



Office of School Design and Charter Partnerships  
2013-2014

**WILLIAMSBURG COLLEGIATE CHARTER SCHOOL  
ANNUAL COMPREHENSIVE REVIEW REPORT**

**2013 – 2014 SCHOOL YEAR**

## Part 1: School Overview

### School Information for the 2013-2014 School Year

Name of Charter School	Williamsburg Collegiate Charter School
Current Board Chair(s)	Linton Mann III
School Leader(s)	J.T. Leaird (5-8), Maya Roth Bisignano (9-12)
Management Company (if applicable)	Uncommon Schools
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 14 (5-8) and 17 (9-12)
Physical Address(es)	157 Wilson Street, Brooklyn 11211 (5-8)
	1485 Pacific Street, Brooklyn 11216 (9-12)
Facility Owner(s)	DOE (high school site is a charter partnership building)

### School Profile

- Williamsburg Collegiate Charter School (WCCS) is a middle and high school, which served 485 students<sup>1</sup> in grades 5-12 during the 2013-2014 school year and is fully at scale. It opened in 2005-2006, and is under the terms of its second charter. The school is located in each a DOE-operated facility in Community School District (CSD) 14 and a charter-operated facility in CSD 17, both in Brooklyn.<sup>2</sup>
- Williamsburg Collegiate Charter School enrolls new students in grades 5-8. There were 5,373 students on the waitlist after the Spring 2013 lottery.<sup>3</sup> The average attendance rate for the 2013-2014 school year to date as reported in February 2014 was 97%.<sup>4</sup>
- Williamsburg Collegiate Charter School was renewed during the 2009-2010 school year for a full term (five years), and is consistent with the terms of its renewal application.
- The school leadership includes J.T. Leaird, Principal, grades 5-8; Maya Roth Bisignano, Principal, grades 9-12; Ryan Hall, Director of Operations, grades 5-8; Lauren Caracciola, Director of Operations, grades 9-12. The Principals have served this school in this role since 2011 and 2009 respectively. Ms. Leaird has been a member of the Williamsburg Collegiate staff since 2005.
- Williamsburg Collegiate Charter School is a part of Uncommon Schools, a Charter Management Organization (CMO). The CMO provides services to schools in their network including staff recruiting, finance, facilities, human resources, data, technology, development, organizations learning and marketing. The school pays a fee of 8% of per pupil revenues to the CMO for these services.
- Williamsburg Collegiate Charter School had a student to teacher ratio of 13:1 in the 2013-2014 school year, and served 26 sections across all grades, with an average class size of 24.<sup>5</sup>
- The lottery preferences for Williamsburg Collegiate Charter School's 2013-2014 school year included the New York State Charter Schools Act required preferences of returning students, students residing in the community school district of the school's location and siblings of students already enrolled in the charter school.<sup>6</sup>

<sup>1</sup> Enrollment reflects ATS data from 10/31/13.

<sup>2</sup> NYC DOE Location Code Generation and Management System database.

<sup>3</sup> Self-reported information from school-submitted data collection form on 2/13/14.

<sup>4</sup> Self-reported information from school-submitted data collection form on 2/13/14.

<sup>5</sup> Self-reported information given on 2/13/14.

<sup>6</sup> Williamsburg Collegiate Charter School's 2013-2014 application and self-reported information given on 9/22/2014.

**Essential Question 1: Is the school an academic success?**

**Overview of School-Specific Data through 2012-2013**

**ES/MS Students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC, and State averages**

<b>% Proficient in English Language Arts</b>				
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Williamsburg Collegiate Charter School	59.8%	60.8%	61.1%	31.0%
CSD 14	34.6%	35.7%	42.1%	20.8%
Difference from CSD 14	25.2	25.1	19.0	10.2
NYC	40.5%	41.0%	45.0%	25.7%
Difference from NYC	19.3	19.8	16.1	5.3
New York State	53.2%	52.8%	55.1%	31.1%
Difference from New York State	6.6	8.0	6.0	-0.1

<b>% Proficient in Math</b>				
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Williamsburg Collegiate Charter School	93.0%	94.5%	96.2%	66.1%
CSD 14	47.5%	47.9%	54.8%	19.3%
Difference from CSD 14	45.5	46.6	41.4	46.8
NYC	52.8%	56.7%	59.3%	27.3%
Difference from NYC	40.2	37.8	36.9	38.8
New York State	61.0%	63.3%	64.8%	31.1%
Difference from New York State	32.0	31.2	31.4	35.0

\* All comparisons to either the CSD or NYC take into account only grades the school itself serves.

## HS Performance Compared to Peer and NYC Averages\*

4-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Collegiate Charter School	-	-	-	90.3%
NYC	65.1%	65.5%	64.7%	66.0%
Difference from NYC	-	-	-	24.3
6-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Collegiate Charter School	-	-	-	-
NYC	69.2%	70.9%	73.2%	73.0%
Difference from NYC	-	-	-	-
College Readiness Index** - 4 years				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Collegiate Charter School	-	-	-	71.0%
Peer Percent of Range	-	-	-	64.7%
City Percent of Range	-	-	-	100.0%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

\* Williamsburg Collegiate Charter School is one of three Uncommon-operated charter schools that feeds into Uncommon Charter High School located at 1485 Pacific Street in Brooklyn. WCCS is the only DOE-authorized Uncommon-operated charter school. The graduation rate and college readiness data presented above reflects high school students from all three feeder schools.

\*\* The College Readiness Index score was not introduced until the 2011-2012 school year.

## Credit Accumulation\*

% 1st-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Collegiate Charter School	94.7%	78.4%	89.3%	83.8%
Peer Percent of Range	41.8%	0.0%	27.2%	14.3%
City Percent of Range	90.7%	60.4%	78.6%	64.2%
% 2nd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Collegiate Charter School	-	88.2%	100.0%	85.7%
Peer Percent of Range	-	32.6%	100.0%	35.6%
City Percent of Range	-	79.9%	100.0%	72.5%
% 3rd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Collegiate Charter School	-	-	100.0%	96.9%
Peer Percent of Range	-	-	100.0%	87.7%
City Percent of Range	-	-	100.0%	94.8%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

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### Performance on the NYC Progress Report – Middle School Grades

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	A	A	A	A
Student Progress	A	A	A	A
Student Performance	A	A	A	A
School Environment	A	A	A	A
Closing the Achievement Gap Points	7.3	6.5	5.0	5.5

### Performance on the NYC Progress Report – High School Grades\*

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	-	-	-	B
Student Progress	-	-	-	B
Student Performance	-	-	-	C
School Environment	-	-	-	A
College and Career Readiness**	-	-	-	A
Closing the Achievement Gap Points	-	-	-	0.38

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\*\* The College and Career Readiness grade was not introduced until the 2011-2012 school year.

### Progress Towards Attainment of Academic Goals

- According to its 2012-2013 Annual Report to New York State Education Department (NYSED), Williamsburg Collegiate Charter School met four of its five academic performance goals, and did not meet one.

### Responsive Education Program & Learning Environment<sup>7</sup>

- WCCS has a targeted, Common Core aligned curriculum.
  - WCCS does not use an off-the-shelf curriculum. Rather, WCCS develops its curriculum directly from the Common Core Learning Standards (CCLS) so that students are mastering the right content at the right level of rigor.
  - WCCS teachers create comprehensive curriculum binders with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials.
- To continue to keep the math program strong, WCCS will take or have taken the following steps:
  - Additional time for math classes – students get 90 or 120 minute periods in math every day
  - Additional small group support at lunch and afterschool
  - An emphasis on both conceptual understanding and procedural fluency
  - A focus on CCLS aligned, exploration-based tasks
- To improve ELA results, WCCS has taken or will take the following steps:
  - Working to incorporate more close reading and CCLS aligned materials in all reading classes
  - Ensuring that all subjects are including more non-fiction reading
  - Giving professional development to the staff on how to plan for and lead evidence-based discussions

<sup>7</sup> Self-reported information from school-submitted ACR self-evaluation form on 2/13/14.

- Providing lunch and afterschool small-group tutoring to students who need additional support
- WCCS administers four internally-created, state standards-aligned Interim Assessments in Math, English Language Arts, Science, and History. These tests assess ongoing student mastery of standards in each of these core subjects throughout the year and provide immediate data on individual student and class growth.
- In addition to services provided for Special Education students, WCCS provides at risk services for approximately one third of its student body.
  - This includes small group instruction through push-in writing groups, guided reading groups, pull-out math groups, and morning, lunch time, and after-school tutoring.
- WCCS completed a professional development cycle with the entire staff, focused on how to effectively differentiate within a classroom.
- WCCS teachers are observed and observations are tracked on a Google document where Instructional Leaders log their ongoing goals and the levers they are using to achieve these goals.
- WCCS conducts mid-year reviews with all teachers to ensure self-assessment and goal-setting with instructional leaders and the Principal.
- WCCS offers staff Professional Development every Wednesday for four hours.

## **Essential Question 2: Is the school a fiscally sound, viable organization?**

### **Governance Structure & Organizational Design**

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and school's website, the NYC DOE notes the following:

- The Board has nine voting board members which includes two founding members. The Board chair, Linton Mann III, has been on the board since 2009.
- As recorded in Board minutes, one member resigned due to relocation out of state, no longer serving on the Board as of May 2013. Two members were added within the next month.
- As recorded in the Board's minutes and organizational chart, there are clear reporting structures with school leadership providing regular updates on academic performance, school culture and staff to the Board and its committees.

### **School Climate & Community Engagement**

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, NYC School Survey results and response rates, and PTO meetings, the NYC DOE notes the following:

- School leadership did not experience turnover during the 2013-2014 school year.
- Instructional staff turnover from the 2012-13 school year was 21%, with 14 out of 70 instructional staff members choosing not to return for the 2013-14 school year; one instructional staff member was asked not to return.
- As of February 2014, average daily attendance for students during that school year was at 97%, which is higher than the school's charter goal of at least 95%.<sup>8</sup>
- Student turnover was 2% of students from the 2012-2013 school year who did not return at the start of the 2013-2014 school year; 3% of students left the school between the start of the 2013-2014 school year and February 2014.<sup>9</sup>
- The school has a parent teacher organization called Family Involvement Committee that meets periodically.

### **2012-2013 NYC School Survey Results<sup>10</sup>**

<b>Categories</b>	<b>Result</b>	<b>Community</b>	<b>Response Rate</b>	<b>Citywide Rate</b>
<b>Academic Expectations</b>	Well Above Average	<b>Parents</b>	82%	54%
<b>Communication</b>	Well Above Average	<b>Teachers</b>	97%	83%
<b>Engagement</b>	Well Above Average	<b>Students</b>	97%	83%
<b>Safety &amp; Respect</b>	Well Above Average			

<sup>8</sup> Self-reported information from school-submitted data collection form on 2/13/14.

<sup>9</sup> Self-reported information from school-submitted data collection form on 2/13/14.

<sup>10</sup> Results are particular to the school type as identified in the 2013 School Survey.

## **Financial Health**

### Near-term financial obligations:

- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for at least two months without an infusion of cash.
- Based on the FY13 financial audit, the school's current ratio indicated a strong ability to meet its current liabilities.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment at the end of the school year indicates that the school met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit, the school had no debt obligations.

### Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school generated an aggregate surplus over the three audited fiscal years, and in FY13 the school operated at a surplus.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY13, the school generated overall positive cash flow from FY11 to FY13, though the school had negative cash flow from FY12 to FY13.

### Annual Independent Financial Audit

- An independent audit performed showed no material findings.

### **Essential Question 3: Compliance with charter and all applicable laws and regulations?**

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following

#### **Board Compliance**

The Board is in compliance with:

- The Board's membership size falls within the range of 5-13 members as outlined in the school's charter and in the Board's bylaws. As of this report, the board has nine voting members.
- The Board has held 10 Board meetings with quorum, which complies with what is outlined in its bylaws.

The Board is out of compliance with:

- Currently, officer positions outlined in the Board's bylaws are not filled. The Board currently has the Vice Chair and Secretary positions vacant.

#### **School Compliance**

The school is in compliance with (as reviewed during June 2014):

- The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
- All staff members have appropriate fingerprint clearance.
- The school has submitted appropriate insurance documents to the NYC DOE.
- The school has the required number of staff with AED/CPR certification.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school leader was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- The school had an application deadline of April 4, 2014 and lottery date of April 9, 2014 adhering to charter law's requirement of accepting applications up to at least April 1.
- The school has posted its 2012-2013 NYSED Annual Report and annual audit to its website, as specified in charter law.

## **Essential Question 4: What are the school's plans for the next charter term?**

As reported by the school's leadership, the following is noted:

- This is the second year that WCCS is serving the entire range of grade levels from 5-12. The school is ensuring that systems are in place with the goal that the students are successful once they are accepted to college.

### **Enrollment and Retention Targets**

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
  - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
  - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- For the 2013-2014 academic year, Williamsburg Collegiate Charter School served a higher percentage of students who qualified for free or reduced price lunch as compared to CSD 14 and citywide averages as well as a comparable percentage to the CSD 17 average. The school served students with disabilities and English Language Learner students at lower rates than CSD 14, CSD 17, and citywide averages.

### **Special Populations**

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009 -	2010 -	2011 -	2012 -	2013 -	2009 -	2010 -	2011 -	2012 -	2013 -	2009 -	2010 -	2011 -	2012 -	2013 -
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
<b>School</b>	27.8%	40.1%	55.6%	79.7%	81.6%	14.2%	12.6%	11.0%	11.2%	10.5%	4.3%	4.5%	2.4%	3.4%	3.9%
CSD 14	62.6%	65.8%	67.8%	70.7%	74.6%	16.3%	17.1%	17.1%	17.5%	18.2%	12.3%	12.1%	11.3%	11.1%	11.1%
CSD 17	-	-	-	78.6%	81.6%	-	-	-	13.5%	14.8%	-	-	-	9.3%	9.0%
NYC	61.7%	64.5%	67.3%	69.3%	72.7%	14.9%	15.0%	15.1%	15.5%	16.4%	14.8%	15.0%	14.6%	14.2%	13.9%

<b>Additional Enrollment Information</b>					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	5-9	5-10	5-11	5-12	5-12
CSD(s)	14	14	14	14 & 17	14 & 17

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.