



Entry 1 School Information

Created: 07/27/2016

Last updated: 11/01/2016

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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

WILLIAMSBURG COLLEGIATE CS (NYC CHANCELLOR) 331400860885

b. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 14

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	157 Wilson Street Floor 4 Brooklyn, NY 11211	[REDACTED]	[REDACTED]	[REDACTED]

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Natalya Shulga
Title	Director of Operations

Emergency Phone Number (###-###-####) [REDACTED]

e. SCHOOL WEB ADDRESS (URL)

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

f. DATE OF INITIAL CHARTER

03/2005

g. DATE FIRST OPENED FOR INSTRUCTION

08/2005

i. TOTAL ENROLLMENT ON JUNE 30, 2016

326

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served

5, 6, 7, 8

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

Yes

k2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Uncommon Schools, Inc.
PHYSICAL STREET ADDRESS	826 Broadway
CITY	New York

STATE	NY
ZIP CODE	10003
EMAIL ADDRESS	(No response)

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I1. FACILITIES

Does the school maintain or operate multiple sites?

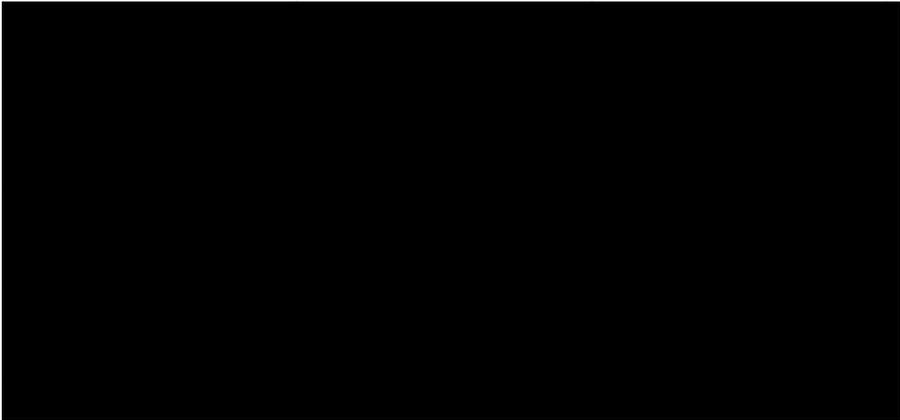
No, just one site.

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	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	157 Wilson Street Brooklyn, NY 11211	7183024018	CSD 14	5-8	Yes	DOE space
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Alexandra Bronson			
Operational Leader	Natalya Shulga			
Compliance Contact	Mary Katherine Flynn			
Complaint Contact	Mary Katherine Flynn			

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n1. Were there any revisions to the school’s charter during the 2015-16 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 Grade Level Configuration	The school was approved to expand “down” to begin serving grades K-4 in a separate elementary school campus. Students who attend the elementary school will eventually feed into the middle school grades.	9/24/15	12/7/16
2	Change in admissions/enrollment policy	The enrollment policy was revised to include employee preference and to incorporate changes to sibling preference within the merged education corporation structure. This was a non-material revision.	12/8/15	n/a (non material)
3				
4				
5				

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

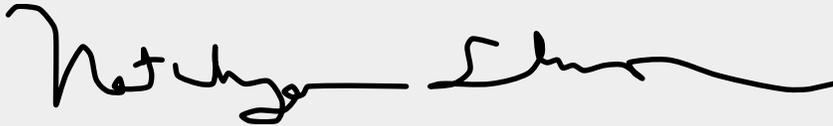
Natalya Shulga, School Director of Operations

p. 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 then 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, appearing to read "Natalya Shulga", written on a light gray background.

Signature, President of the Board of Trustees

Three handwritten signatures in black ink, written on a light gray background. The first signature is large and stylized, the second is smaller and more compact, and the third consists of three vertical, slightly curved lines.

Date

2016/08/01

Thank you.



Entry 2 Link

Last updated: 07/27/2016

Page 1

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>

**Williamsburg Collegiate
Charter School**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By: Natalya Shulga, Director of Operations (Grades 5-8)

157 Wilson Street
Brooklyn, NY 11211



INTRODUCTION

Natalya Shulga, **Director of Operations (Grades 5-8)** prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann III	Chair Executive, Academic
David Saltzman	
Tony Pasquariello	Vice Chair; Executive
Laura Blankfein	Academic, Development
Caroline Curry	Audit (Committee Chair)
St. Claire Gerald	Finance
John Greenstein	Finance
Michael Hall	Development
Shakima Jones	Academic
John Kim	Academic
Arvind Krishnamurthy	Academic, Audit
Alison Mass	Finance, Development
Ekwutozia U. Nwabuzor	Finance, Audit
Brett Peiser	
Ian Sacks	Academic, Development
Joseph F. Wayland	Treasurer Executive, Finance (Committee Chair)
Jeffrey Wetzler	Academic
Chrystal Stokes Williams	Development

Alexandra Bronson has served as the Principal of Williamsburg Collegiate since 2015.

INTRODUCTION

Mission

Williamsburg Collegiate Charter School (WCCS) ensures academic success for children in grades 5 through 8. We prepare our students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, our students earn opportunities in life for themselves and their communities. In pursuit of its mission, the school successfully completed its 11th year of operation in June 2016.

Student Population

Located in Williamsburg community of Brooklyn, WCCS serves students from predominately low-income families. On BEDS Day in 2015-16, 333 students were enrolled in Williamsburg's 2015-2016 student body. Of these students:

- 87% are eligible for free or reduced price lunch
- 38% are Black, 59% are Latino, 3% are White or "Other"
- 53% are girls and 47% are boys;
- 18% are students with special needs

WCCS scholars will graduate from college despite the odds facing their demographic. According to the US Department of Education, the high school drop-out rate among young African-Americans (ages 16-24) is twice that of their white counterparts (9.9% compared to 4.8%). This gap persists at the post-secondary level with only 19% of African-Americans (over age 25) obtaining a bachelor's degree compared to 33% of Whites. These education gaps, according to a UC-Berkeley study, result in there being more Black dropouts in prison than in a job by the time they reach their late twenties.

The WCCS community helps its young scholars develop the knowledge, skills, and character traits needed to excel in college and beyond. The hope is that these young scholars will transcend the educational, economic and social conditions that too often limit their life opportunities.

Williamsburg Collegiate Charter School's educational program rests on three pillars:

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.

INTRODUCTION

At Williamsburg Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is “rocket science” or necessarily innovative. WCCS teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12						84	82	73	65					304
2012-13						83	84	84	69					320
2013-14						81	81	77	79					318
2014-15						86	83	84	70					323
2015-16						85	87	85	76					333

Teach Until They Learn

Williamsburg Collegiate Charter School strives to provide its students with every possible opportunity to learn. This means that WCCS not only has a longer school day that begins at 7:15 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 184 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education’s minimum of 5 hours of daily instruction over 180 school days in grades K-7.

Each day consists of 2 hours and 30 minutes of literacy instruction, 90 minutes of math instruction, 1 hour of scientific instruction, 1 hour history instruction, 45 minutes of tutoring, fitness or theater, and a daily advisory session. Students participate in fitness and performing arts activities in an end-of-day enrichment session.

Character Development

More instructional time, however, is not enough. WCCS holds students to high standards in behavior and community involvement. To maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning, the school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code.

Additionally, routines and rituals constantly reinforce WCCS’s expectations, core values, and mission. This process begins before students even enter the building. Every morning, the Principal and/or Director of Operations meets students outside the school’s front door to greet each student by name and shake each student’s hand as the student crosses the threshold. This reminds students to conduct themselves with self-respect, dignity, and love.

INTRODUCTION

Each week ends with a Friday community meeting, Base Camp. Each community meeting is an opportunity to feature student accomplishments and reinforce the values that are celebrated at WCCS. Classes perform chants related to school values, individual students present knowledge they acquired during the week, teachers highlight exceptional academic work, and students and staff play team-building games together to ensure students end the week on a joyful note.

SPED Services

To support our 18% of students with a range of special needs, WCCS has a robust SPED department and strategies to support all students. As of the 2015-16 school year, in grades 5-7, WCCS has one out of three cohort that is designated as an CTT/ICT class. Two Co-Teachers (one general education and one special education teacher) teach both Math and ELA. The other cohorts receive IEP-mandated and at risk small group academic support.

Family Involvement

WCCS understands that family involvement is a key variable in the success of our students. We strive to engage families in their children's education from the very beginning of our recruitment process and we continue this outreach in several ways during the school year:

- Prior to the beginning of the school year, Family Orientation meetings are held in June and August to introduce families to the culture of WCCS. Upon enrollment, families sign a Family & School Contract in which families and the school pledge to support and engage one another in the joint effort of raising WCCS Scholars.
- Monthly phone calls home from teachers, frequent parent/family conferences, report cards (once per trimester) which parents/guardians are required to pick up in person, and school events kept families apprised of and engaged in their children's performance. Events such as Honor Roll Breakfast and Reading Royalty Celebrations focus on various aspects of the curriculum and give families the opportunity to celebrate their student's academic success.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Williamsburg Collegiate Students will be proficient readers and writers of the English language.

BACKGROUND

At Williamsburg Collegiate, students receive 120 minutes of English Language Arts instruction daily, in addition to a 30 minute Guided Reading group with a student to teacher ratio of approximately 8:1. Guided Reading Groups are based on students' reading skill level, as assessed by the Leveled Reading Assessment. In addition, students have between 30 minutes of independent reading time daily and students who reach a certain reading level have the opportunity to graduate out of Guided Reading and have additional independent reading time throughout the day.

In writing classes, embedded with reading instruction in our two-hour ELA double block format, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in reading class, as students learn to write strong responses to literature in short answer and essay formats.

Williamsburg Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Williamsburg Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2015-2016 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in ELA, and to mirror the style and scope of the New York State English Language Arts exams.

Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a comprehension section with multiple choice and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar and punctuation skills.

After the tests were administered, WCCS teachers graded each exam and WCCS administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, WCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes.

ENGLISH LANGUAGE ARTS

WCCS also utilized the information to target content- and skills-driven tutoring and re-teaching after school and during the school day.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5th through 8th grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015 16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
5	83					83
6	87					87
7	83			1		84
8	76					76
All	329 ²			1		330

RESULTS

On the 2015-16 NYS ELA exam, 33% of students in their second year at Williamsburg Collegiate scored proficient. When looking at all students, 34% of all students at Williamsburg Collegiate scored proficient on the 2015-16 NYS ELA exam. The table below illustrates that the percent of students’ scoring proficient is related to that the number of years a student has been at Williamsburg Collegiate.

Performance on 2015 16 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

² Our enrollment on BEDS day was 333; when students took State Exams in the Spring, our enrollment was 330. One student was absent for testing, therefore 329 took the test. There are five students who took exams with WCCS for whom we do not have a score because they transferred out at the end of the year. As a result, we have scores available for 324 students.

ENGLISH LANGUAGE ARTS

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	33%	82	0%	6
6	21%	85	18%	77
7	48%	81	50%	78
8	33%	76	32%	75
All	34%	324	33%	236

EVALUATION

The school did not meet this measure in English Language Arts for 2015-2016 as only 34% of students enrolled in at least their second year at Williamsburg Collegiate achieved proficiency.

We are pleased to see the 27 point growth in our 7th grade ELA scores from the year before when 23% students enrolled in their second year at Williamsburg achieved proficiency on the 2014-15 NYS ELA exam.

Additionally, we are glad to see that the percentage of Williamsburg Collegiate Students who scored proficient was higher than the overall proficient percentage of 30% of students within our Community School District 14. However, it is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor and complemental instructional supports in our English Language Arts classes and overall school day to better prepare our students to meet and exceed this bar.

ADDITIONAL EVIDENCE

Williamsburg Collegiate students outperformed their district counterparts in English Language Arts for 2014-15 and 2015-16. As WCCS is new to reporting performance in this format, data cut in this way is not readily available before 2014-15.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14 ³		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			0%	7	0%	6
6			38%	77	18%	77
7			23%	77	50%	76
8			52%	66	32%	75

³ As this is WCCS's first Annual Report with SUNY, historical data is not readily available prior to 14-15 school year

ENGLISH LANGUAGE ARTS

All			36%		33%	
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Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

RESULTS

As demonstrated in the chart below, 19% of students achieved a Level 1 performance, 47% achieved a Level 2 performance, 26% achieved a Level 3 performance, and 7% achieved a Level 4 performance. Upon calculating the PI, Williamsburg Collegiate achieved a 113.

English Language Arts 2015 16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19%	47%	26%	7%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 47 & + & 26 & + & 7 & = & 80 \\
 & & & & 26 & + & 7 & = & \underline{33} \\
 & & & & & & \text{PLI} & = & 113
 \end{array}$$

EVALUATION

With a PLI score of 113, we have exceeded the measure of 104 by 9 points. One specific grade highlight was that 50% of all of our returning 7th grade students achieved proficiency on the NYS ELA Exam which outperformed our Community School District, NYC students, NYS students and NYS non-economically disadvantaged students.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

⁴ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

RESULTS

For the 2015-16 school year, Williamsburg Collegiate students underperformed Community School District in 5th grade (this group represents our retained students) and 6th grade, however performed above CSD 14 in grade 7 and essentially matched district performance in grade 8. Overall, WCCS outperformed CSD 14 by 3 points in the grades served by WCCS.

2015 16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	6	32%	981
6	18%	77	26%	1137
7	50%	78	30%	1167
8	32%	75	33%	1085
All	33%	236	30%	4370

EVALUATION

Overall, Williamsburg Collegiate met this measure as students in at least their second year outperformed Community School District 14. We see from the data above that as students spend more time at Williamsburg Collegiate, their performance increases. Additionally, overall, as students spend more time at WCCS, the gap between their performance and performance of students in the district widens each year.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14 ⁶		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	0%	32%	18%	26%	0%	32%
6	18%	26%	18%	26%	18%	26%
7	50%	30%	50%	30%	50%	30%
8	32%	33%	32%	33%	32%	33%
All	33%	30%	33%	30%	33%	30%

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

⁶ As this is WCCS's first Annual Report with SUNY, historical data is not readily available prior to 14-15 school year

ENGLISH LANGUAGE ARTS

5			0%	26%	0%	32%
6			38%	24%	18%	26%
7			23%	22%	50%	30%
8			52%	26%	32%	33%
All			36%	25%	33%	30%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Williamsburg Collegiate is reporting its Accountability Plan Progress Report for the first time through SUNY and therefore does not have access to the Comparative Performance data below.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	74	82	N/A	N/A	N/A	N/A
6	76	85	N/A	N/A	N/A	N/A
7	71	81	N/A	N/A	N/A	N/A
8	68	76	N/A	N/A	N/A	N/A
All	72	324	N/A	N/A	N/A	N/A

School’s Overall Comparative Performance:

ENGLISH LANGUAGE ARTS

N/A

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A

Goal 1: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁸

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

RESULTS

In 2015-2016 Williamsburg Collegiate met the Statewide Median and surpassed it by 5 points in grades 5-7.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	55	50.0
6	51	50.0
7	55	50.0
8	40	50.0
All	50.5	50.0

EVALUATION

WCCS met or exceeded the Statewide Median in all grades but 8th grade for the 2015-2016 school year.

ADDITIONAL EVIDENCE

Williamsburg Collegiate has exceeded the Statewide Mean Growth Average for the past two years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14 ⁹	2014-15	2015-16	
5		50	55	50.0
6		66	51	50.0
7		50	55	50.0
8		48	40	50.0
All		53.5	50.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Williamsburg Collegiate achieved three of the four relevant English Language Arts goals based on results of the 2015-16 state exams (data for one goal was unavailable at this time). We are proud that our students continue to outperform the district overall and particularly in Grade 7. However, we know that we still have a long way to go in terms of absolute performance.

Type	Measure	Outcome
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⁹ Data is not available for years prior to the 2014-15 academic school year

ENGLISH LANGUAGE ARTS

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

ACTION PLAN

During the 2016-2017 school year, Williamsburg Collegiate will continue to:

- Divide classrooms into three, skill-differentiated small reading groups
- Deliver 2.5 hours of daily ELA instruction
- Staff 2 ELA teachers in the classroom for our ICT/CTT cohorts, which we will have in each of our grades
- Utilize the Wilson Program to build the core decoding and fluency skills of our students with the lowest reading levels
- Deploy targeted small-group tutoring twice per week for 45 minutes each session.
- Utilize intelligent scheduling to allow to teacher professional development and coaching. This year, we have created additional instructional coaches and all teachers will be observed and given feedback on their instruction at least 3 times per month. Teachers additionally have more time for co-observation of critical reading blocks.
- Building a culture of reading with celebrations like Reading Royalty and reading tracking through Accelerated Reading
- Pushing ELA in all subjects so that everyone builds on ELA content

In addition, WCCS will start to:

- Deploy weekly data meetings to respond to classroom data
- Coaching more deeply on aggressive monitoring to differentiate support in the classroom

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take 1.5 hours of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content.

WCCS uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Williamsburg Collegiate Charter School administered four internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2015-16 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, WCCS teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, WCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes.

In 8th grade Math, the Regents examinations in Integrated Algebra were administered for the fifth time. In preparation for this, students were taught the full Integrated Algebra curriculum that addressed all New York State standards. Preparing our students to take this high-school level examination early, while still in middle school, speaks both to the rigor of our math curriculum and the abilities of our students.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

MATHEMATICS

METHOD

The school administered the New York State Testing Program Common Core mathematics assessment to students in 5th through 7th grade in April 2016. Students' raw score was converted to a grade-specific scaled score and a performance level. Our 8th graders took the Integrated Algebra I Regents exam.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁰				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	83					83
6	87					87
7	83			1		84
All	253			1		254

RESULTS

During the 2015-16 school year, 52% of students earned scores of 3 or 4 on the NYS math exam. Overall, 58% of students enrolled in their second year scored proficient. Students who have been enrolled at WCCS longer demonstrated stronger performance on the exam, particularly in grades 6 and 7 where 56% and 65% of students enrolled in their second year scored proficient respectively.

Performance on 2015-16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	35%	82	0%	6
6	58%	85	56%	77
7	63%	81	65%	78
All	52%	248	58%	161

¹⁰ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

EVALUATION

During the 2015-16 school year, 52% of all Williamsburg Collegiate students achieved proficiency. Of the students enrolled in at least their second year at WCCS, 58% achieved proficiency. Williamsburg did not meet this measure NYS Common Core testing in math. The school fell short by 17 percentage points.

ADDITIONAL EVIDENCE

While we are disappointed that we have not yet achieved 75 percent proficiency school wide across all testing grades, we will continue to implement changes to our curriculum to meet the more rigorous standards of Common Core and strengthen our intervention programs for our lowest students. Additionally, we intend to increase the amount of written work happening during math instruction across all grades and include more independent practice with each lesson.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14 ¹¹		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			14%	7	0%	6
6			68%	77	56%	77
7			65%	79	65%	78
All			64%	163	58%	161

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹²

¹¹ As this is WCCS's first Annual Report with SUNY, historical data is not readily available prior to 14-15 school year

¹² In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

RESULTS

Of the 248 students tested in the 2015-16 school year, 14% of the students scored a Level 1 on the State Math Exam, 34% scored Level 2, 33% scored a Level 3, and 19% scored Level 4. The Mathematics Performance index is a 138.

Mathematics 2015 16 Performance Level Index (PLI)									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	14%	34%	33%	19%					
	PI	=	34	+	33	+	19	=	86
					33	+	19	=	<u>52</u>
					PLI	=			138

EVALUATION

With a PLI score of 138, we have exceeded the measure of 101 by 37.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹³

RESULTS

For students who completed at least two years at WCCS, 58% achieved proficiency. In District 13 the comparable figure is 28%, with WCCS outperforming the local district by 30 points.

2015 16 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				

¹³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

5	0%	6	35%	996
6	56%	77	23%	1134
7	65%	78	25%	1177
All	58%	161	28%	3307

EVALUATION

Williamsburg Collegiate students outperformed their peers in District 14 in Math in grades 6 and 7, but not in grade 5, as the 5th grade students testing for the second time are students who have been retained. We are meeting our goal of outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency.

ADDITIONAL EVIDENCE

With a strong math culture at WCCS, our school has historically outperformed the local school district in Math. In 2014-15, the school outperformed the local district by 40 points, and 30 points this year.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5			14%	26%	0%	35%
6			68%	24%	56%	23%
7			65%	22%	65%	25%
All			64%	24%	58%	28%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

MATHEMATICS

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Williamsburg Collegiate is reporting its Accountability Plan Progress Report for the first time through SUNY and therefore does not have access to the Comparative Performance data below.

2014 15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All						

School’s Overall Comparative Performance:

N/A

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A

Goal 2: Growth Measure¹⁴

¹⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

MATHEMATICS

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

RESULTS

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	70	50.0
6	77	50.0
7	62	50.0
All	70	50.0

EVALUATION

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁵

Williamsburg has met this goal as the school’s overall Mean Growth Percentile was 70% vs the Statewide Median of 50%. Grade 5 through 7 exceeded the mean growth percentile of the statewide average. We look forward to continued rigor and focus on class performance to push this mean growth percentile higher.

ADDITIONAL EVIDENCE

WCCS has historically outperformed the statewide median in math for all tested grades.

¹⁵ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14 ¹⁶	2014-15	2015-16	Statewide Median
5		67	70	50.0
6		78	77	50.0
7		60	62	50.0
All		68	70	50.0

SUMMARY OF THE MATHEMATICS GOAL

Williamsburg Collegiate achieved 3 of the 4 measures in the mathematics goal for the 2015-16 school year (we did not have data available for one of the comparative goals). We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and want to be able to meet that goal in the coming years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

¹⁶ Data is not available for years prior to the 2014-15 academic school year

ACTION PLAN

Williamsburg Collegiate will continue to employ the same math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support to further address the needs of our student sub-populations. WCCS is committed to meeting its accountability plan goals related to mathematics as listed above.

Like ELA, as part of the Uncommon Schools network, WCCS will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards. Additionally, Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered. We will continue to build joy in learning math with cultural events celebrating math performance like Pi Day, Times Table Day, and Mathletes. We will also continue to offer small group tutoring targeted at students performing at the lowest level. This year, we will put into place a response to data protocol and weekly math quizzes to ensure we are meeting our students where they are and differentiating our supports.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

The Science curriculum at Williamsburg Collegiate has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curricula are designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

In eighth grade Science, our students take the Living Environment Regents examinations. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

METHOD

Williamsburg Collegiate administered the Living Environment Regents for the fourth year to 8th graders this school year. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

In 2015-16, 93% of students achieved a final score at or above 65 in the Living Environment Regents.

Grade	2014-15	2015-16
8	92%	93%

District results from the Science Exam were not available.

EVALUATION

Williamsburg Collegiate met its goal as 93% of all students passed the Living Science Regents exam and achieved proficiency as measured by a grade of 65 or higher on the Regents exam.

SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

ACTION PLAN

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use 5th-8th science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade.
- Continue implementing the 8th grade Living Environment curriculum.
- Continue to build out and grow the school’s science lab and cross grade science collaboration.
- Continue to push and align coursework and lessons to the Common Core Regents to prepare our 8th grade students to take their first Regents exam.
- Create opportunities for collaboration between science and reading teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during professional development in August and throughout the year.
- Guarantee that students continue to participate in as many hands-on science lessons and activities during science classes as is appropriate and possible, including the addition of two science field trips this year that reinforce the curriculum and give students hands-on science experience outside of the classroom.

SCIENCE

- Sharing resources across Uncommon with schools who have already taken NYS Regents exams to help prepare our scholars to take the Regents.

NCLB

Goal 4: NCLB

The School will make Adequately Yearly Progress

Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing; the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

The school was in Good Standing for the 2015-2016 school year.

EVALUATION

WILLIAMSBURG COLLEGIATE HAS MET THIS MEASURE FOR THE PAST SIX YEARS ADDITIONAL EVIDENCE

For the past six years, Williamsburg Collegiate was in Good Standing. We do not have any further historical data.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing



Entry 4 Expenditures per Child

Created: 07/27/2016

Last updated: 07/29/2016

Page 1

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 2015-16 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	5285186
Line 2: Year End FTE student enrollment	333
Line 3: Divide Line 1 by Line 2	15871

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 2015-16 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)	702079
Line 2: Management and General Cost (Column)	424215
Line 3: Sum of Line 1 and Line 2	1126295
Line 5: Divide Line 3 by the Year End FTE student enrollment	3382

Thank you.



Entry 6a Audited Statements

Created: 07/29/2016

Last updated: 10/27/2016

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.

Page 1

School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Natalya Shulga	[REDACTED]	[REDACTED]

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Ryan R. Snyder	[REDACTED]	[REDACTED]	10

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and**
- b. reports on internal controls over financial reporting and compliance**

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/6277315-F7wWrRhhE3/WILLIAMSBURG%20COLLEGIATE%20CHARTER%20SCHOOL%20-%202006.30.2016%20->

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2016

(With Comparative Totals for 2015)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Williamsburg Collegiate Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Williamsburg Collegiate Charter School, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Williamsburg Collegiate Charter School as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Williamsburg Collegiate Charter School's June 30, 2015 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 20, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2016 on our consideration of Williamsburg Collegiate Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Williamsburg Collegiate Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 18, 2016

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2016

(With Comparative Totals for 2015)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2016</u>	<u>2015</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,722,685	\$ 1,811,272
Certificates of deposit	955,558	951,745
Grants and other receivables	406,417	128,408
Due from related parties	-	58,546
Prepaid expenses and other current assets	<u>21,644</u>	<u>179,405</u>
TOTAL CURRENT ASSETS	3,106,304	3,129,376
<u>PROPERTY AND EQUIPMENT, net</u>	493,856	407,674
<u>ESCROW ACCOUNT</u>	<u>166,373</u>	<u>166,317</u>
TOTAL ASSETS	<u>\$ 3,766,533</u>	<u>\$ 3,703,367</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 334,876	\$ 246,919
Due to related parties	<u>79,399</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	414,275	246,919
<u>NET ASSETS, unrestricted</u>		
Designated for stability fund	1,285,000	1,285,000
Undesignated	<u>2,067,258</u>	<u>2,171,448</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,766,533</u>	<u>\$ 3,703,367</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	<u>Year ended June 30,</u>	
	<u>2016</u>	<u>2015</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 8,444,528	\$ 7,849,110
Government grants	393,790	770,166
Contributions	426,880	350,000
Other income	<u>70,523</u>	<u>60,330</u>
TOTAL OPERATING REVENUE AND SUPPORT	9,335,721	9,029,606
Expenses:		
Program services - education	8,568,677	8,047,481
General and administrative	<u>871,234</u>	<u>851,641</u>
TOTAL EXPENSES	<u>9,439,911</u>	<u>8,899,122</u>
CHANGE IN NET ASSETS	(104,190)	130,484
Unrestricted net assets at beginning of year	<u>3,456,448</u>	<u>3,325,964</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 3,352,258</u>	<u>\$ 3,456,448</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	Program services - education	General and administrative	Total	
			Year ended June 30,	
			2016	2015
Salaries	\$ 5,231,070	\$ 307,811	\$ 5,538,881	\$ 4,756,276
Payroll taxes and employee benefits	852,873	49,716	902,589	849,873
Occupancy	228,121	-	228,121	216,334
Repairs and maintenance	246,762	10,364	257,126	216,661
Textbooks	40,783	-	40,783	59,814
Instructional supplies and assessments	137,102	-	137,102	137,601
Computer and technology supplies	237,214	-	237,214	322,761
Student enrichment and services	413,860	-	413,860	333,819
Professional development	318,909	-	318,909	696,475
Professional services	-	29,822	29,822	24,112
Telephone	-	79,083	79,083	97,854
Insurance	-	88,673	88,673	90,252
Management fees	597,963	105,523	703,486	647,171
Office expense	70,214	190,189	260,403	264,070
Depreciation and amortization	193,806	2,844	196,650	176,842
Other	-	7,209	7,209	9,207
	<u>\$ 8,568,677</u>	<u>\$ 871,234</u>	<u>\$ 9,439,911</u>	<u>\$ 8,899,122</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	<u>Year ended June 30,</u>	
	<u>2016</u>	<u>2015</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ (104,190)	\$ 130,484
Adjustments to reconcile change in net assets to net cash provided from (used for) operating activities:		
Depreciation and amortization	196,650	176,842
Changes in certain assets and liabilities affecting operations:		
Due from related parties	58,546	(58,546)
Grants and other receivables	(278,009)	(10,858)
Prepaid expenses and other current assets	157,761	(99,756)
Escrow account	(56)	-
Accounts payable and accrued expenses	87,957	(172,591)
Due to related parties	79,399	-
NET CASH PROVIDED FROM (USED FOR) OPERATING ACTIVITIES	198,058	(34,425)
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(282,832)	(116,141)
Purchases of certificates of deposit	(3,813)	(3,837)
NET CASH USED FOR INVESTING ACTIVITIES	(286,645)	(119,978)
NET DECREASE IN CASH	(88,587)	(154,403)
Cash at beginning of year	1,811,272	1,965,675
CASH AT END OF YEAR	<u>\$ 1,722,685</u>	<u>\$ 1,811,272</u>

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(With Comparative Totals for 2015)

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

The Charter School

Williamsburg Collegiate Charter School (the Charter School), is an educational corporation that commenced operating as a charter school in the borough of Brooklyn, New York City in July 2005. On April 15, 2005, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years which was renewed for an additional five years effective March 25, 2010. During 2015, the charter was renewed through June 30, 2020.

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

Financial Statement presentation

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

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2016 or 2015.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2016 or 2015.

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

Revenue and support recognition

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

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

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

Cont'd

Contributions

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

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

Cash

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

Certificates of deposit and escrow account

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

A certificate of deposit is held by the Charter School as an escrow account in accordance with the terms of their charter agreement. The amount in escrow as of June 30, 2016 and 2015 was \$166,373 and \$166,317, respectively. The escrow account is restricted to fund legal and other costs should the Charter School cease operations and dissolve.

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, 2016 or 2015.

Property and equipment

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

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

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

Cont'd

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income. The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files Form 990 in the U.S. federal jurisdiction.

Contributed services

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

In-kind contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks approximating \$32,000 in the years ended June 30, 2016 and 2015, and is included in other income in the accompanying statement of activities and changes in net assets for the years ended June 30, 2016 and 2015.

Use of estimates in the preparation of financial statements

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

Comparatives for year ended June 30, 2015

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2015, from which the summarized information was derived.

Reclassifications

Certain prior year amounts have been reclassified to reflect current year presentation.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 18, 2016, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

NOTE B: COMMITMENTS AND RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. (“USI”), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI dated July 1, 2005, which was renewed for an additional five years on July 1, 2010, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expense for the school year, and a percentage of all other public entitlement funding receivable during the school year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 8% for 2013 through 2020 fiscal years. The agreement was extended through June 2020. The fee incurred for the years ended June 30, 2016 and 2015 was approximately \$703,000 and \$647,000, respectively. At June 30, 2016 and 2015, approximately \$155,000 and \$39,000, respectively, are included in accounts payable relating to USI.

The Charter School is related to Uncommon New York City Charter Schools through common Board representation. As the schools does not have an economic interest in the net assets of the school, the facts do not require consolidation of the school with the Charter School in accordance with GAAP. See Note I regarding a subsequent merger with Uncommon New York City Charter Schools.

In December 2011, the Charter School entered into a memorandum of understanding with Kings Collegiate Charter School (“Kings”) and Excellence Charter Schools to co-locate in a shared high school beginning in the 2011 – 2012 school year. Kings is the funding agent for the shared high school and expenses are allocated among applicable schools based on full time equivalent numbers. During fiscal 2016, both Kings and Excellence are part of Uncommon New York City Charter Schools.

In November 2013, a wholly-owned subsidiary of USI was created, Uncommon Crown Heights, LLC (“Crown Heights”), to manage the high school facility shared between an unrelated charter school and Kings Collegiate Charter School, Excellence Charter Schools, and the Charter School. All schools located in the shared high school entered into an administrative costs management agreement and advanced Crown Heights funds to operate the location. The Schools will be charged an annual service fee of 0.5% of the combined facility budget by Crown Heights. There was no fee charged for the years ended June 30, 2016 and 2015. Actual expenses are tracked and allocated to each party based on metrics developed by management. Depending on the actual expenses incurred, a prepaid balance or payable could exist at any given time. At June 30, 2016 approximately \$60,000 was included in accounts payable and accrued expenses related to Crown Heights. At June 30, 2015 approximately \$111,000 is included in prepaid expenses related to Crown Heights.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. At both June 30, 2016 and 2015, the board of trustees has designated \$1,285,000 as a stability fund to meet future needs of the Charter School. During the years ended June 30, 2016 and 2015, the Charter School did not incur fees to the New York City Department of Education for additional after-school and weekend usage.

The Charter School's high school occupies space with a related charter school per a verbal agreement with a third party at no charge. At June 30, 2016 and 2015, the Charter School paid certain utility and maintenance services on a square footage basis amounting to approximately \$228,000 and \$216,000, respectively.

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2016</u>	<u>2015</u>
Furniture and fixtures	\$ 321,273	\$ 306,980
Computer software	1,152,012	941,917
Leasehold improvements	<u>649,033</u>	<u>590,589</u>
	2,122,318	1,839,486
Less accumulated depreciation and amortization	<u>1,628,462</u>	<u>1,431,812</u>
	<u>\$ 493,856</u>	<u>\$ 407,674</u>

NOTE E: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through June 2018. Lease expense incurred for the years ended June 30, 2016 and 2015 approximated \$83,000 and \$96,000, respectively. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2017	\$ 40,047
2018	<u>27,528</u>
	<u>\$ 67,575</u>

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

NOTE F: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of \$3,500 or 3% of gross payroll. The Charter School's total contribution to the Plan for the years ended June 30, 2016 and 2015 approximated \$128,600 and \$117,600, respectively.

NOTE G: CONTINGENCY

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

NOTE H: CONCENTRATIONS

At June 30, 2016 and 2015, 75% and 28% of accounts receivable are due from New York State, respectively. At June 30, 2016 and 2015, 25% and 34% of accounts receivable are due from a grantor, respectively.

During the years ended June 30, 2016 and 2015, 90% and 87% of total operating revenue and support came from per-pupil funding provided by New York State, respectively. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

NOTE I: MERGER

In December 2014, the Charter School's Board of Trustees approved a merger of the Charter School, and in February 2016, the Board of Regents of the University of the State of New York approved the merger into Uncommon New York City Charter Schools. The merger is effective July 1, 2016.

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Williamsburg Collegiate Charter School

We have audited the financial statements of Williamsburg Collegiate Charter School as of and for the year ended June 30, 2016, and we have issued our report thereon dated October 18, 2016, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The 2016 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2016, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 18, 2016

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

SCHEDULE OF MIDDLE SCHOOL AND HIGH SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2016

	<u>Middle School</u>	<u>High School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 5,457,641	\$ 2,986,887	\$ 8,444,528
Government grants	335,475	58,315	393,790
Contributions	-	426,880	426,880
Other income	<u>49,399</u>	<u>21,124</u>	<u>70,523</u>
TOTAL OPERATING REVENUE AND SUPPORT	5,842,515	3,493,206	9,335,721
Salaries	3,177,089	2,361,792	5,538,881
Payroll taxes and employee benefits	548,922	353,667	902,589
Occupancy	-	228,121	228,121
Repairs and maintenance	21,852	235,274	257,126
Textbooks	17,784	22,999	40,783
Instructional supplies and assessments	88,821	48,281	137,102
Computer and technology supplies	116,321	120,893	237,214
Student enrichment and services	331,901	81,959	413,860
Professional development	217,399	101,510	318,909
Professional services	22,336	7,486	29,822
Telephone	55,773	23,310	79,083
Insurance	40,644	48,029	88,673
Management fees	456,004	247,482	703,486
Office expense	190,080	70,323	260,403
Depreciation and amortization	132,139	64,511	196,650
Other	<u>5,154</u>	<u>2,055</u>	<u>7,209</u>
TOTAL EXPENSES	<u>5,422,219</u>	<u>4,017,692</u>	<u>9,439,911</u>
CHANGE IN NET ASSETS	<u>\$ 420,296</u>	<u>\$ (524,486)</u>	<u>\$ (104,190)</u>

WILLIAMSBURG COLLEGIATE 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
Williamsburg Collegiate Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Williamsburg Collegiate Charter School, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 18, 2016.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

We note certain matters that we have reported to management of whether Williamsburg Collegiate Charter School in a separate letter dated October 18, 2016.

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, Barw & Co. LLP

Rochester, New York
October 18, 2016

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE containe guidance regarding the input of information.

 = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District -
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition) -**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
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ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Williamsburg Collegiate Charter School -

SCHOOL

Name:	Williamsburg Collegiate Charter School
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CONTACT INFORMATION -

Contact Name:	Michael Good
Contact Title:	Senior Associate Director of Finance
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD -

Current Academic Year:	2016-17
Prior Academic Year:	Err:508

SCHOOL

8	9	10	11	12
76				

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
<i>Column(s) for the</i>				
	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

STAFFING PLAN F

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave blank. If budget revisions ARE made, the entire "REVISED" budget columns for the affected

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Executive Management						
Instructional Management		1.0		1.0		1.0
Deans, Directors & Coordinators		4.0		4.0		4.0
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff		2.5		2.5		2.5
TOTAL ADMINISTRATIVE STAFF	0.0	7.5	0.0	7.5	0.0	7.5

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Teachers - Regular		20.3		20.3		20.3
Teachers - SPED		9.0		9.0		9.0
Substitute Teachers						
Teaching Assistants						
Specialty Teachers		3.0		3.0		3.0
Aides						
Therapists & Counselors		1.0		1.0		1.0
Other						
TOTAL INSTRUCTIONAL	0.0	33.3	0.0	33.3	0.0	33.3

NON INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	40.8	0.0	40.8	0.0	40.8
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**COLLEGIATE CHARTER SCHOOL
2016-17**

FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

The 'REVISED' Column(s) COMPLETELY BLANK. The quarter(s) must be completed on tabs 2, 3

***NOTE:** Each quarter, the actual FTE should be input.

ADMINISTRATIVE PERSONNEL FTE			
	Q3	Q4	
	Revised	Original	Revised
Executive Management			
Instructional Management		1.0	
Deans, Directors & Coordinators		4.0	
CFO / Director of Finance			
Operation / Business Manager			
Administrative Staff		2.5	
TOTAL ADMINISTRATIVE STAFF	0.0	7.5	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE			
	Q3	Q4	
	Revised	Original	Revised
Teachers - Regular		20.3	
Teachers - SPED		9.0	
Substitute Teachers			
Teaching Assistants			
Specialty Teachers		3.0	
Aides			
Therapists & Counselors		1.0	
Other			
TOTAL INSTRUCTIONAL	0.0	33.3	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE			
	Q3	Q4	
	Revised	Original	Revised
Nurse			
Librarian			
Custodian			
Security			
Other			
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	40.8	0.0
------------------------------------	-----	------	-----

0.0	0.0	0.0	0.0
-----	-----	-----	-----

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	

NON INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	

TOTAL PERSONNEL SERVICE FTE	
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WILLIAMSBURG COLLEGIATE CHARTER S
Budget / Operating Plan -
2016-17 -

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,408,751	#NAME?	#NAME?	1,408,751	#NAME?	#NAME?	1,408,751
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	327	-	-	327	-	-	327

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	-			#NAME?			#NAME?	
Instructional Management	1.00	28,172		#NAME?	28,172		#NAME?	28,172
Deans, Directors & Coordinators	4.00	97,266		#NAME?	97,266		#NAME?	97,266
CFO / Director of Finance	-			#NAME?			#NAME?	
Operation / Business Manager	-			#NAME?			#NAME?	
Administrative Staff	2.50	35,250		#NAME?	35,250		#NAME?	35,250
TOTAL ADMINISTRATIVE STAFF	7.50	-	160,689	-	#NAME?	160,689	-	#NAME?

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	20.28	392,660		#NAME?	392,660		#NAME?	392,660
Teachers - SPED	9.00	165,128		#NAME?	165,128		#NAME?	165,128
Substitute Teachers	-			#NAME?			#NAME?	
Teaching Assistants	-			#NAME?			#NAME?	
Specialty Teachers	3.00	51,119		#NAME?	51,119		#NAME?	51,119
Aides	-			#NAME?			#NAME?	
Therapists & Counselors	1.00	18,950		#NAME?	18,950		#NAME?	18,950
Other	-	43,511		#NAME?	43,511		#NAME?	43,511
TOTAL INSTRUCTIONAL	33.28	-	671,368	-	#NAME?	671,368	-	#NAME?

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			#NAME?			#NAME?	
Librarian	-			#NAME?			#NAME?	
Custodian	-			#NAME?			#NAME?	
Security	-			#NAME?			#NAME?	
Other	-	13,250		#NAME?	13,250		#NAME?	13,250
TOTAL NON-INSTRUCTIONAL	-	-	13,250	-	#NAME?	13,250	-	#NAME?

SUBTOTAL PERSONNEL SERVICE COSTS

	40.78	-	845,306	-	#NAME?	845,306	-	#NAME?
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		65,916		#NAME?	65,916		#NAME?	65,916
Fringe / Employee Benefits		58,952		#NAME?	58,952		#NAME?	58,952
Retirement / Pension		24,962		#NAME?	24,962		#NAME?	24,962
TOTAL PAYROLL TAXES AND BENEFITS	-	-	149,830	-	#NAME?	149,830	-	#NAME?

TOTAL PERSONNEL SERVICE COSTS

	40.78	-	995,136	-	#NAME?	995,136	-	#NAME?
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CONTRACTED SERVICES

Accounting / Audit		1,250		#NAME?	1,250		#NAME?	1,250
Legal		500		#NAME?	500		#NAME?	500
Management Company Fee		113,560		#NAME?	113,560		#NAME?	113,560
Nurse Services		150		#NAME?	150		#NAME?	150
Food Service / School Lunch				#NAME?			#NAME?	
Payroll Services				#NAME?			#NAME?	
Special Ed Services				#NAME?			#NAME?	
Titlement Services (i.e. Title I)				#NAME?			#NAME?	
Other Purchased / Professional / Consulting		52,977		#NAME?	52,977		#NAME?	52,977
TOTAL CONTRACTED SERVICES	-	-	168,437	-	#NAME?	168,437	-	#NAME?

		SCHOOL				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,408,751	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	327	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management		-		#NAME?		#NAME?
Instructional Management		1.00		#NAME?	28,172	#NAME?
Deans, Directors & Coordinators		4.00		#NAME?	97,266	#NAME?
CFO / Director of Finance		-		#NAME?		#NAME?
Operation / Business Manager		-		#NAME?		#NAME?
Administrative Staff		2.50		#NAME?	35,250	#NAME?
TOTAL ADMINISTRATIVE STAFF		7.50		-	#NAME?	160,689
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular		20.28		#NAME?	392,660	#NAME?
Teachers - SPED		9.00		#NAME?	165,128	#NAME?
Substitute Teachers		-		#NAME?		#NAME?
Teaching Assistants		-		#NAME?		#NAME?
Specialty Teachers		3.00		#NAME?	51,119	#NAME?
Aides		-		#NAME?		#NAME?
Therapists & Counselors		1.00		#NAME?	18,950	#NAME?
Other		-		#NAME?	43,511	#NAME?
TOTAL INSTRUCTIONAL		33.28		-	#NAME?	671,368
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse		-		#NAME?		#NAME?
Librarian		-		#NAME?		#NAME?
Custodian		-		#NAME?		#NAME?
Security		-		#NAME?		#NAME?
Other		-		#NAME?	13,250	#NAME?
TOTAL NON-INSTRUCTIONAL		-		-	#NAME?	13,250
SUBTOTAL PERSONNEL SERVICE COSTS		40.78		-	#NAME?	845,306
PAYROLL TAXES AND BENEFITS						
Payroll Taxes				#NAME?	65,916	#NAME?
Fringe / Employee Benefits				#NAME?	58,952	#NAME?
Retirement / Pension				#NAME?	24,962	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS				-	#NAME?	149,830
TOTAL PERSONNEL SERVICE COSTS		40.78		-	#NAME?	995,136
CONTRACTED SERVICES						
Accounting / Audit				#NAME?	1,250	#NAME?
Legal				#NAME?	500	#NAME?
Management Company Fee				#NAME?	113,560	#NAME?
Nurse Services				#NAME?	150	#NAME?
Food Service / School Lunch				#NAME?		#NAME?
Payroll Services				#NAME?		#NAME?
Special Ed Services				#NAME?		#NAME?
Titlement Services (i.e. Title I)				#NAME?		#NAME?
Other Purchased / Professional / Consulting				#NAME?	52,977	#NAME?
TOTAL CONTRACTED SERVICES				-	#NAME?	168,437

		SCHOOL				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,408,751	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	327	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS						
Board Expenses			#NAME?	113		#NAME?
Classroom / Teaching Supplies & Materials			#NAME?	26,564		#NAME?
Special Ed Supplies & Materials			#NAME?	1,250		#NAME?
Textbooks / Workbooks			#NAME?			#NAME?
Supplies & Materials other			#NAME?			#NAME?
Equipment / Furniture			#NAME?			#NAME?
Telephone			#NAME?			#NAME?
Technology			#NAME?	48,595		#NAME?
Student Testing & Assessment			#NAME?	4,225		#NAME?
Field Trips			#NAME?	62,957		#NAME?
Transportation (student)			#NAME?			#NAME?
Student Services - other			#NAME?	893		#NAME?
Office Expense			#NAME?			#NAME?
Staff Development			#NAME?	38,190		#NAME?
Staff Recruitment			#NAME?	2,500		#NAME?
Student Recruitment / Marketing			#NAME?	1,776		#NAME?
School Meals / Lunch			#NAME?	4,095		#NAME?
Travel (Staff)			#NAME?			#NAME?
Fundraising			#NAME?			#NAME?
Other			#NAME?	44,153		#NAME?
TOTAL SCHOOL OPERATIONS		-	#NAME?	235,311	-	#NAME?
FACILITY OPERATION & MAINTENANCE						
Insurance			#NAME?			#NAME?
Janitorial			#NAME?	900		#NAME?
Building and Land Rent / Lease / Facility Finance Interest			#NAME?	1,500.00		#NAME?
Repairs & Maintenance			#NAME?	3,640		#NAME?
Equipment / Furniture			#NAME?	3,828		#NAME?
Security			#NAME?			#NAME?
Utilities			#NAME?			#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE		-	#NAME?	9,868	-	#NAME?
DEPRECIATION & AMORTIZATION						
			#NAME?			#NAME?
RESERVES / CONTINGENCY						
			#NAME?			#NAME?
TOTAL EXPENSES		-	#NAME?	1,408,751	-	#NAME?
NET INCOME		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		WILLIAMSBURG COLLEGIATE Budget / Operating Plan 2016-17				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	5,635,004	#NAME?	#NAME?	(5,635,004)	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	2016-17 Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?	#N/A	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Special Education Revenue	871,053	#NAME?	#NAME?	871,053	#NAME?	
Grants						
Stimulus	-	#NAME?	#NAME?	-	#NAME?	
DYCD (Department of Youth and Community Development)	-	#NAME?	#NAME?	-	#NAME?	
Other	-	#NAME?	#NAME?	-	#NAME?	
Other	-	#NAME?	#NAME?	-	#NAME?	
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	28,198	#NAME?	#NAME?	28,198	#NAME?	
Title I	181,961	#NAME?	#NAME?	181,961	#NAME?	
Title Funding - Other	9,960	#NAME?	#NAME?	9,960	#NAME?	
School Food Service (Free Lunch)	-	#NAME?	#NAME?	-	#NAME?	
Grants						
Charter School Program (CSP) Planning & Implementation	-	#NAME?	#NAME?	-	#NAME?	
Other	-	#NAME?	#NAME?	-	#NAME?	
Other	40,985	#NAME?	#NAME?	40,985	#NAME?	
TOTAL REVENUE FROM FEDERAL SOURCES	261,104	#NAME?	#NAME?	261,104	#NAME?	
LOCAL and OTHER REVENUE						
Contributions and Donations	-	#NAME?	#NAME?	-	#NAME?	
Fundraising	-	#NAME?	#NAME?	-	#NAME?	
Erate Reimbursement	-	#NAME?	#NAME?	-	#NAME?	
Earnings on Investments	-	#NAME?	#NAME?	-	#NAME?	
Interest Income	-	#NAME?	#NAME?	-	#NAME?	
Food Service (Income from meals)	-	#NAME?	#NAME?	-	#NAME?	
Text Book	-	#NAME?	#NAME?	-	#NAME?	
OTHER	-	#NAME?	#NAME?	-	#NAME?	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	#NAME?	#NAME?	-	#NAME?	
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	

WILLIAMSBURG COLLEGIATE
Budget / Operating Plan -
2016-17 -

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,635,004	#NAME?	#NAME?	(5,635,004)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Avg. No. of Positions				
Executive Management	-	-	#NAME?	#NAME?	-
Instructional Management	1.00	112,689	#NAME?	#NAME?	(112,689)
Deans, Directors & Coordinators	4.00	389,065	#NAME?	#NAME?	(389,065)
CFO / Director of Finance	-	-	#NAME?	#NAME?	-
Operation / Business Manager	-	-	#NAME?	#NAME?	-
Administrative Staff	2.50	141,000	#NAME?	#NAME?	(141,000)
TOTAL ADMINISTRATIVE STAFF	7.50	642,754	#NAME?	#NAME?	(642,754)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	20.28	1,570,639	#NAME?	#NAME?	(1,570,639)
Teachers - SPED	9.00	660,513	#NAME?	#NAME?	(660,513)
Substitute Teachers	-	-	#NAME?	#NAME?	-
Teaching Assistants	-	-	#NAME?	#NAME?	-
Specialty Teachers	3.00	204,475	#NAME?	#NAME?	(204,475)
Aides	-	-	#NAME?	#NAME?	-
Therapists & Counselors	1.00	75,801	#NAME?	#NAME?	(75,801)
Other	-	174,043	#NAME?	#NAME?	(174,043)
TOTAL INSTRUCTIONAL	33.28	2,685,471	#NAME?	#NAME?	(2,685,471)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	#NAME?	#NAME?	-
Librarian	-	-	#NAME?	#NAME?	-
Custodian	-	-	#NAME?	#NAME?	-
Security	-	-	#NAME?	#NAME?	-
Other	-	53,000	#NAME?	#NAME?	(53,000)
TOTAL NON-INSTRUCTIONAL	-	53,000	#NAME?	#NAME?	(53,000)

SUBTOTAL PERSONNEL SERVICE COSTS

	40.78	3,381,225	#NAME?	#NAME?	(3,381,225)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		263,664	#NAME?	#NAME?	(263,664)
Fringe / Employee Benefits		235,809	#NAME?	#NAME?	(235,809)
Retirement / Pension		99,847	#NAME?	#NAME?	(99,847)
TOTAL PAYROLL TAXES AND BENEFITS		599,319	#NAME?	#NAME?	(599,319)

TOTAL PERSONNEL SERVICE COSTS

	40.78	3,980,544	#NAME?	#NAME?	(3,980,544)
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CONTRACTED SERVICES

Accounting / Audit		5,000	#NAME?	#NAME?	(5,000)
Legal		2,000	#NAME?	#NAME?	(2,000)
Management Company Fee		454,240	#NAME?	#NAME?	(454,240)
Nurse Services		600	#NAME?	#NAME?	(600)
Food Service / School Lunch		-	#NAME?	#NAME?	-
Payroll Services		-	#NAME?	#NAME?	-
Special Ed Services		-	#NAME?	#NAME?	-
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-
Other Purchased / Professional / Consulting		211,906	#NAME?	#NAME?	(211,906)
TOTAL CONTRACTED SERVICES		673,746	#NAME?	#NAME?	(673,746)

WILLIAMSBURG COLLEGIATE					
Budget / Operating Plan					
2016-17					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,635,004	#NAME?	#NAME?	(5,635,004)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Year					
			VARIANCE		
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS					
Board Expenses	452	#NAME?	#NAME?	(452)	#NAME?
Classroom / Teaching Supplies & Materials	106,255	#NAME?	#NAME?	(106,255)	#NAME?
Special Ed Supplies & Materials	5,000	#NAME?	#NAME?	(5,000)	#NAME?
Textbooks / Workbooks	-	#NAME?	#NAME?	-	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Telephone	-	#NAME?	#NAME?	-	#NAME?
Technology	194,382	#NAME?	#NAME?	(194,382)	#NAME?
Student Testing & Assessment	16,901	#NAME?	#NAME?	(16,901)	#NAME?
Field Trips	251,830	#NAME?	#NAME?	(251,830)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	3,570	#NAME?	#NAME?	(3,570)	#NAME?
Office Expense	-	#NAME?	#NAME?	-	#NAME?
Staff Development	152,760	#NAME?	#NAME?	(152,760)	#NAME?
Staff Recruitment	10,000	#NAME?	#NAME?	(10,000)	#NAME?
Student Recruitment / Marketing	7,105	#NAME?	#NAME?	(7,105)	#NAME?
School Meals / Lunch	16,380	#NAME?	#NAME?	(16,380)	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	176,610	#NAME?	#NAME?	(176,610)	#NAME?
TOTAL SCHOOL OPERATIONS	941,243	#NAME?	#NAME?	(941,243)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	#NAME?	-	#NAME?
Janitorial	3,600	#NAME?	#NAME?	(3,600)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	6,000	#NAME?	#NAME?	(6,000)	#NAME?
Repairs & Maintenance	14,560	#NAME?	#NAME?	(14,560)	#NAME?
Equipment / Furniture	15,311	#NAME?	#NAME?	(15,311)	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	39,471	#NAME?	#NAME?	(39,471)	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	5,635,004	#NAME?	#NAME?	(5,635,004)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

**WILLIAMSBURG COLLEGIATE
Budget / Operating Plan
2016-17**

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,635,004	#NAME?	#NAME?	(5,635,004)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

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ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

CHARTER SCHOOL

Total Revenue
 Total Expenses
 Net Income
 Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	-
Instructional Management	1.00
Deans, Directors & Coordinators	4.00
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	2.50
TOTAL ADMINISTRATIVE STAFF	7.50

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	20.28
Teachers - SPED	9.00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	3.00
Aides	-
Therapists & Counselors	1.00
Other	-
TOTAL INSTRUCTIONAL	33.28

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-

SUBTOTAL PERSONNEL SERVICE COSTS	40.78
---	--------------

PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	-

TOTAL PERSONNEL SERVICE COSTS	40.78
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	-

CHARTER SCHOOL

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE
Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION -
RESERVES / CONTINGENCY -

TOTAL EXPENSES
NET INCOME

	CHARTER SCHOOL
Total Revenue Total Expenses Net Income Actual Student Enrollment	DESCRIPTION OF ASSUMPTIONS
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL	

**WILLIAMSBURG COLLEGIATE CHARTER SCHOOL
BALANCE SHEET
2016-17**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>Err:508</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
CURRENT ASSETS					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	#NAME?		#NAME?	-		#NAME?	-	
Instructional Management	#NAME?		#NAME?	-		#NAME?	-	
Deans, Directors & Coordinators	#NAME?		#NAME?	-		#NAME?	-	
CFO / Director of Finance	#NAME?		#NAME?	-		#NAME?	-	
Operation / Business Manager	#NAME?		#NAME?	-		#NAME?	-	
Administrative Staff	#NAME?		#NAME?	-		#NAME?	-	
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	-	-	#NAME?	-	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?		#NAME?	-		#NAME?	-	
Teachers - SPED	#NAME?		#NAME?	-		#NAME?	-	
Substitute Teachers	#NAME?		#NAME?	-		#NAME?	-	
Teaching Assistants	#NAME?		#NAME?	-		#NAME?	-	
Specialty Teachers	#NAME?		#NAME?	-		#NAME?	-	
Aides	#NAME?		#NAME?	-		#NAME?	-	
Therapists & Counselors	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	-	-	#NAME?	-	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?		#NAME?	-		#NAME?	-	
Librarian	#NAME?		#NAME?	-		#NAME?	-	
Custodian	#NAME?		#NAME?	-		#NAME?	-	
Security	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	-	-	#NAME?	-	
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	-	-	#NAME?	-	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			#NAME?	-		#NAME?	-	
Fringe / Employee Benefits			#NAME?	-		#NAME?	-	
Retirement / Pension			#NAME?	-		#NAME?	-	
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	-	-	#NAME?	-	
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	-	-	#NAME?	-	
CONTRACTED SERVICES								
Accounting / Audit			#NAME?	-		#NAME?	-	
Legal			#NAME?	-		#NAME?	-	
Management Company Fee			#NAME?	-		#NAME?	-	
Nurse Services			#NAME?	-		#NAME?	-	
Food Service / School Lunch			#NAME?	-		#NAME?	-	
Payroll Services			#NAME?	-		#NAME?	-	
Special Ed Services			#NAME?	-		#NAME?	-	
Titlement Services (i.e. Title I)			#NAME?	-		#NAME?	-	
Other Purchased / Professional / Consulting			#NAME?	-		#NAME?	-	
TOTAL CONTRACTED SERVICES		-	#NAME?	-	-	#NAME?	-	

WILLIAMSBURG COLLEGIATE CHAF
Budget / Operating Plan

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-
	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
SCHOOL OPERATIONS							
Board Expenses		#NAME?	-		#NAME?	-	
Classroom / Teaching Supplies & Materials		#NAME?	-		#NAME?	-	
Special Ed Supplies & Materials		#NAME?	-		#NAME?	-	
Textbooks / Workbooks		#NAME?	-		#NAME?	-	
Supplies & Materials other		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Telephone		#NAME?	-		#NAME?	-	
Technology		#NAME?	-		#NAME?	-	
Student Testing & Assessment		#NAME?	-		#NAME?	-	
Field Trips		#NAME?	-		#NAME?	-	
Transportation (student)		#NAME?	-		#NAME?	-	
Student Services - other		#NAME?	-		#NAME?	-	
Office Expense		#NAME?	-		#NAME?	-	
Staff Development		#NAME?	-		#NAME?	-	
Staff Recruitment		#NAME?	-		#NAME?	-	
Student Recruitment / Marketing		#NAME?	-		#NAME?	-	
School Meals / Lunch		#NAME?	-		#NAME?	-	
Travel (Staff)		#NAME?	-		#NAME?	-	
Fundraising		#NAME?	-		#NAME?	-	
Other		#NAME?	-		#NAME?	-	
TOTAL SCHOOL OPERATIONS	-	#NAME?	-	-	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		#NAME?	-		#NAME?	-	
Janitorial		#NAME?	-		#NAME?	-	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	-		#NAME?	-	
Repairs & Maintenance		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Security		#NAME?	-		#NAME?	-	
Utilities		#NAME?	-		#NAME?	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	-	-	#NAME?	-	-
DEPRECIATION & AMORTIZATION -		#NAME?	-		#NAME?	-	
RESERVES / CONTINGENCY -		#NAME?	-		#NAME?	-	
TOTAL EXPENSES	-	#NAME?	-	-	#NAME?	-	-
NET INCOME	-	#NAME?	-	-	#NAME?	-	-

RTER SCHOOL

n

Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Quarter - 1/1 - 3/31

4th Quarter - 4/1 - 6/30

Current Budget	Variance	Actual	Current Budget	Variance
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Quarter 0
No. of Positions

Executive Management	#NAME?	#NAME?	-	#NAME?	-
Instructional Management	#NAME?	#NAME?	-	#NAME?	-
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	-
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	-
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	-
Administrative Staff	#NAME?	#NAME?	-	#NAME?	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	-	#NAME?	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	#NAME?	#NAME?	-	#NAME?	-
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	-
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	-
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	-
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	-
Aides	#NAME?	#NAME?	-	#NAME?	-
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	#NAME?	#NAME?	-	#NAME?	-
Librarian	#NAME?	#NAME?	-	#NAME?	-
Custodian	#NAME?	#NAME?	-	#NAME?	-
Security	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	-

SUBTOTAL PERSONNEL SERVICE COSTS

#NAME?	#NAME?	-	#NAME?	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	#NAME?	-	#NAME?	-
Fringe / Employee Benefits	#NAME?	-	#NAME?	-
Retirement / Pension	#NAME?	-	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	-	#NAME?	-

TOTAL PERSONNEL SERVICE COSTS

#NAME?	#NAME?	-	#NAME?	-
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CONTRACTED SERVICES

Accounting / Audit	#NAME?	-	#NAME?	-
Legal	#NAME?	-	#NAME?	-
Management Company Fee	#NAME?	-	#NAME?	-
Nurse Services	#NAME?	-	#NAME?	-
Food Service / School Lunch	#NAME?	-	#NAME?	-
Payroll Services	#NAME?	-	#NAME?	-
Special Ed Services	#NAME?	-	#NAME?	-
Titlement Services (i.e. Title I)	#NAME?	-	#NAME?	-
Other Purchased / Professional / Consulting	#NAME?	-	#NAME?	-
TOTAL CONTRACTED SERVICES	#NAME?	-	#NAME?	-

QUARTER SCHOOL					
n					
Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	#NAME?	-		#NAME?	-
Classroom / Teaching Supplies & Materials	#NAME?	-		#NAME?	-
Special Ed Supplies & Materials	#NAME?	-		#NAME?	-
Textbooks / Workbooks	#NAME?	-		#NAME?	-
Supplies & Materials other	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Telephone	#NAME?	-		#NAME?	-
Technology	#NAME?	-		#NAME?	-
Student Testing & Assessment	#NAME?	-		#NAME?	-
Field Trips	#NAME?	-		#NAME?	-
Transportation (student)	#NAME?	-		#NAME?	-
Student Services - other	#NAME?	-		#NAME?	-
Office Expense	#NAME?	-		#NAME?	-
Staff Development	#NAME?	-		#NAME?	-
Staff Recruitment	#NAME?	-		#NAME?	-
Student Recruitment / Marketing	#NAME?	-		#NAME?	-
School Meals / Lunch	#NAME?	-		#NAME?	-
Travel (Staff)	#NAME?	-		#NAME?	-
Fundraising	#NAME?	-		#NAME?	-
Other	#NAME?	-		#NAME?	-
TOTAL SCHOOL OPERATIONS	#NAME?	-	-	#NAME?	-
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	-		#NAME?	-
Janitorial	#NAME?	-		#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	-		#NAME?	-
Repairs & Maintenance	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Security	#NAME?	-		#NAME?	-
Utilities	#NAME?	-		#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	-	-	#NAME?	-
DEPRECIATION & AMORTIZATION					
	#NAME?	-		#NAME?	-
RESERVES / CONTINGENCY					
	#NAME?	-		#NAME?	-
TOTAL EXPENSES	#NAME?	-	-	#NAME?	-
NET INCOME	#NAME?	-	-	#NAME?	-

WILLIAMSBURG COLLEGIATE CHARTER

Budget / Operating Plan

	2016-17						
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Quarter 0 No. of Positions	Actual vs.		Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
		Current Budget (Current Quarter)	Current Budget			
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	#NAME?	-	-	-	#NAME?	#NAME?
Instructional Management	#NAME?	-	-	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	-	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	-	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	-	-	#NAME?	#NAME?
Administrative Staff	#NAME?	-	-	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	-	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	#NAME?	-	-	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	-	-	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	-	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	-	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	-	-	-	#NAME?	#NAME?
Aides	#NAME?	-	-	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	-	-	-	#NAME?	#NAME?
Other	#NAME?	-	-	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	#NAME?	-	-	-	#NAME?	#NAME?
Librarian	#NAME?	-	-	-	#NAME?	#NAME?
Custodian	#NAME?	-	-	-	#NAME?	#NAME?
Security	#NAME?	-	-	-	#NAME?	#NAME?
Other	#NAME?	-	-	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		-	-	-	#NAME?	#NAME?
Fringe / Employee Benefits		-	-	-	#NAME?	#NAME?
Retirement / Pension		-	-	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		-	-	-	#NAME?	#NAME?
Legal		-	-	-	#NAME?	#NAME?
Management Company Fee		-	-	-	#NAME?	#NAME?
Nurse Services		-	-	-	#NAME?	#NAME?
Food Service / School Lunch		-	-	-	#NAME?	#NAME?
Payroll Services		-	-	-	#NAME?	#NAME?
Special Ed Services		-	-	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	-	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		-	-	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		-	-	-	#NAME?	#NAME?

WILLIAMSBURG COLLEGIATE CHARTER

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
SCHOOL OPERATIONS							
Board Expenses	-	-	-	#NAME?	#NAME?	-	-
Classroom / Teaching Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Textbooks / Workbooks	-	-	-	#NAME?	#NAME?	-	-
Supplies & Materials other	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Telephone	-	-	-	#NAME?	#NAME?	-	-
Technology	-	-	-	#NAME?	#NAME?	-	-
Student Testing & Assessment	-	-	-	#NAME?	#NAME?	-	-
Field Trips	-	-	-	#NAME?	#NAME?	-	-
Transportation (student)	-	-	-	#NAME?	#NAME?	-	-
Student Services - other	-	-	-	#NAME?	#NAME?	-	-
Office Expense	-	-	-	#NAME?	#NAME?	-	-
Staff Development	-	-	-	#NAME?	#NAME?	-	-
Staff Recruitment	-	-	-	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	-	-	-	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	#NAME?	#NAME?	-	-
Travel (Staff)	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	#NAME?	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	#NAME?	#NAME?	-	-
Janitorial	-	-	-	#NAME?	#NAME?	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	#NAME?	-	-
Repairs & Maintenance	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Security	-	-	-	#NAME?	#NAME?	-	-
Utilities	-	-	-	#NAME?	#NAME?	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	#NAME?	#NAME?	-	-
DEPRECIATION & AMORTIZATION	-	-	-	#NAME?	#NAME?	-	-
RESERVES / CONTINGENCY	-	-	-	#NAME?	#NAME?	-	-
TOTAL EXPENSES	-	-	-	#NAME?	#NAME?	-	-
NET INCOME	-	-	-	#NAME?	#NAME?	-	-

WILLIAMSBURG COLLEGIATE CHARTER

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed						
NYC CHANCELLOR'S OFFICE	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-

IR SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	5,635,004	5,635,004	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

EXPENSES	Quarter 0 No. of Positions	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?	-	-	-	-
Instructional Management	#NAME?	112,689	112,689	-	-
Deans, Directors & Coordinators	#NAME?	389,065	389,065	-	-
CFO / Director of Finance	#NAME?	-	-	-	-
Operation / Business Manager	#NAME?	-	-	-	-
Administrative Staff	#NAME?	141,000	141,000	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	642,754	642,754	-	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	1,570,639	1,570,639	-	-
Teachers - SPED	#NAME?	660,513	660,513	-	-
Substitute Teachers	#NAME?	-	-	-	-
Teaching Assistants	#NAME?	-	-	-	-
Specialty Teachers	#NAME?	204,475	204,475	-	-
Aides	#NAME?	-	-	-	-
Therapists & Counselors	#NAME?	75,801	75,801	-	-
Other	#NAME?	174,043	174,043	-	-
TOTAL INSTRUCTIONAL	#NAME?	2,685,471	2,685,471	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	-	-	-	-
Librarian	#NAME?	-	-	-	-
Custodian	#NAME?	-	-	-	-
Security	#NAME?	-	-	-	-
Other	#NAME?	53,000	53,000	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	53,000	53,000	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	3,381,225	3,381,225	-	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		263,664	263,664	-	-
Fringe / Employee Benefits		235,809	235,809	-	-
Retirement / Pension		99,847	99,847	-	-
TOTAL PAYROLL TAXES AND BENEFITS		599,319	599,319	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	3,980,544	3,980,544	-	-
CONTRACTED SERVICES					
Accounting / Audit		5,000	5,000	-	-
Legal		2,000	2,000	-	-
Management Company Fee		454,240	454,240	-	-
Nurse Services		600	600	-	-
Food Service / School Lunch		-	-	-	-
Payroll Services		-	-	-	-
Special Ed Services		-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-
Other Purchased / Professional / Consulting		211,906	211,906	-	-
TOTAL CONTRACTED SERVICES		673,746	673,746	-	-

IR SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	5,635,004	5,635,004	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-
5				
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>				
	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	452	452	-	-
Classroom / Teaching Supplies & Materials	106,255	106,255	-	-
Special Ed Supplies & Materials	5,000	5,000	-	-
Textbooks / Workbooks	-	-	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	-	-	-	-
Telephone	-	-	-	-
Technology	194,382	194,382	-	-
Student Testing & Assessment	16,901	16,901	-	-
Field Trips	251,830	251,830	-	-
Transportation (student)	-	-	-	-
Student Services - other	3,570	3,570	-	-
Office Expense	-	-	-	-
Staff Development	152,760	152,760	-	-
Staff Recruitment	10,000	10,000	-	-
Student Recruitment / Marketing	7,105	7,105	-	-
School Meals / Lunch	16,380	16,380	-	-
Travel (Staff)	-	-	-	-
Fundraising	-	-	-	-
Other	176,610	176,610	-	-
TOTAL SCHOOL OPERATIONS	941,243	941,243	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	-	-	-	-
Janitorial	3,600	3,600	-	-
Building and Land Rent / Lease / Facility Finance Interest	6,000	6,000	-	-
Repairs & Maintenance	14,560	14,560	-	-
Equipment / Furniture	15,311	15,311	-	-
Security	-	-	-	-
Utilities	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	39,471	39,471	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-
RESERVES / CONTINGENCY	-	-	-	-
TOTAL EXPENSES	5,635,004	5,635,004	-	-
NET INCOME	#NAME?	#NAME?	-	-

IR SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	5,635,004	5,635,004	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
	Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
WILLIAMSBURG COLLEGIATE CHARTER SCHOOL
2016-17

Administrative expenditures per pupil: \$0.00

Per NYS Statute Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

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

Trustee Name:

 Laura Blankfein

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

 Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). none
- 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.

- 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.

- 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

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

Trustee Name:

Caroline Curry

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

Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Chair of the Audit Committee
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

- 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 No

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

- 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

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

Trustee Name:

 John Greenstein

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

 Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None
- 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.

- 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.

- 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

		<i>none</i>	
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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
		<i>none</i>		

Uncommon NYC on behalf of John Greenstein _____ 7/29/2016 _____
 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:



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

Trustee Name:

Alison Mass

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

Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

- 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 No

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

- 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

		<i>none</i>	
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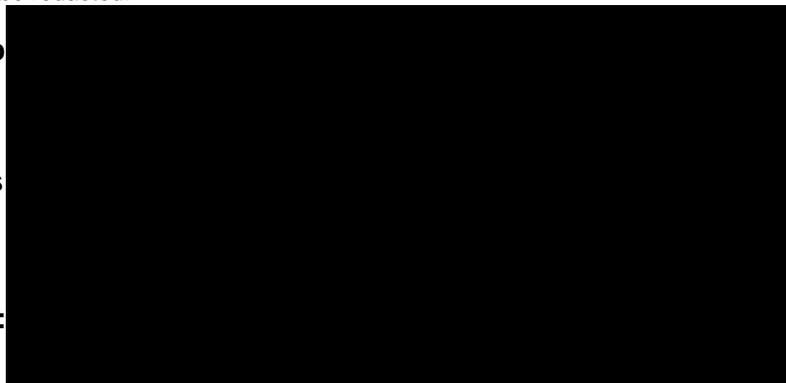
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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
		<i>none</i>		

Uncommon NYC on behalf of Alison Mass _____ 7/29/2016 _____
 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 Telep
Business Addr
E-mail Address
Home Telepho
Home Address:



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

Trustee Name:

Jeffrey Wetzler

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

Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

- 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 No

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

- 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

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

Trustee Name:

Chrystal Stokes Williams

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

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **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 **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

		<i>none</i>	
--	--	-------------	--

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
		<i>none</i>		

Uncommon NYC on behalf of Chrystal Stokes Williams 7/29/2016 _____
 Signature Date

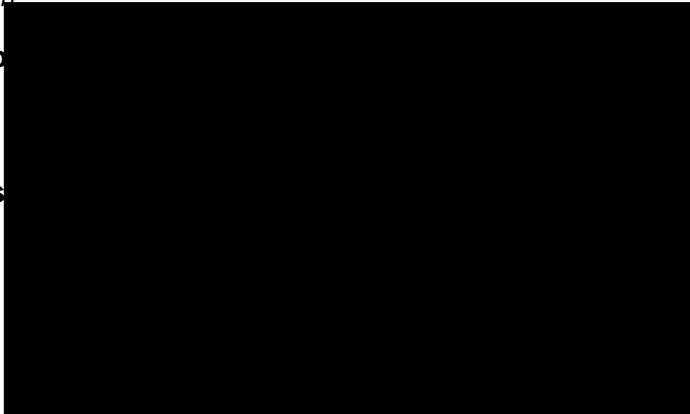
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone

**Business Address
 E-mail Address**

Home Telephone

Home Address _____



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

Trustee Name: John Kim

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

Uncommon New York City Charter Schools

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes 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 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

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

— NONE —

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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">— NONE —</p>				

Signature John Stein Date 7/25/16

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



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

Trustee Name:

ARVIND KRISHNAMURTHY

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

Uncommon New York City Charter Schools

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes 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 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.

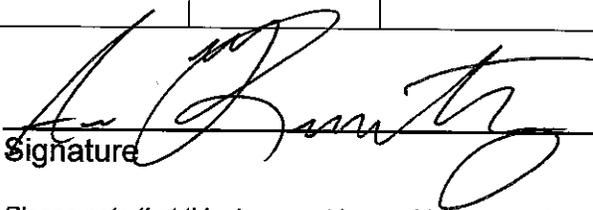
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

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

NONE

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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>				

Signature  Date 7/26/16

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.

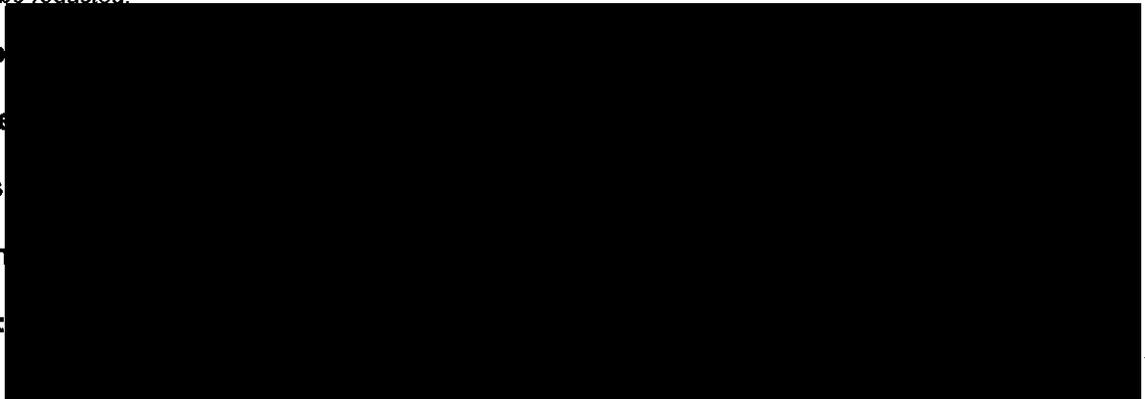
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



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

Trustee Name:

Linton Mann III

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

Uncommon New York City Charter Schools

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 **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 **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			
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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				



Signature

07/25/2016

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.

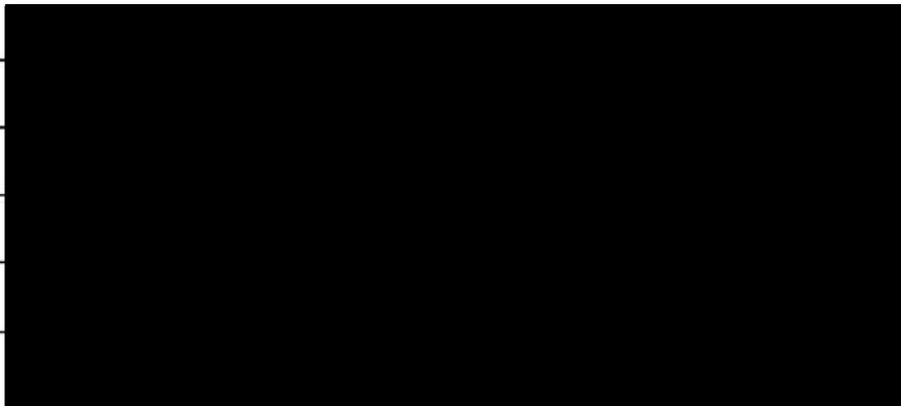
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



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

Trustee Name:
Michael Hall

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

Uncommon New York City Charter Schools

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

Governance committee 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

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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Michael Hall

Signature

7.28.16

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.

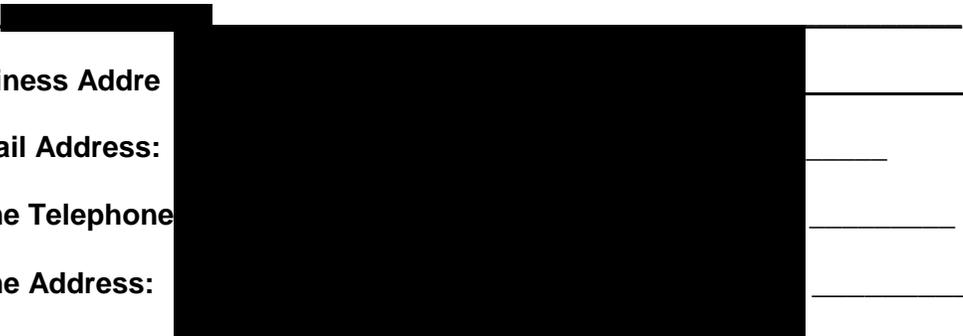
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



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

Trustee Name:

IAN SACKS

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

Uncommon New York City Charter Schools

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes 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 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

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

Trustee Name: **St. Claire Gerald**

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

Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

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

- 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 **No**

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

- 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		
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

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 <i>Please write "None" if applicable. Do not leave this space blank.</i>				

St. Claire Gerald
Signature

7/23/16
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.

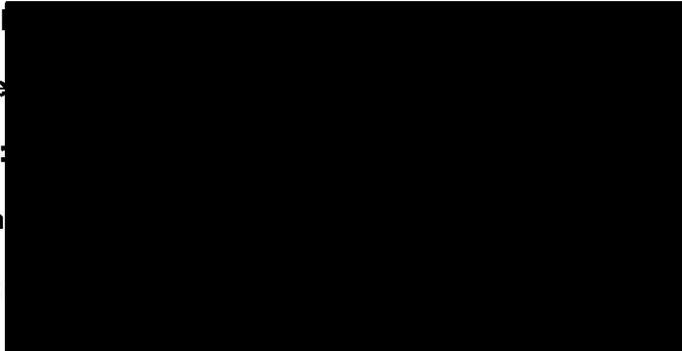
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



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

Trustee Name:

DAVID SALTZMAN

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

Uncommon New York City Charter Schools

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 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 No, BUT I SERVE AS THE EXECUTIVE DIRECTOR OF ROBIN HOOD, AN ORGANIZATION THAT FUNDS UNCOMMON
 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

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
ROBIN HOOD	FUNDER			I DO NOT VOTE ON ANY GRANTS, INCLUDING THOSE TO UNCOMMON

[Handwritten Signature]

 Signature

[Handwritten Date: 8/20/16]

 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: _____

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

Trustee Name:

Shakima Jones

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

Uncommon New York City Charter Schools

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes 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 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

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

Trustee Name:

Ekwutozia Nwabuzor

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

Uncommon New York City Charter Schools

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

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

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

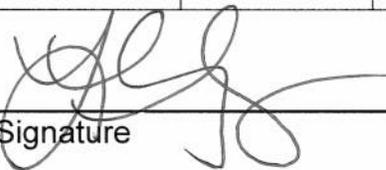
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



 Signature

7/28/16

 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: _____

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

Trustee Name: Joseph Wayland

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

Uncommon New York City Charter Schools

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 **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 **No**

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

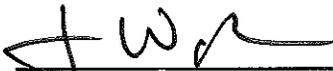
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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		
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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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
	NONE			


Signature

7/26/16
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.

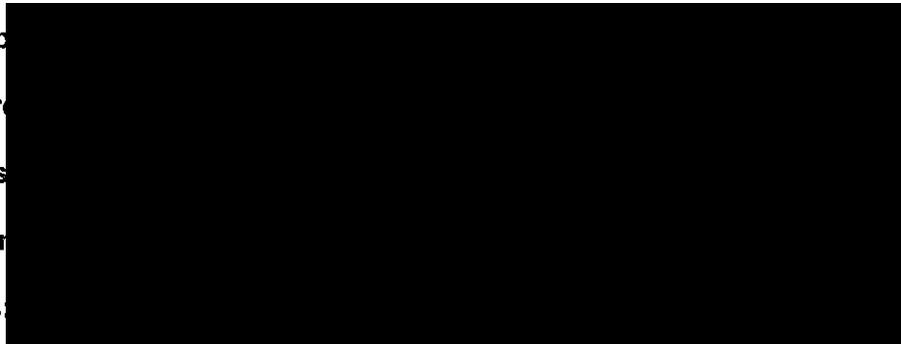
Business Telep

Business Addr

E-mail Address

Home Telephon

Home Address



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

Trustee Name:

Brett Peiser _____

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

Uncommon New York City Charter Schools

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

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

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. Chief Executive Officer, Uncommon Schools, \$275,000, 7/1/05.

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
<i>Please write "None" if applicable. Do not leave this space blank.</i>	I am the CEO of Uncommon Schools, the schools' management partner.	I recuse myself from any conversations related to the Board's relationship with Uncommon.	Myself.

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
Uncommon Schools.	I am the CEO of Uncommon Schools, the schools' management partner.		Myself.	I recuse myself from any conversations related to the Board's relationship with Uncommon.

Bruce Rosa

Signature

July 19, 2016
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:

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

Trustee Name:

TONY PASQUARIELLO

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

Uncommon New York City Charter Schools

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

2. Is the trustee an ~~employee~~ of any school operated by the Education Corporation?
 Yes 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 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
	<u>NONE</u>		

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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em; color: blue;">None</p>				

Signature A. W. P.

Date 7/27/16

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.

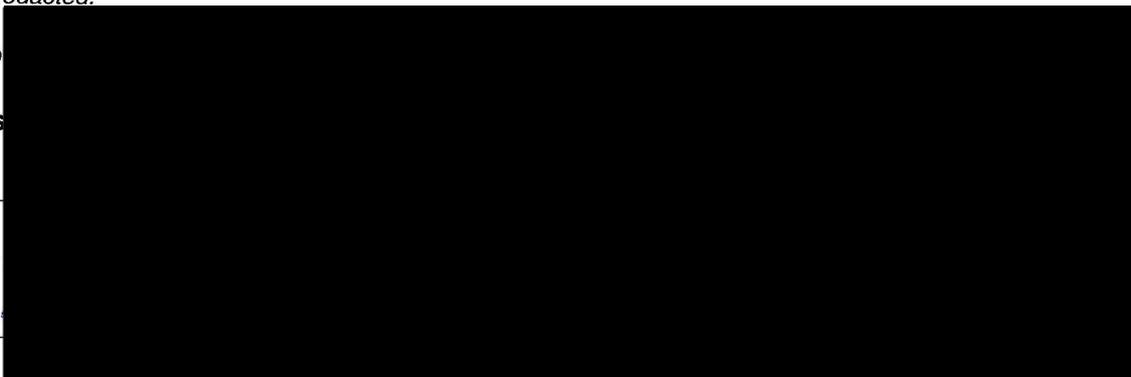
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____





Entry 9 BOT Table

Last updated: 07/28/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Linton Mann III	[REDACTED]	Chair/Board President	Executive, Academic	Yes	Legal	1 - Elected June 2016, Term Expires June 2019
2	David Saltzman	[REDACTED]	Trustee/Member		Yes	Program	1 - Elected June 2016, Term Expires June 2019
3	Tony Pasquariello	[REDACTED]	Vice Chair/Vice President	Executive	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
4	Laura Blankfein	[REDACTED]	Trustee/Member	Academic, Development	Yes	Program	1 - Elected June 2016, Term Expires June 2019
5	Caroline Curry	[REDACTED]	Trustee/Member	Audit (Committee Chair)	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
		[REDACTED]				Parent Representa	1 - Elected

6	St. Claire Gerald		Trustee/Member	Finance	Yes	tive, Organization Management	June 2016, Term Expires June 2019
7	John Greenstein		Trustee/Member	Finance	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
8	Michael Hall		Trustee/Member	Development	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
9	Shakima Jones		Trustee/Member	Academic	Yes	Parent Representative	1 - Elected June 2016, Term Expires June 2019
10	John Kim		Trustee/Member	Academic	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
11	Arvind Krishnamurthy		Trustee/Member	Academic, Audit	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
12	Alison Mass		Trustee/Member	Finance, Development	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
13	Ekwutozia U. Nwabuzor		Trustee/Member	Finance, Audit	Yes	Legal/Finance	1 - Elected June 2016, Term Expires June 2019
14	Brett Peiser		Trustee/Member		No	Program	1 - Elected June 2016, Term Expires June 2019
			Trustee/Member	Academic,			1 - Elected June 2016,

15	Ian Sacks		mber	Developme nt	Yes	Finance	Term Expires June 2019
16	Joseph F. Wayland		Treasurer	Executive, Finance (Committee Chair)	Yes	Legal	1 - Elected June 2016, Term Expires June 2019
17	Jeffrey Wetzler		Trustee/Me mber	Academic	Yes	Program	1 - Elected June 2016, Term Expires June 2019
18	Chrystal Stokes Williams		Trustee/Me mber	Developme nt	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
19							
20							

2. Total Number of Members on June 30, 2015

18

3. Total Number of Members Joining the Board 2015-16 School Year

0

4. Total Number of Members Departing the Board during the 2015-16 School Year

0

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

Between 5-25 (Actual: 18)

6. Number of Board Meetings Conducted in the 2015-16 School Year

5

7. Number of Board Meetings Scheduled for the 2016-17 School Year

5

Thank you.

Plan for Meeting Enrollment and Retention Targets

As a public school, Williamsburg Collegiate Charter School 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 Charter School 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 Charter School 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 Charter School 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 Charter School 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 Charter School 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 Charter School, 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 Charter School 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 Charter School will target its outreach to the families of students with disabilities by focusing on recruiting efforts at organizations serving students with disabilities and creating recruiting materials that more explicitly target students with disabilities.

Specifically,

- Using a list created by NYSED, Williamsburg Collegiate Charter School will continue to identify and target all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities. We will identify a list of preschools that are high priority for our schools due to their location and student population. These high priority sites will receive calls, visits, and recruitment materials for both elementary and middle school. In particular, Williamsburg Collegiate Charter School will work with early childhood development centers in the Brownsville community, including Head Start centers.
- Uncommon Schools will continue to identify other Head Starts and daycares. While slightly farther away from our schools, each center will still receive a call from our admissions office to introduce Uncommon Schools NYC as well as to offer to have an Uncommon Schools NYC staff member visit the preschool in person to provide more information. These preschools will also receive a mailing that contains brochures, flyers and Kindergarten and 5th grade applications.
- Williamsburg Collegiate Charter School will continue to reach out to schools in our CSD, and talk about the supports we offer students. Williamsburg Collegiate Charter School will ask if they have any referrals for students that would benefit from our programmatic support.
- Williamsburg Collegiate Charter School 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 Charter School 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, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that we will distribute to organizations and mail to 20,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions brochure will continue to explicitly mention our high quality intervention programs that our schools offer of tutoring and small group instruction.

- Our admissions office and school based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.
- We will create a one-page overview of Special Education Services at Uncommon Schools, providing families with information about our support services.

IIC. Recruitment of English Language Learner

In order to meet enrollment targets for students who are English language learners, Williamsburg Collegiate Charter School 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 Charter School 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 Charter School to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center's Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non- English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.

- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.
- We will continue to take advantage of the DOE's Over-the-phone Interpretation Services, which allows our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service has increased our capacity to connect with families who speak a wider range of languages.
- 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 Charter School will continue to place a high priority on recruiting students who qualify for free and reduced price lunch. Williamsburg Collegiate Charter School 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.

- Williamsburg Collegiate Charter School will continue to work closely with a number of community organizations, in particular local Head Starts. Head Start programs are designed to serve low-income families, enrolling only families that meet income eligibility requirements.

We also know that many of our FRPL students currently reside in New York City Housing Authority sites. Williamsburg Collegiate Charter School 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 Charter School 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 employs two full-time Community Engagement Coordinators. These Community Engagement Coordinators assist 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 Charter School Elementary Academy provides admissions preference in their Kindergarten lotteries for students who qualify for free or reduced price lunch. Families who qualify receive a preference that increases their chances of acceptance over students who do not qualify for free or reduced price lunches. Families who qualify for SNAP (food stamps) or TANF (public

assistance) benefits, or live in New York City Housing Authority housing are given an additional preference that further increases their chances for acceptance.

The Williamsburg Collegiate Charter School Middle Academy's 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 Charter School's CSD are admitted.

Because Williamsburg Collegiate Charter School 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 Charter School should match that of the school's CSD.

III. Evaluation of Recruitment and Enrollment Efforts

Williamsburg Collegiate Charter School is committed to serving all students and will actively monitor enrollment with respect to enrollment targets established by the SUNY Trustees. While the Uncommon NYC Regional Team will continue to help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Directors of Operations at Williamsburg Collegiate Charter School 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 Charter School 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 Charter School 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 Charter School will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will need to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering Kindergarten and 5th grade classes, Williamsburg Collegiate Charter School can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and Williamsburg Collegiate Charter School will continue to document all student recruitment activities and is 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 Charter School 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 Charter School 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 Charter School'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 Charter School 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 Charter School 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.



Entry 12 Teacher and Administrator Attrition

Last updated: 07/28/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	25	8.2	0	10	26.8

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	3	0	0	1	4

Thank you

2016-2017 Academic Calendar

August '16		August '16							September '16							
Date	Event	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Days
16	5th Grade Orientation (5:30 - 7pm)															5
18	6th - 8th Grade Orientation (5:30 - 7pm)		1	2	3	4	5	6					1	2	3	
23	First Day of School: All 5th Graders, New 6th Graders	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
24	First Day of School (Grades 6-8)	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
		21	22	23	24	25	26	27	18	19	20	21	22	23	24	
		28	29	30	31				25	26	27	28	29	30		
October '16		October '16							November '16							
Date	Event	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Days
10	No School: Columbus Day							1			1	2	3	4	5	8
12-14	Interim Assessments #1															10
19	PSAT (8th Grade)	2	3	4	5	6	7	8	6	7	8	9	10	11	12	23-25
28	Last Day of Quarter 1	9	10	11	12	13	14	15	13	14	15	16	17	18	19	30
		16	17	18	19	20	21	22	20	21	22	23	24	25	26	
		23	24	25	26	27	28	29	27	28	29	30				
		30	31													
December '16		December '16							January '17							
Date	Event	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Days
1-2	Interim Assessments #2					1	2	3	1	2	3	4	5	6	7	2
16	Last Day of Quarter 2								8	9	10	11	12	13	14	12
19-30	No School: Winter Break	4	5	6	7	8	9	10	15	16	17	18	19	20	21	16
		11	12	13	14	15	16	17	22	23	24	25	26	27	28	
		18	19	20	21	22	23	24	29	30	31					
		25	26	27	28	29	30	31								
February '17		February '17							March '17							
Date	Event	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Days
1-3	Interim Assessments #3				1	2	3	4				1	2	3	4	1
20	No School: February Break (Includes President's Day)	5	6	7	8	9	10	11	5	6	7	8	9	10	11	9
		12	13	14	15	16	17	18	12	13	14	15	16	17	18	28-30
		19	20	21	22	23	24	25	19	20	21	22	23	24	25	
		26	27	28					26	27	28	29	30	31		
April '17		April '17							May '17							
Date	Event	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Days
10-17	No School: Spring Break							1		1	2	3	4	5	6	2-4
		2	3	4	5	6	7	8	7	8	9	10	11	12	13	29
		9	10	11	12	13	14	15	14	15	16	17	18	19	20	
		16	17	18	19	20	21	22	21	22	23	24	25	26	27	
		23	24	25	26	27	28	29	28	29	30	31				
		30														
June '17		June '17							June '17							
Date	Event	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Days
6-9	Interim Assessments #4															
15	Algebra I Regents (8th Only), Half Day All Grades							1								
16	Liv. Env. Regents (8th Only), Half Day All Grades	4	5	6	7	8	9	10	4	5	6	7	8	9	10	
16	Last Day of School	11	12	13	14	15	16	17	11	12	13	14	15	16	17	
		18	19	20	21	22	23	24	18	19	20	21	22	23	24	
		25	26	27	28	29	30		25	26	27	28	29	30		

School Days 189

September '16

No School: Labor Day

November '16

No School: Election Day

Quarter 1, Report Card Conferences (Half Day)

No School: Thanksgiving

Interim Assessments #2

January '17

No School: New Year's Day Observed

Quarter 2 Report Card Conferences (Half Day)

No School: Dr. Martin Luther King, Jr. Day

March '17

Last Day of Quarter 3

Quarter 3, Report Card Conferences (Half Day)

NYS ELA State Test (Half Day)

May '17

NYS Math State Test (Half Day)

No School: Memorial Day

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Williamsburg Collegiate Charter School
Audit Period:	2015-16
Prior Period:	2014-15
Report Due Date:	Tuesday, November 01, 2016
Date Submitted:	Friday, October 21, 2016
School Fiscal Contact Name:	Natalya Shulga
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel Metzger Barr & Co., LLP
School Audit Contact Name:	Ryan R. Snyder
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

Please submit the following items to the SUNY Charter Schools Institute via email or online portal:

Email: charters@suny.edu
Online Portal: <http://www.newyorkcharters.org/operate/existing-schools/reporting-deadlines>

Required Items:

- 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; and
- 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. If not applicable enter "N/A."

And, if applicable:

Item	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
Management Letter	[REDACTED]
Management Letter Response	[REDACTED]
Form 990	The school's Form 990 will be available in February 2017
Federal Single Audit (A-133) ¹	The school did not expend federal funds to trigger the single audit threshold
Corrective Action Plan	[REDACTED]

Please also submit the following items to the New York State Education Department via online portal:

Online Portal: <https://nysed-cso.fluidreview.com>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included)
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit (A-133).

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circular" [https://www.fedreg.gov/](#)

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2016

<u>ASSETS</u>	<u>2015-16</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	\$1,722,685
Grants and contracts receivable	406,417
Accounts receivables	-
Prepaid expenses	21,644
Contributions and other receivables	<u>955,558</u>
TOTAL CURRENT ASSETS	3,106,304
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	<u>493,856</u>
<u>OTHER ASSETS</u>	<u>166,373</u>
TOTAL ASSETS	<u>3,766,533</u>
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	\$334,876
Accrued payroll and benefits	-
Deferred Revenue	-
Current maturities of long-term debt	-
Short Term Debt - Bonds, Notes Payable	-
Other	<u>79,399</u>
TOTAL CURRENT LIABILITIES	414,275
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	<u>-</u>
TOTAL LIABILITIES	<u>414,275</u>
<u>NET ASSETS</u>	
Unrestricted	3,352,258
Temporarily restricted	-
TOTAL NET ASSETS	<u>3,352,258</u>
TOTAL LIABILITIES AND NET ASSETS	<u>3,766,533</u>

WILLIAMSBURG COLLEGIATE CH
Statement of Financial P
as of June 30, 201

<u>ASSETS</u>	<u>2014-15</u>	<u>101</u> <u>nu</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$1,811,272	
Grants and contracts receivable	128,408	
Accounts receivables	-	
Prepaid expenses	179,405	
Contributions and other receivables	<u>1,010,291</u>	
TOTAL CURRENT ASSETS	3,129,376	
 <u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	 <u>407,674</u>	
 <u>OTHER ASSETS</u>	 <u>166,317</u>	
TOTAL ASSETS	 <u>3,703,367</u>	
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$246,919	
Accrued payroll and benefits	-	
Deferred Revenue	-	
Current maturities of long-term debt	-	
Short Term Debt - Bonds, Notes Payable	-	
Other	<u>-</u>	
TOTAL CURRENT LIABILITIES	246,919	
 <u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	 <u>-</u>	
TOTAL LIABILITIES	 <u>246,919</u>	
<u>NET ASSETS</u>		
Unrestricted	3,456,448	
Temporarily restricted	<u>-</u>	
TOTAL NET ASSETS	<u>3,456,448</u>	
TOTAL LIABILITIES AND NET ASSETS	 <u>3,703,367</u>	

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL
Statement of Activities
as of June 30, 2016

	2015-16		
	Unrestricted	Temporarily Restricted	Total
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	\$-	\$-	\$-
Students with disabilities	-	-	-
Grants and Contracts			
State and local	8,444,528	-	8,444,528
Federal - Title and IDEA	393,790	-	393,790
Federal - Other	-	-	-
Other	497,403	-	497,403
Food Service/Child Nutrition Program	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	9,335,721	-	9,335,721
EXPENSES			
Program Services			
Regular Education	\$8,568,677	\$-	\$8,568,677
Special Education	-	-	-
Other Programs	-	-	-
Total Program Services	8,568,677	-	8,568,677
Management and general	871,234	-	871,234
Fundraising	-	-	-
TOTAL OPERATING EXPENSES	9,439,911	-	9,439,911
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(104,190)	-	(104,190)
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	\$-	\$-	\$-
Individuals	-	-	-
Corporations	-	-	-
Fundraising	-	-	-
Interest income	-	-	-
Miscellaneous income	-	-	-
Net assets released from restriction	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	-	-	-
CHANGE IN NET ASSETS	(104,190)	-	(104,190)
NET ASSETS BEGINNING OF YEAR	3,456,448	-	3,456,448
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-
NET ASSETS END OF YEAR	\$3,352,258	\$-	\$3,352,258

2014-15	IOI
Total	nu

\$-

-

7,849,110

770,166

-

410,330

-

9,029,606

\$8,047,481

-

-

8,047,481

851,641

-

8,899,122

130,484

\$-

-

-

-

-

-

-

130,484

3,325,964

-

\$3,456,448

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2016

	<u>2015-16</u>	<u>2014-15</u>	<u>101</u>
			*Please briefly explain any nu
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$(104,190)	\$130,484	
Revenues from School Districts	-	-	
Accounts Receivable	-	-	
Due from School Districts	58,546	(58,546)	
Depreciation	196,650	176,842	
Grants Receivable	-	-	
Due from NYS	-	-	
Grant revenues	(278,009)	(10,858)	
Prepaid Expenses	157,761	(99,756)	
Accounts Payable	87,957	(172,591)	
Accrued Expenses	-	-	
Accrued Liabilities	-	-	
Contributions and fund-raising activities	-	-	
Miscellaneous sources	-	-	
Deferred Revenue	-	-	
Interest payments	-	-	
Due to related parties	79,399	-	
Escrow account	(56)	-	
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>\$198,058</u>	<u>\$(34,425)</u>	
CASH FLOWS - INVESTING ACTIVITIES	<u>\$</u>	<u>\$</u>	
Purchase of equipment	(282,832)	(116,141)	
Other	(3,813)	(3,837)	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	<u>\$(286,645)</u>	<u>\$(119,978)</u>	
CASH FLOWS - FINANCING ACTIVITIES	<u>\$</u>	<u>\$</u>	
Principal payments on long-term debt	-	-	
Other	-	-	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	<u>\$-</u>	<u>\$-</u>	
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	<u>\$(88,587)</u>	<u>\$(154,403)</u>	
Cash at beginning of year	1,811,272	1,965,675	
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u><u>\$1,722,685</u></u>	<u><u>\$1,811,272</u></u>	

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2016

2015-16									
	No. of Positions	Program Services				Supporting Services			Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	
		\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs									
Administrative Staff Personnel	-	-	-	-	-	-	-	-	-
Instructional Personnel	-	5,231,070	-	-	5,231,070	-	307,811	307,811	5,538,881
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	-	5,231,070	-	-	5,231,070	-	307,811	307,811	5,538,881
Fringe Benefits & Payroll Taxes		852,873	-	-	852,873	-	49,716	49,716	902,589
Retirement		-	-	-	-	-	-	-	-
Management Company Fees		597,963	-	-	597,963	-	105,523	105,523	703,486
Legal Service		-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		-	-	-	-	-	29,822	29,822	29,822
Building and Land Rent / Lease / Facility Finance Interest		228,121	-	-	228,121	-	-	-	228,121
Repairs & Maintenance		246,762	-	-	246,762	-	10,364	10,364	257,126
Insurance		-	-	-	-	-	88,673	88,673	88,673
Utilities		-	-	-	-	-	-	-	-
Supplies / Materials		177,885	-	-	177,885	-	-	-	177,885
Equipment / Furnishings		-	-	-	-	-	-	-	-
Staff Development		318,909	-	-	318,909	-	-	-	318,909
Marketing / Recruitment		-	-	-	-	-	-	-	-
Technology		237,214	-	-	237,214	-	79,083	79,083	316,297
Food Service		-	-	-	-	-	-	-	-
Student Services		413,860	-	-	413,860	-	-	-	413,860
Office Expense		70,214	-	-	70,214	-	190,189	190,189	260,403
Depreciation		193,806	-	-	193,806	-	2,844	2,844	196,650
OTHER		-	-	-	-	-	7,209	7,209	7,209
Total Expenses		\$8,568,677	\$-	\$-	\$8,568,677	\$-	\$871,234	\$871,234	\$9,439,911

2014-15

\$

-
4,756,276
-
4,756,276
849,873
-
647,171
-
-
24,112
216,334
216,661
90,252
-
197,415
-
696,475
-
420,615
-
333,819
264,070
176,842
9,207

\$8,899,122