



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Williamsburg Charter High School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Williamsburg Charter High School (“WCHS”) is a high school located in the Williamsburg neighborhood of Brooklyn. The school is located in a private space in Community School District 14. The school is not co-located with any other schools or programs.¹

The school is in its third charter term.

Principal, Kathy Gaffney, has been at the school for 4 years in this position; Assistant Principal of Instruction, Kentia Coreus, has been at the school 2 years; Assistant Principal of Student Support has been at the school 2 years; Director of Operations, Valerie Jacobson, has been at the school for 7 years; Director of Finance, Kathy Fernandez, has been at the school for 2 years; Director of Student Data Management, Donald Brusca, has been at the school for 3 years; Director of Facilities and Safety, Raymond James, has been at the school for 1 year; Director of Fundraising and Community Outreach, Patrick Kern, has been at the school for 3 years; Director of IT, David Medina, has been at the school for 3 years; Director of Human Resources, Princess Barimah, has been at the school for 3 years; Director of Student Support Services, Rickey Brown, has been at the school for 7 years; Director of Guidance, Amaryllis Valentin, has been at the school for 4 years; Director of Student Life, Shante Martin, has been at the school for 5 years; Director of Student Life, Andre Sanford, has been at the school for 5 years.

SCHOOL HIGHLIGHTS

WCHS has a non-voting student board member on the Board of Trustees.

CURRENT SCHOOL SNAPSHOT

Williamsburg Charter High School	
DBN	84K473
School Leader(s)	Kathleen Gaffney
Board Chair(s)	Lourdes Rivera-Putz
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	14
Physical Address(es)	198 Varet Street, Brooklyn, NY 11206

¹ According to NYC DOE Location Code Generation and Management System.

Facility Owner(s)	Private
Enrollment ²	976
Grades Served	9-12

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Lourdes Rivera-Putz	Chairperson	Executive Committee, Education Committee, Committee on Trustees	12	6/7
2. Samuel Rivera	Vice Chairperson	Executive Committee, Development Committee, Accountability and Finance Committee	3	7/7
3. Marcenia Johnson	Trustee	Committee on Trustees, Education Committee	9	5/7
4. Robert Shea	Trustee	Development and Fundraising, Education	3	1/7
5. Charles Hobson	Trustee	Development and Fundraising, Committee on Trustees, Executive Committee	1	3/7
6. James Lema	Trustee	Committee on Trustees,	3	0/7

² According to ATS data as of October 14, 2015.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

			Development and Fundraising		
7.	Akil Bello	Treasurer	Accountability and Finance	4	4/7
8.	Joseph Cardarelli	Trustee	Accountability and Finance	2	4/7
9.	John Witherspoon	Trustee	TBD	<1	4/4
10.	David Fier	Staff Rep	N/A	<1	0/0 ⁴
11.	Evens Barreau	Parent Rep	N/A	<1	3/3
12.	Belkis Sosa	Student Rep	N/A	<1	1/1

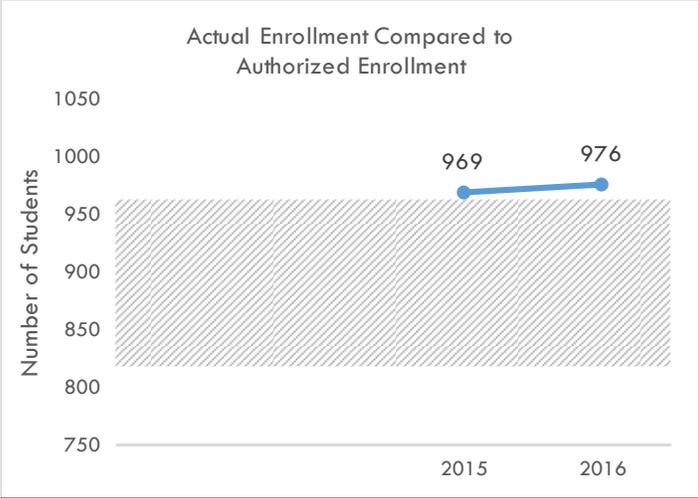
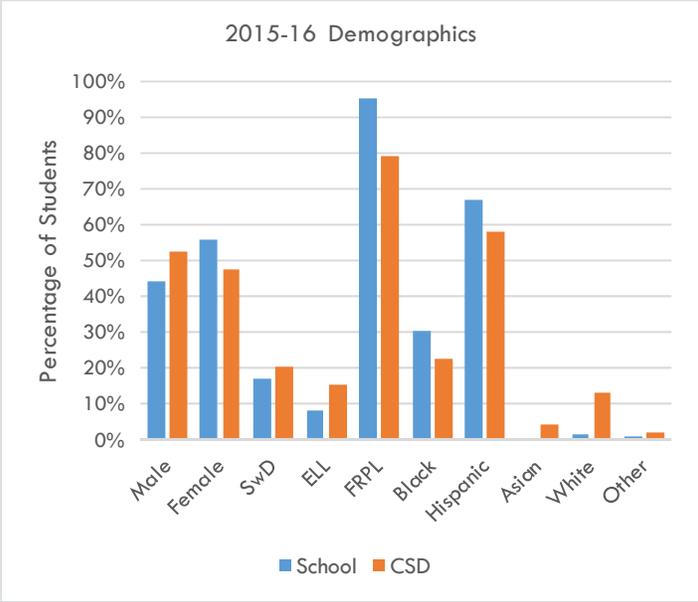
CHARTER AUTHORIZATION PROFILE

Williamsburg Charter High School	
School Opened For Instruction	2004-2005
Date of First Renewal	2008-2009
Date of Second Renewal	2013-2014
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2019
Current Authorized Grade Span	9-12
Current Authorized Enrollment	963

Williamsburg Charter High School was renewed for a full five year term in the 2014-15 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS

⁴ Based on posted board meeting minutes, David Fier was not voted on to officially join the board.



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

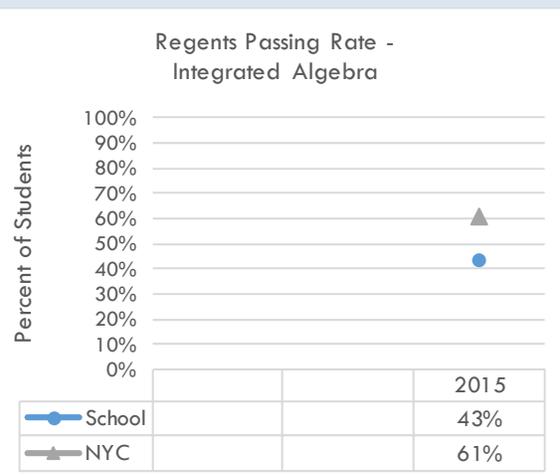
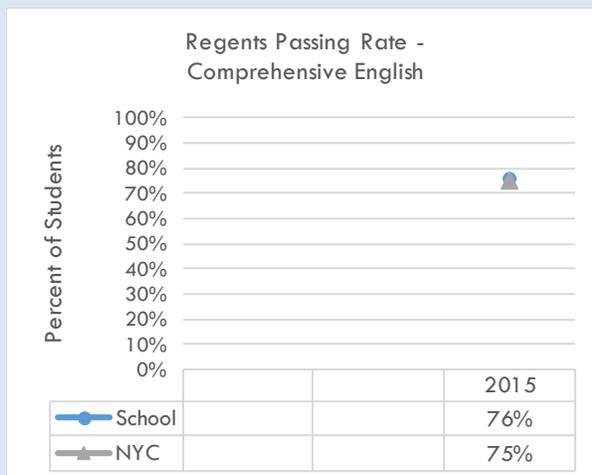
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

Essential Question 1: Is The School An Academic Success?

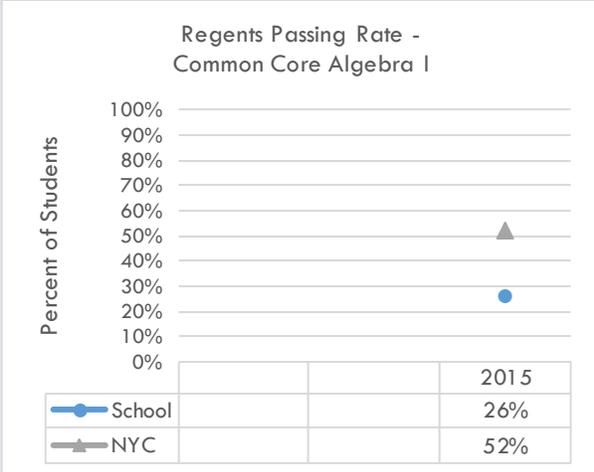
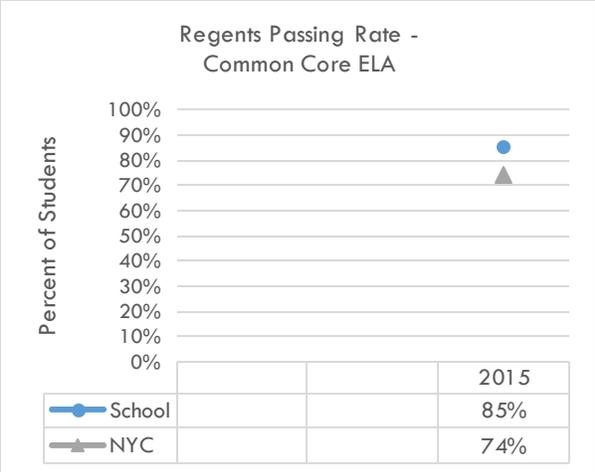
For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁶

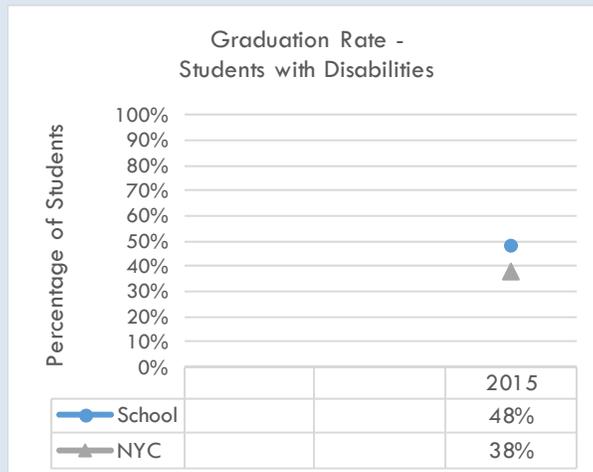
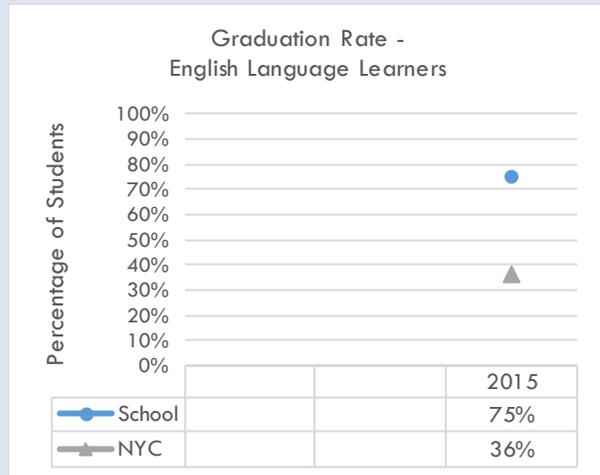
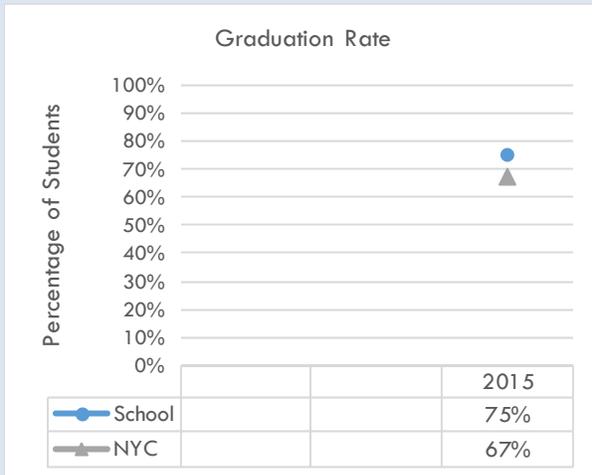


⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

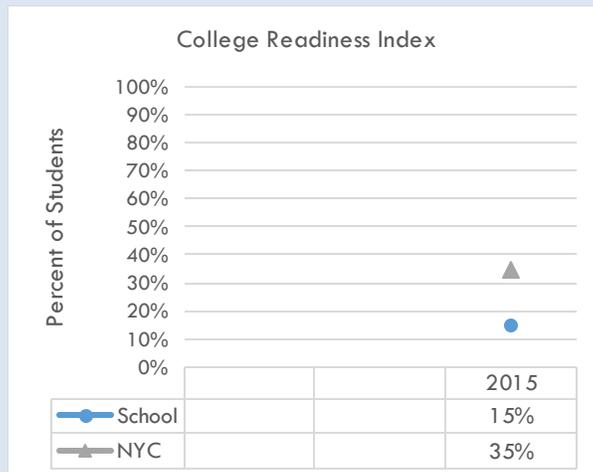
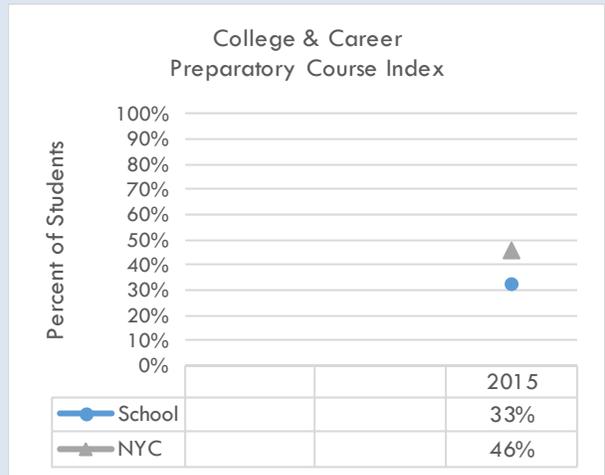
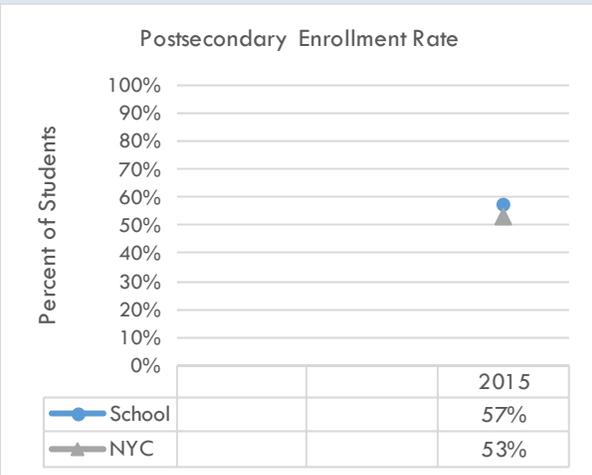
⁶ For additional Regents information, please see Appendix B.



CLOSING THE ACHIEVEMENT GAP – GRADUATION RATE



COLLEGE & CAREER READINESS



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix F.

STUDENT CENTERED ENVIRONMENT

With Advisors, Guidance Counselors, Social Workers, Academic Guidance Counselor, teachers, administrators and the Board of Trustees focused on the academic, social, and emotional development of our students WCHS, believes in the holistic growth of its students and aims to provide an environment that fosters the feeling of a second home.

RIGOROUS, COLLEGE-GOING CULTURE

With a minimum passing grade of 70, WCHS offers academic opportunities for an endorsed diploma that goes beyond normal graduation standards. WCHS also has developing career and technical training program which strives to push it students in a way that prepares them for secondary education, but prepares them for successful and productive careers as professionals.

COMMUNITY ORIENTED

Sibling and district enrollment preferences, parent representatives on the Board, partnerships with local businesses, schools and community organizations, an alumni association of 1,300 people, and a "shared space" culture for our school building keeps WCHS deeply embedded in the local community.

COLLABORATIVE, DATA-DRIVEN ACADEMICS

WCHS actively utilizes state, city, and in-house data in order to better inform our academic programs. This information is driven through regularly organized department and leadership meetings, as well as round-table discussions, co-planning sessions, teacher mentoring and coaching programs, Professional Learning Teams (PLTs), and common planning time.

MUTLIFACETED LEARNING EXPERIENCE

With a dance studio, forensic electives, Honors Regents diploma track, recording studio, comprehensive special education department, sports teams, learning abroad opportunities, on-site speech pathologist, AP Studio Art track, a developing CTE program, APEX Learning, and a website development class, WCHS offers an enriched learning experience for adolescents.

GOVERNANCE

The Board of Trustees has a developed governance structure. Currently, the Board of Trustees is in compliance with the number of voting members and the number of required board meetings for the 2015-16 school year.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix C. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix D.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Not Compliant	The complaint process does not include the authorizer as an entity to which staff, families and scholars can appeal

OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	

School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁷	Not Compliant	The school did not consistently meet quorum between July 2015 and January 2016

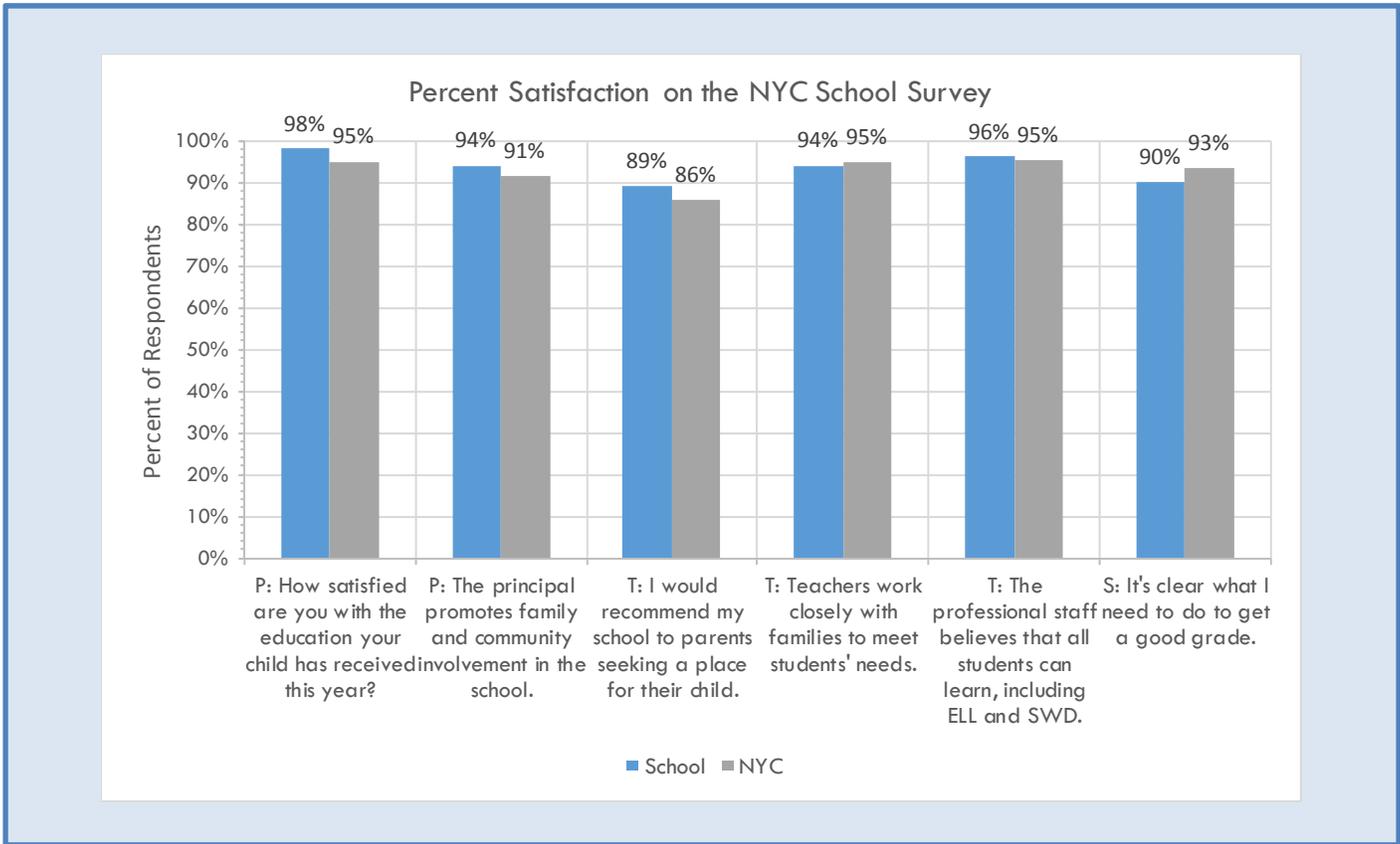
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant*	The school notes a condition of emergency that may preclude a hearing from being held as soon as possible on pg 20 of the handbook
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	There are staff members whose fingerprint clearance

⁷ Quorum is defined as 50% of the board members plus one member present at a board meeting.

date is after their start date in the 2015-16 school year.

School has an appropriate safety plan	Compliant
School is meeting Department of Health immunization requirements	Compliant
School has submitted its Annual Report to NYSED and posted it online	Compliant
School has followed all applicable lottery and enrollment regulations	Compliant

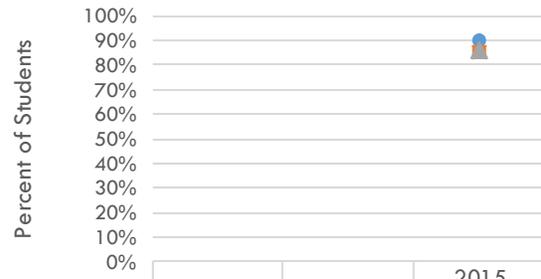


Attendance Rates



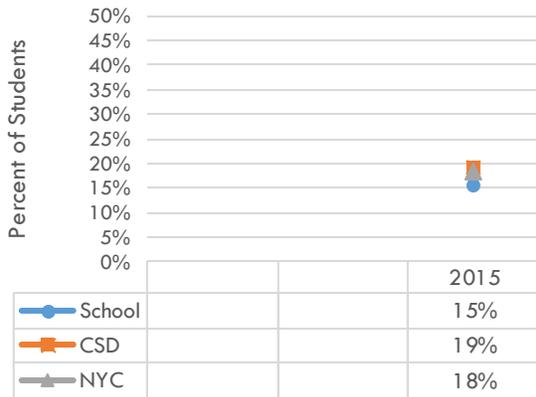
	2015
School	89%
CSD	91%
NYC	92%

Retention Rates

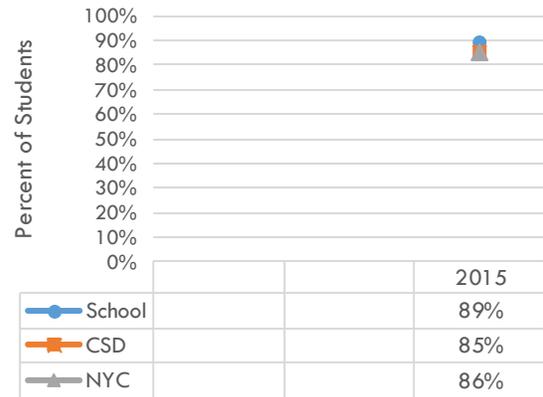


	2015
School	90%
CSD	85%
NYC	86%

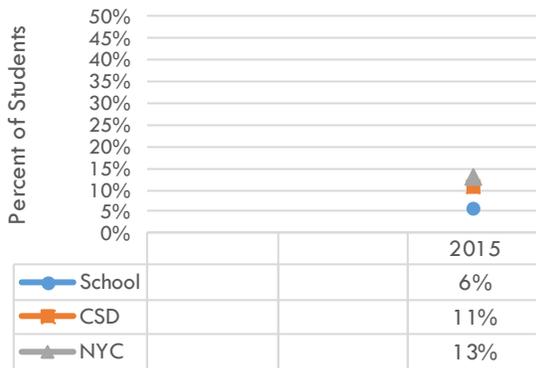
Enrollment Rates - Students with Disabilities



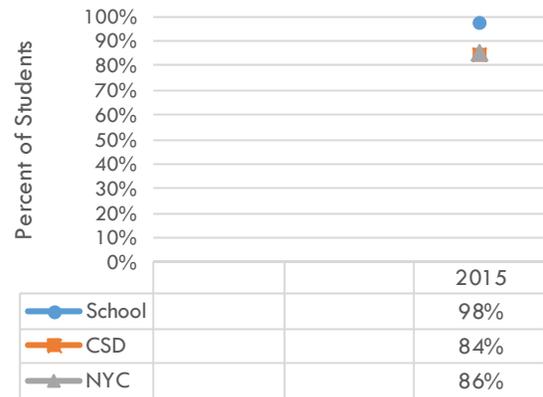
Retention Rates - Students with Disabilities



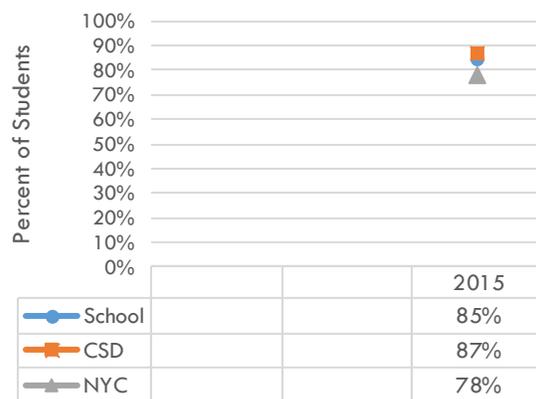
Enrollment Rates - English Language Learners



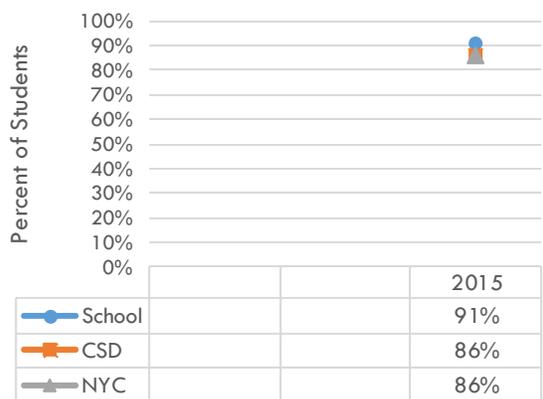
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Williamsburg Charter High School in support of Essential Question 3:

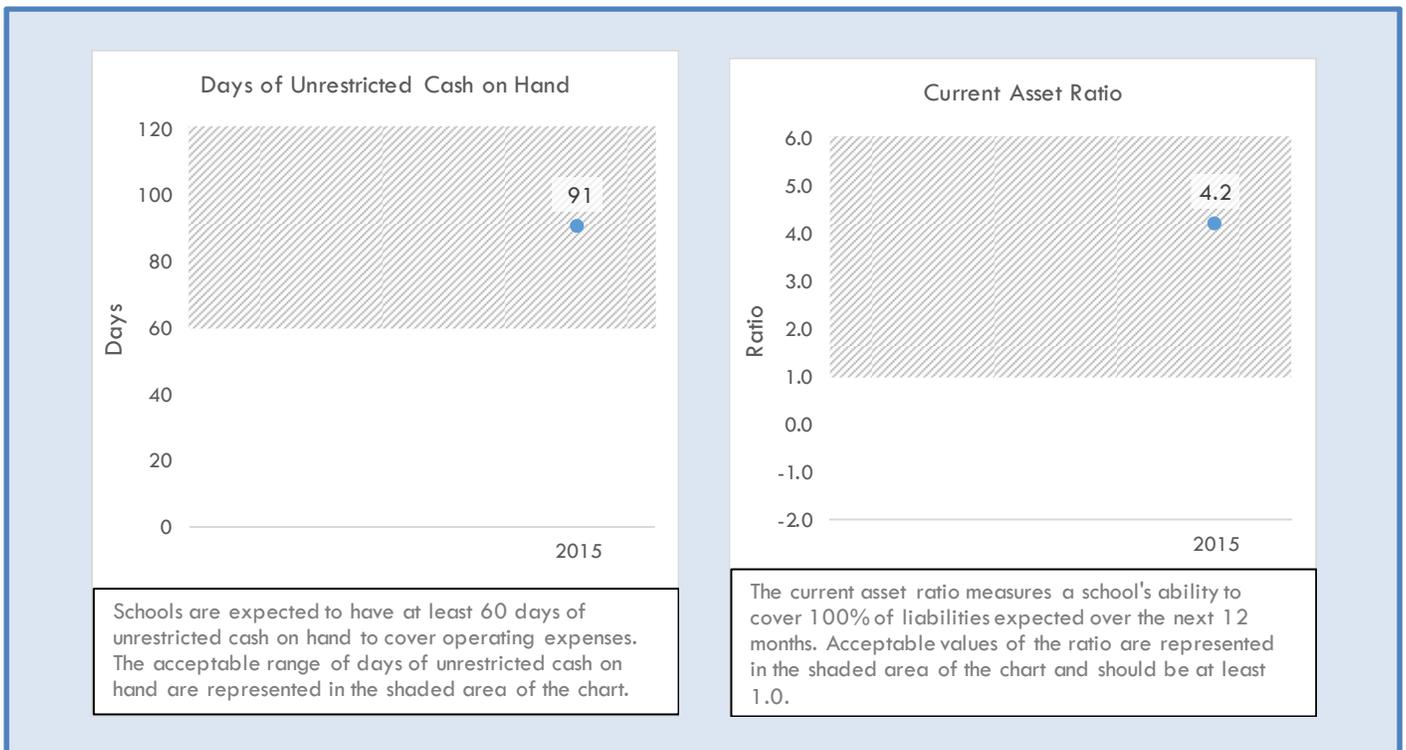
- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

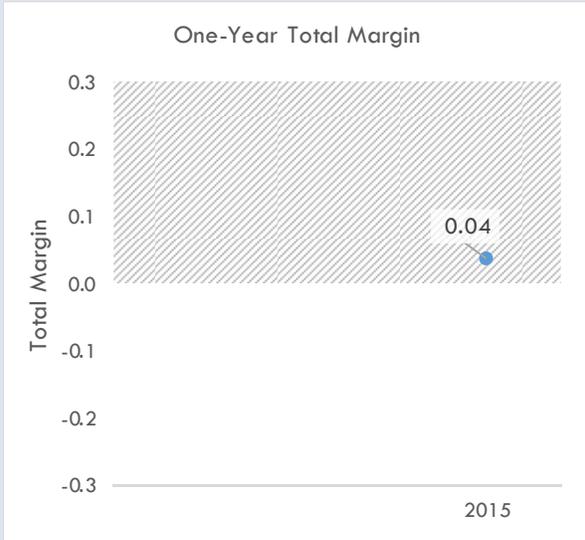
The school has \$75,558.54 in escrow meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁸

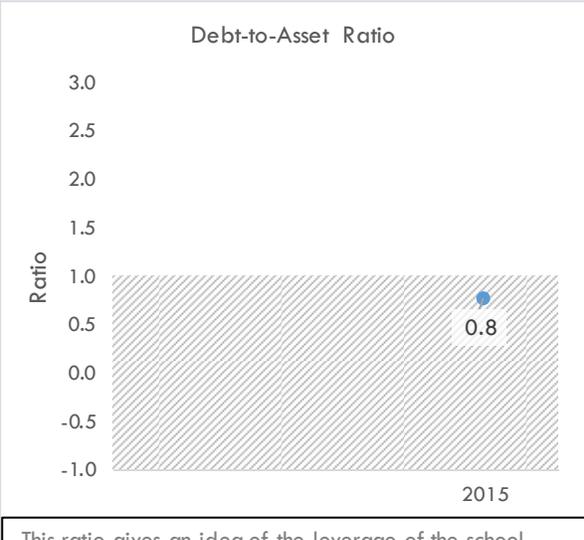


⁸ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

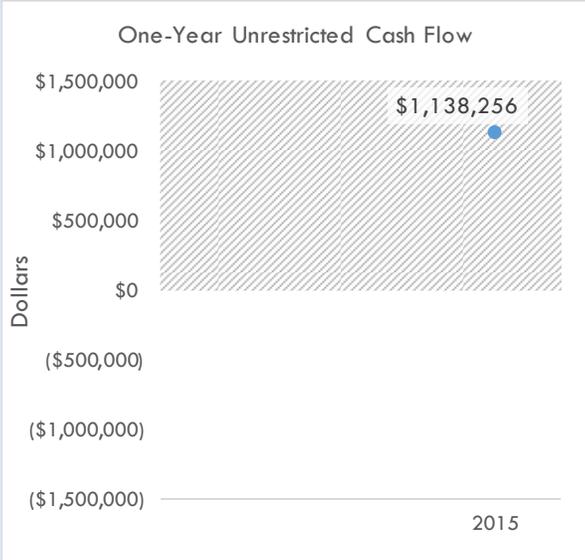
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

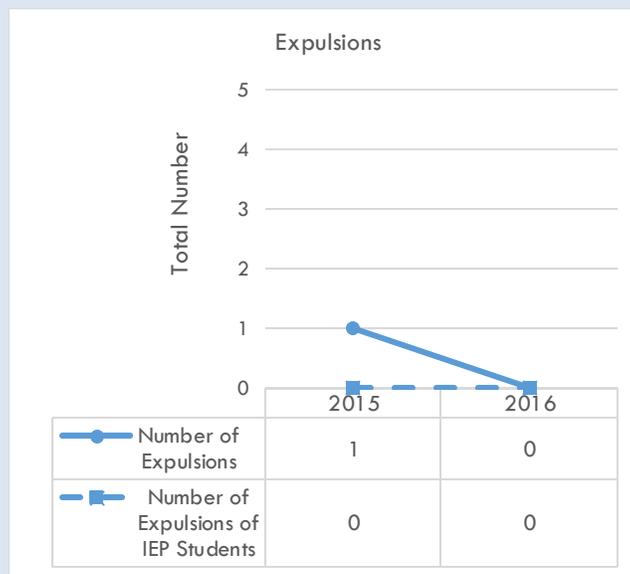
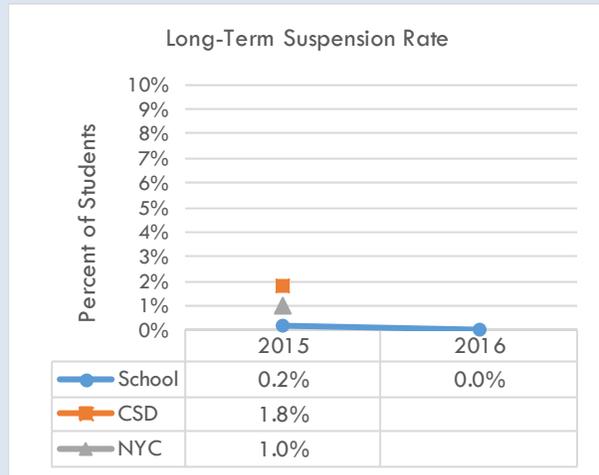
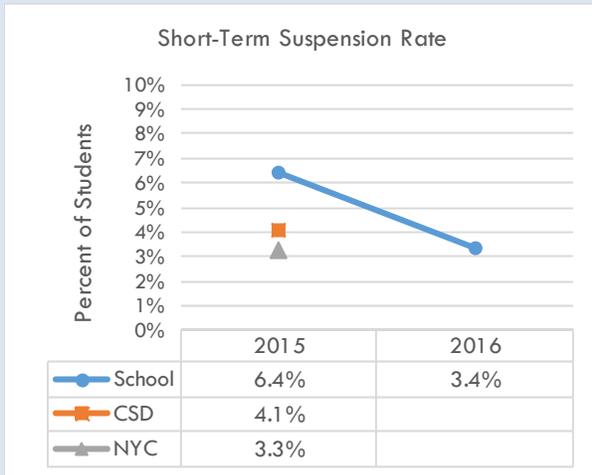
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

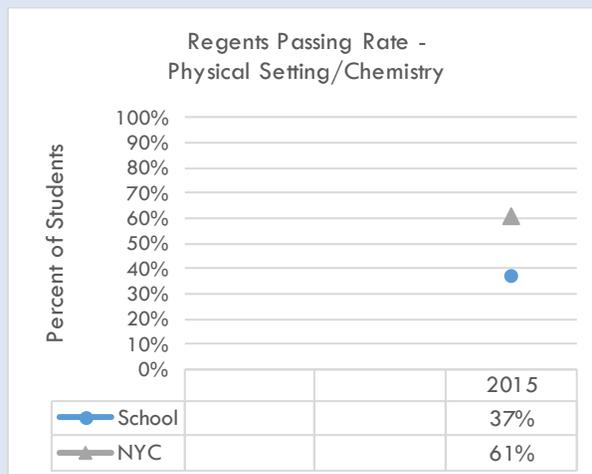
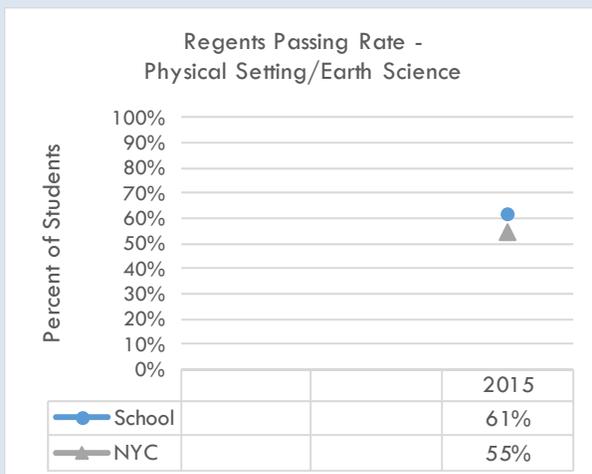
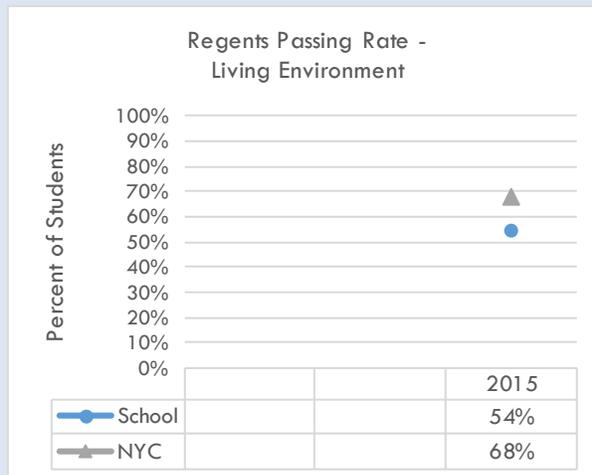
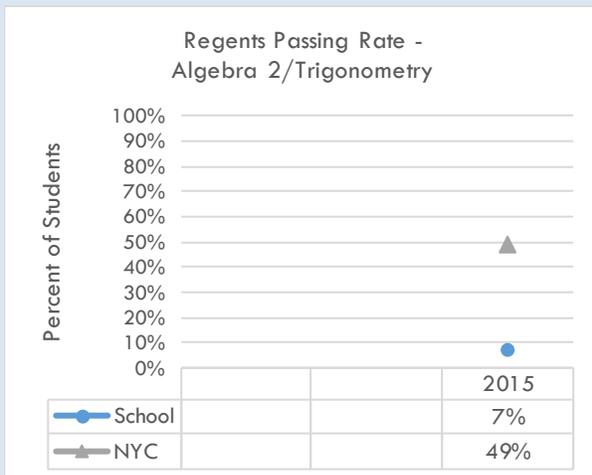
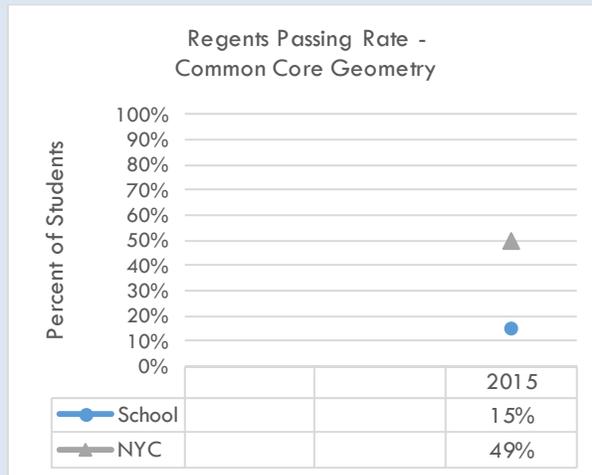
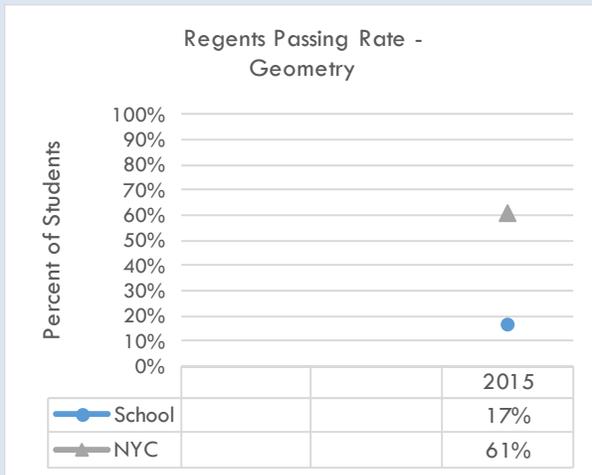
Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grade 9: 10 sections Grade 10: 10 sections Grade 11: 10 sections Grade 12: 9 sections
Primary Entry Grade(s)	9-12
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	862
Number of Students Accepted via the Lottery (School Year 2015-16)	300 (Grade 9)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

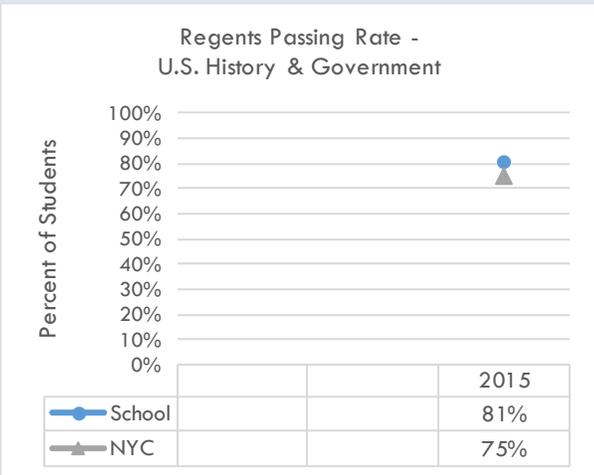
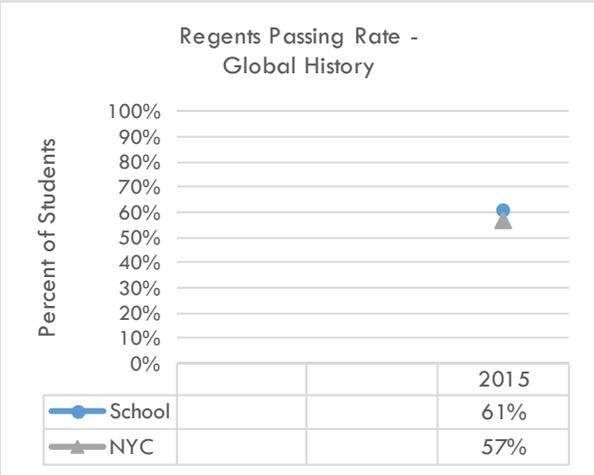
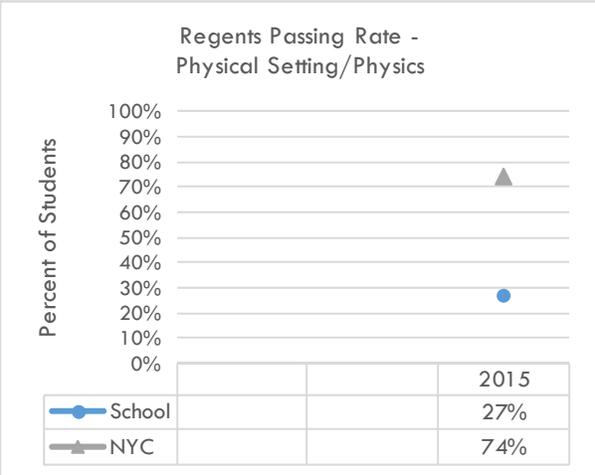
SUSPENSION AND EXPULSION RATES⁹



⁹ City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ADDITIONAL REGENTS PASS RATES





APPENDIX C: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁰, the school achieved/met its goals as follows:

- Academic Goals: ¹¹
 - 6 of 8 applicable academic charter goals in its most recent year
- Operational Goals:
 - 5 of 8 applicable operational charter goals in its most recent year
- Financial Goals:
 - 3 of 3 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	Academic Goal 1: By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the NYS Regents exams in ELA	GOAL MET As WCHS is in its third renewal charter term and this goal was written for its initial, 4-year charter term ending in 2008, WCHS interprets this goal to mean that each year 75 percent of the graduating cohort will have scored at least 65 on the NYS Regents exam in ELA. The ELA Regents completion rate for the 2015 graduating cohort was 90%.
	By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in Math	GOAL MET
	By the end of year 4 in the charter, 75 percent of the initial cohort will have scored at least 65 percent on the NYS Regents Exams in Science (Living Environment, Chemistry, or other).	GOAL MET

¹⁰ This information was submitted by schools to NYSED and has not been vetted by NYC DOE for accuracy or completeness.

¹¹ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

NYS Regents Examination results

By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the NYS Regents examinations in History (Global Studies, or U.S. History). NYS Regents Examination results	GOAL MET
By the end of year 4 in the charter, 20% of each cohort will graduate with an Advanced Regents Diploma.	GOAL NOT MET The Advanced Regents Diploma attainment rate for the 2015 graduating cohort was 6.8%.
By the end of year 4 in the charter, 5% of each cohort will graduate with an Honors Regents Diploma.	GOAL NOT MET 2015 Cohort: 0.8%
Each year, at least 80% of each student cohort (as defined by the NYSED) graduates within five years.	GOAL MET WCHS's 5-year graduation rates for each of the past four cohorts are as follows: 2011: 74.3% 2012: 85.0% 2013: 86.6% 2014: 87.9%
Each year, the percent of students in the high school accountability cohort passing an English Regents Exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools	DATA NOT YET AVAILABLE 90.2% of the 2015 cohort passed the English Regents Exam by June 2015. The School Quality Guide does not release the information of students in the high school accountability cohort from similar schools, but we can compare our pass rate to citywide averages. Currently WCHS does not yet have access to citywide data from the 2014-2015 school year. However the information below taken from the 2013-2014 School Quality Guide indicates that WCHS made progress, overall, towards attaining its goal. Among the 443 NYC high schools reported, the average pass rate* on the English exam was 75.8%. Of the 15 public high schools reporting from District 14, the average pass rate on the English Exam was 72.2%. WCHS had a 79.3% pass rate* reported. *Note: this is not a citywide pass rate; rather, it is the sum of the pass rates of all the reported schools, divided by the number of schools, so that small schools have the same "weight" as

		<p>large schools. Also this includes all students who took the exam that academic year, not just the single cohort. For the 2014-2015 School year, WCHS had (self-reported) school-wide pass rate of 76.2% in Comprehensive English and 84.8% in English Common Core.</p>
	<p>Each Year, the percent of students in the high school accountability cohort passing a Math Regents Exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.</p>	<p>DATA NOT YET AVAILABLE GOAL MET</p>
	<p>Each year, the school will be deemed "In Good Standing."</p>	<p>GOAL MET Under the New York State Education Department's accountability system, WCHS was identified as a school "In Good Standing" for the 2014-2015 school year.</p>
Operational Goals	<p>Each year, the school will have a daily student attendance rate of at least 90 percent</p>	<p>GOAL NOT MET</p>
	<p>Each year, 95% of all students enrolled during the course of the year will return the following September.</p>	<p>GOAL NOT MET</p>
	<p>Each year the school will comply with all applicable laws, rules, regulations and contract terms including but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York State Open Meetings Law, the Federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.</p>	<p>GOAL MET The School is in full compliance with all applicable laws, rules, regulations and contract terms including but not limited to New York Charter Schools Act, the New York Freedom of Information Law, the New York State Open Meetings Law, the Federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.</p>
	<p>Each year, members of the Board will complete a self-evaluation process designed to ensure adequacy, alignment and coherence of actions toward furthering the school's mission, program and goals. The process will include self-assessment at the start of the school year, the development of personal and full board growth</p>	<p>GOAL MET The School's Board of Trustees completed self-evaluation assessments and the Executive Committee is in the process of developing personal and Board growth outcomes.</p>

<p>outcomes, and self-assessment at the end of the school year to determine the extend of growth.</p>	<p>GOAL MET The Principal completed self-assessments at the start and end of the year and developed personal growth outcomes.</p>
<p>Each year the Principal will complete a self- evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the School's mission, program and goals. The process will include self a self-assessment at the start of the school year, the development of personal outcomes, and a self-assessment at the end of the school year to determine growth.</p>	<p>GOAL MET The Principal completed self-assessments at the start and end of the year and developed personal growth outcomes.</p>
<p>Each year, parents will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p>	<p>GOAL NOT MET 2015 School Survey results reflect that participation rates were nearly met with 45% of parents participating in the survey. While the NYC DOE's rating system changed, WCHS interprets this goal to mean that the school would receive a Satisfaction score of great than 75%. Of the parents who did take the survey, 90% were satisfied.</p>
<p>Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYC DOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The School will only have met this goal if 50% or more teachers participate in the survey.</p>	<p>GOAL MET AS TO RELEVANT PART 2015 School Survey results reflect that 100% of WCHS teachers completed the survey. While the NYC DOE's rating system changed, WCHS interprets this goal to mean that the school would receive a Satisfaction score of greater than 75%. Williamsburg Charter High School received a Satisfaction Score of 85%.</p>
<p>Each year, students will express satisfaction with the school as determined by the student section of the NYC DOE Learning Environment Survey in which the School will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations,</p>	<p>GOAL MET AS TO RELEVANT PART 2015 School Survey results reflect that 92% of students completed the survey. While the NYC DOE's rating system changed, WCHS interprets this goal to mean that the school would receive a Satisfaction score of great than 75%. WCHS obtained a high satisfaction score of 79%.</p>

	Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more students enrolled participate in the survey.	
Financial Goals	Each year, student enrollment will be within 15% of full enrollment as defined in the school contract. This will be maintained on an ongoing basis and monitored bi-monthly.	GOAL MET The School's enrollment was maintained within 15% of the full enrollment of 963 students as defined in the School's contract. Enrollment at the level of 15% of full enrollment was maintained on an ongoing basis and was monitored daily.
	Upon completion of the School's first year of operation and every year thereafter, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	GOAL MET The School submitted in an independent financial audit that resulted in an unqualified opinion and there were no major findings.
	Each year, the School will operate on a balanced budget and maintain a stable cash flow	GOAL MET The School operated on a balanced budget and maintained a stable cash flow throughout the 2014-2015 school year.

APPENDIX D: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

Targeted populations include prospective student populations in which recruitment efforts are needed to increase diversity and reach enrollment goals in line with the high school's mission. The following are the targeted populations we make efforts to outreach each year:

Special Education Services Offered

- Various classroom support (self-contained, resource/study skills, and co-teaching)
- Related services (counseling and speech/language therapy)
- Test Accommodations

Special Education Outreach Activities

- Community Contact: Conduct site visits and presentations, deliver recruitment flyers and applications to local Community Boards 1,3,8, and 12, CBO's and places of worship
- Media & News Advertisements: Arab American, El Diario, Green Line, Williamsburg Gazette, and The New York Daily News, Brooklyn Parent and Brooklyn Family
- NYC Department of Education Special Education Enrollment Center partnership
- Committee on Special Education partnership

English Language Learners Services Offered

- Beginning, Intermediate, and Advanced support courses
- Push In/Pull Out Services
- In-class support from Literacy Specialist
- Test Accommodations
- Student Pairing "Buddy" System for added English language support throughout the day

English Language Learner Outreach Activities

- WCHS Global Community:** our most powerful recruitment tool; alumni who have benefited from these services have referred family and friends who are in need
- Translated Recruitment Materials:** all materials are translated to Spanish, Arabic, and Polish to attract students and families in this targeted area
- Media & News Advertisements:** Arab American, El Diario, Green Line, Williamsburg Gazette, and The New York Daily News
- Community Contact:** Conduct site visits and presentations, deliver recruitment flyers and applications to local Community Boards 1, 3, 8, and 12, CBO's and places of worship

APPENDIX E: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.

APPENDIX F: School Visit Notes

Two members of the Charter Authorizing Team (CAT) visited the school on April 20, 2016, met with the leadership team, and observed six classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Mixed evidence of group work
- No evidence of student leadership (appointed, selected, elected students to co-lead classrooms and help with housekeeping items)
- No evidence of higher engagement over compliance and challenge content
- Mixed evidence of literacy strategies (engagement with text and annotating)
- Little evidence of wait time and cold calling
- No evidence of posted questions or Bloom's Taxonomy to elevate the questioning in schools
- Little evidence of co-teaching in SPED classrooms