

**WILLIAMSBURG COLLEGIATE
CHARTER SCHOOL**

**RENEWAL REPORT
JANUARY 2010**

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Part 1: Executive Summary

School Overview and History:

Williamsburg Collegiate Charter School is a middle and high school serving approximately 300 students from grade 5 through grade 9 in the 2009-2010 school year.¹ The school opened in 2005 with grade 5. It has plans to grow to serve students grades 5 through 12.² It is currently housed in a public school building in District 14.³

The school population comprises 41.7% Black, 57.3% Hispanic, 0.3% White, and 0.7% Asian students. The school qualifies for universally free meals because of the significant rate of poverty amongst its student population.⁴ The student body includes 4.6% English language learners and 10.9% special education students. Boys account for 56.6% of the students enrolled and girls account for 43.4%.⁵

The school earned an A on its progress report in 2009, an A in 2008 and an A in 2007. The average attendance rate for the school year 2008 - 2009 was 97.1%.⁶ The school is in good standing with state and federal accountability.⁷

Renewal Review Process Overview:

The NYC DOE Charter School Office conducted a thorough review of this schools' Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the schools finance, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: October 8 and 9, 2009.

The following experts participated in the review of this school:

- Aaron Listhaus, Chief Academic Officer, Charter School Office, NYC DOE
- Aamir Raza, Director of Oversight, Charter School Office, NYC DOE
- Rana Khan, Director of Operations, Charter School Office, NYC DOE
- James Quail, Superintendent District 14, NYC DOE
- Nancy Mann, Principal, Fannie Lou Hammer HS, NYC DOE
- Fred Lisker, Senior Special Education Specialist, NYC DOE
- Jamal Young, Regional Associate, NY State Education Department

Renewal Recommendation:

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Williamsburg Collegiate Charter School for a period of 5 years consistent with the terms of the renewal application.

The NYC DOE-OCS has found Williamsburg Collegiate Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, Williamsburg Collegiate Charter School is an educationally and fiscally sound organization, is

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ NYC DOE Department of School Food.

⁵ Demographic data drawn from NYC DOE ATS enrollment database as of 10/31/09.

⁶ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

⁷ New York State Education Department - www.nysed.gov

likely to improve student learning and achievement, and meets the requirements of the charter Schools Act and applicable law.

Part 2: Findings

What the school does well

- The school has a strong Leadership Team which has clearly articulated priorities and has created a sharp focus on classroom activities and conditions for learning.
 - Observers noted consistency of expectations across all classrooms. Teachers enforce uniform expectations for student behavior (such as “SLANT”), utilize the same structure for planning classroom activities and strive to engage every student using a school-wide checklist of strategies to employ in every class. The school pays explicit attention to the way in which students behave in class, thus minimizing any behavior that is disruptive to the learning process.
 - The Board of Trustees, Managing Director of Uncommon Schools, Middle School and High School Principals are all singularly focused on instruction. The school’s leadership is regularly accessible to students, staff and parents. The use of assessment data, teacher generated data, and the dashboard of student achievement and school performance data form the basis for setting whole school goals as well as individualized work plans for staff.
 - Classrooms are devoted to skill attainment and knowledge acquisition with assessments designed to identify which students are in need of additional support in order to master learning goals. The school then provides this support in order to ensure that students progress from grade to grade only after mastering the skills necessary to succeed at the next level. The school mandates after-school and Saturday school for students who have not mastered the requisite skills in order to move on. Parents are comfortable with this approach; in fact some of the parents interviewed supported the school’s decision to retain their students in grade for an additional year in order to accomplish this goal.
- The school has developed a rigorous data and assessment system which enables educators to track student achievement. This information is communicated effectively with all members of the school community.
 - Student achievement is closely monitored by teachers through the use of classroom data, interim assessments and network-wide assessments.
 - The school is well supported by the network of Uncommon Schools. In collaboration with its educators, the network has developed common assessments that hold all students to high standards which is consistent with the mission of the school and network.
 - Assessments are also used to ensure adherence to the curriculum and to hold teachers accountable for student outcomes. Data for the school and the network is analyzed at regular intervals to identify areas of strength and best practice and areas in need of further attention.
 - The school provides feedback to students and families in frequent and regular intervals. For example, the school has developed a bi-weekly progress report that is sent home to parents and homework assignments are posted on line. Likewise, many parents and students spoke of teachers calling home on a regular basis to relay both areas in need of attention as well as recognizing achievement and progress towards goals.
- The leadership pays deep and consistent attention to ensuring that all instruction is well planned with clear learning objectives and measurable outcomes.
 - Principals give feedback on all teachers’ lesson plans weekly. Teachers identify this support as enabling them to better scaffold instruction; create meaningful

learning targets for each lesson; and formulating better questions and assignments. Teachers report that the school leadership regularly observes every classroom and provides direct feedback in weekly meetings with every teacher, which occur on Thursdays or Fridays. New teachers are provided with an in depth orientation to the school through three weeks of intensive professional development which occurs in August. This on-boarding includes instruction in “great “lesson planning, managing student behavior; using data to guide instruction; student culture and methods for direct instruction. Observers noted that teachers new to the school were indistinguishable from teachers returning from previous years in terms of lesson planning, classroom management and teaching methodology.

- Staffing ensures that the principal has adequate support to ensure total focus on instruction by eliminating distractions caused by operational or other concerns. Teachers interviewed identified multiple areas in which they receive feedback, from weekly meetings with schools leadership, daily observations, weekly professional development sessions; data days etc. The use of an operational director and other staff that support the operational issues of the school allow the principals to focus all of their time on instruction. The principals have deep and long term relationships with all students and their families. Parents interviewed pointed to the practice of the principals greeting each student by name each morning.
- The school boasts a strong culture of high expectations for all constituent groups including students, families and staff.
 - Students are aware of the mission of the school and feel supported by the school to meet their instructional goals. Students understand what is expected of them and who to ask for help. Students interviewed point to the mission of the school to prepare them for college and the importance of learning the foundations they are taught in their classes. Students also recognize that the attention to their behavior and the high expectations that the school has set is all in service to this mission. Students also experience a sense of fair and uniform application of the schools expectations for high achievement.
 - Parents interviewed believe in the mission of the school and support school decisions. For example, parents make sure their students complete all homework assignments and attend mandated after school and Saturday programs. Parent satisfaction is measured by a survey implemented two times per year. The principals are accessible to parents at the beginning and end of each school day as well as by appointment. While the school expects parents to play a very active role in the education of their children, the parents interviewed were willing to meet the expectations of the school. Parents, school leadership and staff that were interviewed noted a sense of mutual trust that is based on a shared commitment to ensuring that every child is supported in achieving his or her goals.
- The enrichment program offers a wide variety of options for engaging students.
 - Students point to the enrichment program as their favorite aspect of the school. The school provides a myriad of opportunities for students to develop artistic, athletic and performance abilities. The school also provides a wide range of opportunities to develop their leadership abilities. Much of the student enrichment experience is developed around community service and supporting students in helping others. Students compete for the opportunity to participate in community service projects and are excited by the possibility of working with their teachers on out-of-classroom experiences.
 - Parents participate in fundraising activities to ensure that students in each grade are able to travel. These trips and opportunities are used as motivation for student learning. Parents spoke of the Civil Rights Project as well as the school trips to Washington DC, New Orleans and Costa Rica as examples of rich out-of-school programming that motivate students in their academics while also exposing them to new experiences.

- The school's Board of Trustees has functioned well in furthering the school's mission and vision, and maintains sound finances and internal controls.
 - The board's top priorities include the operational needs at the high school level, leadership retention, increased focus on data driven instruction, and support for school leadership in addressing issues beyond daily operations.
 - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resources policies. The financial statements of WCCS were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
 - According to the school's audited financial statements for year ended June 30, 2009, the school possessed assets totaling \$2,359,138 and total liabilities of \$326,097. A total of \$1,128,041 is unrestricted for use purposes. WCCS has over \$1.5 million in liquid assets. The school remains in good financial condition to meet its obligations.

What the school needs to improve

- The structure for student learning should reflect students' ability to take on increased independence, higher order thinking and ownership of the learning process as they advance through grade levels.
 - There was little observable difference between the expectations for independence in the lower grades as in the upper grades. Success in college is, in part, dependant on the ability to deconstruct a complex assignment and work independently to achieve rigorous objectives. The school should provide opportunities for students to engage in inquiry and independent work as the high school grows to full implementation.
 - While the school is focused on increasing student stamina in reading difficult texts, the school should also support instruction in the upper grades that challenges students to ask difficult questions, engage in inquiry, and handle more sophisticated, ambiguous challenges. In the classrooms observed, discussion was teacher-centered: teachers generated questions, restated student responses and called on students to continue the discussion. There was little student to student interaction and minimal opportunity for students to engage in independent thought and questioning. As the school adjusts its expectations for student classroom behavior to include more college-level expectations, this is an area in which the school might choose to set goals and focus professional development.
- The school should reconsider its recruitment process to ensure that special education enrollment is comparable to that of other schools in the district.
 - Currently, the school serves an almost equivalent percentage of special education students as Community School District 14. However, the school does not currently offer collaborative team teaching classes or other special classes to serve students who require more instructional support than the provision of related services. The school needs to develop a wider variety of strategies to accommodate students with more serious learning disabilities. The Charter School law provides charter schools with increased flexibility with regard to the grouping and inclusion of special education students within the general education setting. Given the schools commitment to serving the community of CSD 14, the school should develop program opportunities to serve this segment of the community. Similarly, the school

needs to increase ELL student enrollment in order to truly serve the community of Williamsburg.

- The school might consider providing more opportunities for students to use computers and access the internet within the context of their academic work.
 - In discussion with school staff, it was noted that the school rarely has students working on computers and accessing the internet during instructional time. While the school is to be lauded for its laser focus on foundational skill building and acquisition of basic content in all subject areas, students must be fully versed in the educational uses of technology. Students need to know how to access the internet for academic pursuits, understand how to assess the academic value of on line content and the ways in which technology can support their education. The school should develop a coherent plan for the introduction and scaffolded instruction in the use of technology as part of their commitment to preparing all students for success in college.

Part 3: Charter School Goals

Insert Charter Goals Chart from Retrospective Report with description

The Williamsburg Collegiate Charter School has sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals which is excerpted from the school's retrospective report and has been verified by the Charter School Office.

Williamsburg Collegiate Charter School – Academic Goals				
Goals	First Year 2005-2006	Second Year 2006-2007	Third Year 2007-2008	Fourth Year 2008-2009
Absolute	<p>Goal 1: Beginning with a baseline percentage for the same cohort of students, an increasing percentage of middle school students will make clear and continuous progress toward meeting or exceeding the New York State Standards in English Language Arts, Mathematics, Science & Technology, and Social Studies.*</p>	<p><u>Grade 5</u> TerraNova (Fall 06 to Spring 07)</p> <ul style="list-style-type: none"> • Reading – 16.0 pt increase • Language – 18.0 pt increase • Math – 23.1 pt increase <p>Final Exam: Percent of students scoring 70%+</p> <ul style="list-style-type: none"> • Science – 77% • Social Studies – 84% 	<p><u>Grade 5</u> TerraNova (Fall 07 to Spring 08)</p> <ul style="list-style-type: none"> • Reading – 6.6pt increase • Language – 10.4 pt increase • Math – 11.1 pt increase <p>Final Exam: Percent of students scoring 70%+</p> <ul style="list-style-type: none"> • Science – 76% • Social Studies – 80% 	<p><u>Grade 5</u> TerraNova (Fall 05 to Spring 06)</p> <ul style="list-style-type: none"> • Reading – 6.0 pt increase • Math – 18.3 pt increase <p>Final Exam: Percent of students scoring 70%+</p> <ul style="list-style-type: none"> • Science – 85% • Social Studies – 97%
		<p><u>Grade 6</u> NYS Exam</p> <ul style="list-style-type: none"> • ELA – 29% point increase in Level 3+4 • Math – 35% point increase in Level 3+4 <p>Final Exam: Percent of students scoring 70%+</p> <ul style="list-style-type: none"> • Science – 80% • Social Studies – 78% 	<p><u>Grade 6</u> NYS Exam</p> <ul style="list-style-type: none"> • ELA – 21% point increase in Level 3+4 • Math – 8% point increase in Level 3+4 <p>Final Exam: Percent of students scoring 70%+</p> <ul style="list-style-type: none"> • Science – 65% • Social Studies – 77% 	<p><u>Grade 6</u> NYS Exam</p> <ul style="list-style-type: none"> • ELA – 22% point increase in Level 3+4 • Math – 4% point increase in Level 3+4 <p>Final Exam: Percent of students scoring 70%+</p> <ul style="list-style-type: none"> • Science – 87% • Social Studies – 83%

			<p>NYS Exam</p> <ul style="list-style-type: none"> • ELA – 7% point increase in Level 3+4 • Math – 0% point increase in Level 3+4 (with 100% students scoring Advanced or Proficient) <p>Final Exam: Percent of students scoring 70%+</p> <ul style="list-style-type: none"> • Science – 69% • Social Studies – 63% 	<ul style="list-style-type: none"> • Math – 0% point increase in Level 3+4 (with 100% students scoring Advanced or Proficient) <p>Final Exam: Percent of students scoring 70%+</p> <ul style="list-style-type: none"> • Science – 79% • Social Studies – 61% <p>Grade 8 NYS Exam</p> <ul style="list-style-type: none"> • ELA – 1% point decrease in Level 3+4 (with 91% students scoring Advanced or Proficient) • Math – 0% point increase in Level 3+4 (with 100% students scoring Advanced or Proficient) • Science: 98% Advanced or Proficient • Social Studies: Exam data not released at the time of publication.
	Met: Y	Met: Y	Met: Y	Met: Partially

* Please note: Cohort is defined as students enrolled in current grade, per WCCS Annual Report standards. For cohort data as non-retained students enrolled starting in the 5th grade, please refer to *K-8 - Math & ELA - Data Submission Template*.

Comparative	<p>Goal 2: Students' academic performance in English Language Arts, Math, Social Studies, and Science in grades 7-8 will exceed the performance of students in other public schools.</p> <p>For students who have been enrolled at WCCS for two years, the average cohort score of WCCS students will be higher than the average scores of public schools in a) its host district and b) New York City, on the New York State Assessments when offered, and when not offered another appropriate assessment tool for that grade and subject .</p>	WCCS did not enroll student in 7 th and 8 th grades in 2005-06.	WCCS did not enroll student in 7 th and 8 th grades in 2006-07.	WCCS did not enroll student in 7 th and 8 th grades in 2007-08.	<p>In the 2008-09 school year, WCCS had its inaugural cohort of 8th grade students who were enrolled in WCCS for at least two years.</p> <p><u>ELA Average Score</u></p> <ul style="list-style-type: none"> • WCCS: 676 • CSD 14: 649 • NYC: 653 <p><u>Math Average Score</u></p> <ul style="list-style-type: none"> • WCCS: 707 • CSD 14: 663 • NYC: 668 <p><u>Science Average Score:</u></p> <ul style="list-style-type: none"> • WCCS: 82 • CSD 14 and NYC: N/A not released at the time of publication. <p><u>Social Studies Average Score:</u> N/A. Exam data not released at the time of publication.</p>
	Met: N/A	Met: N/A	Met: N/A	Met: Y	
Comparative	Goal 3: The percentage of WCCS students who pass the Regents exams by 11 th grade will be higher than the passing percentages of students in a) its host district and b) New York City.	WCCS did not have high school grades in 2005-06.	WCCS did not have high school grades in 2006-07.	WCCS did not have high school grades in 2007-08.	WCCS did not have high school grades in 2008-09.
	Met: N/A	Met: N/A	Met: N/A	Met: N/A	

Comparative	Goal 4: Beginning in 2006-07, WCCS will be among the top 5 charter schools in New York City in terms of the percentage of middle school students achieving Levels 3 and 4 on the New York State English Language Arts and Mathematics Tests.	Goal begins in following school year.	<u>WCCS Rank</u> Grade 5 ELA: 6 Grade 6: ELA: 3 Grade 5 Math: 5 Grade 6 Math: 1	<u>WCCS Rank</u> Grade 5 ELA: 14 Grade 6: ELA: 6 Grade 7 ELA: 3 Grade 5 Math: 4 Grade 6 Math: 1 Grade 7 Math: 1	<u>WCCS Rank</u> Grade 5 ELA: 12 Grade 6: ELA: 4 Grade 7 ELA: 2 Grade 8 ELA: 4 Grade 5 Math: 1 Grade 6 Math: 1 Grade 7 Math: 1 Grade 8 Math: 1
		Met: N/A	Met: Partially (3/4)*	Met: Partially (4/6)*	Met: Partially (7/8)*
Absolute	Goal 5: 100% of WCCS seniors will be accepted into at least one four-year college	WCCS did not have high school grades in 2005-06.	WCCS did not have high school grades in 2006-07.	WCCS did not have high school grades in 2007-08.	WCCS did not have high school grades in 2008-09.
		Met: N/A	Met: N/A	Met: N/A	Met: N/A

* Please reference supplemental information on Goal 4 later in this section.

Part 4: Charter School Performance Data

The Williamsburg Collegiate Charter School met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data.

The charts below present the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 14 and New York City.

Percent of Students Performing at or Above Grade Level – Whole School⁸

ELA				
	2006	2007	2008	2009
WCCS	55.6%	74.1%	83.0%	92.9%
CSD 14	47.7%	49.4%	55.4%	67.3%
NYC	51.8%	52.5%	59.0%	70.3%

Math				
	2006	2007	2008	2009
WCCS	65.3%	95.5%	98.4%	100.0%
CSD 14	58.2%	66.9%	75.9%	83.3%
NYC	58.2%	66.9%	75.9%	83.3%

Percent of Students Performing at or Above Grade Level – By Grade

5th Grade			2006	2007	2008	2009
ELA	WCCS		55.6%	64.9%	75.0%	87.2%
	CSD 14		56.3%	57.8%	73.3%	75.7%
	NYC		57.4%	57.7%	70.6%	76.1%
Math	WCCS		65.3%	91.9%	96.1%	100.0%
	CSD 14		67.1%	76.5%	84.0%	89.7%
	NYC		62.1%	72.9%	80.7%	86.8%

6th Grade			2006	2007	2008	2009
ELA	WCCS		n/a	85.3%	85.7%	96.8%
	CSD 14			46.8%	46.4%	70.4%
	NYC			51.3%	54.2%	74.2%
Math	WCCS		n/a	100.0%	100.0%	100.0%
	CSD 14			65.2%	75.8%	82.6%

⁸ Charter school, district and city test results taken from NYSED testing data:
<http://www.emsc.nysed.gov/irts/ela-math/>

		NYC		64.9%	73.4%	78.7%
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7th Grade			2006	2007	2008	2009
ELA	WCCS		n/a	n/a	91.8%	98.2%
	CSD 14				56.3%	71.5%
	NYC				54.2%	74.2%
Math	WCCS		n/a	n/a	100.0%	100.0%
	CSD 14				73.2%	85.8%
	NYC				70.7%	82.4%

8th Grade			2006	2007	2008	2009
ELA	WCCS		n/a	n/a	n/a	90.9%
	CSD 14					52.5%
	NYC					58.7%
Math	WCCS		n/a	n/a	n/a	100.0%
	CSD 14					74.9%
	NYC					73.1%

Student Attendance Rate⁹

	2005-2006	2006-2007	2007-2008	2008-2009
Student Attendance Rate	97.0%	96.8%	97.2	97.1%

⁹ Attendance rate taken from charter school annual reports.

Part 5: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.¹⁰

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.¹¹

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹² As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.¹³

¹⁰ See § 2850 of the Charter Schools Act of 1998.

¹¹ See §§ 2851(4) and 2852 of the Act.

¹² See generally §§ 2851(3) and 2851(4).

¹³ § 2852(5)

B. NYCDOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹⁴

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Office of Charter Schools of the NYCDOE ("NYCDOE-OCS").

The NYCDOE-OCS then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYCDOE-OCS reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

¹⁴ The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Part 6: Framing Questions and Key Benchmarks

I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter School Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress

An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:

1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

Benchmark 2: Rigorous Instructional Program Strong School Environment

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
 - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
 - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
 - Academic expectations that adults in the school clearly and consistently communicate to students
 - Classroom lessons with clear goals aligned with the curriculum
 - Classroom practices that reflect competent instructional strategies
 - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
 - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students
- A School Environment that Promotes Successful Teaching and Learning that includes:
 - An environment where students and staff feel safe and secure
 - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
 - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
 - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
 - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
 - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement

- A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Benchmark 3: Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
 - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
 - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
 - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
 - Meaningful opportunities for staff and parents to become involved in school governance
 - Avenues of communication from the board of trustees to other members of the school community and vice-versa
 - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
 - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
 - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
 - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
 - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
 - A conflict of interest policy and code of ethics that are followed consistently
 - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
 - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

Benchmark 5: Sound Financial Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
 - A long range financial plan that guides school operations
 - Realistic budgets that are monitored and adjusted when appropriate
 - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
 - Internal controls and procedures that are followed consistently and that result in prudent resource management
 - Capacity to correct any deficiencies or audit findings
 - Financial records that are kept according to GAAP

- Adequate financial resources to ensure stable operations
- Processes that maintain and successfully manage the school's cash flow
- Non-variable income streams that support critical financial needs

Benchmark 6: Parent and Student Satisfaction

A school that is a viable organization has the following characteristics:

Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

Benchmark 7: Sufficient Facilities and Physical Conditions

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

Benchmark 8: Sufficient Reporting

A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
 - Annual reports and financial reports submitted completely and by deadline
 - Responses to DOE's or SED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

Benchmark 9: Appropriate Admissions Policy

A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
 - Opportunities for all interested parents to submit a complete application for enrollment
 - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

Benchmark 10: Compliance with All Applicable Laws and Regulations

A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
 - Applicable health laws and regulations
 - Title I regulations
 - IDEA regulations to meet the needs of special education students

Part 7: NYC DOE School Progress Reports

Please see the attached progress reports for this school.

Progress Report Grade

A

What does this grade mean?

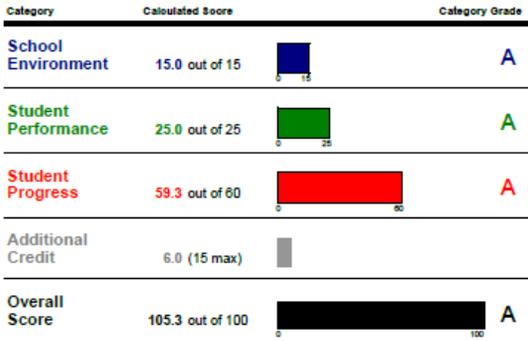
Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 105.3
- This score places the School in the 100 percentile of all Middle schools Citywide—i.e., 100 percent of those schools scored lower than this school

This Progress Report is for:

SCHOOL	Williamsburg Collegiate Charter School (84K366)
SCHOOL LEADER	Julie Kennedy
ENROLLMENT	248
SCHOOL TYPE	MIDDLE
PEER INDEX	3.18



How score translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 58.0-100 receive a letter grade of A
- 78% of schools earned an A in 2008-09

Middle School Table – Overall Grades

Grade	Score range	City summary
A	58.0-100	77.6% of schools
B	54-67.9	18.5% of schools
C	43.0-53.9	3.0% of schools
D	33.0-42.9	0.9% of schools
F	0-32.9	0% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2008-09.

State Accountability Status

Based on its 2008-09 performance, this school is:

In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
-		English Language Learners
+1.5	43.5%	Special Education Students
+1.5	80.0%	Hispanic Students in the Lowest Third Citywide
-		Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		Mathematics
-		English Language Learners
+1.5	39.1%	Special Education Students
-		Hispanic Students in the Lowest Third Citywide
-		Black Students in the Lowest Third Citywide
+1.5	94.7%	Other Students in the Lowest Third Citywide

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-9 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Williamsburg Collegiate Charter School are:

DBN	School Name	DBN	School Name
29Q259	Pathways College Preparatory School: A College Board School	11X332	Aspire Preparatory School
24Q073	I.S. 73 - The Frank Sansivieri Intermediate School	11X180	I.S. 180 Daniel Hale Williams
28Q217	J.H.S. 217 Robert A. Van Wyck	18K285	I.S. 285 Meyer Levin
31R072	I.S. 072 Rocco Laurie	84K508	Kings Collegiate Charter School
84K357	Kipp Amp (Always Mentally Prepared) Charter School	05M302	Kappa IV
24Q005	I.S. 5 - The Walter Crowley Intermediate School	14K582	M.S. 582
09K215	Kappa	20K609	Urban Assembly School for Criminal Justice
31R002	I.S. R002 George L. Egbert	08X131	J.H.S. 131 Albert Einstein
21K096	I.S. 096 Seth Low	13K527	Urban Assembly Institute of Math and Science for Young W
21K690	Brooklyn Studio Secondary School	12K316	Kappa III
31R051	I.S. 051 William A Morris	24Q093	I.S. 093 Ridgewood
30Q010	I.S. 010 Horace Greeley	13K103	Satellite Three
22K078	J.H.S. 078 Roy H. Mann	10K237	Marie Curie High School for Nursing Medicine and Allied He
02M896	Greenwich Village	28Q072	M.S. 0072 Catherine & Court Basie Middle School
84K335	Leadership Village Academy Charter School	10X045	J.H.S. 045 Thomas C. Giordano
13K366	M.S. K366 - Park Place Community Middle School	17K382	Academy for College Preparation and Career Exploration: A
20K227	J.H.S. 227 Edward B. Shallow	27Q226	J.H.S. 226 Virgil I. Gritsom
10K413	Bronx High School for Medical Science	10K324	Bronx Early College Academy for Teaching & Learning
29Q109	Jean Nuzzi Intermediate School	08X282	Young Women's Leadership School Bronx Campus
29Q238	I.S. 238 Susan B Anthony	30Q145	I.S. 145 Joseph Pulitzer

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

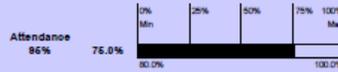
Results by Category

SCHOOL **Williamsburg Collegiate Charter School**
SCHOOL LEADER **Julie Kennedy**

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: 15 out of 15

A

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (6 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
9.0	118.6%	5.5			8.5	118.6%	5.5			8.5	
8.0	110.7%	4.9			7.7	116.4%	5.0			7.5	
7.8	103.8%	4.9			7.7	98.7%	4.9			7.5	
8.6	110.0%	5.3			8.3	103.0%	5.2			8.5	
97.1%	110.1%	92.4%			95.3%	93.8%	94.0%			97.0%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: 25 out of 25

A

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
93.1%	149.8%	30.4%			72.5%	108.0%	2.6%			88.0%	248
3.35	118.8%	2.72			3.25	88.8%	2.34			3.48	248
100.0%	109.3%	30.7%			94.1%	100.0%	0.5%			100.0%	248
4.03	124.3%	2.80			3.75	103.7%	2.09			3.98	248

Student Progress

Comprises 60% of the Overall Score

This Year's Score: 59.3 out of 60

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
68.9%	98.1%	43.0%			88.4%	81.8%	41.0%			71.4%	240
87.5%	79.3%	63.3%			93.8%	81.8%	61.5%			83.3%	88
0.49	188.7%	0.08			0.30	140.0%	0.07			0.37	51
0.08	119.2%	0.23			0.03	120.7%	0.27			0.02	189
65.7%	105.0%	37.2%			83.4%	107.3%	35.5%			82.3%	240
65.3%	84.2%	46.4%			92.8%	80.0%	44.5%			88.7%	75
		0.07			0.88		0.01			0.58	13
0.14	88.7%	0.25			0.23	81.8%	0.31			0.18	227

Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2007-08 is 91.5
- This score places the School in the 98 percentile of all middle schools Citywide—i.e., 98 percent of those schools scored lower than this school
- This school did not have a 2008 target because it did not receive a grade last year

This Progress Report is for:

SCHOOL	Williamsburg Collegiate Charter School (84K366)
SCHOOL LEADER	Julie Trott
ENROLLMENT	186
SCHOOL TYPE	MIDDLE SCHOOL
PEER INDEX	3.18

Category	Calculated Score	Category Grade
School Environment	15.0 out of 15	A
Student Performance	25.0 out of 25	A
Student Progress	48.5 out of 60	A
Additional Credit	3.0 (15 max)	
Overall Score	91.5 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 65.9–106 receive a letter grade of A
- 30% of schools earned an A in 2007-08

Middle School Table – Overall Grades

Grade	Score range	City summary
A	65.9–106	30% of schools
B	49.7–65.8	45% of schools
C	39–49.6	16% of schools
D	29.4–38.9	7% of schools
F	11.1–29.4	2% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2007-08.

State Accountability Status

Based on its 2006-07 performance, this school is:

In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
-	-	English Language Learners
-	-	Special Education Students
+1.5	55.6%	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
		Mathematics
-	-	English Language Learners
-	-	Special Education Students
+1.5	66.7%	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Williamsburg Collegiate Charter School are:

DBN	School Name	DBN	School Name
29Q259	Pathways College Preparatory School A College Board	E11X322	Aspire Preparatory School
24Q073	I.S. 73 - The Frank Saraskiel Intermediate School	11X180	I.S. 180 Daniel Hale Williams
29Q217	J.H.S. 217 Robert A. Van Wyck	18K285	I.S. 285 Meyer Lewin
31R072	I.S. 072 Rocco Lauric	84K608	Kings Collegiate Charter School
84K357	Kipp Amp (Always Mentally Prepared) Charter School	05M302	Kappa IV
24Q005	I.S. 5 - The Walter Crowley Intermediate School	14K582	M.S. 582
09X215	Kappa	20K909	Urban Assembly School for Criminal Justice
31R002	I.S. R002 George L. Egbert	08X131	J.H.S. 131 Albert Einstein
21K096	I.S. 096 Seth Low	13K527	Urban Assembly Institute of Math and Science for Young Wic
21K690	Brooklyn Studio Secondary School	12X316	Kappa II
31R061	I.S. 061 William A Morris	24Q093	I.S. 093 Ridgewood
30Q010	I.S. 010 Horace Greeley	13K103	Satellite Three
22K078	J.H.S. 078 Roy H. Mann	10X237	Marie Curie High School for Nursing Medicine and Allied Hea
02M896	Greenwich Village	28Q072	M.S. 0072 Catherine & Court Basie Middle School
84M335	Leadership Village Academy Charter School	10X045	J.H.S. 045 Thomas C. Giordano
13K096	M.S. K096 - Park Place Community Middle School	17K382	Academy for College Preparation and Career Exploration: A
20K027	J.H.S. 227 Edward B. Shallow	27Q226	J.H.S. 226 Vigil I. Grlesom
10X413	Bronx High School for Medical Science	10X324	Bronx Early College Academy for Teaching & Learning
29Q109	Jean Nuzzi Intermediate School	08X282	Young Women's Leadership School Bronx Campus
29Q238	I.S. 238 Susan B Anthony	30Q145	I.S. 145 Joseph Pulitzer

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Results by Category

SCHOOL: Williamsburg Collegiate Charter School
SCHOOL LEADER: Julie Troit

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: 1,122 x 15 = 15

A

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (6 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
9.2	126.9%	126.9%	
8.1	114.3%	118.2%	
8.0	110.7%	103.3%	
8.6	110.0%	103.0%	
97.2%	111.4%	94.7%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: 1,058 x 25 = 25

A

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
81.6%	122.2%	92.6%	190
3.23	98.2%	78.1%	190
97.4%	106.2%	97.2%	190
3.96	118.3%	100.0%	190

Student Progress

Comprises 60% of the Overall Score

This Year's Score: 0,808 x 60 = 48.5

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
53.5%	38.8%	41.1%	174
84.3%	88.8%	71.7%	51
0.37	98.7%	100.0%	48
(0.04)	73.1%	78.3%	126
82.8%	88.7%	101.1%	171
85.4%	84.4%	90.6%	48
0.78	113.3%	138.8%	15
0.16	91.1%	96.8%	156

Progress Report
Elementary/Middle/K-8

WILLIAMSBURG COLLEGIATE CHARTER SCHOOL

MIDDLE SCHOOL

Grade:	A
Peer Index	3.34 (0.00 - 100.00 for E/K; 1.00 - 4.50 for M)
Overall Score	117.42 (out of 100+)
School Environment	14.3 (out of 15)
Student Performance	29.7 (out of 30)
Student Progress	70.4 (out of 55)
Achievement Gap:	3.00 (additional credit)

Grades on Charter School Progress Reports have been assigned based only on a calculation of student attendance, and student performance and student progress on New York State tests. The final grade is a combination of 15% of the school's student attendance score, 30% of the school's Performance Score, and 55% of the school's Progress Score. The grade does not include outcomes of parent, teacher, and student satisfaction surveys, and therefore it would be inaccurate to make a direct comparison to the grades assigned to non-charter DOE public schools. For information on student environment measures (e.g., parent satisfaction), and for further information on charter school performance, please visit www.nyc.gov/charters to view charter schools' annual reports, annual audits, and annual visit reports

	<u>Your School's Score:</u>		<u>Peer Horizon:</u>		<u>Your School Relative to City Horizon:</u>		
	This Year	Relative to Peer Horizon	Minimum	Maximum	Minimum	Maximum	
1 School Environment (15%)							
Attendance	96.8%	100.0%	90.1%	96.8%	85.5%	84.4%	96.9%
School Environment Score:	14.3						

2 Student Performance (30%)							
<u>English Language Arts</u>							
Percent of Students at Proficiency (Level 3 or 4)	73.7%	102.6%	37.7%	72.8%	86.8%	0.0%	84.9%
Median Student Proficiency (1-4.5)	3.21	91.6%	2.83	3.25	78.4%	2.24	3.48
<u>Mathematics</u>							
Percent of Students at Proficiency (Level 3 or 4)	95.6%	110.3%	38.8%	90.3%	102.0%	1.5%	93.8%
Median Student Proficiency (1-4.5)	3.8	107.9%	2.75	3.72	97.3%	1.94	3.85
Student Performance Score:	29.7						

3 Student Progress (55%)							
<u>English Language Arts</u>							
Percent of Students Making at least 1 Year of Progress	71.7%	123.7%	37.8%	65.2%	121.4%	37.7%	65.7%
Average Change in Student Proficiency	0.18	116.2%	-0.11	0.14	100.4%	-0.11	0.18
Average Change in Proficiency in School's Lowest 1/3 of Students	0.44	113.9%	0.06	0.39	111.0%	0.09	0.40
<u>Mathematics</u>							
Percent of Students Making at least 1 Year of Progress	87.9%	128.2%	33.8%	76.0%	134.6%	30.3%	73.1%
Average Change in Student Proficiency	0.46	135.5%	-0.16	0.30	138.5%	-0.15	0.29
Average Change in Proficiency in School's Lowest 1/3 of Students	0.83	144.0%	-0.05	0.56	176.3%	0.00	0.47
Student Progress Score:	70.4						

	<u>Exemplary Proficiency Gains*</u>		Additional Credit Received
	This Year		
4 Closing the Achievement Gap			
<u>English Language Arts</u>			
English Language Learners			
Special Education Students			
Hispanic Students Who Are in Lowest Third Citywide			
Black Students Who Are in Lowest Third Citywide			
Other Students Who Are in Lowest Third Citywide	50.0%	1.50	
<u>Mathematics</u>			
English Language Learners			
Special Education Students			
Hispanic Students Who Are in Lowest Third Citywide			
Black Students Who Are in Lowest Third Citywide			
Other Students Who Are in Lowest Third Citywide	74.1%	1.50	

* Percent of students who gained half a proficiency level or more this year