



Office of School Design and Charter Partnerships  
2014-2015

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

**2014 – 2015 SCHOOL YEAR**

## Part 1: School Overview

### Charter Authorization Profile

Williamsburg Charter High School	
Authorized Grades	Grades 9-12
Authorized Enrollment	963
School Opened For Instruction	2004-2005
Charter Term Expiration Date	June 30, 2019
Last Renewal Term Type	Full Term (5 years)

### School Information for the 2014-2015 School Year

Williamsburg Charter High School	
Board Chair(s)	Lourdes Rivera-Putz
School Leader(s)	Kathleen Gaffney
District(s) of Location	NYC Community School District 14
Borough(s) of Location	Brooklyn
Physical Address(es)	198 Varet Street, Brooklyn, NY 11206
Facility Owner(s)	Private
School Type	High School
Grades Served 2014-2015	Grades 9-12
Enrollment in 2014-2015*	968
Charter Universal Pre-Kindergarten Program	No

\* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Grade 9
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 10-12
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	403
Number of Students Accepted via the Charter Lottery	200 (Grade 9), 7 (Grade 11)
Lottery Preferences (School Year 2014-2015)**	
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

\* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.  
 \*\* Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Student-Centered Environment	With advisors, guidance counselors, social workers, academic guidance counselor, teachers, administrators and the entire School Leadership Team and Board of Trustees focused on the academic, social, and emotional development of its students, Williamsburg Charter High School (WCHS) believes deeply in the holistic growth of its students and provides an environment that fosters the feeling of a second home.
Rigorous, College-Going Culture	With a passing rate of 70%, academic requirements that go beyond normal graduation standards, and a developing career and technical education (CTE) program, WCHS strives to push its students in a way that prepares them not only to achieve acceptance into college, but also to prepare 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, and a "shared space" culture for the school building keeps WCHS deeply embedded in the local community.
Collaborative, Data-Driven Academics	Weekly department meetings, school leadership meetings, round-table data discussion, co-planning sessions, teacher mentoring, and coaching programs create a school in which every individual is working together in response to data to provide the best possible educational experience to all WCHS students
Multifaceted Learning Experience	With a dance studio, forensics electives, Honors Regents diploma track, recording studio, comprehensive special education department, sports teams, learning abroad programs, speech pathologist, AP Studio art track, and developing CTE program, WCHS truly offers a unique learning experience for every type of adolescent.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Grade 9	256	11
Grade 10	278	11
Grade 11	152	10
Grade 12	282	10
Total Enrollment	968	42

\* Enrollment data as of October 1, 2014

## Part 2: Annual Review Process Overview

### Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

### Essential Questions

#### ***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 absolute results;  
New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

#### ***Is the school a fiscally sound, viable organization?***

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.<sup>1</sup>

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

#### ***Is the school compliant with its charter and all applicable law and regulations?***

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

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<sup>1</sup> Please refer to the following website for more information:  
[http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance\\*20framework&c=82](http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82)

## Part 3: Summary of Findings

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

#### Overview of School-Specific Data Since 2012-2013

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

4-year Graduation Rate		
	2012-2013	2013-2014
<b>Williamsburg Charter High School</b>	<b>79.3%</b>	<b>81.8%</b>
NYC *	66.0%	68.4%
Difference from NYC	13.3	13.4
6-year Graduation Rate		
	2012-2013	2013-2014
<b>Williamsburg Charter High School</b>	<b>79.1%</b>	<b>86.9%</b>
NYC *	73.0%	72.7%
Difference from NYC	6.1	14.2
College and Career Preparatory Course Index **		
	2012-2013	2013-2014
<b>Williamsburg Charter High School</b>	<b>20.7%</b>	<b>21.1%</b>
Peer Percent of Range	33.1%	32.7%
City Percent of Range	27.0%	28.1%

\* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

\*\* 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/city.

### Credit Accumulation

% 1st-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
<b>Williamsburg Charter High School</b>	<b>86.2%</b>	<b>83.7%</b>
Peer Percent of Range	75.5%	57.5%
City Percent of Range	69.5%	63.5%
% 2nd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
<b>Williamsburg Charter High School</b>	<b>75.1%</b>	<b>79.3%</b>
Peer Percent of Range	64.0%	58.7%
City Percent of Range	52.1%	61.0%
% 3rd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
<b>Williamsburg Charter High School</b>	<b>77.9%</b>	<b>76.4%</b>
Peer Percent of Range	76.0%	54.0%
City Percent of Range	59.6%	58.2%

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/city.

### Regents Pass Rates

Williamsburg Charter High School		
	2012-2013	2013-2014
Integrated Algebra	56.7%	67.7%
Algebra 2 / Trigonometry	23.1%	26.2%
Comprehensive English	80.2%	79.3%
U.S. History	57.1%	72.6%
Chemistry	41.4%	26.9%
Physics	33.3%	66.7%
Living Environment	74.4%	65.8%
Language Other Than English	83.3%	55.6%

## Closing the Achievement Gap

4-year Weighted Diploma Rate*		
	2012-2013	2013-2014
Students with Disabilities **	210.5%	288.0%
English Language Learner Students	177.8%	258.3%
Students in the Lowest Third Citywide	169.2%	181.7%
College and Career Preparatory Course Index		
	2012-2013	2013-2014
Students in the Lowest Third Citywide	7.7%	3.3%

\* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

\*\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

**Progress Towards Attainment of Academic Goals in 2013-2014<sup>2</sup>**

<b>Academic Goals</b>	
<b>Charter Goals</b>	<b>2013-2014</b>
1. Each year, 75% of each grade-level cohort will have scored at least 65 on the NYS Regents ELA Exam.	<b>Met</b>
2. Each year, 75% of each grade-level cohort will have scored at least 65 on the NYS Regents Math Exam.	<b>Not Met</b>
3. Each year, 75% of each grade-level cohort will have scored at least 65 on at least one NYS Regents Science Exam (Living Environment, Chemistry, or other).	<b>Not Met</b>
4. Each year, 75% of each grade-level cohort will have scored at least 65 on at least one NYS Regents History Exam (Global Studies or U.S. History).	<b>Not Met</b>
5. Each year, 20% of each cohort will graduate with an Advanced Regents Diploma.	<b>Not Met</b>
6. Each year, 5% of each cohort will graduate with an Honors Regents Diploma.	N/A
7. Each year, at least 80% of each student cohort (as defined by the NYS Education Department) graduates within five years.	<b>Met</b>
8. Each year, the percent of students in the high school accountability cohort passing a NYS Regents English 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.	N/A
9. Each year, the percent of students in the high school accountability cohort passing a NYS Regents Math 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.	N/A
10. Each year, the school will be deemed "In Good Standing."	<b>Not Met</b>
11. Each year, the school will have a daily student attendance rate of at least 90%.	<b>Not Met</b>

<sup>2</sup> Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

## Self-Reported Responsive Education Program & Learning Environment<sup>3</sup>

### Curriculum Changes and/or Adjustments

- In the 2014-2015 school year, the school made the following changes and adjustments in relation to the Common Core Learning Standards:
  - Teachers revised curriculum maps to place an emphasis on Common Core topics and to spiral in concepts that students have yet to master.
  - ELA instructional practices were revised to integrate Common Core standards by ensuring that student activities encourage students to use textual evidence.
  - Literature units in ELA classes were modified to include multiple non-fiction texts creating practical discourse surrounding "real-life" topics.
  - Social Studies and Science department leaders revised curriculum to include an increased number of writing assignments in their daily lesson plans.
  - ELA instruction was revised to integrate Common Core standards by ensuring that student activities encourage students to use textual evidence.
  - Social Studies and ELA teachers collaborated to include a formal process for responding to data-based questions to all grade levels.
  - Science teachers revised the format of student responses in class: all students are now required to compose complete sentences and paragraphs in order to demonstrate rationale and understanding of topics

### Interim Assessments

- Assessments used at the school include the following:
  - Teacher-created midterm exams;
  - Mock Regents exams;
  - Term papers;
  - Research projects;
  - Portfolio evaluations;
  - Quizzes; and
  - In-class presentations.

### Approach to Data-Driven Instruction

- Williamsburg Charter High School has created an in-house data-driven instructional program that is aligned with New York State learning standards.
- As implementing data-driven instruction is a multi-step process, teachers receive training in the school's methodology throughout the year.
- School staff create standards-aligned curricula using Backwards Design and they design assessments that are clearly linked to instructional objectives.
- At data meetings, staff have an opportunity to discuss student outcomes with other teachers who are teaching the same course so that they can share best practices and inform future instruction based on student performance.

### Philosophy on Special Education and English Language Learner Service Provision

- The philosophy of the school includes providing wrap-around support and social emotional support to all students.
- In addition to their teachers, each special education student receives support from an advisor, guidance counselor, social worker, and a substance abuse counselor, where necessary.
- All students have access to the same content, curriculum, and opportunities in order to obtain a Local or Regents diploma that will enable students to seek a post-secondary education.
- Through collaboration with the Council on Special Education, Williamsburg Charter High School offers: self-contained classes, integrated co-teaching (ICT), and special education teacher support services (SETSS), as well social-emotional counseling and support through the school's two in-house social workers and speech pathologist.

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<sup>3</sup> Self-reported information from school-submitted ACR self-evaluation form on May 1, 2015.

- The school currently employs 13 certified special education teachers who together help lead seven SETSS classes, 18 self-contained classes, and 32 ICT classes.
- English Language Learner (ELL) students receive one period a day of English-as-a-Second-Language (ESL) instruction in order to develop cognitive and academic language skills.
- General education teachers are responsible for providing testing accommodations to ELL students and are made aware of their proficiency levels; these teachers meet students' needs by offering extra help and providing in-class supports.
- The Special Education Department's goal for both special education and ELL students is always to identify students who are in need of services, to create comprehensive support systems to ultimately move students to less restrictive environments as their readiness increases, and to transition out students who no longer require services.

#### Professional Development Opportunities

- The following professional development opportunities were provided to teachers:
  - Annual Membership to the NYC Special Education Collaborative;
  - Student Discipline Training facilitated by New York Peace Institute;
  - American Choral Directors Association;
  - Science Teachers Association of New York State Annual Conference;
  - New York State Council for Social Studies Annual Conference;
  - Keys to Literacy Conference: Keys to Close Reading;
  - Orton-Gillingham Comprehensive Training Seminar;
  - National Council of Teacher of Mathematics;
  - NYC Arts in Education Roundtable; and
  - New York State Art Teachers Association Conference.

#### Teacher Evaluation

- Teachers receive at least 10 observations during the school year consisting of eight mini-observations and two formal observations adapted from the Charlotte Danielson Framework for Teaching.
  - Mini-observations are short (10-15 minutes), unannounced visits conducted by members of the Instructional Leadership Team (ILT) including the Principal, Assistant Principal of Instruction, Department Leaders, and Director/s of the Department of Special Education.
    - Teachers receive feedback within 24 hours after each observation. Feedback sessions are 10-15 minute conversations during which instructional strengths and weaknesses are evaluated and teachers are given at least two concrete action steps to improve their practice.
  - Teachers will undergo at least two formal observations per year. The Mid-Year Formative Evaluation and the year-end Summative Evaluation will be completed by two or more members of the ILT and will include the following data points: mini-observation notes, feedback meeting notes, walkthrough checklists, attendance records, OnCourse lessons, Gradebook updates, and any additional documentation relevant to the development of the teacher.
  - Teachers will also conduct a self-evaluation prior to both formal evaluations. Evaluations will focus on four "Domains":
    - Knowledge of content/differentiation of lesson;
    - Instructional environment/culture of learning;
    - Communication/engagement, techniques and assessments; and
    - Data Reporting.
  - When necessary, Performance Improvement Plans will be issued to support growth.

#### Differentiated Instruction

- By implementing a data-driven instructional design, teachers are better able to target students' strengths and weaknesses, and they are better informed about which standards are the most challenging for students. As a result, they can apply remediation, review, and extension as needed.

#### Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
  - The literacy curriculum was revised to accommodate a greater number of ELL students as well as low performing students who enter the school below grade level in reading and writing.
  - The school hired a full-time ELL coordinator to enhance the supports provided to ELL students.
  - The school added additional electives to diversify course offerings in the interest of preparing students for post-secondary educational programs.
  - The school created a mandatory ninth period for all ninth and tenth grade students. Within the new framework students are either required to attend study hall as a means of reinforcing daily lessons, obtaining extended learning time and receiving one-on-one attention from teachers, or they are allowed to attend a school-sponsored club designed to broaden their knowledge of a specific trade, skill, art form, or hobby in the interest of increasing their eligibility for post-secondary educational programs.
  - The school added several Statistics electives to better prepare students for the Algebra 2/Trig Regents exam in the interest of earning an Advanced or Honors Regents diploma.

#### Learning Environment

- Evidence of high academic expectations for all is visible both in and out of the classroom.
  - Hallways are covered with Honor Roll, Student of the Month, and Comeback Kid charts and pictures to motivate students and to celebrate their achievements.
  - Advisors review grades with students on a weekly basis (every Thursday) and talk to them about ways to improve (attend Extra Help sessions, ask a friend for help, etc.).
  - Teachers teach to the new rigorous common core standards (while providing scaffolds).
  - Students who teachers know may struggle are not given a way to opt out but are supported in Study Skills (our SETTS class) or in Extra Help sessions with teachers.
- In terms of behavioral expectations, all students are held to the behavioral expectations outlined in the school discipline matrix. When it is evident that social and/or emotional gaps are keeping the student from meeting those expectations, counselors and social workers collaborate with families to seek additional assessment and resources.
- Students who are meeting behavioral expectations are celebrated with merits. The school is working towards improving the merits system by making it a color-coded system so that students can see themselves move from green to red (or vice versa).

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

**Governance Structure & Organizational Design**

<b>School Leadership Team (School Year 2014-2015)</b>		
<b>Title</b>	<b>Name</b>	<b>Number of Years With the School</b>
1. Principal	Kathleen Gaffney	3
2. Assistant Principal of Student Support	Roberta Cummings	1
3. Assistant Principal of Instruction	Kentia Coreus	1
4. School Administrative Manager	Valerie Jacobson	6
5. Director of Finance	Kathy Fernandez	2
6. Director of Student Data Management	Donald Brusca	3
7. Director of Facilities and Safety	Raymond James	1
8. Director of Fundraising	Patrick Kern	3
9. Director of IT	David Medina	3
10. Director of Human Resources	Princess Barimah	3
11. Director of Student Support Services	Rickey Brown	7
12. Director of Student Life	Shante Martin	5
13. Director of Student Life	Andre Sanford	5
14. Assistant Director of Safety	Yusef Burns	4

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Lourdes Rivera-Putz	<b>Chairperson</b> - <i>Executive, Education, Committee on Trustees</i>	Yes
2. Samuel Rivera	<b>Vice Chairperson</b> – <i>Development and Fundraising, Accountability and Finance, Executive</i>	Yes
3. Marcenia Johnson	<b>Trustee</b> – <i>Education, Committee on Trustees</i>	Yes
4. Robert Shea	<b>Trustee</b> – <i>Development and Fundraising, Education</i>	Yes
5. Charles Hobson	<b>Trustee</b> – <i>Development and Fundraising, Committee on Trustees, Executive</i>	Yes
6. James Lema	<b>Trustee</b> – <i>Development and Fundraising, Committee on Trustees</i>	Yes
7. Akil Bello	<b>Trustee</b> – <i>Accountability and Finance</i>	Yes
8. Joseph Cardarelli	<b>Trustee</b> – <i>Accountability and Finance</i>	Yes
9. Gabriel Perez	<b>Staff Representative</b>	Yes
10. Alma Lanotto	<b>Parent Representative</b>	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Accountability and Finance	Yes	Yes
2. Education	Yes	Yes
3. Committee on Trustees	Yes	No
4. Executive	Yes	Yes
5. Development and Fundraising	Yes	Yes

## School Climate & Community Engagement

Williamsburg Charter High School	
Instructional Staff Turnover (School Year 2013-2014)*	15.7%
Instructional Staff Turnover (School Year 2014-2015)**	21.1%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	19
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> <li>If Yes, how many times did it meet?</li> </ul>	10
<ul style="list-style-type: none"> <li>If Yes, how many parents attended these meetings?</li> </ul>	12
Average Daily Attendance Rate (School Year 2013-2014)***	88.0%

\* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

\*\* Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

\*\*\* Attendance was taken from ATS.

## NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Williamsburg Charter High School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	60%	65%	62%
	Most students at my school treat each other with respect.	57%	62%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	88%	88%	79%
Parents	I feel satisfied with the education my child has received this year.	97%	97%	95%
	My child's school makes it easy for parents to attend meetings.	95%	98%	94%
	I feel satisfied with the response I get when I contact my child's school.	97%	97%	95%
Teachers	Order and discipline are maintained at my school.	90%	89%	80%
	The principal at my school communicates a clear vision for our school.	66%	99%	88%
	School leaders place a high priority on the quality of teaching.	83%	100%	92%
	I would recommend my school to parents.	87%	94%	81%

\* Students in grades kindergarten through five do not participate in the NYC School Survey.

\*\* This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Williamsburg Charter High School	88%	94%
	NYC	83%	83%
Parents	Williamsburg Charter High School	44%	56%
	NYC	54%	53%
Teachers	Williamsburg Charter High School	95%	99%
	NYC	83%	81%

\* Students in grades kindergarten through five do not participate in the NYC School Survey.

## Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
<b>Cash Position</b>	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	74 days	Strong
<b>Liabilities</b>	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	1.00	Strong
<b>Projected Revenues</b>	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.98	Strong
<b>Debt Management</b>	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
<b>Total Margin</b>	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.06	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.19	Strong
<b>Ratios</b>	Debt to Asset Ratio	Ratio should be less than 1.00	0.82	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	0.38	Weak
<b>Cash Flow</b>	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$450,356	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$2,488,970	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

**Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?**

**Board Compliance**

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	10
Number of Board Members Required per the Bylaws	5-11
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	1
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	1
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	Yes
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	9 / 12

\* All data presented above is as of April 1, 2015.

\*\* Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

**School Compliance**

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification <sup>4</sup>	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	No
Immunization Record <sup>5</sup>	Yes
Insurance	No
Lottery	Yes
Annual Report Submitted to SED (2013-2014)	Yes
Financial Audit Posted (2013-2014)	Yes

<sup>4</sup> The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

<sup>5</sup> The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
90	5	5.6%	89	98.9%	0	0.0%

### Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	Yes
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	No	NA
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 3 (0.3%) Out of School Suspensions: 45 (5%)	

### Enrollment and Retention Targets<sup>6</sup>

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention 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 (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

<sup>6</sup> State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Williamsburg Charter High School served:
  - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
  - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
  - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Williamsburg Charter High School retained:
  - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
  - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
  - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

#### Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	<b>Williamsburg Charter High School</b>	<b>95.1%</b>	<b>95.2%</b>
	Effective Target	91.0%	91.0%
	Difference from Effective Target	+4.1	+4.2
Students with Disabilities (SWD)	<b>Williamsburg Charter High School</b>	<b>17.0%</b>	<b>17.0%</b>
	Effective Target	14.4%	14.4%
	Difference from Effective Target	+2.6	+2.6
English Language Learners (ELL)	<b>Williamsburg Charter High School</b>	<b>7.7%</b>	<b>7.9%</b>
	Effective Target	9.8%	9.8%
	Difference from Effective Target	-2.1	-1.9

### Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	<b>Williamsburg Charter High School</b>	<b>88.9%</b>	<b>N/A</b>
	Effective Target	83.2%	-
	Difference from Effective Target	+5.7	-
Students with Disabilities (SWD)	<b>Williamsburg Charter High School</b>	<b>84.3%</b>	<b>N/A</b>
	Effective Target	75.7%	-
	Difference from Effective Target	+8.6	-
English Language Learners (ELL)	<b>Williamsburg Charter High School</b>	<b>92.0%</b>	<b>N/A</b>
	Effective Target	75.8%	-
	Difference from Effective Target	+16.2	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	9-12	9-12
Enrollment	975	968
CSD(s)	14	14

**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:

- Williamsburg Charter High School will not replicate or expand; the school will continue with the approved charter to serve students in grades nine through twelve.