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The University of the State of New York

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Public School Choice Programs
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Charter School Annual Report
2006-2007

Charter School Information and Cover Page

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*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07 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																				
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																				
2006-07									0	8	70	22	0	0	52	48								
2005-06									1	33	57	8												

**Student Assessment Data
2006-07**

Name of Charter School: Williamsburg Collegiate Charter School

Name of Test: CTB/McGraw-Hill TerraNova CAT 2nd Ed.

Subject: 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	Qualitative Level and Percent Attaining*	Other **
5 (spring)	6/5/07	74	0	0	0	74	60.3 = Mean NCE	78% = students at or above 50 th percentile	NA
5 (fall)	8/29/06	79	0	0	0	79	44.5 = Mean NCE	39% = students at or above 50 th percentile	NA
6 (spring)	6/5/07	60	0	0	0	60	64.7 = Mean NCE	93% = students at or above 50 th percentile	NA
6 (fall)	8/29/06 + 6/6/06	60	0	0	0	60	53.0 = Mean NCE	58% = students at or above 50 th percentile	NA

*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.”

NOTE: All State assessment results should be reported here as well.

**Student Assessment Data
2006-07**

Name of Charter School: Williamsburg Collegiate Charter School

Name of Test: CTB/McGraw-Hill TerraNova CAT 2nd Ed.

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	Qualitative Level and Percent Attaining*	Other **
5 (spring)	6/6/07	74	0	0	0	74	60.6 = Mean NCE	72% = students at or above 50 th percentile	NA
5 (fall)	8/30/06	79	0	0	0	79	43.0 = Mean NCE	39% = students at or above 50 th percentile	NA
6 (spring)	6/6/07	60	0	0	0	60	69.4 = Mean NCE	93% = students at or above 50 th percentile	NA

*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.”

NOTE: All State assessment results should be reported here as well.

**Student Assessment Data
2006-07**

Name of Charter School: Williamsburg Collegiate Charter School

Name of Test: CTB/McGraw-Hill TerraNova CAT 2nd Ed.

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	Qualitative Level and Percent Attaining*	Other **
5 (spring)	6/7/07	74	0	0	0	74	74.2 = Mean NCE	91% = students at or above 50 th percentile	NA
5 (fall)	8/31/06	79	0	0	0	79	51.5 = Mean NCE	54% = students at or above 50 th percentile	NA
6 (spring)	6/7/07	60	0	0	0	60	83.3 = Mean NCE	100% = students at or above 50 th percentile	NA
6 (fall)	8/31/06 + 6/6/06	60	0	0	0	60	66.2 = Mean NCE	88% = students at or above 50 th percentile	NA

*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.”

NOTE: All State assessment results should be reported here as well.

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ANNUAL REPORT 2006-07

ACCOUNTABILITY PLAN PROGRESS REPORT

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SUMMARY OF ACCOMPLISHMENTS

“This is the best decision that I could ever make for my daughter. She just graduated from elementary school and while she was there I would always go to parent teacher conferences to learn how my child was or wasn’t progressing. Williamsburg Collegiate is so much better. They make the learning process interesting for the students. My daughter tells me she is no longer bored in her classes. She likes doing her work and she even started reading more books. Every two weeks we are given a progress report on our children and the standards set by the school is exceptional. The students are well disciplined and are also rewarded for good behavior when appropriate. I would recommend the school to every parent especially those frustrated with the NYC public school system.” – 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 140 students, and an average daily membership of 136 students, Williamsburg Collegiate Charter School ended the 2006-07 school year with 134 students, 74 in grade 5 and 60 in grade 6.

Gender	59% boys	41% girls
Free & Reduced Lunch	85%	
Special Needs	13%	
Race	58% Latino	42% African-American
English Language Learners	4%	
Mode of Transportation	47% School Bus	37% Subway/City Bus 16% Walk
Geography	93% Brooklyn	1% Staten Island
<i>Students selected via public lottery</i>	5% Queens	1% Manhattan

Students enrolled at Williamsburg Collegiate Charter School from 35 different New York City schools. By all measures, our inaugural group of students began the year well below grade level in both Reading and Writing and at grade level in Math.

Measurement Tool Fall 2006	Incoming Student Performance 5 th Grade/Class of 2014
TerraNova Reading <i>Median percentile</i>	35 th percentile
TerraNova Language <i>Median percentile</i>	37 th percentile
TerraNova Math <i>Median percentile</i>	54 th percentile

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 dramatic 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, is tied to mastering this fundamental skill. In 2006-07, 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 silent or read aloud to start each school day;
- At least 30 minutes of independent reading each night;
- Requiring students to read reading level-appropriate 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 fifth and sixth graders made solid academic gains in literacy, and ended the year with nearly TWICE as many fifth graders – increasing from 41% to 78% – and sixth graders – increasing from 39% to 72% – reading on grade level.

Target Curriculum Focused on Basic Skills. WCCS does not use an off-the-shelf curriculum. Rather, WCCS develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can 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. In addition to the TerraNova Assessments and New York State Mathematics and English Language Arts exams, WCCS administered 5-6, internally-aligned Interim Assessments in Math and English Language Arts. These tests assessed ongoing student mastery of Math and Reading/Writing standards throughout the year and provided immediate data on individual student and class growth. WCCS teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. WCCS also utilized the information to target content- and skills-driven tutoring in class, afterschool, and on Saturdays. In 2007-07, Williamsburg Collegiate will expand the interim assessment program into grade 7 and is planning to include both Social Studies and Science Interim Assessments as well.

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 2006-07 school year, Williamsburg Collegiate was open 193 instructional days for students (215 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, nearly 20% of WCCS students 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 time – fifth grade students at Williamsburg Collegiate received weekly:

- 10 periods of Mathematics (Math Procedures and Math Problem Solving)
- 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. WCCS students ended the year with a 93% daily homework completion rate.

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. In the school's grade-level Community Circle meeting in the mornings, and whole-school Friday Base Camps, the goals for the day consistently revolved around

the community question, “Where are you going when you leave here?” To which WCCS students answered together, “College!”

Williamsburg Collegiate students began talking about college on the first day of school as their advisory groups are named after their advisor’s alma mater. In advisory, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

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

- ballroom dance
- modern dance
- chorus
- art studio
- quilting
- theater
- book club
- band
- yoga
- choreography
- filmmaking
- running
- penmanship
- logic and critical thinking
- Spanish
- performance poetry
- basketball
- softball
- yearbook
- student government
- public speaking

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

WCCS’s school culture is based on its four core values of being “Mindful,” “Achieving,” “Professional,” and “Prepared.” Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with MAPPMerits when they model these characteristics well. Students earning MAPPMerits receive the opportunity to represent the school on MAPPMerit Trips. Every month, MAPPMerit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2006-07 school year, Williamsburg Collegiate students:

- Toured Belvedere Castle and picnicked in Central Park;
- Attended a performance of “Huck Finn” and participated in an actor’s workshop at Lincoln Center,
- Explored the Statue of Liberty;
- Ice-skated in Bryant Park;
- Read stories to kindergarten students at Excellence Charter School in Bedford-Stuyvesant;
- Jogged across the Brooklyn Bridge;
- Visited the Metropolitan Museum of Art; and
- Toured the campus and met with students at New York University.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2006-07, 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 (BBC) consisting of 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 2006-07, WCCS families:

- picked up their child's report card in person at the school three times, leading to 100% or close to 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 child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, phone calls, and e-mails;
- were called at home or at work each day if any of their child's homework assignments were missing or completed poorly;
- attended Family Involvement Committee meetings throughout the year to better understand the curricular program;
- were asked to offer input on the school on annual surveys, grading the school on how it was doing; and
- were offered the opportunity to chaperone MAPPMerit trips, to speak with frequent school guests and visitors, to participate in monthly Family Nights, and to watch their children perform their chosen Enrichment activity at three 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 and Math;
- Norm-referenced TerraNova Assessments in Reading and Math;
- Externally created Interim Assessments in Reading and Math; and
- Internally developed Final Examinations in Social Studies and Science.

New York State Exams

In January and March 2007 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, WCCS fifth graders demonstrated significant gains on these assessments:

5th Grade/Class of 2014 – #/% of students who scored Advanced or Proficient	
NEW YORK STATE EXAMS, 2006-07	
English Language Arts January 2007	50 of 76 students (65.8%)
Mathematics March 2007	68 of 74 students (91.9%)

After four months at Williamsburg Collegiate, 66% of WCCS's fifth grade students scored Advanced or Proficient on the 2007 5th Grade New York State English Language Arts exam, compared to 56% across New York City and 57% in Community School District (CSD) 14, WCCS's host district. On the fifth grade exam, Williamsburg Collegiate was the highest performing charter

in New York City among schools that start with its students in middle school (vs. those that start in kindergarten).

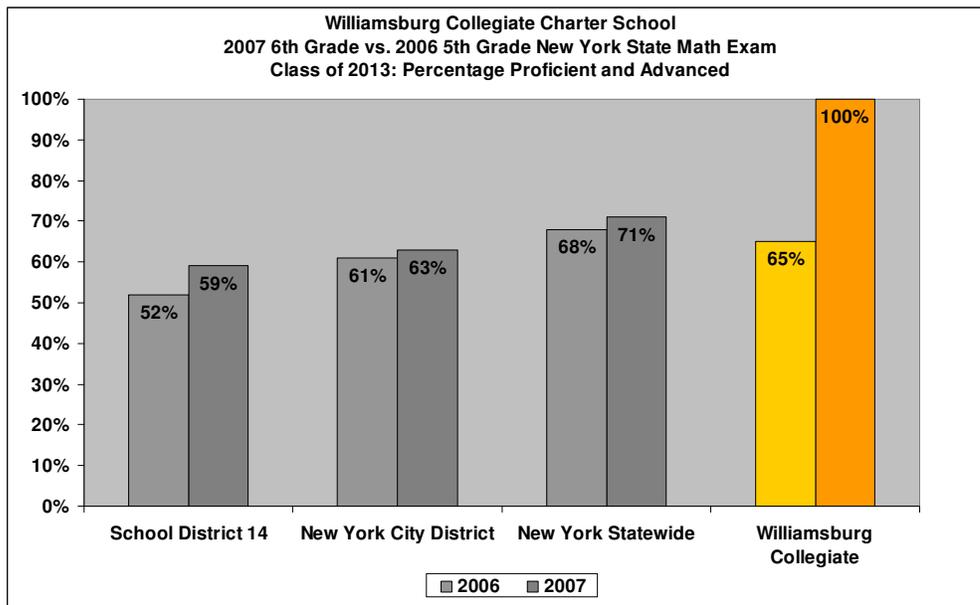
After six months at Williamsburg Collegiate, 92% of fifth grade students scored advanced or proficient on the 2007 5th Grade New York State Math exam, compared to 71% across New York City and 72% in CSD 14. Compared to the fifth grade class last year, WCCS’s fifth grade proficiency jumped 27 percentage points.

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

6th Grade/Class of 2013 – #/% of students who scored Advanced or Proficient	
NEW YORK STATE EXAMS, 2006-07	
English Language Arts January 2007	51 of 60 students (85.0%)
Mathematics March 2007	60 of 60 students (100%)

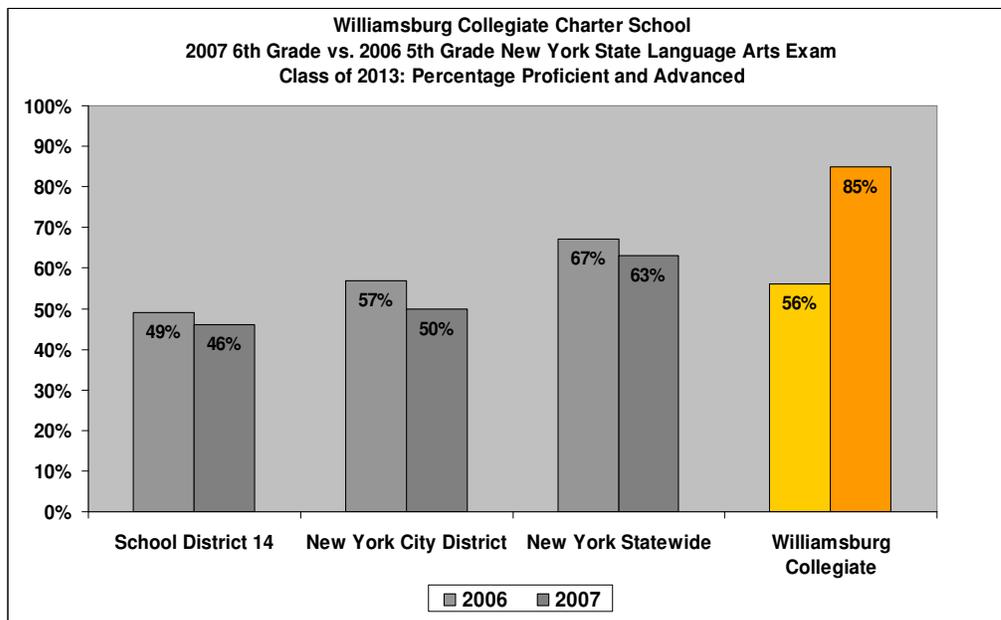
Williamsburg Collegiate was the highest performing school in CSD 14 on the 2007 6th Grade New York State Math exam. With 100% of students scoring Advanced or Proficient – compared to 63% citywide and 59% in CSD 14 – Williamsburg Collegiate was one of only two New York City charters to have every one of its sixth grade students score Advanced or Proficient.

As shown in the chart below, the percentage of proficient students in fifth grade vs. sixth grade increased citywide (2 points) and statewide (3 points). At Williamsburg Collegiate, however, student performance improved by 35 percentage points.



Williamsburg Collegiate was the highest performing school in CSD 14 on the 2007 6th Grade New York State English Language Arts exam. 85% of Williamsburg Collegiate 6th grade students scored Advanced or Proficient – compared to 50% citywide and 46% in CSD 14 – an increase of 29 percentage points from the same cohort’s initial performance at WCCS last year.

As shown in the chart below, across the state, student proficiency tends to decrease as students reach older grades. WCCS sixth graders have demonstrated the opposite – students are becoming more proficient in older grades.



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 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 showed strong improvement from the first administration of the exam in late August 2006 to the second administration of the exam in early June 2007.

5TH GRADE/CLASS OF 2014

When students first entered WCCS, only two students in five were performing above the national average (50th percentile) on both the Reading and Language exams and only 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. In all three areas, this percentage jumped more than 30 percentage points.

5th Grade/Class of 2014 – % at or above national average (50th percentile)			
TERRANOVA	2006	2007	1-YEAR CHANGE
	5th Grade Pre-Test	5th Grade Post-Test	
	74 students	74 students	
Reading	41%	78%	+ 37%
Language	39%	72%	+ 33%
Math	54%	91%	+ 37%

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 2014 – Mean Normal Curve Equivalent (NCE)			
TERRANOVA	2006	2007	1-YEAR CHANGE
	5th Grade Pre-Test	5th Grade Post-Test	
	74 students	74 students	
Reading	44.3	60.3	+ 16.0
Language	42.6	60.6	+ 18.0
Math	51.1	74.2	+ 23.1

6TH GRADE/CLASS OF 2013

After completing the fifth grade at WCCS, sixth grade students started the year with relatively strong skills in Reading and Math as evidence by their TerraNova performance from June 2006 (August 2006 for new students). After an additional year at WCCS, the percentage of students scoring above this national average showed even more improvement in both subject areas. In Reading, the percentage jumped 35 percentage points. In Math, every student in the sixth grade was now scoring above the national average.

6th Grade/Class of 2013 – % at or above national average (50th percentile)			
TERRANOVA	2006	2007	1-YEAR CHANGE
	End of 5th Grade	End of 6th Grade	
	60 students	60 students	
Reading	58%	93%	+ 35%
Language*	–	93%	–
Math	88%	100%	+ 12%

*The Language exam was administered for the first time in 2007.

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

6th Grade/Class of 2013 – Mean Normal Curve Equivalent (NCE)			
TERRANOVA	2006 End of 5th Grade 60 students	2007 End of 6th Grade 60 students	1-YEAR CHANGE
Reading	53.0	64.7	+ 11.7
Language	–	69.4	–
Math	66.2	83.3	+ 17.1

*The Language exam was administered for the first time in 2007.

Any single test at any one point in time provides only a snapshot of students’ mastery of content and skills. While averages rise and fall from year to year, what we will truly look for is a steady upward movement over time, a trend that has already begun in our first two years.

Interim Assessments

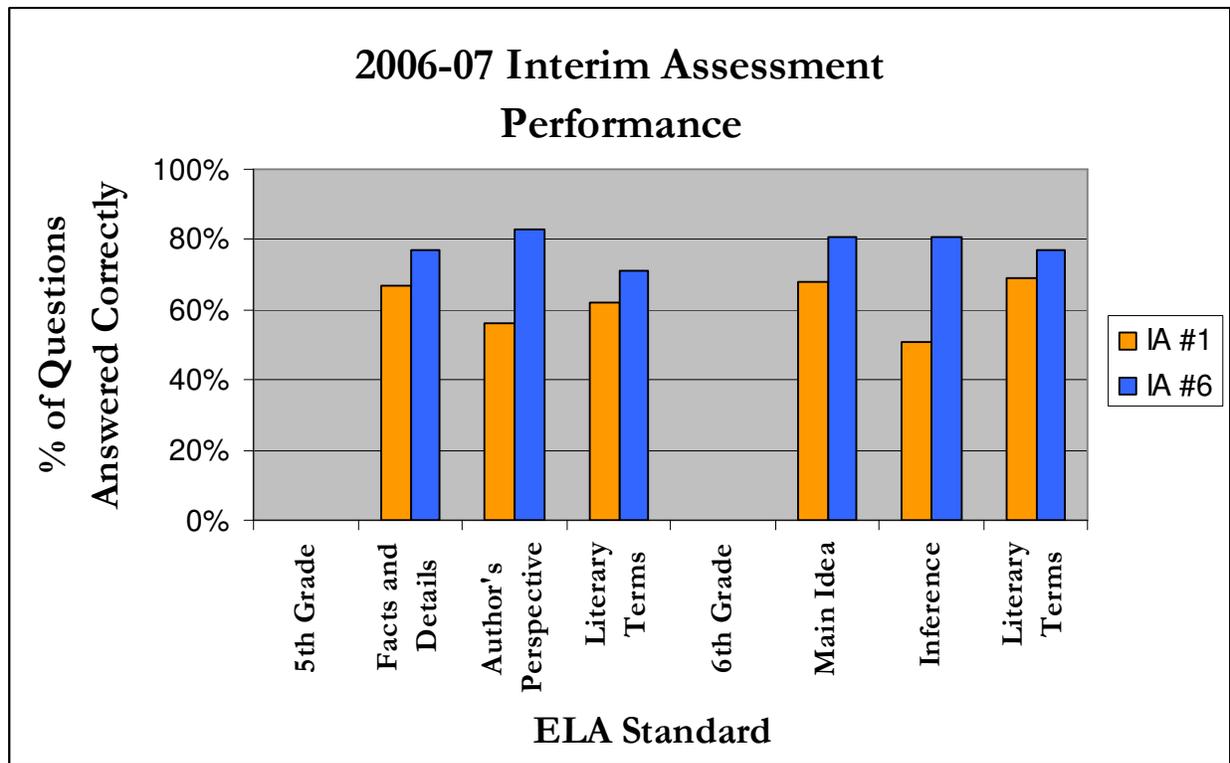
Williamsburg Collegiate Charter School administered 5-6, externally created, internally aligned Interim Assessments in Math and English Language Arts (Reading and Writing) during the 2006-07 school year.

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. In both subject areas, the assessments focused primarily on the most recently covered standards, with a smaller focus on standards covered in previous units.

After the tests were administered, 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 2006-07 school year, the percentage of questions answered correctly increased as students developed stronger reading skills. For example, WCCS sixth graders’ ability to identify the main idea in a passage increased from 68% accuracy in

October to 81% accuracy in June. Similarly, in October, fifth grade students correctly answered only 56% of the questions about author's purpose; this percentage increased to 83% by June. A sample of student growth on the tested reading standards, from Interim Assessment #1 to Interim Assessment #6 (final exam), is shown below:



The Interim Assessments from 2006-07 provided valuable data on the overall English Language Arts program at Williamsburg Collegiate. As a result, WCCS continued to strengthen and enhance the ELA program in several important ways. Williamsburg Collegiate:

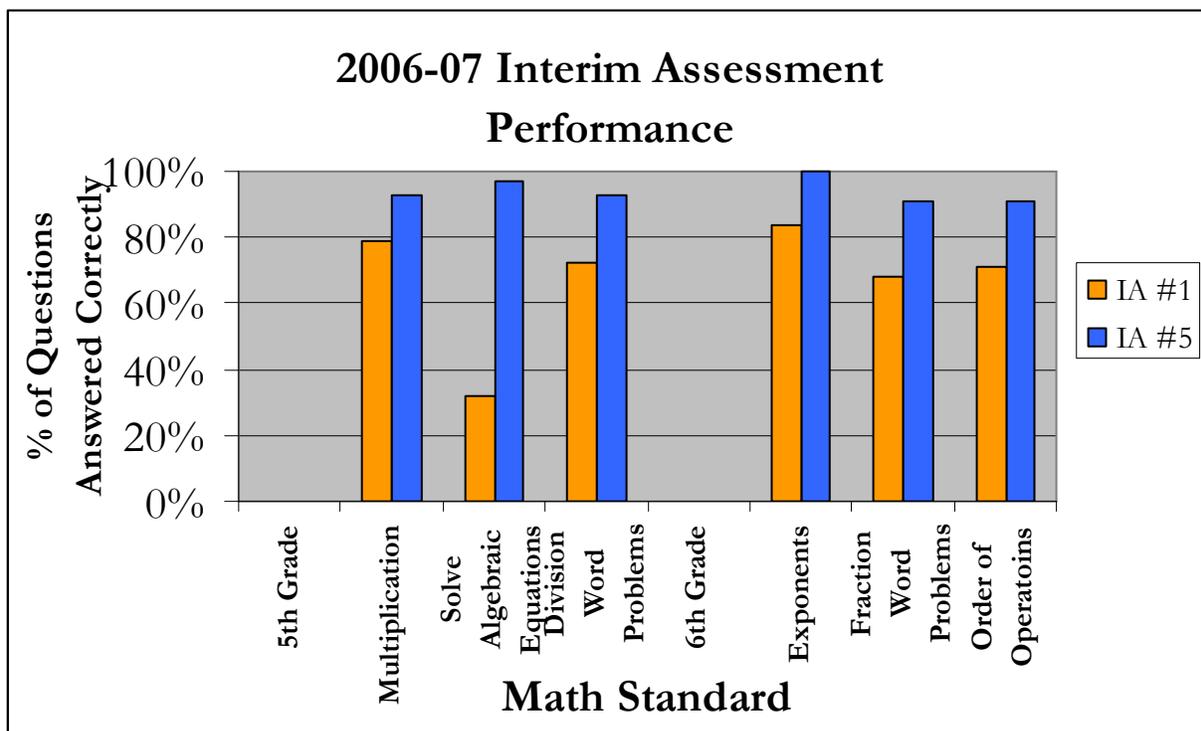
- continued double periods of Reading and Writing instruction daily;
- included more frequent individual assessment check-ins with students during Reading and Writing class;
- devoted even more time to developing spelling and vocabulary skills;
- altered the structure of the independent reading time in the morning to include more guided reading and decoding skills instruction;
- created more opportunities for independent practice of reading comprehension and writing in our weekly “Batter Up” packets;
- structured one period of Science each week to focus on non-fiction literacy instruction in Science; and
- structured one period of Social Studies each week to focus on non-fiction literacy instruction in Social Studies.

Additionally, WCCS plans to grow strengthen the ELA program in 2007-08 by:

- using historical novels in 5th, 6th, and 7th grade Social Studies classes to further enhance literacy instruction in our middle school;

- implementing a school-wide grammar scope and sequence, writing rubric, and common set of editing marks to ensure that all students are being held to the same high expectations for writing across the school; and
- formalizing our advisory Read Aloud time to include more specific skill-building activities.

Mathematics. The Math Interim Assessment data also reflects what we learned from the TerraNova: 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 first Interim Assessment in October, fifth grade students answered only 32% of questions on solving algebraic expressions correctly. By June, this percentage increased to 96%. In October, sixth grade students solved order of operations problems with only 71% accuracy; at the end of the year, this number increased to 90% accuracy. Based on the growth made in 2005-06, and continued in 2006-07, WCCS is confident in its ability to continue making even greater gains in the 2007-08 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 2005-06 and 2006-07, 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 2007-08, Williamsburg Collegiate will continue:

- double periods of Math daily, one class focused on Procedures, the other on Problem Solving;
- 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 “Batter Up” packets.

Final Examinations

The Social Studies and Science final assessments were comprehensive, covering content and skill standards taught throughout the year. The exams were internally developed and drawn directly from the New York State standards. Based on the test data, Williamsburg Collegiate students ended the year demonstrating mastery of grade-level concepts and skills in these two subject areas.

5th Grade/Class of 2014 – students passing Final Examinations (70% or higher)	
JUNE 2007	
Social Studies	84%
Science	77%

6th Grade/Class of 2013 – students passing Final Examinations (70% or higher)	
JUNE 2007	
Social Studies	78 %
Science	80 %

Results from these two comprehensive assessments, as well as other quantitative and qualitative evidence of achievement such as biweekly progress reports and quarterly report cards, indicate that students are making progress in these subject areas. In 2007-08, WCCS intends to implement an Interim Assessment program for Social Studies and Science to more objectively measure student progress on standards throughout the year, similar to what we are administering in Reading, Writing, and Math.

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).

Williamsburg Collegiate Charter School does not yet have grades 7 or 8 and therefore does not have any students who took New York State Exams in Math, English Language Arts, Science, or Social Studies. WCCS will be able to measure progress toward this goal in 2007-08 and 2008-09 when its inaugural 5th grade class will enter 7th grade and 8th grade, respectively.

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 Charter School does not yet have a high school and therefore does not have any students who have taken a Regents exam. In preparation for the Regents exam, WCCS students are taking:

- double periods of English daily, one class focused on Reading, the other focused on Writing;
- double periods of Math daily, one class focused on Procedures, the other focused on Problem Solving;
- full hour-long periods of Science daily beginning in the 5th grade taught by a certified Science teacher; and
- full hour-long periods of Social Studies daily beginning in the 5th grade taught by a certified Social Studies teacher.

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 2006-07, Williamsburg Collegiate had the sixth highest percentage of 5th graders achieving Levels 3 or 4, scoring just short of its top five goal. However, among schools that start in grade 5 – vs. Kindergarten when the schools have ostensibly had their students longer – Williamsburg Collegiate did have the highest 5th grade performance among all New York City charter schools.

GRADE 5 <i>Spring 2007 State ELA Exam Performance</i>	- <u>LEVELS 3+4</u>
Hellenic Classical Charter School	80.0
Carl C Icahn Charter School	78.8
Beginning With Children Charter School	72.9
Harlem Day Charter School	70.6
Ross Global Academy Charter School	69.2
Williamsburg Collegiate Charter School	65.8
Harbor Science and Arts Charter School	65.5
KIPP Academy Charter School	65.3
Community Partnership Charter School	63.4
Renaissance Charter School	63.3
Our World Neighborhood Charter School	63.0
Merrick Academy-Queens Public Charter School	59.0
KIPP AMP Charter School	57.4
Amber Charter School	57.1
Family Life Charter School	55.8
Harlem Village Academy Charter School	53.0
Achievement First Endeavor	52.4
Bronx Prep	52.1
KIPP Infinity	51.3
Explore Charter School	50.0
Achievement First Crown Heights	50.0
Future Leaders Institute	50.0
Bronx Charter School for the Arts	48.8
Leadership Village Academy Charter School	47.3
KIPP S.T.A.R. Charter School	45.7
Brooklyn Excelsior Charter School	45.7
Harriet Tubman Charter School	44.4
Brooklyn Charter School	40.7
New Heights Academy Charter School	32.6

WCCS did meet its annual target goal for 6th grade students. Our 6th graders had the third highest performance in New York City overall and the second highest performance among schools that start in grades 5 or 6.

GRADE 6	
<i>Spring 2007 State ELA Exam Performance</i>	<u>LEVELS 3+4</u>
Renaissance Charter School	92.0
KIPP Academy Charter School	86.7
Williamsburg Collegiate Charter School	85.0
KIPP Infinity	83.3
Carl C Icahn Charter School	83.3
KIPP AMP Charter School	77.0
Leadership Village Academy Charter School	76.9
Our World Neighborhood Charter School	70.7
KIPP S.T.A.R. Charter School	63.0
Future Leaders Institute	60.7
Achievement First Crown Heights	59.5
Merrick Academy-Queens Public Charter	58.9
Harbor Science and Arts Charter School	55.2
Brooklyn Excelsior Charter School	54.3
Harlem Village Academy Charter School	54.2
Beginning With Children Charter School	53.1
Bronx Charter School for the Arts	51.5
Bronx Prep	51.3
Amber Charter School	50.0
Ross Global Academy Charter School	48.7
UFT Charter School	46.0
Explore Charter School	45.7
Hyde Leadership Charter School	42.2
Harriet Tubman Charter School	40.4
Harlem Children's Zone	36.1
Democracy Prep	34.6
Opportunity Charter School	3.9

Mathematics

In Math, we met both our 5th and 6th grade annual goals. WCCS 5th grade performance was the fifth highest among all New York City charter schools.

GRADE 5	
<i>Spring 2007 State Math Exam Performance</i>	- <u>LEVELS 3+4</u>
Carl C Icahn Charter School	96.9
KIPP Academy Charter School	95.8
KIPP AMP Charter School	94.4
KIPP Infinity	93.2
Williamsburg Collegiate Charter School	91.9
Leadership Village Academy Charter School	88.7
Family Life Charter School	83.7
KIPP S.T.A.R. Charter School	82.5
Brooklyn Excelsior Charter School	81.1
Bronx Prep	80.1
Brooklyn Charter School	74.1
Renaissance Charter School	74.0
Ross Global Academy Charter School	73.1
Harbor Science and Arts Charter School	72.4
Hellenic Classical Charter School	72.0
Beginning With Children Charter School	72.0
Achievement First Crown Heights	69.9
Our World Neighborhood Charter School	69.8
Harlem Village Academy Charter School	67.2
Explore Charter School	65.9
Harlem Day Charter School	63.6
Community Partnership Charter School	63.4
Achievement First Endeavor	60.2
Merrick Academy-Queens Public Charter School	56.6
Future Leaders Institute	52.0
New Heights Academy Charter School	50.0
Harriet Tubman Charter School	48.1
Amber Charter School	44.8
Bronx Charter School for the Arts	41.5

Our 6th grade Math performance was tied for highest among all New York City charter schools, including schools that start with their students in Kindergarten. Every student scored Advanced or Proficient, including students who started with us in the 6th grade.

GRADE 6	
<i>Spring 2007 State Math Exam Performance</i>	<u>LEVELS 3+4</u>
Williamsburg Collegiate Charter School	100.0
Carl C Icahn Charter School	100.0
KIPP Infinity	98.7
KIPP AMP Charter School	96.7
KIPP Academy Charter School	96.6
Harbor Science and Arts Charter School	96.6
Leadership Village Academy Charter School	96.1
KIPP S.T.A.R. Charter School	91.3
Renaissance Charter School	88.0
Harlem Village Academy Charter School	82.6
Our World Neighborhood Charter School	82.2
Brooklyn Excelsior Charter School	81.1
Bronx Prep	80.8
Beginning With Children Charter School	80.8
Ross Global Academy Charter School	79.5
Hyde Leadership Charter School	68.0
Achievement First Crown Heights	67.9
Harlem Children's Zone	64.2
Explore Charter School	62.9
Democracy Prep	62.5
Merrick Academy-Queens Public Charter	61.8
UFT Charter School	61.5
Future Leaders Institute	60.7
Amber Charter School	60.0
Bronx Charter School for the Arts	54.3
Harriet Tubman Charter School	54.2
Opportunity Charter School	38.5

WCCS plans to continue to implement best practices from the 2006-07 school year in Math and English Language arts to continue making significant progress with students.

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 Williamsburg Collegiate 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 2005-06 school year WCCS students had a 97.0% attendance rate. This dropped slightly in the 2006-07 school year – Williamsburg Collegiate Charter School students had a 96.8% attendance rate. However, Williamsburg Collegiate Charter School still exceeded 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 2007-08 school year has yet to begin, Williamsburg Collegiate Charter School expects to retain 95.5% of its students in grade 5 and 6, meeting its 95% goal.

WCCS ended the year with 134 students. (Six students had left during the year – two moved out of state while four returned to their old schools, one because the family felt that the school was too far from home, two felt the school was too academically difficult, and the other because the family felt the school was too strict.)

Of the 134 students who finished the last day of school, six are expected to leave. One is moving out the local area while the other five are facing retention into their current grade and the families have chosen to leave the school as a result.

Therefore, 128 of 134 students, or 95.5%, 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 2005-06 school year, Williamsburg Collegiate Charter School teachers had a 99% attendance rate. Each Williamsburg Collegiate teacher missed, on average, only 2.25 days of school. For the 2006-07 school year Williamsburg Collegiate Charter School teachers had a 97.7% attendance rate.

Each Williamsburg Collegiate staff member missed, on average, only 4.2 days of school. Despite the slight decrease in teacher attendance, Williamsburg Collegiate Charter School exceeded its 97% teacher attendance 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 2006-07 year, Williamsburg Collegiate Charter School renewed the contracts of 8 out of 11 teachers. Of the 8 teachers offered contracts, 100% chose to continue teaching at WCCS. While we hope to retain all of our teachers annually, we are satisfied with our staffing decisions and met our goal with 0 teachers choosing to leave voluntarily after the 2006-07 school year.

Throughout the 2006-07 school year, WCCS developed several systems to work towards improved 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 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 2007-08 school, WCCS received 154 applications for 75 spots in the fifth grade, a rate of 2.05 spots per fifth grade seat available, exceeding its annual goal. (WCCS also currently has 173 students on the 6th grade waiting list and 134 students on the 7th grade waiting list should spots become available.)

GOAL #11

High degree of family satisfaction with the school

<u>Annual Target</u>	<u>Measurement Tool</u>
At least 90% of families consider themselves satisfied or very satisfied with the school	Annual, end-of-year family survey

In June 2007, 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 overwhelming positive response to the 2006-07 school year, exceeding the school’s goal of 90% of families being satisfied or very satisfied with the school.

- 97% of families were Very Satisfied or Satisfied with the “quality of the academic program.”
- 97% of families were Very Satisfied or Satisfied with the “academic standards and expectations.”
- 94% of families were Very Satisfied or Satisfied with the “engagement of my child in the academics.”
- 92% of families were Very Satisfied or Satisfied with the “school’s mission.”
- 94% of families were Very Satisfied or Satisfied with the “quality of the teachers.”
- 93% of families would give the school either an overall grade of A or B for the 2006-07 school year.

Other results included:

SURVEY ITEM	% of Families Responding Very Satisfied or Satisfied
History Instruction	97%
Character Development	95%
Reading Instruction	95%
Math Instruction	93%
Quality of Homework	92%
Class Size	92%
Science Instruction	92%
Your Child’s Academic Progress	91%
Amount of Extra Help	90%
Enrichment	90%
Uniform Policy	90%
Administrators’ Accessibility	89%
Behavior Standards and Expectations	87%
Quantity of Homework	85%
Individual Attention	84%
Teachers’ Accessibility	81%
School Building	77%

Overall, WCCS families expressed strong satisfaction with the 2006-07 school year. When asked, “What is one specific event or activity that sticks out in your mind from the past year that makes you glad your child is enrolled at Williamsburg Collegiate Charter School?” families responded with:

- “The overnight trips because they help my child to gain leadership skills which are important in his future career.”

- “My son tried to get off track and the daily communication and support from the teachers helped me to make him understand that doing well in school was the only choice he had.”
- “At the beginning of the year, the students introduced us to their teachers and we saw what it was like to be students at WCCS. I loved the Community Circle!”
- “I’m thankful for the afterschool tutoring for the students that need extra help.”
- “The different trips and opportunities for the students and the quality of the homework.”
- “The extra academic help, professional greeting in the morning, you have to have a 70% to pass class, many MAPPMerit trips.”
- “The family dinner was wonderful and inviting to all.”
- “The weekly progress reports and encouragement. My child is doing much better each time!”

The only area in which WCCS did not exceed 80% satisfaction among families was the School Building.

Williamsburg Collegiate Charter School currently occupies the fifth floor of a public elementary school. The long walk upstairs and downstairs are perceived to be less than ideal by many of our families. In our 2005-06 family survey, only 69% of our families were satisfied with the school building. In response, Williamsburg Collegiate Charter School extended a formal open invitation to families to visit the school at any time and hosted more events on the first floor in an attempt to improve family satisfaction with the school space in 2006-07. Overall, this seems to have worked.

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.)	Does Not Apply
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 3 of 4 grades (4 of 4 among schools that start in 5 th grade)
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 marked improvement in both English Language Arts and Mathematics. Using our incoming fifth 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 2006-07)	Number of Students in Cohort	2005-06	2006-07	Change
5	60	50%	65%	+15%
6	54	70%	85%	+15%

Mathematics		Percentage at Levels 3 and 4		
Grade (in 2006-07)	Number of Students in Cohort	2005-06	2006-07	Change
5	64	70%	92%	+ 22%
6	54	76%	100%	+ 24%

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 2005-06; and
- 6th grade students at WCCS who were enrolled at WCCS this year and last year in 2005-06 as 5th graders.

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

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/07

Charter School Code:
 3314-0086-0885

Charter School Name: Williamsburg Collegiate Charter School	
Contact Person: Thackston Lundy	Phone: 718-302-4018

<u>REVENUES</u>		<u>EXPENDITURES</u>		
		<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
A. STATE SOURCES	\$ 94,678	F. GENERAL ADMINISTRATION \$ 92,083	\$ 99,422	\$ 191,505
B. FEDERAL SOURCES	355,938	G. INSTRUCTIONAL SUPERVISION	152,636	152,636
C. PUBLIC SCHOOL DISTRICTS		H. ALL OTHER INSTRUCTION	561,023	1,012,682
1. BASIC OPERATING REVENUES	1,381,990	I. PUPIL SERVICES	37,308	37,308
2. STATE AID-PUPILS WITH DISABILITIES	49,596	J. PUPILS WITH DISABILITIES	55,146	124
3. FED. AID-PUPILS WITH DISABILITIES		K. TRANSPORTATION		9,396
4. OTHER REV FROM PUB SCH DISTRICTS	29,174	L. COMMUNITY SERVICE		-
D. ALL OTHER REVENUES	199,491	M. OPERATION & MAINTENANCE	347,485	347,485
E. TOTAL REVENUES FROM ALL SOURCES	<u>\$ 2,110,867</u>	N. EMPLOYEE BENEFITS		181,984
		O. DEBT SERVICE		
S. ENROLLMENT	<u>136</u>	P. SCHOOL LUNCH		8,549
T. EXPENDITURES PER PUPIL	<u>15,103</u>	Q. CAPITAL EXPENSE		57,224
	(R/S)	R. GRAND TOTAL EXPENDITURES		<u>\$ 2,054,039</u>

COMPLETED FORM SHOULD BE RETURNED
 NO LATER THAN AUGUST 1, 2007 TO:
 PUBLIC SCHOOL CHOICE PROGRAMS
 State Education Department
 Room 462 - Education Building Annex
 Albany, New York 12234

Signature: _____
 Chief School Officer

Date: _____

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee

~~2005-06~~ 2006-07 AA

Name (print): Allyson Alimansky

Name of Charter School: Williamsburg Collegiate Charter School

Home Address: 252 7th Ave., Apt. 4S, NY NY 10001

Business Address: 11 Madison Ave., NY NY 10010

Daytime Phone: 917-609-1996

E-Mail Address: allyson.alimansky@credit-suisse.com

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

Ally Aly

 Signature

11/8/06

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2005-06 2006-07 BH

Name (print): Bob Howitt

Name of Charter School: Williamsburg Collegiate

Home Address: 50 Smith Road, Denville 07834

Business Address: _____

Daytime Phone: 973-328-0303

E-Mail Address: WKBJ@ATT.NET

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
	None		

None

(Unpaid trustee,
UNPAID CHAIR OF
UNCOMMON Schools -

which has MANAGEMENT
CONTRACT w/school.

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 PAGE			

Bob Hewitt
Signature

11/8/06
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2006-07

Name (print): Brett Peiser

Name of Charter School: Williamsburg Collegiate Charter School

Home Address: 70 Washington Street Brooklyn, NY 11201

Business Address: 826 Broadway, c/o RHF, 7th Floor New York, NY 10003

Daytime Phone: 212-644-3584

E-Mail Address: bpeiser@uncommonschoools.org

1. List all positions held on board (e.g., chair, treasurer, parent representative, etc): 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
	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
	I am a Managing Director of	Chermon Schools, the non-profit organization with which the school has a business services agreement.	

[Handwritten Signature]

Signature

1/10/07

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

1/7/06

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2006-07

Name (print): JOHN KIM

Name of Charter School: WILLIAMSBURG COLLEGIATE

Home Address: 39 JORMENON ST., BROOKLYN NY 11201

Business Address: 399 PARK AVE, NYC, NY 10022

Daytime Phone: 212-554-7615

E-Mail Address: jkim@courtsquare.com

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
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			



 Signature

1/10/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
2005-06

Name (print): REENA MITHAL

Name of Charter School: WILLIAMSBURG COLLEGIATE

Home Address: 420 RIVERSIDE DRIVE, APT 11 C, NEW YORK NY 10025

Business Address: CREDIT SIGHTS INC., 470 PARK AVE SOUTH, 12TH FL, NEW YORK, NY 10016

Daytime Phone: 212-340-3829

E-Mail Address: rmithal@creditsights.com

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
	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
	<u>None</u>		

Reena V. Thakur
Signature

11/8/06
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee

~~2005-06~~ 2006-2007 *AMU*

Name (print): SUZANNE M. KARR

Name of Charter School: Williamsburg Collegiate Charter School

Home Address: 300 West End Ave. 3A. NYC 10023

Business Address: _____

Daytime Phone: 212. 712.1530

E-Mail Address: suzkarr@hotmail.com

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

Trustee
Member, Accountability 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
none			

Yuzhuo M. Kan

Signature

11-7-06

Date

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Julie Trott

Print Name, Head of Charter School

Julie Trott 7/24/07

Signature and Date

[Signature]

Notary Public Signature and Seal

INGRID REYNOSO
NOTARY PUBLIC-STATE OF NEW YORK
No.02RE6130959
Qualified In Bronx County
My Commission Expires July 25, 2009

John K. Kim

Print Name, President, Board of Trustees
CHAIRPERSON

[Signature] 7-18-07

Signature and Date

[Signature]

Notary Public, Signature and Seal

