

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
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Albany, New York 12234
518-474-1762

Charter School Annual Report
2008 - 2009

Charter School Information and Cover Page

Name of Charter School: Williamsburg Collegiate Charter School

Address: 157 Wilson Street, Brooklyn, NY, 11211

Telephone: 718-302-4018 Fax: 718-302-4641

BEDS #: 14-0086-0885

District/CSD of Location: Region 84, CSD 14, New York City

Charter Entity: NYC Department of Education/New York State Board of Regents

Head of School (Contact Person): Julie Kennedy
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President, Board of Trustees: John Kim
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Section I

Student Assessment Data

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report*

Name of Charter School: Williamsburg Collegiate Charter School

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2008-09									0	13	78	9	0	3	90	6	0	3	95	4	0	9	84	7
2007-08									0	25	74	1	0	13	87	0	0	8	90	2				
2006-07									3	32	63	3	0	15	77	8								
2005-06									6	39	50	6												

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2008-09									0	0	42	58	0	0	29	71	0	0	21	79	0	0	45	55
2007-08									1	4	64	30	0	0	35	65	0	0	38	62				
2006-07									0	8	70	22	0	0	52	48								
2005-06									1	33	57	8												

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2008-09					
	2007-08	11	18	66	5	
	2006-07	22	30	45	3	
	2005-06	17	21	53	10	
Middle Level Social Studies	2008-09	*	*	*	*	
	2007-08					
	2006-07					
	2005-06					
Secondary Level Social Studies	2008-09	*	*	*	*	
	2007-08					
	2006-07					
	2005-06					
Secondary Level Science	2008-09					
	2007-08					
	2006-07					
	2005-06					

* Data not yet available from the state.

**Other Student Assessment Data
2008-09**

Name of Charter School: Williamsburg Collegiate Charter School

Name of Test: CTB/McGraw-Hill TerraNova CAT 3rd Edition

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
5 (spring)	6/2/09	77	0	0	0	77	55.6 = Mean NCE	64% = students at or above 50 th percentile	N/A
5 (fall)	9/10/08	81	0	0	0	81	45.3 = Mean NCE	38% = students at or above 50 th percentile	N/A
6 (spring)	6/2/09	62	0	0	0	62	55.5 = Mean NCE	76% = students at or above 50 th percentile	N/A
6 (fall)	9/10/08+ 6/3/08	65	0	0	0	65	55.0 = Mean NCE	68% = students at or above 50 th percentile	N/A
7 (spring)	6/2/09	56	0	0	0	56	57.6 = Mean NCE	64% = students at or above 50 th percentile	N/A
7 (fall)	9/10/08+ 6/3/08	57	0	0	0	57	57.1 = Mean NCE	75% = students at or above 50 th percentile	N/A

Name of Test: CTB/McGraw-Hill TerraNova CAT 3rd Edition

Subtest: Language

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
5 (spring)	6/2/09	77	0	0	0	77	57.7 = Mean NCE	73% = students at or above 50 th percentile	N/A
5 (fall)	9/10/08	81	0	0	0	81	46.4 = Mean NCE	42% = students at or above 50 th percentile	N/A
6 (spring)	6/2/09	62	0	0	0	62	65.9 = Mean NCE	90% = students at or above 50 th percentile	N/A
6 (fall)	9/10/08+ 6/3/08	65	0	0	0	65	57.1 = Mean NCE	69% = students at or above 50 th percentile	N/A
7 (spring)	6/2/09	56	0	0	0	56	66.7 = Mean NCE	91% = students at or above 50 th percentile	N/A
7 (fall)	9/10/08+ 6/3/08	57	0	0	0	57	58.4 = Mean NCE	81% = students at or above 50 th percentile	N/A

Name of Test: CTB/McGraw-Hill TerraNova CAT 3rd Edition

Subtest: Mathematics

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
5 (spring)	6/2/09	77	0	0	0	77	61.2 = Mean NCE	77% = students at or above 50 th percentile	N/A
5 (fall)	9/10/08	81	0	0	0	81	49.1 = Mean NCE	51% = students at or above 50 th percentile	N/A
6 (spring)	6/2/09	62	0	0	0	62	71.8 = Mean NCE	100% = students at or above 50 th percentile	N/A
6 (fall)	9/10/08 + 6/3/08	65	0	0	0	65	62.4 = Mean NCE	85% = students at or above 50 th percentile	N/A
7 (spring)	6/2/09	56	0	0	0	56	70.7 = Mean NCE	95% = students at or above 50 th percentile	N/A
7 (fall)	9/10/08 + 6/3/08	57	0	0	0	57	74.7 = Mean NCE	100% = students at or above 50 th percentile	N/A

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels, and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

Progress Toward Goal Attainment

**Progress Toward Goals
2008-09**

**Charter School Name: Williamsburg Collegiate Charter School
School Year: 2008-2009**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
Student proficiency in English Language Arts, Math, Social Studies, and Science in grades 5-8	Beginning with a baseline percentage for the same cohort of students, an increasing percentage of middle school students will make clear and continuous progress toward meeting or exceeding the New York State Standards in English Language Arts, Mathematics, Science & Technology, and Social Studies	New York State Assessments in Grades 5-8 in English Language Arts, Mathematics, Science & Technology, and Social Studies when offered, and in years when not offered another appropriate assessment tool (internally developed or selected)	Y	
Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 7-8 will exceed the performance of students in other public schools	For students who have been enrolled at WCCS for two years, the average cohort score of WCCS students will be higher than the average scores of public schools in a) its host district and b) New York City, on the New York State Assessments when offered, and when not offered another appropriate assessment tool for that grade and subject (i.e., New York City Assessments, newly developed assessments resulting from No Child Left Behind, other norm- or criterion-referenced assessment, etc.)	New York State Assessments in Grades 7-8 in English Language Arts, Mathematics, Science & Technology, and Social Studies when offered, and in years when not offered, another appropriate assessment tool (internally developed or selected).	Y	

Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 9-12 will exceed the performance of students in other public schools	The percentage of WCCS students who pass the Regents exams by 11 th grade will be higher than the passing percentages of students in a) its host district and b) New York City.	New York State Regents Exams in Grades 9-12: Comprehensive English Language Arts Exam, a Regents Mathematics Exam, a Regents Science Exam, the Regents United States History & Government Exam, and the Regents Global Studies Exam	Y (in 2008-09, WCCS students only took one NYS Regents Exam)	98% of WCCS 8 th graders passed the Integrated Algebra Regents Exam.
Students' academic performance relative to other New York City charter schools	Beginning in 2006-07, WCCS will be among the top 5 charter schools in New York City in terms of the percentage of middle school students achieving Levels 3 and 4 on the New York State English Language Arts and Mathematics Tests	New York State Assessments in Grades 5-8 in English Language Arts and Mathematics	N (met 7 of 8)	WCCS had the 12 th highest percentage of 5 th graders earning advanced or proficient on the NYS ELA exam among city charter schools. Among schools starting in the 5 th grade, however, WCCS saw the highest number of students score advanced or proficient.
Universal college acceptance	100% of WCCS seniors will be accepted into at least one four-year college	College acceptance rates (first graduating class will be in 2012-13)	NA	
High rate of student attendance/infrequent student absences	Student attendance rate for the year will be 95% or higher	Student attendance rates	Y	
Strong student retention	WCCS will retain 95% of non-graduating students each year.	Student retention rates	Y	
High rate of teacher attendance/infrequent teacher absences	Teacher attendance rate for the year will be 97% or higher	Teacher attendance rates	Y	

Strong teacher retention	As close to 0%, and no more than 10%, of teachers will choose to leave WCCS each year	Teacher retention rates	Y	
Strong family interest in enrolling at the school	WCCS will receive at least twice as many student applications as there are 5 th grade seats available	Student applications received	Y	
High degree of family satisfaction with the school	At least 90% of families consider themselves satisfied or very satisfied with the school	Annual, end-of-year family survey	Y	
Strong fiscal stability	WCCS will meet its annual operating budget	End of fiscal year, budget-to-actual comparison	Y	

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ANNUAL REPORT 2008-2009

ACCOUNTABILITY PLAN PROGRESS REPORT

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SUMMARY OF ACCOMPLISHMENTS

[We love our school! It has been such a positive experience for my son- I wish there were more schools just like it
 – WCCS Parent

MISSION

The mission of Williamsburg Collegiate Charter School (WCCS) is to prepare each student for college.

STUDENT POPULATION

With an initial enrollment of 249 students, and an average daily membership of 243 students, Williamsburg Collegiate Charter School ended the 2008-09 school year with 240 students, 77 in grade 5, 63 in grade 6, 56 in grade 7 and 44 in grade 8

Gender	56% boys	44% girls	
Free & Reduced Lunch	80%		
Special Needs	12%		
Race	55% Latino	42% African-American	3% Other
English Language Learners	5%		
Mode of Transportation	17% School Bus	71% Subway/City Bus	12% Walk
Geography	93% Brooklyn	1% Staten Island	
<i>Students selected via public lottery</i>	6% Queens		
Neighborhood	42% Williamsburg	11% Bushwick	4% Ridgewood/Forest Hills
	17% Bed-Stuy/Crown Heights	10% East New York	16% Other

Students enrolled at Williamsburg Collegiate Charter School from 80 different New York City schools. By all measures, our newest class of 5th grade students began the year well below grade level in Reading, Writing, and Math.

Measurement Tool Fall 2008	Incoming Student Performance 5 th Grade/Class of 2015
TerraNova Reading <i>Median percentile</i>	43 rd
TerraNova Language <i>Median percentile</i>	42 nd
TerraNova Math <i>Median percentile</i>	50 th

STRATEGY

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.

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.

DESIGN

Williamsburg Collegiate Charter School's school design includes seven core components.

Focus on Literacy. Most students beginning in grade 5 are reading substantially below grade level. If a school does not address this critical and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of WCCS students, therefore, depends on mastering fundamental skills. In 2008-09, WCCS provided explicit instruction in literacy skills and inculcated the reading habit through:

- More than two hours of daily literacy instruction;
- At least 20 minutes of class read aloud to start each school day;
- At least 30 minutes of independent reading each night;
- Requiring students to read 1-3 books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

With this focus on literacy, WCCS 5th, 6th, and 7th graders made solid academic gains in literacy. Since enrolling at WCCS, all of our students, on average, have made advances against their peers:

- 5th graders increased from the 47th to the 65th percentile
- 6th graders increased from the 45th to the 62nd percentile
- 7th graders increased from the 47th to the 53rd percentile

Target Curriculum Focused on Basic Skills. WCCS does not use an off-the-shelf curriculum. Rather, WCCS develops its curriculum directly from the New York State Learning Standards, so that students master a core set of basic academic skills before they master higher-level, abstract material.

WCCS teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. WCCS teachers create comprehensive curriculum binders with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction, but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. At WCCS, three tools comprise our assessment regime. In addition to the TerraNova Assessments and New York State Mathematics, English Language Arts, History and Science exams, WCCS administers five internally-created, state standards-aligned Interim Assessments in Math, English Language Arts, Science, and History. These tests assess ongoing student mastery of standards in each of the core subjects throughout the year and provide immediate data on individual student and class growth. WCCS teachers, with the support of the Principal, use this data to identify both mastered standards and standards in need of re-teaching so that lesson plans may be continuously adjusted. WCCS also utilizes the information to target content- and skills-driven tutoring in class, after school, and on Saturdays.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Williamsburg Collegiate has a longer-than-usual school day and longer-than-usual school year. Every year, WCCS plans for at least a 190-day school year. During the 2008-09 school year, Williamsburg Collegiate was open 185 instructional days for students (207 days for teachers). For most students, the regular school day began at 7:45 AM and ended at 4:30 PM. For those receiving tutoring and homework help, the day ended at 5:30 PM. Finally, as a result of their academic standing, more than 20% of WCCS 5th and 6th graders also attended school from 9:00 AM to 1:00 PM on Saturdays.

With hour-long periods – except on Wednesdays when periods are 40 minutes long to allow for significant staff meeting and professional development time –students at Williamsburg Collegiate receive weekly:

- 10 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of Social Studies
- 5 periods of Science
- 5 periods of Advisory
- 3 periods of Enrichment

Williamsburg Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half hours of homework every night.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Williamsburg Collegiate students, freshman year of college will be a natural extension of their educational experience at WCCS. At whole-school Friday assemblies, called “Base Camps”, staff

and students participate together in fun activities to foster a goal-driven community. At the end of each Base Camp, when prompted by the Dean's question, "Where are you going when you leave here?", WCCS students answer in unison, "College!"

Williamsburg Collegiate students begin talking about college on the first day of school. To focus their minds on the year they are expected to enroll in college, each grade is named by their expected year of graduation from high school (e.g. this year, incoming 5th graders were "Class of 2016", 6th graders were "Class of 2015", etc.). Instead of homerooms identified by a room number or a teacher's name, students are grouped into advisories, each of which is named after their teachers' alma maters. In advisory, students learn first about their advisor's college, and then more generally about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college success. As part of making this goal as concrete as possible, in June 2009, all 5th graders travelled to Columbia university for a day-long tour.

During the regular school day, from 3:30 to 4:30 PM three days per week, WCCS offers a variety of rotating electives, including:

- Brazilian percussion
- sculpture
- marching drumline
- theater
- step
- creative movement
- drawing
- fashion design
- soccer
- newspaper
- film
- baseball
- hip hop
- chess
- swing dance
- theater
- basketball
- choir
- health
- rock band
- Latin

From 4:30 to 5:30 PM, WCCS offers subject-specific tutoring, and requires those students with missing or incomplete homework assignments to spend an additional hour in Homework Center to finish them.

WCCS's school culture is based on its four core values: "Mindful", "Achieving", "Professional". and "Prepared". Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves, and WCCS has an incentive program to help foster these values. Students earn points, or "MAPP Merits", for demonstrating that they are considerate of others, academically successful, professional in demeanor, and prepared for class. With their accumulated MAPP Merits, students can bid on various rewards and teacher-provided services at monthly MAPP Merit Auctions. MAPP Merit winners receive the opportunity to develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2008-09 school year, Williamsburg Collegiate students:

- visited the Empire State Building;
- explored the Statue of Liberty;
- ice-skated in Bryant Park;
- played tennis in Prospect Park;
- attended both Mets and Yankees baseball games and Nets basketball games;
- attended a performance of "Alter Boyz";
- toured the Natural History Museum

- visited the Metropolitan Museum of Art;
- visited the Bronx Zoo; and
- toured the campus and met with students at New York University.

In addition, Williamsburg Collegiate hosted the following events at which the entire student body attended:

- young adult author Ned Vizzini gave a presentation on non-fiction writing and blogging;
- the New York Aquarium put on an interactive show on adaptation in ocean animals
- Soledad O'Brian of CNN spoke to students about journalism as part of WCCS's participation in the News Literacy Project

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2008-09, WCCS created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- strictly enforced school dress code;
- MAPPMerit system that defined clear expectations of, and immediate responses to, positive behavior;
- demerit system that defined clear expectations of, and immediate responses to, negative behavior;
- rubric system that provided immediate feedback to classes at the end of each class each day; and
- common blackboard configuration in each classroom, on which appear a Do Now, Focus, Agenda, and Homework.

Insist on Family Involvement. WCCS's educational program is structured so that families must be involved in their child's academic pursuits. In 2008-09, WCCS families:

- picked up their children's report card in person at the school three times, resulting near-100% participation for three sets of formal Family-Teacher Conferences;
- met with teachers and staff on dozens of occasions to formally and informally discuss their children's academic and behavioral performance;
- sat in on classes to observe their children's performance
- maintained an open line of communication with their children's teachers: parents are given the phone extensions and e-mail addresses of their children's teachers, and encouraged to contact them with any question or concern
- were called at home or at work each day if any of their children's homework assignments were missing or completed poorly;
- attended Family Involvement Committee meetings throughout the year to better understand the curricular program;
- provided feedback on the school through annual parent satisfaction surveys that graded the school on several areas (see "Organizational Goals", #11)
- chaperoned trips, spoke with frequent school guests and visitors, participated in monthly Family Nights, watched their children perform their chosen Enrichment activity at two public performances throughout the year.

The following pages include the academic, organizational, and fiscal goals outlined in Williamsburg Collegiate Charter School's charter application, and the strong progress the school has made in meeting its goals based on the school's educational program design and strategy.

I. ACCOUNTABILITY PLAN PROGRESS

ACADEMIC GOALS

GOAL #1

Student proficiency in English Language Arts, Math, Social Studies, and Science in grades 5-8

<u>Annual Target</u>	<u>Measurement Tool</u>
Beginning with a baseline percentage for the same cohort of students, an increasing percentage of middle school students will make clear and continuous progress toward meeting or exceeding the New York State Standards in English Language Arts, Mathematics, Science & Technology, and Social Studies	New York State Assessments in Grades 5-8 in English Language Arts, Mathematics, Science & Technology, and Social Studies when offered, and in years when not offered another appropriate assessment tool (internally developed or selected)

Williamsburg Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts, Math, Social Studies, and Science:

- Criterion-referenced New York State exams in English Language Arts, Math, Science and History;
- Norm-referenced TerraNova Assessments in Reading, Language and Math; and
- Internally created Interim Assessments in English Language Arts, Math, Science, and History.

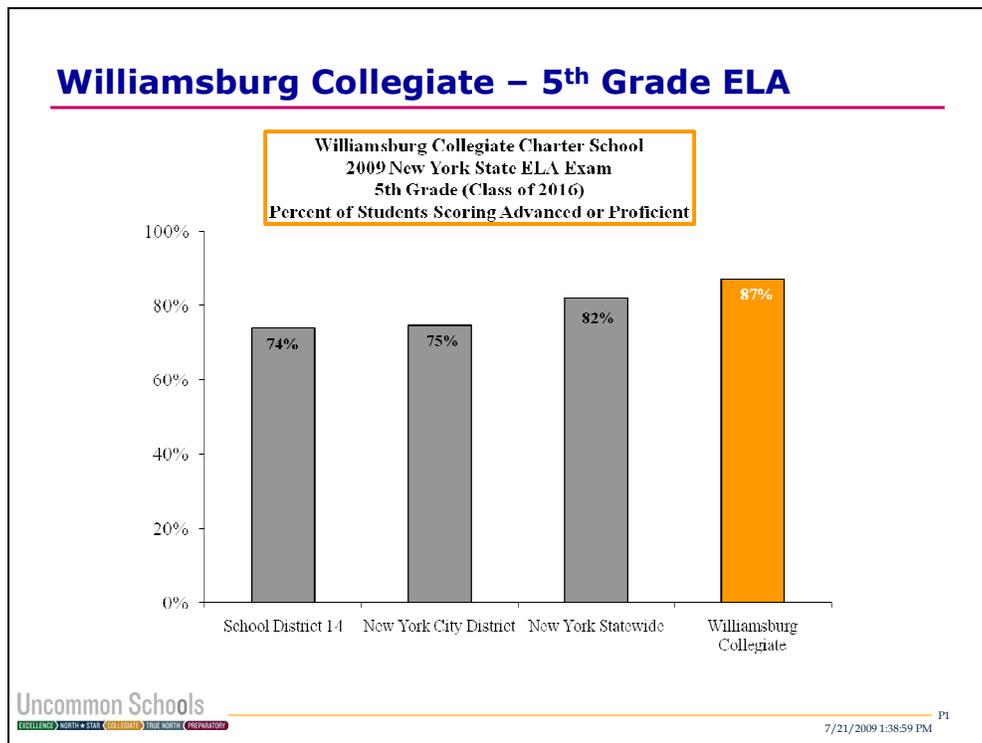
The following pages present data from all three of these assessments.

New York State Exams

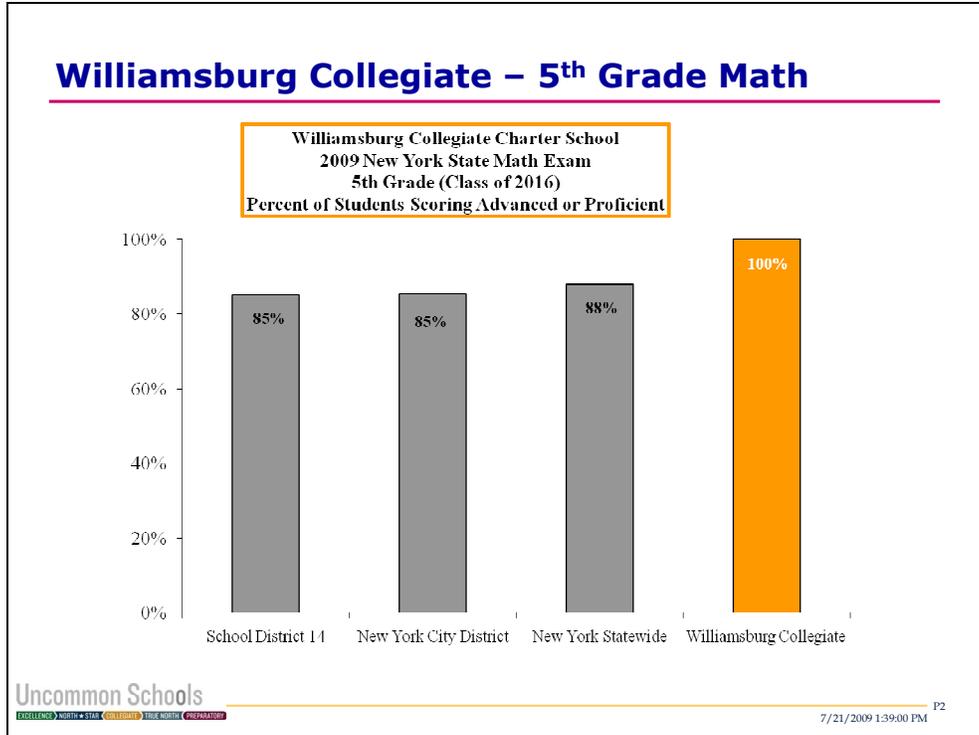
In January and March 2009 respectively, WCCS students took the New York State Exams in English Language Arts and Mathematics. Although these assessments are administered between only four to six months into the school year, our students continued to demonstrate significant gains on these assessments.

5 th Grade/Class of 2016 – #/% of students who scored Advanced or Proficient	
NEW YORK STATE EXAMS, 2008-09	
English Language Arts January 2009	68 of 78 students (87%)
Mathematics March 2009	77 of 77 students (100%)

After four months at Williamsburg Collegiate, 87% of WCCS’s 5th grade students scored Advanced or Proficient on the 2009 5th Grade New York State English Language Arts exam, compared to 75% across New York City and 74% in Community School District (CSD) 14, WCCS’s host district. Williamsburg Collegiate was the highest performing charter school in New York City among those that start with their students in middle school (vs. those that start in Kindergarten):



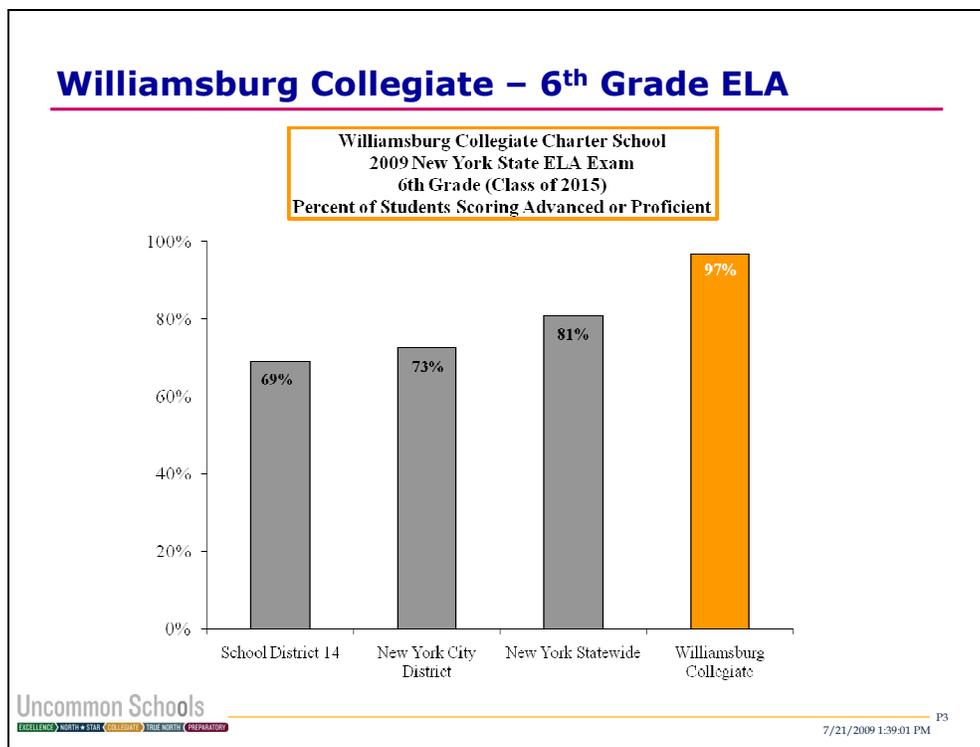
After six months at Williamsburg Collegiate, 100% of 5th grade students scored Advanced or Proficient on the 2009 5th Grade New York State Math exam, compared to 85% across New York City and 85% in CSD 14:



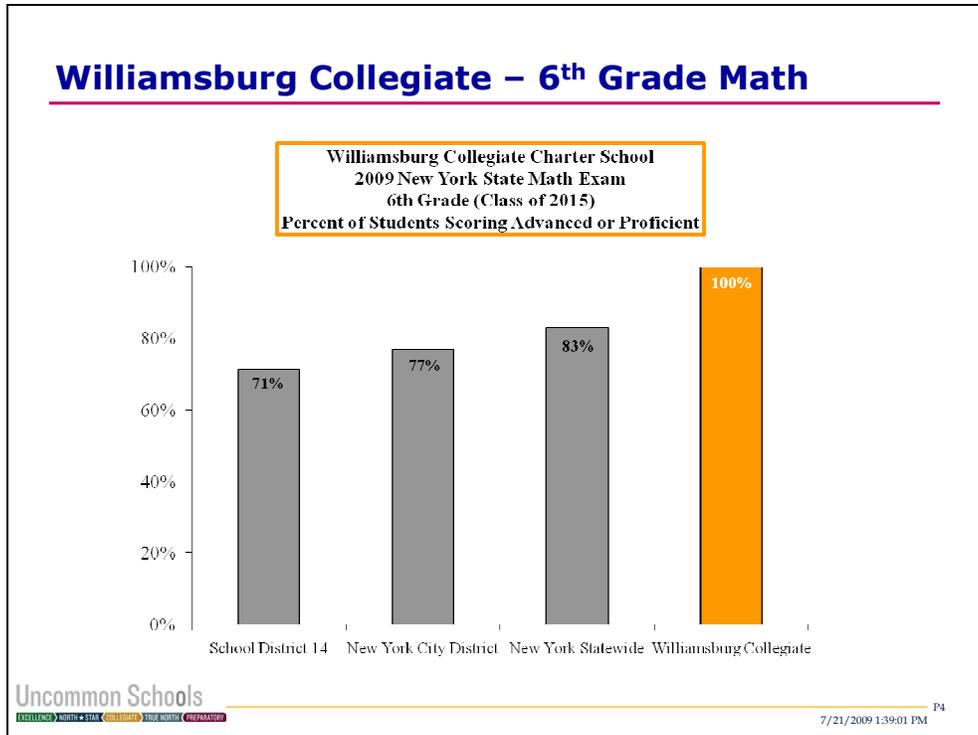
As expected, our 6th graders demonstrated even more significant gains after completing 1½ years at Williamsburg Collegiate:

6th Grade/Class of 2015 – #/% of students who scored Advanced or Proficient	
NEW YORK STATE EXAMS, 2008-09	
English Language Arts January 2009	61 of 63 students (97%)
Mathematics March 2009	63 of 63 students (100%)

With 97% of 6th graders earning advanced or proficient scores, WCCS also strongly outperformed both the City and the CSD, whose averages were 73% and 69%, respectively. On the 6th grade exam, Williamsburg Collegiate was the 4th highest performing charter school in New York City among those that start with their students in middle school (vs. those that start in Kindergarten):



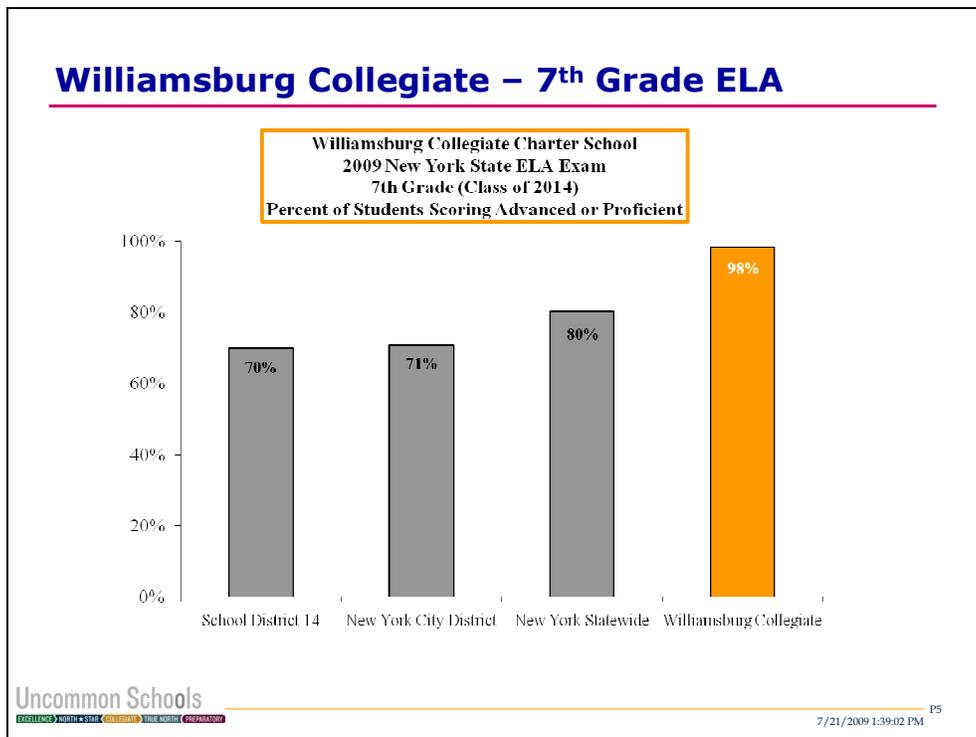
Williamsburg Collegiate was the highest performing school in CSD 14 on the 2009 6th Grade New York State Math exam. With 100% of students scoring Advanced or Proficient – compared to 77% citywide and 71% in CSD 14 – Williamsburg Collegiate remained one of the few New York City charters to have every one of its 6th grade students score Advanced or Proficient:



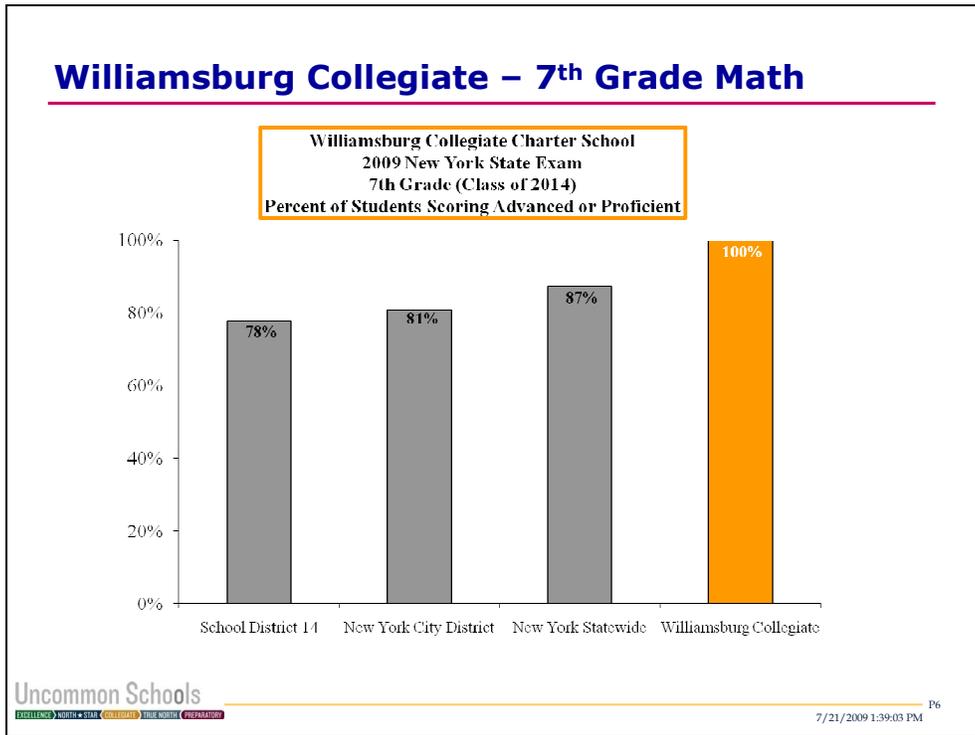
Our 7th grade students, as might be expected after 2½ years at the school, demonstrated exceptional achievement levels in both English Language Arts and Math.

7th Grade/Class of 2014 – #/% of students who scored Advanced or Proficient	
NEW YORK STATE EXAMS, 2008-09	
English Language Arts January 2009	55 of 56 students (98%)
Mathematics March 2009	56 of 56 students (100%)

98% of WCCS 7th graders earned Advanced or Proficient Scores on the NYS ELA Exam, as compared to 71% in New York City, and 70% in CSD 14. Williamsburg Collegiate was the 2nd highest performing charter school in New York City among those that start with their students in middle school (vs. those that start in Kindergarten):

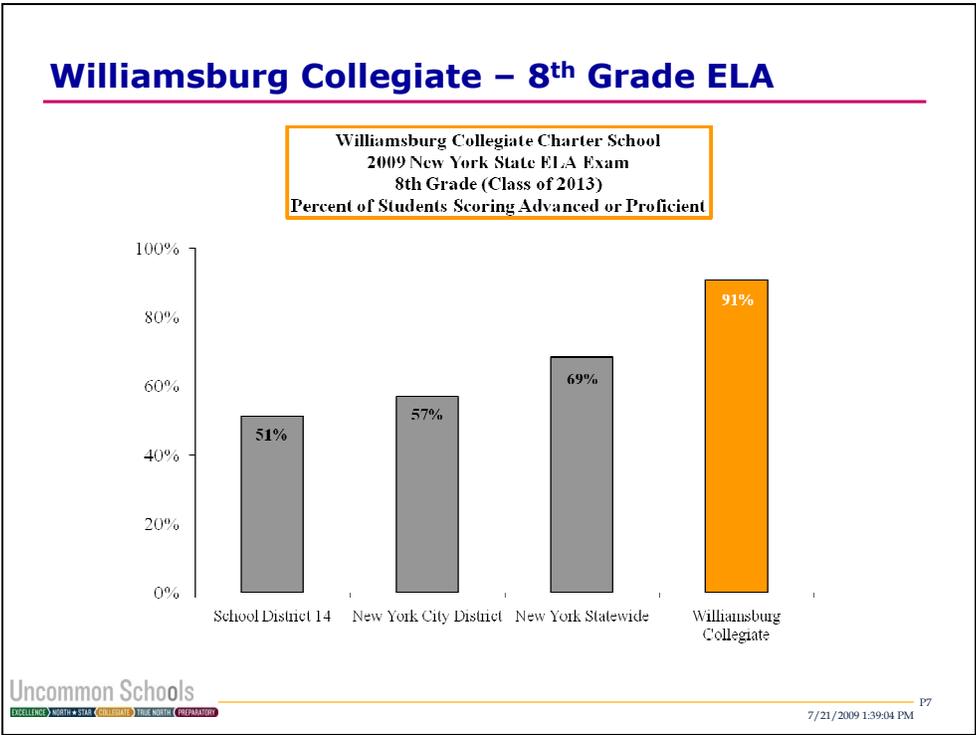


As in 2008, in 2009 every single WCCS 7th grader earned an Advanced or Proficient score on the NYS Math Exam, and continued to outperform New York City (81%) and CSD 14 (78%) as well:

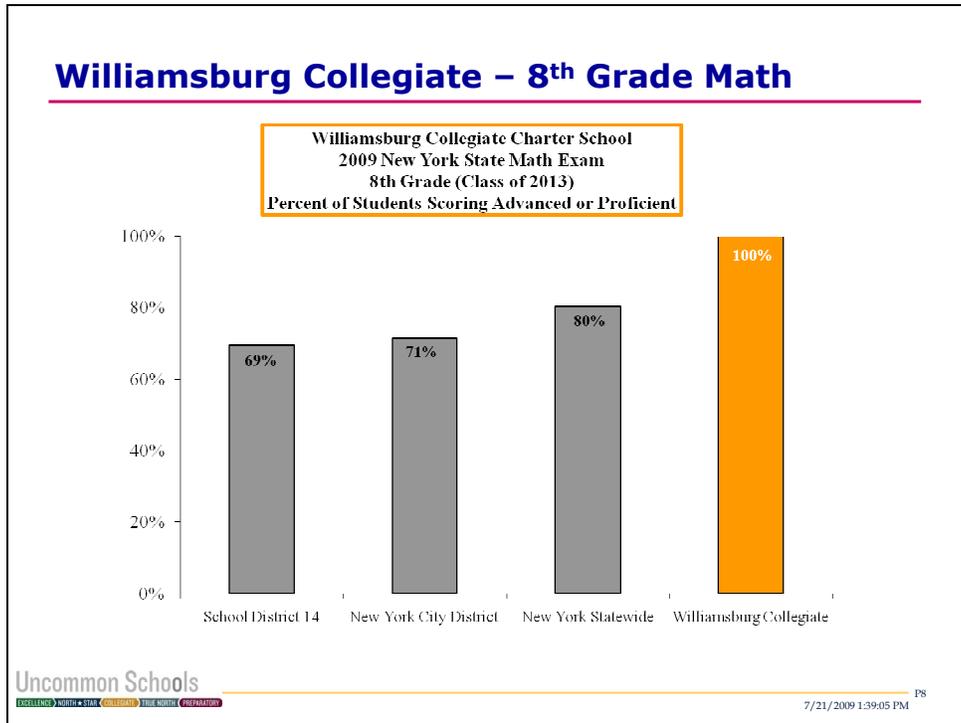


8 th Grade/Class of 2013 – #/% of students who scored Advanced or Proficient	
NEW YORK STATE EXAMS, 2008-09	
English Language Arts January 2009	40 of 44 students (91%)
Mathematics March 2009	44 of 44 students (100%)

Williamsburg Collegiate’s inaugural 8th grade class far outperformed both the New York City and CSD 14 average scores. 91% of students earned Advanced or Proficient scores on the ELA Exam, as compared to the average of New York City (57%) and CSD 14 (51%). Williamsburg Collegiate was the 4th highest performing charter school in New York City among those that start with their students in middle school (vs. those that start in Kindergarten):



WCCS is one of four New York City charter schools that start in middle school where all 8th graders earned Advanced or Proficient scores on the NYS Math Exam. Our 100% average compares with that of 71% for New York City, and 69% for CSD 14:



TerraNova Assessment

Each fall for new students, and each spring for returning students, Williamsburg Collegiate Charter School administers in grades 5 through 8 exams in Reading, Language, and Mathematics using the TerraNova Assessment (CTB/McGraw-Hill TerraNova CAT 2nd Edition). All students are then subsequently tested each spring to a) demonstrate their progress over the course of one academic year, and b) compare student performance relative to students nationwide. The TerraNova was selected since its format and the types of questions it contains more closely parallel the New York State exams than other similar, norm-referenced exams.

Despite the fact that Williamsburg Collegiate’s curriculum is based on the New York State Learning Standards, and not on the curriculum from which the TerraNova is drawn, WCCS students have demonstrated solid growth from their initial enrollment at WCCS to this most recent exam in early June 2009.

5TH GRADE/CLASS OF 2016

When students first entered WCCS, two students in five were performing above the national average (50th percentile) on both the Reading and Language exams, and half of the students performing above the 50th percentile on the Mathematics exam. After only nine months at WCCS, the percentage of students scoring above this national average showed strong improvement in all subject areas. Reading and Language Scores rose dramatically (by 25 and 29 percentage points on the Reading and Language exams, respectively); now, three out of five students perform above the 50th percentile in Math.

5th Grade/Class of 2016– % at or above national average (50th percentile)			
TERRANOVA	2008 Start of 5th Grade 77 students	2009 End of 5th Grade 77 students	1-YEAR CHANGE
Reading	39%	64%	+25
Language	42%	73%	+29
Math	49%	59%	+10

Similarly, the increase in Mean Normal Curve Equivalent scores of students in Reading, Language, and Math shows that student proficiency at WCCS is growing at a rate that is much faster than what has been observed across a similar, nationwide group of students in the same time period.

5th Grade/Class of 2016 – Mean Normal Curve Equivalent (NCE)			
TERRANOVA	2008 Start of 5th Grade 77 students	2009 End of 5th Grade 77 students	1-YEAR CHANGE
Reading	46.7	65	+18.3
Language	47.3	63.5	+16.2
Math	50.0	58.5	+8.5

6TH GRADE/CLASS OF 2015

6th Grade/Class of 2015 – % at or above national average (50th percentile)				
TERRANOVA	2007 Start of 5th Grade	2008 End of 5th Grade 62 students	2009 End of 6th Grade 62students	2-YEAR CHANGE
Reading	42%	65%	76%	+34
Language	38%	73%	90%	+52
Math	50%	84%	100%	+50

6th Grade/Class of 2015 – Mean Normal Curve Equivalent (NCE)				
TERRANOVA	2007 Start of 5th Grade	2008 End of 5th Grade 62 students	2009 End of 6th Grade 62 students	2-YEAR CHANGE
Reading	45.6	54.3	62.5	+16.9
Language	45.7	56.8	64	+18.3
Math	50.7	62.8	69.5	+18.8

Similar to the Class of 2014 above, after almost two years WCCS 6th graders continue to make growth in Reading, Language Arts and Math. The gains in the average NCE shows that students continue to grow at a faster rate than similar peers across the nation.

7TH GRADE/CLASS OF 2014

7th Grade/Class of 2014 – % at or above national average (50th percentile)					
TERRANOVA	2006 Start of 5th Grade	2007 End of 5th Grade	2008 End of 6th Grade 56 students	2009 End of 7th Grade 56 students	3-YEAR CHANGE
Reading	48%	86%	73%	55%	+7
Language	48%	79%	77%	91%	+43
Math	52%	93%	100%	95%	+43

7th Grade/Class of 2014 – Mean Normal Curve Equivalent (NCE)					
TERRANOVA	2006 Start of 5th Grade	2007 End of 5th Grade	2008 End of 6th Grade 56 students	2009 End of 7th Grade 56 students	3-YEAR CHANGE
Reading	47.9	65.3	56.1	53.0	+5.1
Language	45.2	65.0	57.9	53.5	+8.3
Math	52.3	78.8	73.7	64.5	+12.2

The class of 2014 continues to make progress relative to their peers nationwide. The positive three year change of the average NCE reflects the fact that WCCS students continue to make more progress than similar peers.

In response to the TerraNova data received this summer, WCCS intends to make the following instructional modifications to ensure all of our students continue to make sufficient progress:

- Increasing the number of advanced tutoring sessions offered to students to provide additional challenge to high achieving students;
- Expanding guided reading groups and literature circles from 5th and 6th grade to 7th and 8th grades;
- Expanding Saturday School to include 7th and 8th graders in addition to 5th and 6th graders; and
- Designating one staff person to manage academic enrichment opportunities for our highest achieving students.

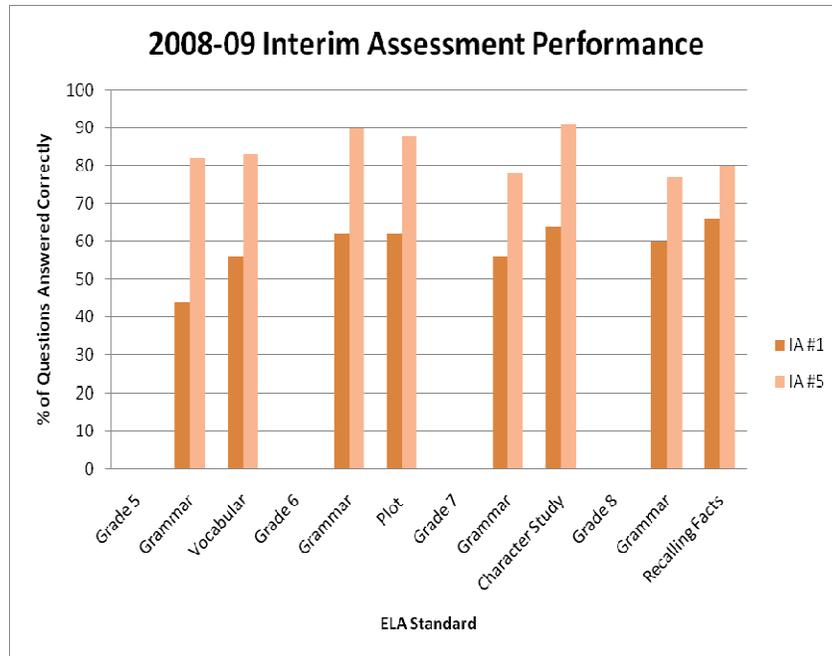
Interim Assessments

Williamsburg Collegiate Charter School administered Interim Assessments in History, Math, Science and English Language Arts (Reading and Writing) in all grades in the 2008-2009 school year.

WCCS's Interim Assessments were created to reflect the school's scope and sequence in Reading, Writing, and Math, and to mirror the style and scope of the New York State Mathematics and English Language Arts 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 ELA Interim Assessments were administered in two parts as well: 3-4 reading passages accompanied by multiple choice questions and a listening comprehension section with multiple choice and open response questions. The Science Interim Assessment consisted of 25 multiple choice questions and 5-6 open-response questions. History included 20 multiple choice questions, a reading passage, and one DBQ. In each subject area, the assessments focused primarily on the most recently covered standards, with a smaller focus on standards covered in previous units.

After test administration, WCCS teachers and administrators graded each exam and entered individual performance data into a shared spreadsheet to create a template for test analysis. With the individual student, whole class, and whole grade data, Williamsburg Collegiate analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. WCCS also utilized the information to target content- and skills-driven tutoring in class, after school, and on Saturdays.

English Language Arts. Similar to the TerraNova data, results from the Interim Assessments demonstrated student growth on reading grade-level material and answering questions based on the material. As standards were retested throughout the 2008-09 school year, the percentage of questions answered correctly increased as students developed stronger reading skills. For example, WCCS 5th graders' ability to identify vocabulary in context increased from 56% accuracy in October to 83% accuracy in June. Similarly, in October, 7th grade students demonstrated 64% proficiency in describing characters' traits; this percentage increased to 91% by June. A sample of student growth on the tested reading standards, from Interim Assessment #1 to Interim Assessment #5 (final exam), is shown below:



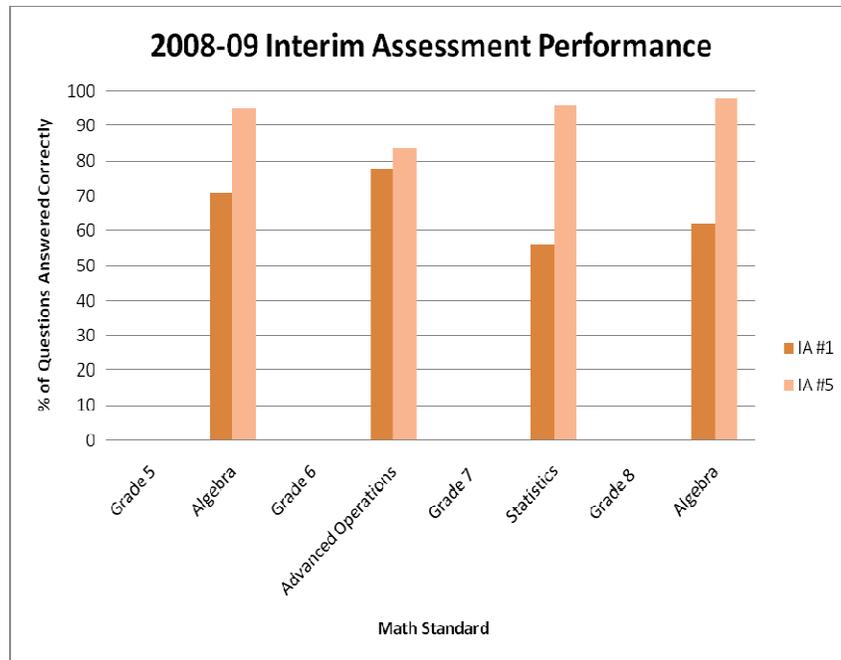
The New York State Exams, the Terra Nova Exam, and Williamsburg Collegiate’s interim assessments provided valuable data for English Language Arts program at Williamsburg Collegiate. WCCS used this data to continue to strengthen and enhance its ELA instruction in several important ways. In the 2008-09 year, Williamsburg Collegiate:

- established a Literacy Chair to oversee implementation of best practices in reading and writing instruction, as well as to promote consistency
- divided instruction of Reading and Writing into two separate, one hour daily classes for both the 5th and 6th grade;
- implemented quarterly writing assessments, to better track growth and inform instruction;
- added partner reading to 5th and 6th grade Reading classes to build fluency
- gave regular fluency assessments for 5th and 6th grade students
- added explicit phonics instruction for incoming 5th graders
- created guided reading groups for struggling 5th and 6th grade readers
- formed teacher-led book clubs for advanced 5th and 6th grade readers
- made monthly visits to the local library with 6th grade classes to select independent reading books
- developed an Honors Reading enrichment course;
- instructed all staff in explicit vocabulary instruction techniques

Williamsburg Collegiate plans to implement the following changes in instruction for the 2009-2010 year:

- the creation of literature circles, based on the Socratic seminar model, for 7th and 8th grade students
- increased focus on non-fiction texts, with use of daily newspapers during morning advisories
- training non-ELA teachers in guided reading techniques

Mathematics. The Math Interim Assessment data also reflect that students at WCCS are making significant progress in math. As the numerous math standards were re-taught and re-tested over the year, the percentage of questions answered correctly increased as well. On the second Interim Assessment in December, 5th grade students answered only 71% of algebra problems correctly. By June, this percentage increased to 95%. In December, 6th grade students solved questions using multi-step operations with only 78% accuracy; at the end of the year, this increased to 94% accuracy. Based on the growth made in the past three years, WCCS is confident in its ability to continue making even greater gains in the 2009-10 school year. A sample of student growth on the tested math standards, from the first Interim Assessment to the last Interim Assessment, is shown below:



Based on evidence from the first three years of operation, Williamsburg Collegiate students have developed a solid foundation in mathematics and have validated the school's curricular and instructional techniques. To build on this progress in 2009-10, Williamsburg Collegiate will continue:

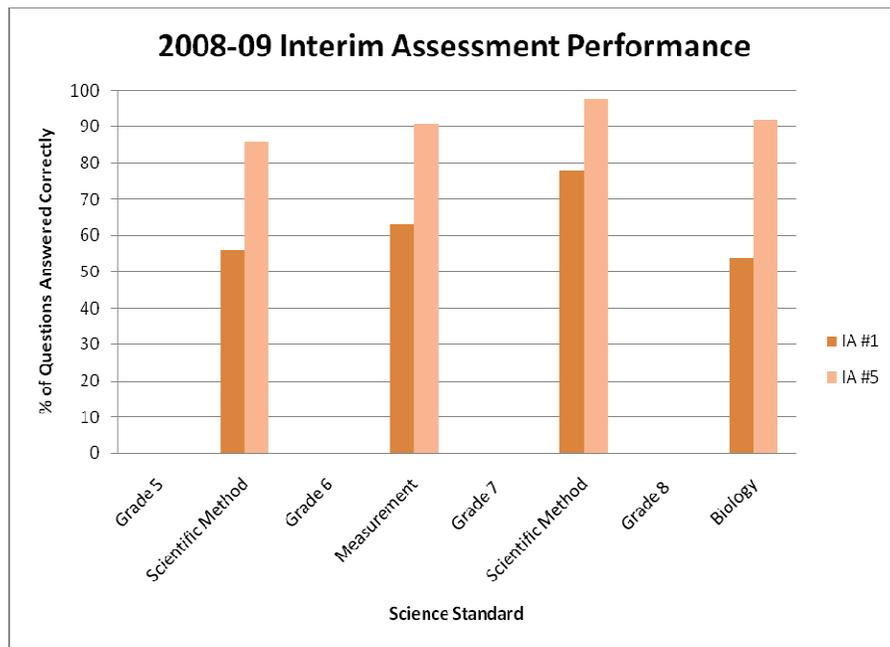
- teaching double periods of Math daily;
- celebrating student achievement in Math through Times Tables Day, Pi Day, and Family Fun with Math Night;
- supporting students with special needs through targeted intervention both in and out of class;
- offering math enrichment courses through logic tutoring and the MathCounts competition;
- reinforcing math skills in daily science classes; and
- providing opportunities for practice and skill building through the weekly challenge problems.

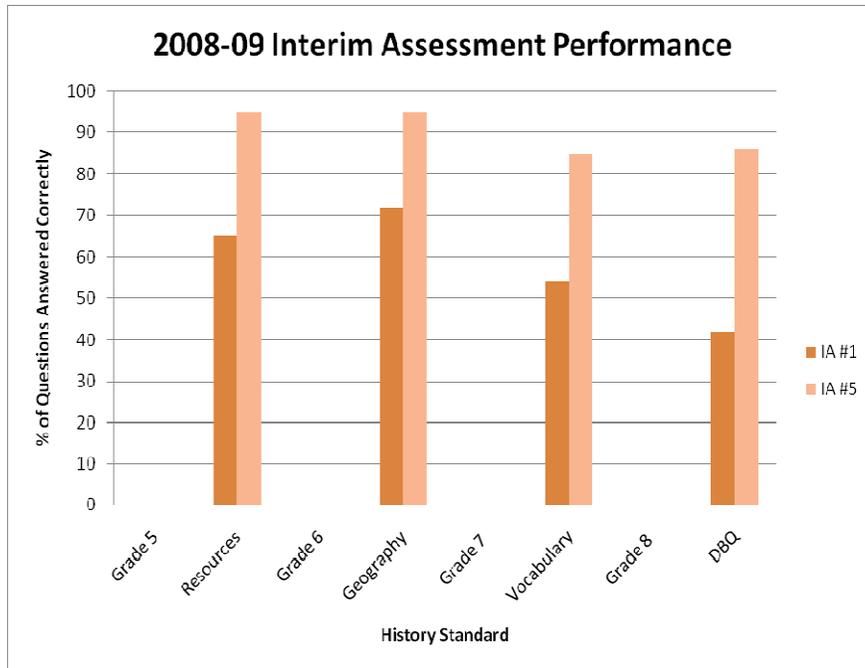
Science and History

Williamsburg Collegiate implemented Interim Assessments in Science and History courses during the 2008-09 school year. Assessments were internally aligned and formatted to reflect the 8th grade exams in each subject, covering both skills and concepts in each subject.

Assessments covered a combination of new skills and concepts, as well as retesting topics from previous assessments. Although it was only the first year using these assessments, Williamsburg Collegiate obtained valuable data on curriculum design, class structure and student achievement.

A sample of student growth on science and history standards, from the first Interim Assessment to the last Interim Assessment, is shown below:





GOAL #2

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

Annual Target

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

Measurement Tool

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

As evidenced above, WCCS 7th and 8th graders continue to outperform their peers in District 14 and across New York City on NYS ELA and Math Exams. Additionally, on the 2008-09, 97% of 8th graders earned a score of 3 or 4 on the New York State 8th grade Science Exam.

Results from the 8th Grade New York State History Exam have not been released yet. However, given our students' performance in ELA, Math, and Science, WCCS expects a similarly excellent level of achievement.

GOAL #3

Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 9-12 will exceed the performance of students in other public schools

Annual Target

The percentage of WCCS students who pass the Regents exams by 11th grade will be higher than the passing percentages of students in a) its host district and b) New York City.

Measurement Tool

New York State Regents Exams in Grades 9-12: Comprehensive English Language Arts Exam, a Regents Mathematics Exam, a Regents Science Exam, the Regents United States History & Government Exam, and the Regents Global Studies Exam

Williamsburg Collegiate's 8th graders took their first Regents exam this year, the 2009 Integrated Algebra exam. All but one of the students passed:

8th Grade/Class of 2013 – #/% of students who passed	
NEW YORK STATE REGENTS EXAMS, 2008-09	
Integrated Algebra Exam January 2009	43 of 44 students (98%)

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GOAL #4

Students' academic performance relative to other New York City charter schools

<u>Annual Target</u>	<u>Measurement Tool</u>
Beginning in 2006-07, WCCS will be among the top 5 charter schools in New York City in terms of the percentage of middle school students achieving Levels 3 and 4 on the New York State English Language Arts and Mathematics Tests	New York State Assessments in Grades 5-8 in English Language Arts and Mathematics

English Language Arts

Among New York City charter schools in 2008-09, Williamsburg Collegiate had 87.2% of 5th graders achieving Levels 3 or 4 and fell short of the top five charter school goal. However, WCCS earned first place among those charter schools that start in middle school. Additionally, WCCS improved its performance over the previous year, when 75% of its 5th graders earned Advanced or Proficient Scores.

Rank	Grade 5 - Spring 2009 State ELA Exam Performance	Level 3 + 4
1	Carl C Iahn Charter School	100.0%
2	Bronx Charter School For Excellence	97.7%
3	Amber Charter School	95.0%
4	Grand Concourse Academy Charter School	91.7%
5	Brooklyn Excelsior Charter School	91.7%
6	Excellence Charter School	90.3%
7	Harbor Science And Arts Charter School	89.2%
8	Explore Charter School	88.1%
9	Merrick Academy-Queens Public Charter School	88.0%
10	Renaissance Charter School (The)	88.0%
11	Family Life Academy Charter School	87.8%
12	Williamsburg Collegiate Charter School	87.2%
13	Our World Neighborhood Charter School	85.0%
14	Hellenic Classical Charter School	84.0%
15	Bronx Charter School For The Arts	83.4%
16	Community Partnership Charter School	82.3%
17	Peninsula Preparatory Academy Charter School	80.9%
18	Sisulu-Walker Charter School Of Harlem	79.1%
19	Bronx Charter School For Better Learning	78.9%
20	KIPP STAR	77.3%
21	Future Leaders Institute Charter School	76.6%
22	Leadership Village Academy Charter School	75.0%
23	Beginning With Children Charter School	75.0%
24	Kings Collegiate Charter School	74.1%
25	Bronx Charter School For Children	73.6%
26	Brooklyn Charter School (The)	72.7%
27	Harlem Village Academy Charter School EHVACS	69.3%
28	Bedford Stuy Collegiate Charter	68.8%
29	Bronx Lighthouse Charter School	68.2%
30	KIPP Infinity Charter School	67.5%
31	KIPP Academy Charter School	67.2%
32	Achievement First Endeavor Charter School	66.0%
33	Achievement First Bushwick Charter School	65.9%
34	Kipp Amp Charter School	64.2%
35	Bronx Preparatory Charter School	62.1%
36	Achievement First Crown Heights Charter School	61.5%
37	Harlem Children's Zone Promise Academy Charter School	58.6%
38	St Hope Leadership Acad Charter Sch	49.0%
39	Harlem Day Charter School	45.2%
40	Harriet Tubman Charter School	42.5%

Among New York City charter schools in 2008-09, Williamsburg Collegiate ranked fourth in terms of 6th graders earning Advanced or Proficient scores – thus achieving its top five goal. This represents not only a rise of two within the rankings, but a rise of 11 percentage points from the previous year. Among charter schools that start in middle school, WCCS ranked second.

Rank	Grade 6 - Spring 2009 State ELA Exam Performance	Level 3 + 4
1	KIPP Infinity Charter School	100.0%
2	Carl C Iahn Charter School (The)	100.0%
3	Renaissance Charter School (The)	100.0%
4	Williamsburg Collegiate Charter School	96.8%
5	Future Leaders Institute Charter School	96.4%
6	Harbor Science And Arts Charter School	96.4%
7	Kings Collegiate Charter School	96.4%
8	Brooklyn Excelsior Charter School	95.6%
9	Harlem Village Academy Charter School Ehvac	90.2%
10	Merrick Academy-Queens Public Charter School	89.5%
11	Kipp Academy Charter School	88.4%
12	Our World Neighborhood Charter School	87.6%
13	Hellenic Classical Charter School	87.5%
14	Leadership Village Academy Charter School	86.0%
15	Explore Charter School	82.5%
16	Kipp Amp Charter School	80.6%
17	Bronx Charter School For The Arts	80.0%
18	Ross Global Academy Charter School	77.3%
19	Kipp STAR	77.1%
20	Uft Charter School	75.0%
21	Bronx Lighthouse Charter School	74.5%
22	Bronx Preparatory Charter School	74.5%
23	Beginning With Children Charter School	74.0%
24	Achievement First Bushwick Charter School	67.8%
25	Achievement First Endeavor Charter School	67.1%
26	Hyde Leadership Charter School	66.3%
27	Democracy Preparatory Charter School	64.8%
28	Harriet Tubman Charter School	64.7%
29	Achievement First Crown Heights Charter School	64.3%
30	New Heights Academy Charter School	54.2%
31	St Hope Leadership Acad Charter Sch	48.9%
32	Opportunity Charter School	11.1%

Williamsburg Collegiate 7th graders again met the stated goal, rising from third to second among all charter schools in New York City. Among those that start in middle school, WCCS ranked first. This achievement also represents a 6 percentage point increase over the previous year.

Rank	Grade 7 - Spring 2009 State ELA Exam Performance	Level 3 + 4
1	Carl C Icahn Charter School	100.0%
2	Williamsburg Collegiate Charter School	98.2%
3	Leadership Village Academy Charter School	97.7%
4	Kipp Infinity Charter School	96.6%
5	Kipp Amp Charter School	94.3%
6	Harlem Village Academy Charter School Ehvac	93.3%
7	Hellenic Classical Charter School	92.6%
8	Our World Neighborhood Charter School	91.7%
9	Explore Charter School	90.9%
10	Harbor Science And Arts Charter School	90.7%
11	Kipp Academy Charter School	90.6%
12	Renaissance Charter School (The)	89.8%
13	Future Leaders Institute Charter School	87.5%
14	Ross Global Academy Charter School	81.3%
15	Achievement First Crown Heights Charter School	81.3%
16	KIPP STAR	81.0%
17	Beginning With Children Charter School	80.0%
18	UFT Charter School	76.2%
19	Hyde Leadership Charter School	74.6%
20	Democracy Preparatory Charter School	74.5%
21	Harriet Tubman Charter School	72.0%
22	New Heights Academy Charter School	71.6%
23	Bronx Preparatory Charter School	70.9%
24	Achievement First Endeavor Charter School	70.1%
25	St Hope Leadership Acad Charter Sch	66.7%
26	Brooklyn Excelsior Charter School	65.9%
27	Opportunity Charter School	29.6%

Williamsburg Collegiate’s inaugural 8th grade class met the stated goal, placing their school within the top five of New York City charter schools. Nine out of ten 8th graders earned advanced or proficient scores.

Rank	Grade 8 - Spring 2009 State ELA Exam Performance	Level 3 + 4
1	Kipp Academy Charter School	98.0%
2	Kipp Infinity Charter School	96.7%
3	Harlem Village Academy Charter School Ehvac	92.3%
4	Williamsburg Collegiate Charter School	90.9%
5	Leadership Village Academy Charter School	90.2%
6	Kipp STAR	90.2%
7	Future Leaders Institute Charter School	83.3%
8	Renaissance Charter School (The)	82.0%
9	Carl C Icahn Charter School (The)	79.3%
10	Kipp Amp Charter School	78.6%
11	Achievement First Crown Heights Charter School	76.7%
12	Our World Neighborhood Charter School	75.4%
13	Explore Charter School	75.0%
14	Democracy Preparatory Charter School	72.4%
15	Bronx Preparatory Charter School	72.0%
16	Hyde Leadership Charter School	64.1%
17	Harbor Science And Arts Charter School	63.3%
18	Brooklyn Excelsior Charter School	62.0%
19	Ross Global Academy Charter School	61.2%
20	Beginning With Children Charter School	60.0%
21	UFT Charter School	58.9%
22	Harlem Children's Zone Promise Academy Charter School	57.6%
23	Harriet Tubman Charter School	41.5%
24	Opportunity Charter School	15.3%

Mathematics

In Math, Williamsburg Collegiate met annual goals for all grades. WCCS shared a first place ranking with six other schools, and was first among charter schools beginning in grades 5 or 6.

Rank	Grade 5 - Spring 2009 State Math Exam Performance	Level 3 + 4
1	Williamsburg Collegiate Charter School	100.0%
2	Amber Charter School	100.0%
3	Harbor Science And Arts Charter School	100.0%
4	Carl C Icahn Charter School (The)	100.0%
5	Bronx Charter School For Excellence	100.0%
6	Community Partnership Charter School	100.0%
7	Excellence Charter Sch-Bed Stuy	100.0%
8	Merrick Academy-Queens Public Charter School	98.0%
9	Kipp Infinity Charter School	97.6%
10	Family Life Academy Charter School	97.5%
11	Explore Charter School	97.5%
12	Kings Collegiate Charter School	97.5%
13	Renaissance Charter School (The)	96.0%
14	Kipp Academy Charter School	95.8%
15	Grand Concourse Academy Charter School	95.8%
16	Brooklyn Excelsior Charter School	95.8%
17	KIPP STAR	95.0%
18	Our World Neighborhood Charter School	94.8%
19	Peninsula Preparatory Academy Charter School	93.6%
20	Achievement First Crown Heights Charter School	93.4%
21	Sisulu-Walker Charter School Of Harlem	92.8%
22	Leadership Village Academy Charter School	91.9%
23	Bronx Lighthouse Charter School	91.0%
24	Harlem Day Charter School	90.0%
25	Bedford Stuy Collegiate Charter	89.3%
26	Future Leaders Institute Charter School	88.6%
27	Beginning With Children Charter School	88.4%
28	Bronx Charter School For The Arts	88.1%
29	Brooklyn Charter School (The)	84.8%
30	Achievement First Bushwick Charter School	83.2%
31	Achievement First Endeavor Charter School	81.1%
32	Kipp Amp Charter School	80.2%
33	Harlem Village Academy Charter School Ehvac	80.0%
34	Bronx Charter School For Children	79.2%
35	Hellenic Classical Charter School	76.0%
36	Bronx Preparatory Charter School	74.1%
37	Bronx Charter School For Better Learning	73.0%
38	Harlem Children's Zone Promise Academy Charter School	72.4%
39	St Hope Leadership Acad Charter Sch	70.8%
40	Harriet Tubman Charter School	69.5%

Williamsburg Collegiate 6th grade Math performance was tied for highest among all New York City charter schools, including schools that start with their students in Kindergarten. Among those that start in middle school, WCCS ranked first. Every student scored Advanced or Proficient, including students who joined us in the 6th grade.

Rank	Grade 6 - Spring 2009 State Math Exam Performance	Level 3 + 4
1	Williamsburg Collegiate Charter School	100.0%
2	Leadership Village Academy Charter School	100.0%
3	Harlem Village Academy Charter School Ehvac	100.0%
4	Carl C Icahn Charter School (The)	100.0%
5	Brooklyn Excelsior Charter School	100.0%
6	Kings Collegiate Charter School	100.0%
7	Merrick Academy-Queens Public Charter School	100.0%
8	Kipp Infinity Charter School	98.6%
9	Kipp Academy Charter School	98.6%
10	Achievement First Crown Heights Charter School	96.6%
11	Renaissance Charter School (The)	96.0%
12	Achievement First Endeavor Charter School	95.1%
13	Kipp Success Through Teamwork Achieve & Respon Col Prep Charter Sch	93.9%
14	Achievement First Bushwick Charter School	93.9%
15	Explore Charter School	92.5%
16	Bronx Lighthouse Charter School	90.9%
17	Our World Neighborhood Charter School	90.7%
18	Harbor Science And Arts Charter School	89.2%
19	Bronx Charter School For The Arts	88.6%
20	Hellenic Classical Charter School	87.5%
21	Hyde Leadership Charter School	83.8%
22	Bronx Preparatory Charter School	82.2%
23	Kipp Amp Charter School	81.6%
24	St Hope Leadership Acad Charter Sch	78.7%
25	Future Leaders Institute Charter School	78.6%
26	Democracy Preparatory Charter School	77.6%
27	Harriet Tubman Charter School	76.4%
28	Ross Global Academy Charter School	72.7%
29	Uft Charter School	69.3%
30	New Heights Academy Charter School	64.6%
31	Beginning With Children Charter School	56.5%
32	Opportunity Charter School	50.0%

Williamsburg Collegiate’s 7th grade Math performance was tied for highest among all New York City charter schools, including schools that start with their students in Kindergarten. Among those that start in middle school, WCCS ranked first. Every student scored Advanced or Proficient, including students who joined the school after the 5th grade.

Rank	Grade 7 - Spring 2009 State Math Exam Performance	Level 3 + 4
1	Williamsburg Collegiate Charter School	100.0%
2	Leadership Village Academy Charter School	100.0%
3	Harlem Village Academy Charter School Ehvac	100.0%
4	Kipp Infinity Charter School	100.0%
5	Kipp Academy Charter School	100.0%
6	Carl C Icahn Charter School (The)	100.0%
7	Explore Charter School	100.0%
8	Renaissance Charter School (The)	100.0%
9	Kipp STAR	98.4%
10	Ross Global Academy Charter School	98.0%
11	Democracy Preparatory Charter School	98.0%
12	Achievement First Endeavor Charter School	97.3%
13	Our World Neighborhood Charter School	97.2%
14	Brooklyn Excelsior Charter School	95.5%
15	Bronx Preparatory Charter School	95.3%
16	Future Leaders Institute Charter School	93.8%
17	Harbor Science And Arts Charter School	90.7%
18	Kipp Amp Charter School	90.6%
19	Achievement First Crown Heights Charter School	90.2%
20	New Heights Academy Charter School	89.7%
21	Hellenic Classical Charter School	88.9%
22	Hyde Leadership Charter School	86.5%
23	Beginning With Children Charter School	86.0%
24	UFT Charter School	82.4%
25	St Hope Leadership Acad Charter Sch	81.0%
26	Harriet Tubman Charter School	75.0%
27	Opportunity Charter School	35.2%

Williamsburg Collegiate’s first graduating class carried on its tradition of excellence with each student again earning an Advanced or Proficient score. WCCS shared its first place ranking with two other charter schools, and ranked first among those that start in the middle school.

Rank	Grade 8 – Spring 2009 State Math Exam Performance	Level 3 + 4
1	Williamsburg Collegiate Charter School	100.0%
2	Harlem Village Academy Charter School Ehvac	100.0%
3	Kipp Infinity Charter School	100.0%
4	Carl C Icahn Charter School (The)	100.0%
5	Kipp STAR	98.3%
6	Kipp Amp Charter School	98.2%
7	Explore Charter School	96.9%
8	Harbor Science And Arts Charter School	96.7%
9	Democracy Preparatory Charter School	96.1%
10	Kipp Academy Charter School	96.0%
11	Leadership Village Academy Charter School	95.2%
12	Bronx Preparatory Charter School	92.6%
13	Beginning With Children Charter School	90.0%
14	Achievement First Crown Heights Charter School	89.7%
15	Renaissance Charter School (The)	88.0%
16	Ross Global Academy Charter School	87.7%
17	Harlem Children's Zone Promise Academy Charter School	87.4%
18	Our World Neighborhood Charter School	86.9%
19	Hyde Leadership Charter School	84.6%
20	UFT Charter School	79.3%
21	Brooklyn Excelsior Charter School	72.0%
22	Future Leaders Institute Charter School	58.3%
23	Harriet Tubman Charter School	46.3%
24	Opportunity Charter School	35.6%

GOAL #5

Universal college acceptance

Annual Target
100% of WCCS seniors will be accepted into at least one four-year college

Measurement Tool
College acceptance rates (first graduating class will be in 2012-13)

Williamsburg Collegiate Charter School does not yet have a high school and therefore has not yet graduated any seniors. However, as mentioned earlier, WCCS has begun creating a culture of college aspirations so that students are prepared to succeed in college when they graduate from the Uncommon Charter High School.

ORGANIZATIONAL GOALS

GOAL #6

High rate of student attendance/infrequent student absences

<u>Annual Target</u>	<u>Measurement Tool</u>
Student attendance rate for the year will be 95% or higher	Student attendance rates

In the 2008-09 school year Williamsburg Collegiate Charter School students had a 96.8% attendance rate. Williamsburg Collegiate Charter School continues to exceed its 95% student attendance goal.

GOAL #7

Strong student retention

<u>Annual Target</u>	<u>Measurement Tool</u>
WCCS will retain 95% of non-graduating students each year.	Student retention rates

While the 2009-10 school year has yet to begin, Williamsburg Collegiate Charter School expects to retain 96.6 % of its students in grade 5, 6, 7 and 8 meeting its 95% goal.

WCCS ended the year with 240 students. Nine students left over the course of the year: eight were parent-initiated changes because they felt the school was perhaps overly academically or behaviorally rigorous; one student was moved as a result of a special education recommendation.

Of the 240 students who finished the last day of school, eight are expected to leave over the summer. Four are matriculating into different high schools (two specialized high schools; one charter high school and one private high school); two are moving out of the state; two are facing retention, and the families are choosing to leave the school as a result.

Therefore, 233 out of 240 students, or 96.6%, are expected to return.

GOAL #8

High rate of teacher attendance/infrequent teacher absences

<u>Annual Target</u>	<u>Measurement Tool</u>
Teacher attendance rate for the year will be 97% or higher	Teacher attendance rates

In the 2006-07 school year, Williamsburg Collegiate Charter School teachers had a 96.8% attendance rate. Each Williamsburg Collegiate teacher missed, on average, only 4.2 days of school. For the 2007-08 school year Williamsburg Collegiate Charter School teachers had a 97.2% attendance rate. Each Williamsburg Collegiate staff member missed, on average, only 4.6 days of school. In 2008-09, WCCS teachers had a 98.3% attendance rate with each teachers missing on average only 3.6 days of school. Williamsburg Collegiate teachers have continued to exceed this goal.

GOAL #9

Strong teacher retention

<u>Annual Target</u>	<u>Measurement Tool</u>
As close to 0%, and no more than 10%, of teachers will choose to leave WCCS each year	Teacher retention rates

At the end of the 2008-09 year, Williamsburg Collegiate Charter School offered renewed contracts to 16 staff members. Of the 16 offered, 15 teachers or 93.8% chose to continue working with Collegiate.

Throughout the 2008-09 school year, WCCS maintained several systems to continue to ensure high levels of teacher retention in years to come. These systems include:

- a Founding Teacher document for prospective staff members that clearly outlines the expectations for all staff joining Williamsburg Collegiate;
- annual, detailed staff satisfaction surveys;
- weekly check-in meetings with the Principal and/or Dean of Curriculum;
- weekly informal surveys that provide a forum for staff members to raise concerns; and
- additional administrative staff to provide consistent support and guidance to teachers.

GOAL #10

Strong family interest in enrolling at the school

<u>Annual Target</u>	<u>Measurement Tool</u>
WCCS will receive at least twice as many student applications as there are 5 th grade seats available	Student applications received

For the upcoming 2009-10 school year, WCCS received 201 applications for 81 spots in the 5th grade, a rate of 2.48 applicants per 5th grade seat available, exceeding its annual goal. (WCCS also currently has 212 students on the 6th grade wait list, 207 students on the 7th grade waitlist and 165 students on the 8th grade waitlist should spots become available).

GOAL #11

High degree of family satisfaction with the school

Annual Target
At least 90% of families consider themselves satisfied or very satisfied with the school

Measurement Tool
Annual, end-of-year family survey

In June 2009, Williamsburg Collegiate Charter School administered an anonymous Family Survey. The survey asked families to assess their satisfaction with several elements of the school's program using the following scale: Very Satisfied, Satisfied, Somewhat Satisfied, Dissatisfied, or Does Not Apply.

According to the survey, WCCS families provided an overwhelmingly positive response to the 2008-09 school year, exceeding the school's goal of 90% of families being satisfied or very satisfied with the school.

- 100% of families were Very Satisfied or Satisfied with the "quality of the academic program."
- 100% of families were Very Satisfied or Satisfied with the "academic standards and expectations."
- 98% of families were Very Satisfied or Satisfied with the "engagement of my child in the academics."
- 99% of families were Very Satisfied or Satisfied with the "school's mission."
- 99% of families were Very Satisfied or Satisfied with the "quality of the teachers."
- 96% of families would give the school either an overall grade of A or B for the school year.

Other results included:

SURVEY ITEM	% of Families Responding Very Satisfied or Satisfied
History Instruction	99%
Character Development	97%
Reading Instruction	96%
Math Instruction	100%
Quality of Homework	96%
Writing Instruction	99%
Class Size	94%
Science Instruction	99%
Your Child's Academic Progress	98%
Amount of Extra Help	96%
Administrators' Accessibility	100%
Behavior Standards and Expectations	100%
Quantity of Homework	100%
Individual Attention	96%
Teachers' Accessibility	98%
School Building	80%

II. GOAL SUMMARY

MEASURE	TYPE	DESCRIPTION	OUTCOME
1	Absolute	Beginning with a baseline percentage for the same cohort of students, an increasing percentage of middle school students will make clear and continuous progress toward meeting or exceeding the New York State Standards in English Language Arts, Mathematics, Science & Technology, and Social Studies	Met
2	Comparative	For students who have been enrolled at WCCS for two years, the average cohort score of WCCS students will be higher than the average scores of public schools in a) its host district and b) New York City, on the New York State Assessments when offered, and when not offered another appropriate assessment tool for that grade and subject (i.e., New York City Assessments, newly developed assessments resulting from <i>No Child Left Behind</i> , other norm- or criterion-referenced assessment, etc.)	Met
3	Comparative	The percentage of WCCS students who pass the Regents exams by 11 th grade will be higher than the passing percentages of students in a) its host district and b) New York City.	Does Not Apply
4	Comparative	Beginning in 2006-07, WCCS will be among the top 5 charter schools in New York City in terms of the percentage of middle school students achieving Levels 3 and 4 on the New York State English Language Arts and Mathematics Tests	Met in 4 of 6 grades (met in 5 of 6 among schools that start in 5 th grade vs. K)
5	Absolute	100% of WCCS seniors will be accepted into at least one four-year college	Does Not Apply
6	Absolute	Student attendance rate for the year will be 95% or higher	Met
7	Absolute	WCCS will retain 95% of non-graduating students each year.	Met
8	Absolute	Teacher attendance rate for the year will be 97% or higher	Met
9	Absolute	As close to 0%, and no more than 10%, of teachers will choose to leave WCCS each year	Met
10	Absolute	WCCS will receive at least twice as many student applications as there are 5 th grade seats	Met
11	Absolute	At least 90% of families consider themselves satisfied or very satisfied with the school	Met
12	Absolute	WCCS will meet its annual operating budget	Met

III. VALUE-ADDED COHORT ANALYSIS

Using the method for cohort analysis outlined by the city, Williamsburg Collegiate Charter School students have made improvement in both English Language Arts and Mathematics. Using our incoming 5th graders' assessment scores from the fourth grade, we are able to track increased New York State test scores after enrolling in WCCS. The table below outlines the increased performance from year to year:

English Language Arts		Percentage at Levels 3 and 4		
Grade (in 2008-09)	Number of Students in Cohort	2007-08	2008-09	Change
5	61	60%	88%	+28%
6	58	81%	97%	+16%
7	53	87%	98%	+11%
8	44	93%	91%	-2%

Mathematics		Percentage at Levels 3 and 4		
Grade (in 2008-09)	Number of Students in Cohort	2007-08	2008-09	Change
5	61	85%	100%	+15%
6	58	100%	100%	0%
7	53	100%	100%	0%
8	44	100%	100%	0%

Please note, per the city's direction, these cohorts represent:

- 5th grade students at WCCS who took the 4th grade ELA and Math state exams in 2007-08;
- 6th grade students at WCCS who were enrolled at WCCS this year and last year in 2007-08 as 5th graders; and
- 7th grade students at WCCS who were enrolled at WCCS this year and last year in 2007-08 as 6th graders.
- 8th grade students at WCCS who were enrolled at WCCS this year and last year in 2007-08 as 7th graders.

Section II

Charter School Student and Teacher Attrition Rates

**Charter School Student Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation		1	1	
Number of students leaving for geographic reasons (e.g., out of state/district relocation)				1
Number of students leaving for more restrictive special education setting	2		2	
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	7	7	3	2
Number leaving for other reasons (undetermined)				
Total number of students leaving.	9	8	6	3
Highest Number Enrolled (July 1 – June 30)	249	192	140	75
Total Percent Attrition	3.2%	4.2%	4.3%	4%

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	20	14	11	7
Number of Special Area Teachers				
Total Number of Teachers	20	14	11	7
Total Number of Teachers Leaving	5	1	3	1
Total Percent Attrition	25%	7%	27%	14%

Report of Fiscal Performance

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:

Charter School Name: Williamsburg Collegiate Charter School
 Contact Person: Michael D'Auria
 Phone: 718-302-4018

REVENUES		EXPENDITURES	
		SALARIES	OTHER TOTAL
A. STATE SOURCES		454,594	889,396
B. FEDERAL SOURCES	204,781	1,138,827	1,138,827
C. PUBLIC SCHOOL DISTRICTS		36,089	618,249
1. BASIC OPERATING REVENUES	3,135,637	65,000	654,338
2. STATE AID-PUPILS WITH DISABILITIES	220,895	186,024	65,199
3. FED. AID-PUPILS WITH DISABILITIES	38,980		187,118
4. OTHER REV FROM PUB SCH DISTRICTS	20,378		9,873
D. ALL OTHER REVENUES	123,765		1,192
E. TOTAL REVENUES FROM ALL SOURCES	<u>3,744,436</u>		165,173
		N. EMPLOYEE BENEFITS	352,801
S. ENROLLMENT	240	O. DEBT SERVICE	
		P. SCHOOL LUNCH	523
T. EXPENDITURES PER PUPIL	14,501	Q. CAPITAL EXPENSE	15,756
	(R/S)	R. GRAND TOTAL EXPENDITURES	<u>3,480,197</u>

COMPLETED FORM MUST BE RETURNED
 NO LATER THAN AUGUST 3, 2009

Signature: 
 Chief School Officer

Date: 8/3/09

Section IV

Financial Audits

The annual audit report is due on November 1, 2009

Section V

Trustee Disclosure Forms

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): Allyson Alimansky

Name of Charter School: Williamsburg Collegiate

Home Address: 

Business Address: 

Daytime Phone: 

E-Mail Address: 

1. List all positions held on board (e.g., chair, treasurer, parent representative, etc): _____

2. Is the Trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and 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 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 Question 2, 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			

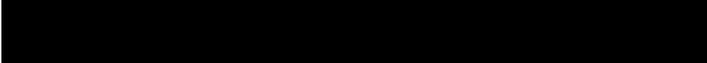
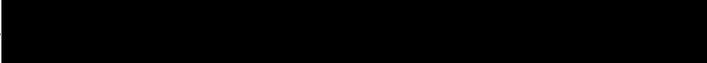
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a Trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the School. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Alley Al
Signature

9/6/08
Date

NEW YORK STATE EDUCATION DEPARTMENT
Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): C. J. Cash
Name of Charter School: Williamsburg Collegiate Charter School
Home Address: 
Business Address: 
Daytime Phone: 
E-Mail Address: 

1. List all positions held on board (e.g., chair, treasurer, parent representative, etc):

2. Is the Trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and 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 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 Question 2, 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			

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 **and** in which such entity, during the time of your tenure as a Trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the School. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			



 Signature

12/2/08

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): KIESHA EARLE

Name of Charter School: WILLIAMSBURG COLLEGIATE

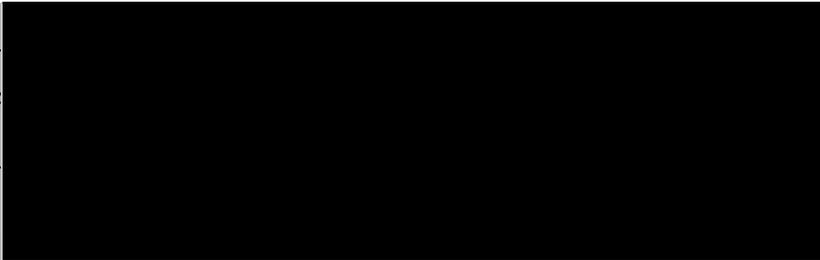
Home Address: _____

Business Address: _____

Daytime Phone: _____

E-Mail

Address: KI



1. List all positions held on board (e.g., chair, treasurer, parent representative, etc): MEMBER

2. Is the Trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

N/A

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school 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 Question 2, 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
N/A			

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 **and** in which such entity, during the time of your tenure as a Trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the School. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N/A			

Kriste J. Lee
Signature

12/22/08
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): John Greenstein

Name of Charter School: Williamsburg Collegiate

Home Address: 

Business Address: 

Daytime Phone: 

E-Mail Address: 

1. List all positions held on board (e.g., chair, treasurer, parent representative, etc):

Treasurer

2. Is the Trustee an employee of the School? ___ Yes No

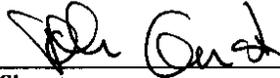
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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 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 Question 2, 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

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 and in which such entity, during the time of your tenure as a Trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the School. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest



Signature

9/8/08

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): Bob Howitt
Name of Charter School: Williamsburg Collegiate
Home Address: _____
Business Address: _____
Daytime Phone: _____
E-Mail Address: _____

1. List all positions held on board (e.g., chair, treasurer, parent representative, etc): _____

Trustee

2. Is the Trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and 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 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 Question 2, 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
	Trustee of non-profit Uncommon Schools	Recuse from voting	no financial interest

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 **and** in which such entity, during the time of your tenure as a Trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the School. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	(See prior)		

Bob Hewitt
Signature

9/10/08
Date

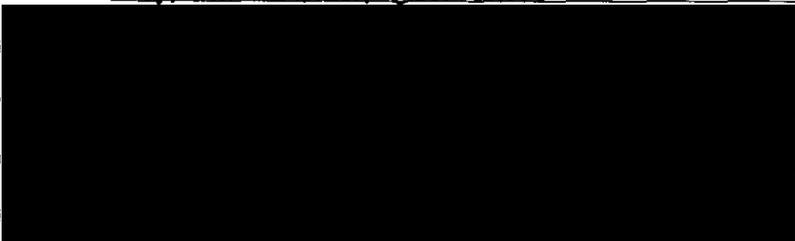
NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): John K. Kim

Name of Charter School: WILLIAMSBURG COLLEGIATE

Home Address
Business Address
Daytime Phone
E-Mail Address



1. List all positions held on board (e.g., chair, treasurer, parent representative, etc): X- CHAIR, EXECUTIVE COMMITTEE

2. Is the Trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and 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 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 Question 2, 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		

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 **and** in which such entity, during the time of your tenure as a Trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the School. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Signature 

Date 9/9/08

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): REENA V MITHAL

Name of Charter School: Williamsburg Collegiate

Home Address: [Redacted]
Business Address: [Redacted]
Daytime Phone: [Redacted]
E-Mail Address: [Redacted]

1. List all positions held on board (e.g., chair, treasurer, parent representative, etc):
Chair

2. Is the Trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and 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 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 Question 2, 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

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 **and** in which such entity, during the time of your tenure as a Trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the School. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Reena V. Michael
Signature

9/9/08
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2008-2009

Name (print): Brett Leiser
Name of Charter School: Williamsburg Collegiate Charter School
Home Address: 
Business Address: 
Daytime Phone: 
E-Mail Address: 

1. List all positions held on board (e.g., chair, treasurer, parent representative, etc):
Trustee / Clerk

2. Is the Trustee an employee of the School? Yes No

3. If you checked **Yes**, please provide a description of the position you hold and 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 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 Question 2, 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
	Employee of Uncommon Schools, school's non-profit management organization/partner	Recused from voting on matters related to Uncommon	Self

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 **and** in which such entity, during the time of your tenure as a Trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the School. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	(see prior)		



Signature

9/10/09

Date

Statement of Assurances

The original signed copy of the Statement of Assurances was submitted via mail.