Science Exam: WCCS = 100% pass rate Regents United States History Exam: WCCS = 96% pass rate Regents Global Studies Exam: WCCS = 92% pass rate</p>	

Academic Goal 4	Students' academic performance relative to other New York City charter schools	New York State Assessments in Grades 5-8 in English Language Arts. Beginning in 2006-07, WCCS will be among the top 5 charter schools in New York City in terms of the percentage of middle school students achieving Levels 3 and 4 on the New York State English Language Arts and Mathematics Tests.	<p>Of the 67 charter schools in NYC who took the 8th grade ELA exam, WCCS ranked 10th with a passing rate of 47%. Most of the schools ranked above us start with students in elementary school, meaning that they have more time to get students up to (or above) grade level. But after just 4 years, we have our students achieving at levels higher than 85% of all charter schools in the city.</p> <p>Our 8th graders took the Common Core Algebra Regents instead of the Math State Exam in June 2015, thus we do not have the data to compare our 8th grade math scores with those of other charter schools in New York City.</p>	
Academic Goal 5	Universal college acceptance 2014-2015	100% of WCCS seniors will be accepted into at least one four-year college. College acceptance rates (third graduating class will be in 2014-15).	2014-15 was the third year WCCS had students graduate from high school. 100% of our graduating seniors were accepted to and are now attending college. Every one of our students was accepted to three or more four-year colleges.	
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

2a1. Do have more academic goals to add?

No

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	High rate of student attendance/infrequent student absences	High rate of student attendance/infrequency student absences (95%)	<p>In the 2014-2015 school year, Williamsburg Collegiate Charter School students had a 96% attendance rate.</p> <p>Williamsburg Collegiate Charter School continues to exceed its 95% student attendance goal.</p> <p>In the 2014-2015 school year, at Williamsburg Collegiate's high school campus, Uncommon Charter High School, the attendance rate was 95%.</p>	

Org Goal 2	Strong student retention	<p>Student retention rates. Williamsburg Collegiate will retain 95% of non-graduating students each year.</p>	<p>At Williamsburg Collegiate Charter School, a natural inflection occurs for students between the 8th and 9th grades, as they are transitioning between middle school and high school, and also because they are moving from a school facility that is located in South Williamsburg to one that is located in Crown Heights. As a result, Organizational Goal 2 is evaluated in two separate pieces. The first piece evaluates student retention for 5th, 6th, and 7th grade students who will be returning to Williamsburg Collegiate's middle school campus. The second piece evaluates student retention for 9th, 10th and 11th grade students who will be returning to Williamsburg Collegiate's high school campus.</p> <p>Williamsburg Collegiate Charter School finished the 2014-15 school year with 249 students in the 5th, 6th, and 7th grades. Of these 249 students who finished the 2014-15 school year, 239 (96%) began the 2015-16 school year with Williamsburg Collegiate Charter School (in the 5th, 6th, 7th and 8th grades).</p> <p>Williamsburg Collegiate Charter School finished the 2014-15 school year with 192 students in the 9th, 10th, 11th and 12th grades. Of the 164 9-11th grade students who finished the 2013-14 school year, 144 (88%) began the 2014-15 school year with Williamsburg Collegiate Charter School, below the school's annual retention rate goal of 95%.</p> <p>Overall, Williamsburg Collegiate Charter School had a student retention rate of 91.5%, below our goal for the two campuses of 95%.</p>	<p>To address the 88% retention rate of students at our high school campus, we are expanding our programming to attract a wider variety of students within our school. This includes increased offerings in the arts and STEM, as well as opportunities for outside programming and community service for our scholars.</p>
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Org Goal 3	High rate of teacher attendance/infrequent teacher absences	Teacher attendance rates. Teacher attendance rates for the year will be 97% or higher.	<p>In the 2014-15 school year, Williamsburg Collegiate Charter School teachers had a 99% attendance rate. Each Williamsburg Collegiate teacher missed, on average, only 2.4 days of school. For the 2014-15 school year Williamsburg Collegiate Charter School teachers met its annual goal of 97%.</p> <p>At our high school campus, Williamsburg Collegiate's attendance rate during the 2014-15 year was 98%.</p> <p>Overall, the teacher attendance rate at both campuses for the 2014-15 year was 98.5%.</p>	
Org Goal 4	Strong teacher retention	Teacher retention rates. As close to 0%, and no more than 10% of teachers will choose to leave Williamsburg Collegiate each year.	<p>When we measure teacher retention, we consider both in school retention and in-network retention.</p> <p>At the end of the 2014-15 year, Williamsburg Collegiate Charter School offered renewed contracts to 73 staff teachers. Of the 73 offered, 64 teachers or 87.6% chose to continue working with Williamsburg Collegiate. Of the 9 teachers who left Williamsburg Collegiate, 4 took positions within the Uncommon Schools network, 3 moved out of state, 1 left to teach at the college level, and 1 moved into education policy work.</p> <p>Williamsburg Collegiate is part of the Uncommon School network and we support staff-elected shifts across our schools for purposes of professional opportunities. 93% of 2014-2015 staff members remained in network for the 15-16 school year, meeting the teacher retention goal.</p>	
Org Goal 5	Strong family interest in enrolling at the school	Strong family interest in enrolling at the school as measured by 5th grade applications relative to spots available.	We received 465 new applications in the spring of 2015 for our 85 5th grade spots, greatly exceeding our goal and showing a large amount of family interest.	

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

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	High degree of family satisfaction with the school	Annual, end-of-year family survey. At least 90% of families consider themselves satisfied or very satisfied with the school.	<p>In April 2015, Williamsburg Collegiate Charter School administered the Department of Education's annual school survey to parents, students, and teachers at the school. The survey asked families to assess their satisfaction with several elements of the school's program using the following scale: Very Satisfied, Satisfied, Somewhat Satisfied, Dissatisfied, or Does Not Apply.</p> <p>According to the survey, Williamsburg Collegiate families provided an overwhelmingly positive response to the 2014-15 school year, exceeding the schools goal of 90% of the families being satisfied or very satisfied with the school.</p> <ul style="list-style-type: none"> • 95% of families were satisfied with "the education my child has received this year" 	
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take

Financial Goal 1	Strong fiscal stability	End of fiscal year, budget-to-actual comparison WCCS will meet its annual operating budget	<p>WCCS demonstrated sound fiscal management and coherent fiscal policies during the school year and ended the 2014- 15 fiscal year with a positive fund balance as well as a positive cash balance; The school is particularly proud of its success because its fiscal goals were attained while providing:</p> <ul style="list-style-type: none"> • a longer school year that begins in the middle of August and runs through the end of June; • a longer school day that runs from 7:45 AM to 4:00 PM; • an hour of both Fitness and Theater class to every student once a week • hour-long tutoring in small groups during the school day • double periods in English Language Arts and time and a half Math daily, as well as an hour each of Science and History; and • three-hour Saturday School for students in poor academic standing. <p>Please also see the more detailed budget included in this report.</p>	
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/31/2015

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Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	8751771
Line 2: Year End Per Pupil Count	520
Line 3: Divide Line 1 by Line 2	16830

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

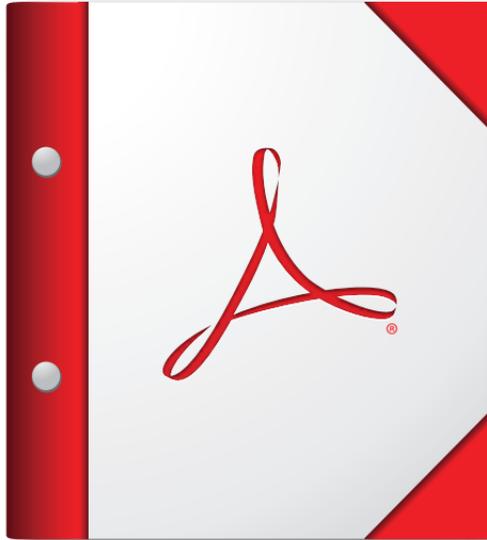
Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	826230
Line 2: Management and General Cost (Column)	905933
Line 3: Sum of Line 1 and Line 2	1732163
Line 4: Year End Per Pupil Count	520
Line 5: Divide Line 3 by the Year End Per Pupil Count	3331

Thank you.



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New York State Education Department

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

2014-15 Budget & Cash Flow Template

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

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

Williamsburg Collegiate Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	8,066,225	990,909	-	-	-	9,057,135	
Total Expenses	7,250,368	812,535	-	-	1,007,970	9,070,874	
Net Income	815,857	178,374	-	-	(1,007,970)	(13,739)	
Actual Student Enrollment	515	71				-	
Total Paid Student Enrollment	515	71				586	
	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	\$13,877.00	7,337,472	-	-	-	7,337,472	
School District 2 (Enter Name)		-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	
		7,337,472	-	-	-	7,337,472	
Special Education Revenue		-	956,586	-	-	956,586	
Grants							
Stimulus		-	-	-	-	-	
Other		-	-	-	-	-	
Other State Revenue		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		7,337,472	956,586	-	-	8,294,058	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	34,323	-	-	34,323	
Title I		168,541	-	-	-	168,541	
Title Funding - Other		9,879	-	-	-	9,879	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		178,420	34,323	-	-	212,744	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		436,479	-	-	-	436,479	
Erate Reimbursement		9,251	-	-	-	9,251	
Interest Income, Earnings on Investments,		104,603	-	-	-	104,603	
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		550,333	-	-	-	550,333	
TOTAL REVENUE		8,066,225	990,909	-	-	9,057,135	
EXPENSES							List exact titles and staff FTE's (Full time equivalent)
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.50	-	-	-	202,686	202,686	
Instructional Management	1.50	158,646	-	-	-	158,646	
Deans, Directors & Coordinators	7.00	-	-	-	558,209	558,209	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	1.50	-	-	-	73,824	73,824	
TOTAL ADMINISTRATIVE STAFF	12	158,646	-	-	834,719	993,365	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	39.00	2,805,169	-	-	-	2,805,169	
Teachers - SPED	9.50	-	672,876	-	-	672,876	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	

Williamsburg Collegiate Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	8,066,225	990,909	-	-	-	9,057,135	
Total Expenses	7,250,368	812,535	-	-	1,007,970	9,070,874	
Net Income	815,857	178,374	-	-	(1,007,970)	(13,739)	
Actual Student Enrollment	515	71				-	
Total Paid Student Enrollment	515	71				586	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Specialty Teachers	4.00	292,880	-	-	-	292,880	
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	147,319	-	-	-	147,319	
Other	-	271,079	-	-	-	271,079	
TOTAL INSTRUCTIONAL	55	3,516,447	672,876	-	-	4,189,323	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	0.50	27,327	-	-	-	27,327	
TOTAL NON-INSTRUCTIONAL	1	27,327	-	-	-	27,327	
SUBTOTAL PERSONNEL SERVICE COSTS	67	3,702,421	672,876	-	834,719	5,210,016	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	297,788	54,120	-	-	67,137	419,045
Fringe / Employee Benefits	-	458,679	83,360	-	-	103,410	645,450
Retirement / Pension	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		756,467	137,480	-	-	170,547	1,064,494
TOTAL PERSONNEL SERVICE COSTS		4,458,888	810,356	-	-	1,005,266	6,274,510
CONTRACTED SERVICES							
Accounting / Audit	-	12,975	-	-	-	-	12,975
Legal	-	5,558	-	-	-	-	5,558
Management Company Fee	-	680,544	-	-	-	-	680,544
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	11,995	2,180	-	-	2,704	16,879
Special Ed Services	-	5,000	-	-	-	-	5,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	69,228	-	-	-	-	69,228
TOTAL CONTRACTED SERVICES		785,299	2,180	-	-	2,704	790,183
SCHOOL OPERATIONS							
Board Expenses	-	737	-	-	-	-	737
Classroom / Teaching Supplies & Materials	-	74,649	-	-	-	-	74,649
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	13,397	-	-	-	-	13,397
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	9,559	-	-	-	-	9,559
Telephone	-	82,066	-	-	-	-	82,066
Technology	-	362,678	-	-	-	-	362,678
Student Testing & Assessment	-	33,340	-	-	-	-	33,340
Field Trips	-	226,923	-	-	-	-	226,923
Transportation (student)	-	2,000	-	-	-	-	2,000
Student Services - other	-	24,767	-	-	-	-	24,767
Office Expense	-	95,182	-	-	-	-	95,182
Staff Development	-	184,868	-	-	-	-	184,868
Staff Recruitment	-	12,591	-	-	-	-	12,591
Student Recruitment / Marketing	-	39,091	-	-	-	-	39,091
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-

Williamsburg Collegiate Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	8,066,225	990,909	-	-	-	9,057,135	
Total Expenses	7,250,368	812,535	-	-	1,007,970	9,070,874	
Net Income	815,857	178,374	-	-	(1,007,970)	(13,739)	
Actual Student Enrollment	515	71				-	
Total Paid Student Enrollment	515	71				586	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	225,094	-	-	-	-	225,094	
TOTAL SCHOOL OPERATIONS	1,386,944	-	-	-	-	1,386,944	
FACILITY OPERATION & MAINTENANCE							
Insurance	120,030	-	-	-	-	120,030	
Janitorial	87,770	-	-	-	-	87,770	
Building and Land Rent / Lease	112,956	-	-	-	-	112,956	
Repairs & Maintenance	90,879	-	-	-	-	90,879	
Equipment / Furniture	10,675	-	-	-	-	10,675	
Security	56,932	-	-	-	-	56,932	
Utilities	139,995	-	-	-	-	139,995	
TOTAL FACILITY OPERATION & MAINTENANCE	619,237	-	-	-	-	619,237	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	7,250,368	812,535	-	-	1,007,970	9,070,874	
NET INCOME	815,857	178,374	-	-	(1,007,970)	(13,739)	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	515	71	586				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	515	71	586				
REVENUE PER PUPIL	15,676	13,911	-				
EXPENSES PER PUPIL	14,091	11,407	-				



Audited Financial Statement Checklist

Last updated: 10/29/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

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

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	Yes
Single Audit	No
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Created: 10/23/2015

Last updated: 10/29/2015

Page 1

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

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

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

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

Yes

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/31/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	John Greenstein		Treasurer	Yes	Finance	
2	Bob Howitt		Trustee/Member	Yes	Finance	
3	Eileen Shy		Trustee/Member	Yes	Program/Organization Management	
4	Linton Mann III		Chair/Board President	Yes	Legal	
5	Julie Kennedy		Trustee/Member	Yes	Program	
6	Stuart Linde		Trustee/Member	Yes	Finance	
7	St. Claire Gerald		Trustee/Member	Yes	Parent Representative; Organization Management	
8	Ian Sacks		Trustee/Member	Yes	Finance	
9	Ekwutozia Nwabuzor		Trustee/Member	Yes	Legal	
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

0

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

0

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

13

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

5

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

5

Thank you.

Plan for Meeting Enrollment and Retention Targets

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

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

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

I. Outreach to Target Populations

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

IIA. Overview of Recruitment Strategies

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

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

more students in New York City than if our schools work independently. This has most effectively been achieved through a network-wide Community Day, in which all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host book fairs in some of our biggest Community School Districts.

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

IIB. Recruitment of Students with Disabilities

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

Specifically,

- Williamsburg Collegiate will continue to reach out to schools in our CSD, and talk about the supports we offer students. Williamsburg Collegiate will ask if they have any referrals for students that would benefit from our programmatic support.
- Williamsburg Collegiate will continue to build strong connections with our Committee on Special Education and we will also ensure they know we are an option for students, should they wish to recommend students to join us.
- Williamsburg Collegiate will reach out to related service agencies that we work with/have worked with in the past, and talk about the supports we offer students. We will ask if they have any clients they could recommend to apply.

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

Specifically,

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

IIC. Recruitment of English Language Learner

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

Specifically,

- To plan our outreach efforts, we will continue to use Census tract data to create maps showing the distributions of the populations of the top five most

spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.

- Using these maps, we will continue to create two community canvassing walks Williamsburg Collegiate to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center's Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non- English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.

- We will continue to take advantage of the DOE's Over-the-phone Interpretation Services, which allows our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service has increased our capacity to connect with families who speak a wider range of languages.
- Uncommon Schools NYC will continue to run Spanish language ads with El Diario – a Spanish publication with the largest readership increase than any other daily newspaper in New York.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications in Spanish. In addition, each

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

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

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

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

Specifically,

- Similar to our strategy for reaching new ELL families, we believe that enlisting the help of the families of FRPL students who are currently in our schools, is one of the most effective ways of recruiting new FRPL students. All of our schools will continue to send home Kindergarten and 5th grade lottery applications with all their current students. In addition, schools will continue to ask families who are interested in volunteering further to assist with hanging flyers in their neighborhoods, participating in phone banks to local organizations, or speaking at churches or other organizations that they are involved with.

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

Specifically,

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

IIE. Year-Round Community Outreach

In addition to the many efforts outlined above, we plan to work to identify new organizations that can help us access these target populations. Beyond recruitment specific efforts, Uncommon Schools NYC will expand its community outreach efforts in all its school communities. Uncommon Schools NYC has recently restructured its External Relations team to take on two, full-time Community Engagement Coordinators. These Community Engagement Coordinators will be assisting in the development and implementation of a comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

II. Admissions

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

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

III. Evaluation of Recruitment and Enrollment Efforts

Williamsburg Collegiate is committed to serving all students and will actively monitor enrollment. While the Uncommon NYC Regional Team will continue to help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Directors of Operations at Williamsburg Collegiate will continue to be responsible for leading the recruitment and enrollment efforts. As a means of evaluating the efficacy of the school's recruitment and enrollment efforts at attracting these sub- populations of students, Williamsburg Collegiate will closely monitor admissions information during the enrollment period and after students have enrolled in the school.

For example, during the student recruitment season, Williamsburg Collegiate will track the number of applications received by families who indicate their home language is not English and who complete the Spanish version of the application through our online enrollment database, SchoolMint. These numbers will provide good indicators as to whether or not the school's outreach efforts are reaching students who may be English Language Learners and enables the school to adjust outreach efforts during the recruitment season.

When students enroll in the school, Williamsburg Collegiate will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will need to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering 5th grade classes, Williamsburg Collegiate can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and Williamsburg Collegiate will continue to document all student recruitment activities and are excited to continue tracking its progress and communication with families using our enrollment database system, SchoolMint.

In the fall of 2014, Uncommon NYC Regional Team launched a partnership with SchoolMint, an enrollment data base platform. This platform serves as an application management tool -- allowing parents to create an account and apply for multiple Uncommon schools at one time. It also provides various data reports, tracking systems, online enrollment, and communication platforms which allow the Williamsburg Collegiate Operations Team to identify applicants, run their lottery, register new students, and follow up as necessary. The Regional Team is also working closely with the Uncommon Schools Product Solutions Team to ensure that our IT infrastructure aligns with SchoolMint requirements and so that the network can determine the partnership's efficacy for future years.

After executing its first lottery and student recruitment and enrollment season with SchoolMint, Uncommon Schools NYC saw a 21% increase in the number of applications received.

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

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

VI. *Persistence*

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

VII. *Evaluation of Retention Efforts*

Williamsburg Collegiate's leadership team will continue to be responsible for regularly monitoring and overseeing the school's retention efforts and the performance of students in the three populations. Historically, high levels of persistence for these sub-populations are

indicators that the school's strategy for retaining students is working. Williamsburg Collegiate will continue to be committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families. The Directors of Operations at Williamsburg Collegiate will continue to actively monitor the enrollment and retention of students who are English language learners, students who qualify for free and reduced price lunch, and students with special needs. If the numbers do not reach or exceed the targets established by the SUNY Charter Schools Institute, the school will revisit its enrollment and retention practices.



Appendix I: Teacher and Administrator Attrition

Created: 07/31/2015

Last updated: 08/01/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	29	8	4

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	3	1	0

Thank you



Appendix J: Uncertified Teachers

Last updated: 08/01/2015

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

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

Page 1

Charter School Name:

Note Definition of FTE:

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

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

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

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

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

26

Thank you.

Williamsburg Collegiate Charter School, Grades 5-12
2014-2015 Organizational Chart

Board of Trustees

Principals (MS and HS)

Deans of Curriculum & Instruction / Instructional Leads

Director of Operations (MS and HS)

Deans of Students

Teachers

Office Managers

Special Projects Coordinator

Uncommon Schools

Social Workers

Special Education Coordinators

The mission of WCCS is to prepare each student for college. In order to achieve this mission, the WCCS educational program is founded on three core tenets:

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

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

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/67109bb328aec8ef71>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Greenstein

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

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

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

<i>WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885</i>

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

(check all that apply)

-
- Other, please specify...: Finance Committee Head
-

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

No

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

No

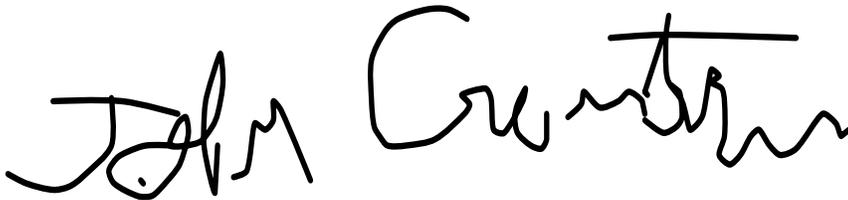
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "John C. Custer". The signature is written in a cursive style with a large, prominent "J" and "C".

Thank you.

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

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/4738525915e88e1ae>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Julie	Kennedy

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885

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

(check all that apply)

(No response)

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

No

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

No

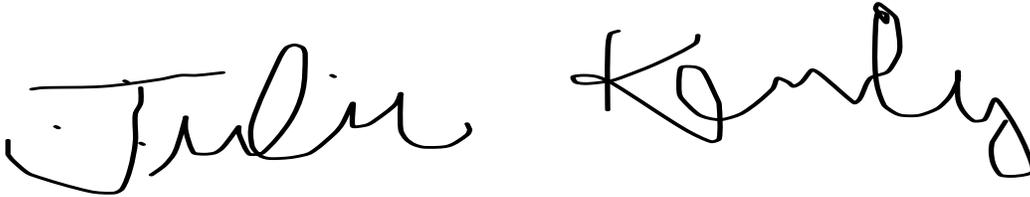
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

The image shows two handwritten signatures in black ink. The first signature on the left is 'Julie' and the second signature on the right is 'Kimberly'. Both are written in a cursive, flowing style.

Thank you.

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

Created Monday, October 05, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/004f3736ae0442cf89>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	stuart	linde

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885

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

(check all that apply)

(No response)

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

No

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

No

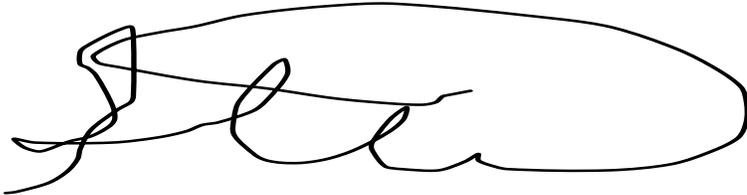
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A large, stylized handwritten signature in black ink, appearing to be a cursive representation of a name.A smaller, more legible handwritten signature in black ink, appearing to be a cursive representation of a name.

Thank you.

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

Created Thursday, October 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/b68844729377cf84e>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Robert	Howitt

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885

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

(check all that apply)

(No response)

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

No

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

No

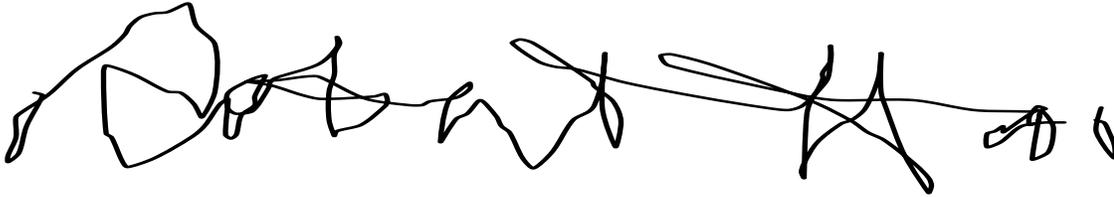
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, followed by a small flourish at the end.

Thank you.

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

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/0a4ac893f68d926b01>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	St. Claire	Gerald

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

--

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

No, I am not.

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

WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885

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

(check all that apply)

-
- Parent Representative
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "St. Clair Harold". The signature is written in a cursive style with large, flowing letters.

Thank you.

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

Created Sunday, November 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/dcd8bad6be926a788>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Linton	Mann III

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

--

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

No, I am not.

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

WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885

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

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

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

No

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

No

Signature of Trustee

Linton Mann III

Thank you.

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

Created Thursday, November 05, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5735364539873cf63>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Ekwutozia	Nwabuzor

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

--

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

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

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

<i>WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885</i>

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

(check all that apply)

-
- Secretary
-

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

No

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

No

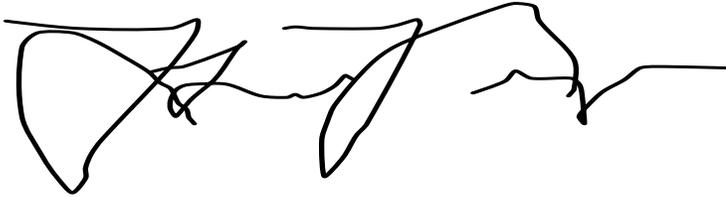
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Thank you.

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

Created Friday, November 06, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/cebb318dee8cff34f3>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Eileen	Shy

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885

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

(check all that apply)

-
- Other, please specify...
-

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

No

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

No

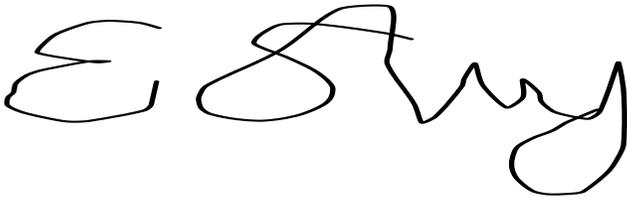
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "E. Stuy". The signature is written in a cursive, flowing style with a large initial "E" and a long, sweeping tail.

Thank you.