New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2019 Charter School Performance Framework

Williamsburg Charter High School

Renewal Site Visit Dates: November 8-9, 2023
Date of Final Draft Site Visit Report: April 24, 2024
Date of Final Site Visit Report: May 15, 2024

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ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Williamsburg Charter High School
Board Chair	Lourdes Putz
District of Location	New York City (NYC) Community School District (CSD) 14
Initial Commencement of Instruction	Fall 2004
Charter Terms	• Initial Charter: February 23, 2004 - February 22, 2009 • First Renewal: February 23, 2009 - July 27, 2009 • Second Renewal: July 28, 2009 - July 27, 2014 • Third Renewal: July 28, 2014 - June 30, 2019 • Fourth Renewal: July 1, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	Grades 9 -12 / 963 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 963 students
Comprehensive Management Service Provider	None
Facilities	198 Varet Street, Brooklyn NY 11206 -Private Space
Mission Statement	*The Williamsburg Charter High School unites youth, families, staff, teachers, and the community at large in providing young people with the tools necessary to make sense of the world, preparing them in their journey to become citizens of the local and global community.* *Young people will accomplish this through participation in a liberal arts education that includes language, literature, writing, science, history, mathematics, the visual and performing arts, technology and explorations in disciplines designed to teach justice, independent thinking, respect and compassion for themselves and others, as well as the skills of critical thinking, communication, and research.*
Key Design Elements	• Student Centered and Therapeutically Supportive Environment • Rigorous, Responsive Educational Program • College and Career Readiness Culture • Community Oriented • Literacy across the Content Areas and Support for Struggling Readers • Interdepartmental Collaboration • Collaborative, Data-driven Academics • Multifaceted Learning Opportunities and Experiences • Course Sequence and Academic Program Diversity
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	None

[1] The information in this section was provided by the NYS Education Department Charter School Office.

Innovative and Noteworthy Programs: Williamsburg Charter High School (WCHS) offers students in Grades 9-12 a multifaceted-learning opportunities in the arts, dance, theater, accelerated courses (AP and Honors), dual-enrollment college courses, work-based learning experiences, and virtual learning through APEX Learning; all in addition to the New York State learning standards (NYSLS) aligned curricula in core subjects.

Renewal Outcomes: Reference the Board of Regents Renewal Policy.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Approved Enrollment	963	963	963	963	963

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Proposed Enrollment	963	963	963	963	963

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for

[2] This proposed chart was submitted by the Williamsburg Charter High School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the 20 of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at Williamsburg Charter High School on November 8-9, 2023.The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, educators, and students.

The team conducted thirteen classroom observations in grades nine through twelve. The observations were approximately twenty minutes in length and conducted jointly with Interim Head of School and Academy Leaders. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 Renewal SV Protocol.

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data, and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	**Description**
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

	2019 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	**Approaches**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	**Meets**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Approaches**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- WCHS is in year 19 of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:
    - WCHS has demonstrated commendable levels of progress for meeting ten CSO performance rating benchmarks since the last renewal site visit in 2018-2019 and as reported by the Midterm Site Visit in 2021-2022.
    - WCHS has created a bilingual program and has increased efforts to enroll English language learner(s) (ELL) as a corrective action response to CSO concerns about decreased enrollment and retention for the subgroup.
    - WCHS continues to do significant work in actualizing its mission and key design elements by offering programs and learning environments that are diverse, community-oriented, college and career ready, collaborative, and multifaceted.

- **Summary of Challenges**:
    - WCHS should continue to focus on improving student performance in the areas of Algebra I, Algebra II, English Language Arts, Global History, Chemistry, and Physics for all students and subgroups.
    - WCHS should continue to create intervention plans and support systems for all students to be on track-for-graduation.
    - WCHS should work towards ensuring legal compliance for fingerprint clearance as well as continue to submit revision requests and documents as per the CSO Revision Guidance, including its request to develop its newly acquired land.

Benchmark 1: Student Performances

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to the decline of Regents cohort scores and on-track to graduate rates.

According to the aggregate and subgroup 4-year Regents Cohort testing outcomes, the 2019 Cohort showed a decline in proficiency rates for all subgroups and subject areas with the exception of US History scores for students with disabilities (SWD). Although there was a decline in proficiency rates in the 2019 cohort compared to previous cohorts, the school's subgroups in this cohort still outperform the state in many subjects.

According to high school graduation rates by cohort for 2019, there is a -1 percentage-point differential as compared to NYS for all students, +11 percentage points for SWD, -1 percentage points for ELL, and +3 percentage points for ED students. As of the most recent data, 2022-2023, 66 percent of third-year students are on track to graduate. This has declined from 93 percent from 2018.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. *Curriculum*	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. *Instruction*	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. *Assessment and Program Evaluation*	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. *Supports for Diverse Learners*	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element	*Indicators*
	learners/multi-lingual learners; and economically disadvantaged students. c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for High School:

- HS:
  - WCHS offers a high school program for Grades 9-12 that is aligned to NYSLS, and is aligned horizontally across the same grade level, and vertically across departments.
  - WCHS offers community-oriented and multifaceted experiences including access to a dance studio, ceramics studio, professional grade recording studio, sports teams, learning abroad, work-based learning experiences, and dual-enrollment college courses.
  - WCHS has systems in place to ensure students are provided college and career readiness support beginning in Grade 9 that includes college level courses, career exploration opportunities, tutoring, homework help, SAT preparation, Regent's review, advisory, and social-emotional programs.
  - WCHS has a *Keys to Literacy* initiative that supports all students in the areas of literacy across all grades and contents.
  - WCHS has incorporated 1:1 technology in the classrooms and has capacity to shift to virtual learning should the need rearise as experienced by the global pandemic.

Academic Program for SWD and ELL:

- SWD:
  - WCHS has a Student Needs and Academic Services (SNAS) Department, which leads integrated co-teaching (ICT) classes, self-contained classes, Special Education Teacher Support Services (SETTS), and special education services to support SWD.
  - Academic programs for students with Individualized Education Plans (IEPs) are the same as general education students and have additional support from the SNAS Department to ensure that related services are being provided and accommodations are appropriate including class size.
- ELL:
  - WCHS created a Bilingual program for incoming students in 2021-2022.
  - Academic programs for ELL are the same as general education students and have additional support from the SNAS + English Department to ensure that language proficiency is considered when scheduling courses for students and push-in and pull-out services are available for all core subjects.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Curriculum***:
    - **Indicator a:** WCHS has an internally created curriculum that is aligned to current NYSLS. During site visit focus groups, teachers and administrators highlighted the use of Envision Math and Savvas as commonly used publishers across grade levels. During classroom visits, the CSO team observed teachers using lesson plans, graphic organizers, supplemental resources, and learning guides that are aligned to the appropriate grade level and content being taught.
    - **Indicator b:** During the focus groups, teachers and administrators described how the curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. They mentioned that there is a strong culture of professional learning communities at WCHS, and they meet regularly between departments and grade levels. Teachers described how the school's shared Google Drive allows all teachers access to each other's lesson plans which helps support the culture of collaboration and cross-planning. The example presented was the cross-collaboration of a physics and music lesson that studied wavelengths in both lessons. During the focus group, the academy leaders and instructional coaches highlighted the use of curriculum mapping which helps create vertical alignment.
    - **Indicator c:** During the CSO site visit, the team observed diverse classroom settings that were differentiated across subjects, grades, proficiency, learning, and skill levels. In classroom observations, the ICT Algebra, ENL/Bilingual/Living Environment, ENL Standalone, and Bilingual Global History classes, all demonstrated ways that diverse students, including those with disabilities, ELL, and ED subgroups are provided equitable opportunities to master grade-level skills and concepts. This includes the use of differentiated teaching strategies, text levels, and access to technology for content to be accessible to all students.
    - **Indicator d:** During the academy leaders focus group, leaders noted that the WCHS curricula is mapped over the summer and reviewed and revised by the teachers and leadership prior to the start of each school year.

2. Element: ***Instruction***:
    - **Indicator a:** During classroom visits, the CSO team observed uniform lesson plans used by WCHS teachers that included standards, essential questions, SMART objectives, assessments, instructional activities, differentiation strategies, accommodations, learning extensions, and reflections. During CSO classroom visits and site visit focus groups, WCHS staff demonstrated a shared understanding of high-quality instruction and the CSO team was able to observe those instructional practices that support all learners.
    - **Indicator b:** According to the 2023 NYC School Survey, 95 percent of the respondents (55 out 59), strongly agree or somewhat agree that they are able to modify instructional activities and materials to meet the developmental needs and learning interests their students. According to the 2023-2024 WCHS Renewal Application narrative, the instructional delivery model includes a gradual release of responsibility from teacher to student, as they are provided with opportunities to engage in thinking and learning with their peers and practice new learning independently. During this renewal site visit, CSO noted that eleven out of thirteen classrooms observed had students seated in groups and engaged in collaborative activities.
    - **Indicator c:** During the site visit special department focus group, the SNAS (Special Needs and Academic Services) and ENL Coordinator identified how the school differentiates instruction to ensure equity and access for all students. Initial diagnostic and screening data is processed and reviewed in conjunction with IEPs, and curriculum is then differentiated for students. The SNAS team regularly checks lesson plans and makes classroom visits to ensure modifications are implemented. Teachers during the site visit focus group confirmed that they have regular check-

ins and coaching support from Academy Leaders and SNAS Team Leaders to help them in creating equitable and accessible learning for all their students.

- **Indicator d:** During the teachers focus group, teachers highlighted that the school provides them with professional development opportunities that promote best practices and improves all students' success, including sub-groups. Several teachers during the focus group mentioned that the school provides effective instructional coaching opportunities from instructional leaders, department leaders, or instructional coaches that has helped improve their practice. Teachers also mentioned that roles and responsibilities are delegated between department leaders, academy leaders, and instructional coaches, so all staff are well-informed on who to seek for specific support. According to the 2023-2024 WCHS Renewal Application narrative, teachers also receive professional development on specific topics throughout the year.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** During the SNAS leadership focus group, members identified the use of STAR Diagnostic testing, content tests, exit tickets, and Mastery Connect as some forms of school-wide testing procedures.
   - **Indicator b:** Teacher and leaders focus group members explained the use of STAR initial/midterm benchmark data which serves to inform instructional planning and improve student outcomes. The CSO team also observed teachers meeting with students 1:1 or in groups to determine their learning progress and would then provide additional support if needed.
   - **Indicator c:** The CSO team observed the use of uniform lesson plans across all grades and content areas. Most lesson plans included grouping or differentiation strategies that serve as a framework to inform modifications to the curriculum for both individual students and subgroups.
   - **Indicator d:** SNAS leadership focus group members identified ways that the school uses multiple measures to assess student progress toward State learning standards including 1:1s with the student, team/grade/department meetings discussing student progress, and conversations with leadership in meeting benchmarks.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** According to the 2023-2024 WCHS renewal narrative, the school follows the NYSED approved identification process for students with disabilities and English language learners by ensuring all ELL screening, identification, and placement occurs within ten days of student enrollment using an ELL Screening, Identification, Placement, Review, and Exit Criteria Flow Chart. The site visit team witnessed this during a focus group conversation regarding academic support planning and preparation for an incoming ELL. WCHS utilizes data from the STAR assessments to determine the academic needs of student recommended for tiered intervention.
   - **Indicator b:** In addition to support provided and facilitated by the SNAS Team. The school offers additional supports including small group tutoring, 1:1 tutoring, Regent's review sessions, and homework help. According to the NYCDOE, the CSE found Williamsburg Charter High School to be very responsive to its families and helpful in addressing parent requests. The school also has a collaborative and supportive working relationship with the CSE. One area of growth is the school's teacher reports, which are sometimes missing important information. Some of the teachers at the school have room for improvement with regard to their understanding and provision of specially designed instruction. According to the 2023 NYC Schools Survey, 96 percent (54 out of 59) of teachers stated that they are able to design appropriate instruction that is matched to students' needs.
   - **Indicator c:** WCHS utilizes STAR assessments, content tests, exit tickets, Mastery Connect, and Canvas to monitor the progress of individual students. During the site visit SNAS leadership focus

group, the SNAS team and teachers highlighted that they are in regular contact with teachers regarding students who may be at-risk, ELL, and SWD to ensure that they are being supported effectively.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Measures of Culture, Climate, and Student Engagement*	a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [4] b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [5] c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.

[4] See https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf.

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
	b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment. d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify. e. Classroom environments are conducive to learning and generally free from disruption.
3. *Family Engagement and Communication*	a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community. b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children. c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. *Social-Emotional and Mental Health Supports*	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - **Indicator a:** The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to their educational program. According to the 2023-2024 WCHS Renewal Application as well as focus groups, school leaders confirmed that the school engages in home-visits, credit recovery options and other re-engagement initiatives. This is a collaborative effort through the work of the counselors, social workers, and attendance office staff that also partake in regular outreach, emails, texts, newsletter updates, and other advisory opportunities. The school also predicts that given the increased autonomy to engage students, chronic absenteeism rates at WCHS are expected to be equal to or less than those of the district of location (DOL), NYC CSD 14. Currently, 2022-2023, the chronic absenteeism for WCHS is at 71.3 percent and above the DOL which is at 45.9 percent.
   - **Indicator b:** The leadership focus group described a proactive approach to address out of school suspension rates including character development, restorative practices during Saturday detention, and using authentic consequences.
   - **Indicator c:** According to the 2023-2024 WCHS Renewal Application, the school uses the NYC School Survey for teachers, parents, and students to gauge the school climate and culture.

2. Element: ***Behavior Management and Safety:***
   - **Indicator a:** The school's stance toward in and out of school suspensions is clear and outlined on WCHS's school website and included in the 2021-2022 WCHS Community Covenant. The dean of students indicated that all school staff implement the Code of Conduct protocols with fidelity.
   - **Indicator b:** The school has a tiered approach to behavior interventions that support student social emotional development. WCHS uses a Positive Behavioral Interventions and Supports (PBIS) system for rewards and restorative consequences. Tier 2 and Tier 3 interventions include group mediations, family conferences, restorative circles, student court, and re-entry meetings. Suspensions are only utilized as a last resort, during which a student is provided compensatory education off-site by a tutor.
   - **Indicator c:** The CSO team observed a school that appears safe, orderly, and operational. The CSO team observed Student Life Associates and Student Safety Personnel actively engaging with students during hall passing and encouraging them to get to class on time and/or following up with tardiness issues as detected. During the leadership focus group, academy leaders also highlighted the role of Student Life Associates as an extra layer of support to students and are visible and present during arrival, lunch, and dismissal.
   - **Indicator d:** As described above, the role of the Student Life Associates helps to create an environment that is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). According to the CSO teacher focus group, most staff members were able to identify the DASA Coordinator as the Dean of Students.
   - **Indicator e:** The CSO team noted that all observed classrooms were conducive to learning and generally free from disruption.

3. Element: ***Family Engagement and Communication:***
    - **Indicator a:** According to the 2023 NYC School Survey, 95 percent of the parents (188 responses), agree that the school communicates with them in a language they can understand. The same survey also states 74 percent of parents agree that WCHS regularly communicates with them regarding their child's performance.
    - **Indicator b:** According to the 2023-2024 WCHS Renewal Application, the school uses multiple methods of family engagement for all communication with all parents in their preferred language, regardless of the disability status or language ability of their children. WCHS also sends several feedback surveys to parents and students throughout the year and invites families to attend WCHS Town Halls throughout the year to provide additional feedback. All WCHS constituents are welcome to attend monthly board meetings as well.
    - **Indicator c:** The CSO team members were invited to attend the virtual NYC CSD 14 public hearing for WCHS renewal in which WCHS stakeholders expressed their satisfaction with the school's programs, leadership, and participation in community forums and decision-making. The WCHS Parent Leadership Council page includes meeting materials, slides, recorded videos, resources, upcoming engagement opportunities, and contact information for the parent leadership team.
    - **Indicator d:** On the WCHS website, the Student and Family Complaint policy is available under Quick Links. According to the 2023-2024 WCHS Renewal Application, the school considers parent feedback and has a system in place to ensure a timely and transparent response. The example cited by the narrative was a climate survey collected which indicated parents wanted to have metal detectors installed at the school and taking that into consideration, the leadership went forward with honoring the request. The utilization of the metal detectors was observed by the CSO team.
    - **Indicator e:** The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.
    - **Indicator f:** The school shares multiple sources of data with the school community on the "Statistics" page of its website..

4. Element: ***Social-Emotional and Mental Health Supports***:
    - **Indicator a:** According to the 2023-2024 WCHS Renewal Application, the school has created systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students through the work of a wellness coordinator, grade level academy leader, advisor, counselor, and social worker available for each student. During the CSO site visit student focus group, students confirmed that they have an adult they trust to go to for support or need of any kind.
    - **Indicator b:** According to the 2023-2024 WCHS Renewal Application, school leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. The narrative mentions counselors and social workers collect data directly from students and parents and provide this information to grade teams and grade-level academy leaders. School leadership focus group members outlined a similar structure of data collection to support the social-emotional needs of students.
    - **Indicator c:** In addition to the above-mentioned data collection, the CSO school leadership focus group members outlined that they collect and use data through surveys and regular check-ins with students, to determine intervention services and family support circles. This essentially informs WCHS leadership of the impact and effectiveness of their existing social-emotional wellness programs.

- **Indicator d:** According to the 2023-2024 WCHS Renewal Application, the school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. The narrative mentions that all staff received training from the New York Peace Institute, which focused on conflict coaching, group facilitation, and restorative justice. Teachers participated in restorative circles to build community practice and respond to harm training. Teacher focus group members confirmed they receive support and ongoing professional development in social-emotional wellness as well as other areas of need.
- **Indicator e:** SNAS leadership focus group members identified the process and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students. There is an intake form, the operation team is alerted as well as the social worker, they receive free MetroCard's, uniforms, and any other supplies that they need. Grade-level teams are also alerted that these students are eligible for services. The families of these students are in constant communication with the school. School leadership also outlined that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Williamsburg Charter High School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Williamsburg Charter High School's 2022-2023 composite score is 1.80.

Composite Scores
2018-2019 to 2022-2023

Year	*Composite Score*
2018-2019	1.28
2019-2020	2.04
2020-2021	2.53
2021-2022	2.21
2022-2023	1.80

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Williamsburg Charter High School's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. f. The board engages in ongoing professional development. g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter. h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** According to the 2021-2022 NYSED Midterm Site Visit Report, the board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers through use of meetings as informal checkpoints leading up to the end of year evaluation process. According to the 2023-2024 WCHS Renewal Application, the head of school and head of operations both receive a thorough evaluation process which is multifaceted and takes into account authorized and internal climate surveys, test scores, job descriptions, and review of specific initiatives. Board focus group members described their relationship with their department heads as long standing, built on transparency, trust, and open dialogue.

- **Indicator b:** According to the 2023-2024 WCHS Renewal Application, the board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. It currently has five members who have deep-rooted ties with the school community and stakeholders. Board focus group members described their interest in recruiting an additional board member, but they are having a challenging time finding someone who can commit to the roles and responsibilities required.
- **Indicator c:** According to the 2023-2024 WCHS Renewal Application, the board demonstrates active oversight of the charter school's management, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes by outlining how specific roles report to or meet with the board for oversight. An example presented in the narrative is fiscal operations are checked and balanced by the board vice chair who is equipped with a legal and financial background and by the treasurer. Meeting times are also indicated for each category for oversight including charter school management (monthly meeting), fiscal operations (meet regularly), and progress towards academic and other school goals (monthly meeting). Board focus group members described how they have designated responsibilities among themselves according to their areas of professional expertise.
- **Indicator d:** The board did not have a strategic plan. However, the board described ways it engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter through regular check-ins with the school leadership, Staff Advisor, and the Parent leadership Council.
- **Indicator e:** The school's legal counsel confirmed that the board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. Policies can be found on the school's website. The school has resolved the past issue of acquiring a property without NYSED CSO consent and is currently revising its code of conduct with a revision request submitted to the CSO Online Portal.
- **Indicator f:** The board described ways that it engages in ongoing professional development through an internal process as sessions are led by subject matter experts within their own cabinet. The board mentioned that they would like to expand on their professional development experiences so they could best serve their constituents. Pursuing training on how to create, assess, and revise a strategic plan would be beneficial for board development and its alignment to the needs of the school.
- **Indicator g:** At the time of this report, the WCHS website has an expansive list of documents, board meeting notes, recorded board meeting videos, meeting dates, and resources available for stakeholders to provide full transparency. In conversation with the board during the CSO site visit school board focus group, the board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.
- **Indicator h:** According to the 2021-2022 NYSED Midterm Site Visit Report, the board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards. The report also indicates that the board is familiar with the 2019 Charter School Performance Framework Standards and makes intentional alignment with them to their annual leadership performance review and self-evaluations to ensure benchmarks are being met.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. *School Leadership*	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. *Professional Climate*	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. *Contractual Relationships (if applicable)*	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***School Leadership:***
    - **Indicator a:** According to the 2023-2024 WCHS Renewal Application, the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. The CSO team met with the head of operations, also serving as an interim head of school, academy Leaders, other school leaders, teachers, and staff to discuss the school's mission and how it is being realized through their key design elements, programs, and initiatives. There was clear consensus among leaders, teachers, and staff to the vision and mission of the school and how their practices reflect meeting their common goals for the school.
    - **Indicator b:** According to the 2023-2024 WCHS Renewal Application, the school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. As per the narrative, the school uses memos, staff-wide meetings, website, the school messenger system, and board meetings to update policy decisions and encourage stakeholder input. Teacher and school leader focus group provided the CSO team with details. Teachers confirmed that there are sufficient communication practices at WCHS. One leader attributed much of WCHS's success to the academy model, which allows roles and responsibilities to be delegated seamlessly and contributes to greater buy-in as a collective for the decision-making process.
    - **Indicator c:** According to the 2023-2024 WCHS Renewal Application, the school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions, when warranted, to remove ineffective staff members. The narrative outlines recruitment practices to be job fairs, online postings, and liaising with local colleges and universities. As per the CSO site visit Check-in Memo, the school added teacher benefits, salary increase, and shortened the school day. School leadership focus group members confirmed that there were still vacancies at the school but are being filled by existing staff members. The site visit team also observed the longevity of many staff members, having worked at the school for over ten years. This includes graduates of the school who have returned to WCHS for employment and continued through to leadership positions.
    - **Indicator d:** According to the 2021-2022 NYSED Midterm Site Visit Report, per the submitted materials to the CSO, school leadership is evaluated annually by the board of trustees based on the progress of meeting the NYSED 2019 Charter School Performance Framework Standards. The board and the school leadership reaffirmed their understanding of the NYSED Charter School Performance Framework Standards, and how they are used to ensure the school is meeting standards and responding to CSO concerns.

2. Element: ***Professional Climate:***
    - **Indicator a:** As per the 2023-2024 WCHS Renewal Application, the school provides professional development on school governance, school goals, and the role of the board. Teacher and school leadership members were able to clearly articulate roles, responsibilities, and procedures. Teachers felt confident in the organizational structure of the Academy model. School leaders outlined newer roles that were recently created and filled including instructional coaches and a dean of students.
    - **Indicator b:** As per the 2023-2024 WCHS Renewal Application, and focus groups, teachers, coordinators, and school leaders, confirmed that instructional staff are supported by instructional coaches in individual and small group sessions in order to increase skills needed to effectively support student populations.
    - **Indicator c:** WCHS currently has some staffing vacancies it is working to fill, but is still able to meet all operational needs, including finance, human resources, and communications. As per the

2023-2024 WCHS Renewal Application, if there is a vacancy in an administrative role, other staff can fulfill those roles on an interim basis. At the time of the site visit the school was onboarding a new human resources manager who will be responsible for creating teacher pipelines.

- **Indicator d:** Teachers focus group members described their ongoing collaborative experiences through regular meetings with their departments, teams, grade levels, instructional coaches, and with the ELL and SNAS teams.
- **Indicator e:** Teachers, and school leader focus group members described their informal and formal evaluation process using the Danielson's Framework as well as their ongoing support through coaching and peer feedback. Additionally, according to the 2023-2024 WCHS Renewal Application, instructional staff are evaluated across seven themes: equity, cultural competence, high expectations, developmental appropriateness, attention to individual students (including those with special needs), appropriate use of technology, student assumption of responsibility, and the four Danielson's domains: planning and preparation, classroom environment, instruction, and professional responsibilities. The narrative also indicates that non-instructional staff are evaluated twice a year via a self-evaluation rubric that assesses stewardship of mission and vision and leadership growth.
- **Indicator f:** Teacher and focus group members described raising issues comfortably with appropriate parties as needed. One teacher mentioned going to an instructional coach, whereas another mentioned a department leader. All of the teachers in the site visit focus group felt confident going to a supervisor or a peer for support irrespective of the issue.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** n/a
     Indicator b: Teacher and leadership focus group members described its partnership with Syracuse University for Project Advance, providing students opportunities to earn college credits. The school collects data on the success of Project Advance. According to its renewal application WCHS contracts with a charter school business management service provider for Title I application and oversight, and partnership roles are clearly defined.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent at a Meets.

1. Element: ***Mission and Key Design Elements:***
   - **Indicator a:** The CSO team observed classrooms in which stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials. The WCHS website has a clearly defined page that describes each of the key design elements (KDE) and how the school is actualizing them.
   - **Indicator b:** The CSO team observed and received descriptions of KDE implementation:
     - **Student Centered and Therapeutically Supportive Environment:** Student focus group members described the academic, social, and emotional support received by their teachers, advisors, and counselors. Students said they felt safe, validated, and had a sense of responsibility to do well, and get help from a trusted adult when needed. Each student is supported by a team of staff members including a grade leader, guidance counselor, dean, and advisor.
     - **Rigorous Responsive Educational Program:** Student focus group members outlined the rigor of their academic programs and a responsive learning environment. One student mentioned that there are many learning opportunities available to them and teachers are what drives them to do well and succeed.
     - **College and Career Readiness Culture:** Student focus group members shared their experiences with college level coursework and their interest in pursuing advanced degrees. Additionally, during the CSO site visit focus group with teachers, the Syracuse University Project Advance was highlighted, and further data shared by the head of operations, confirms that there has been an average of seventy-two students per year who have taken college-level coursework from 2019 to present. The data also indicates that each year there are an average of six courses that are offered to students under the Syracuse University partnership.
     - **Community Oriented:** One student in the student focus group mentioned his interest in completing a college-level dance degree and returning to WCHS to give back as many other

former alumni have done. The CSO team met with several alumni who are now staff at WCHS. The WCHS community exemplifies a supportive and resourceful environment. The WCHS website includes resources for students, parents, and community members that include parenting tips, trade school information, GED programs, ESL programs, Adult Trade School Programs, Continuing Education Programs, Food Pantry information, SNAP benefits information, Giveaways, partnerships, and other related workshops and services. The WCHS parent page also provides contact information to speakers and community members for specific areas of interest.

- **Literacy Across the Content Areas and Support for Struggling Readers:** The site visit team observed the school's Keys to Literacy initiative. As indicated in the renewal application and confirmed during the site visit leadership focus group, all staff attend professional development in writing and literacy across content areas annually. During classroom observations the site visit team also observed anchor charts in every room outlining the expected framework for writing. During the SNAS leadership focus group, the SNAS team identified their literacy approach using the Jane Schaffer model and piloting a SAVVAS struggling readers program. The SNAS team described reading focus across content areas as integral to their learning design and they use the STAR computer-based literacy program to test students to determine placement. The SNAS leadership identified additional support for 9th grade struggling readers if they are three grade levels behind, they would receive additional classes. The SNAS team identified the school's plan to expand literacy support past 9th grade for future academic years.
- **Interdepartmental Collaboration:** Teacher focus group members described the use of shared Google Drives for lesson planning to facilitate collaboration. One example given was a collaborative music and physics lesson on sound waves. The school's master schedule allows for common planning time across departments.
- **Collaborative Data-Driven Academics:** Teachers who were not participating in the focus group were involved in reviewing student data, analyzing student growth, and identifying the areas of need. The teacher focus group members described the use of STAR testing, classroom assessment, exit tickets, and mastery connect as means of regular formative assessment to personalize student learning and create academic intervention plans as needed.
- **Multifaceted Learning Opportunities and Experiences:** The CSO team observed students engaged in learning in a ceramic studio, dance studio, and an art class. Several students in the student focus group described their interest in the athletics programs and sports teams offered at WCHS and are looking forward to the expansion of their facilities to accommodate them further. The CSO team visited the school's recording studio and learned more about how students and staff utilize it. The school has a rich offering of courses, electives, and academic pathways. Additionally, a teacher discussed student trips that facilitate learning opportunities in the community, city, through work-based experiences, and college visits.
- **Course Sequence and Academic Program Diversity:** According to the 2023-2024 WCHS Renewal Application, the instructional leadership team developed a more rigorous, culturally relevant, 21st century course sequences, and academic programs to equip students for a technologically diverse society. Upon review of the master schedule submitted to the CSO, there are diverse NYSLS-aligned course programs for Grades 9-12. WCHS offers courses including computer science, computer networking, study skills, cartooning, ceramics, theater, media studies, AP courses, SUPA courses, honors across disciplines, dance, advisory, total body movement, and yoga. The mathematics courses include Algebra 1 and 2, Geometry, and Precalculus. WCHS offers languages such as Latin, Spanish, French, and English courses. The

school's science offerings include Earth Science, Chemistry, Marine Biology, Physics, Psychology, Forensics, and Living Environment.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Meets

Element	*Indicators*
1. *Targets are met*	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. *Targets are not met*	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Target are met:***
   - **Indicator a:** Over the current term, WCHS has maintained sufficient overall enrollment to consistently satisfy their obligation and the school is currently, 2022-2023, at 100 percent of their contracted enrollment. The school's subgroup enrollments are comparable to the DOL. In the 2022-2023 school year WCHS' enrollment of SWD was -1 percentage point below the DOL, of ELL students was -5, and ED students was +6. The school's retention rates overall and for each subgroup are comparable to the DOL with all students -4 percentage points below, SWD and ELL students +2 above, and ED students -3 below.

2. Element: ***Targets are not met:***
   - **Indicator a:** The school's overall persistence rate, at 68 percent, is below the 85 percent target.

- **Indicator b:** According to the 2023-2024 WCHS Renewal Application, the school has implemented extensive recruitment strategies and program services to attract and retain SWD, ELL, and ED students. The narrative outlines strategies that WCHS has implemented for each subgroup:
    - **ED**- WCHS has increased its recruitment budget and events. Programs with the local middle school are coordinated to increase awareness of the school's academic programs and supports. Google Ads campaigns, daily news blast reaching 45,000 people in ten zip codes, and advertising in local family magazines are also used. The school encourages community engagement through virtual and in-person meetings.
    - **SWD**- The school increased opportunities for families to learn about their special education program online and in-person by disseminating flyers, brochures, and information from their SNAS department. The SNAS coordinator also attends recruitment events and open houses.
    - **ELL**- In 2021-2022, WCHS started a bilingual program for ELL who would like to maintain their native language while gaining proficiency in English. The CSO visited a Bilingual Living Environment class during the site visit and found effective use of dual language in the lesson aided with a translation earpiece for some students. Academy leaders stated that the goal is to increase the bilingual program for other grades and contents would attract more ELL. WCHS creates flyers in English and Spanish for all open houses and recruitment events and releases bilingual print and digital ads.

- **Indicator c:** According to the 2023-2024 WCHS Renewal Application, the school has a systematic process plan for recruiting and retaining students from subgroups and evaluating recruitment and outreach strategies for each of the categories.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

Element	*Indicators*
1. *Legal Compliance*	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. Although the school has made progress in having the required number of board members and has recently followed the CSO Revision Guidance, it continues to have challenges with fingerprint clearance compliance.

1. Element: ***Legal Compliance:***
   g. **Indicator a:** Based on the review of materials submitted by WCHS to the CSO, during its charter term the school has compiled a mixed record of compliance with applicable State and federal laws and regulations and the provisions of its charter.
      - During the charter term, there were less than a minimum of five members serving on the board due to a death of one of the members. However, the school has worked to resolve this issue and at the time of the site visit, there were five members on the board and have met the charter by-law requirements. The school is working to recruit additional members.

- CSO analysis of the faculty/staff roster submitted with the school's 2022-2023 Annual Report found three employees whose fingerprint clearance could not be verified, and the school could not provide documentation. This is a serious safety violation. The analysis found that the school has a consistent history of allowing new employees to begin working in the school prior to receiving full clearance. WCHS current school administration stated that they have discontinued this practice and now require Human Resources to print the TEACH fingerprint clearance prior to scheduling an employee's start date.

- **Indicator b:** WCHS has taken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.
  - The school's 2022 Midterm Site Visit Report indicated that on February 10, 2020, the CSO issued a Notice of Concern to the school because it failed to enroll a comparable number of ELL (-6 percentage points) when compared to the district of location. As a response, WCHS created a bilingual program for incoming students, targeted social media ads, bus ads, and increased ELL enrollment and retained students at +12 percentage points higher than the district of location. According to 2022-2023 data, the school enrolled 11 percent ELL students, which is -5 percentage points below the district of location.
  - That same Notice of Concern indicated that the CSO had received several informal complaints from the WCHS community concerning bullying and school safety issues. WCHS responded that it follows New York State law regarding the Dignity for All Students Act (DASA); and it has policies, procedures, and practices to reduce and eliminate bullying and harassment, which include how they deal with incidents of bullying and harassment when they occur. As an additional response, WCHS encourages stakeholders to speak directly to the board chair regarding their concerns. WCHS leadership reviewed the complaint process and found that it was not mentioned enough in their school handbooks. The complaint process and grievance policy were placed in the student and faculty handbooks and on the school's website for additional access. A shared email address was created so that the board chair, legal counsel, and accountability and development manager can respond to inquiries in a timely manner through a shared accountability approach.
  - As indicated in the June 2022 Midterm Site Visit Report, WCHS is aware of the need to submit a revision request for the acquisition and development of land. The school has successfully submitted all required documents to satisfy the revision request for the acquisition of a parcel of land adjacent to the school.
- **Indicator c:** According to the 2023-2024 WCHS Renewal Application, the school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. At the time of the site visit the school was onboarding a new human resources manager who will be responsible for creating teacher pipelines. CSO analysis of the faculty/staff roster submitted by the school with their 2022-2023 Annual Report showed the school to have had 16 uncertified teachers working during the 2022-2023 school year, one more than allowed by statute.
- **Indicator d:** The school has sought the Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. It recently submitted a revision request to update its Code of Conduct.
- **Indicator e:** Over the current term, WCHS has consistently maintained sufficient overall enrollment to satisfy their contractual obligation.
- **Indicator f:** School leader and board focus group members indicated that they seek guidance from its legal counsel when updating documents and handling issues that arise.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2022-2023 Enrollment
WILLIAMSBURG CHARTER HIGH SCHOOL	331400860865	965

ESEA Accountability Designation (2023-2024):	This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 14
Total Public School Enrollment of Resident Students attending Charter Schools:	16%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	198 VARET ST, BROOKLYN, NY, 11206
Website:	www.thewcs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Vacant
Active Date:	7/1/2004
Authorizer:	REGENTS
CEO:	MS. VALERIE JACOBSON
CEO Phone:	718-782-9830
CEO Email:	vjacobson@thewcs.org
BOT President:	MS. LOURDES PUTZ
BOT President Phone:	917-295-6088
BOT President Email:	uwsofny@aol.com
Institution ID:	800000057520

***An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.**

BoR Charter School Office Information

Regional Liaison:	Jennifer Marshall
Performance Framework:	2019
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

WILLIAMSBURG CHARTER HIGH SCHOOL

2023 3-8 Assessments; 2022 4 Year Graduations

Williamsburg CHS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
High School	+/- 5	Bronx Legacy HS	.	.	.	+84
		Bronx Center for Science and Mathematics	.	.	.	-11
		Bronx Health Sciences HS	.	.	.	-14
		Bronxdale HS	.	.	.	+3
		Brooklyn HS for Law and Technology	.	.	.	+1
		Brooklyn Institute for Liberal Arts	.	.	.	-8
		Brooklyn Preparatory HS	.	.	.	-10
		Business of Sports School	.	.	.	-3
		Dewitt Clinton HS	.	.	.	-7
		Gorton HS	.	.	.	-6
		HS for Global Citizenship (The)	.	.	.	-3
		HS for Law, Advocacy and Community Justice	.	.	.	+8
		HS of Arts and Technology	.	.	.	+1
		Leadership & Public Service HS	.	.	.	-3
		Lincoln HS	.	.	.	-11
		Manhattan Business Academy	.	.	.	-9
		New Visions CHS for Advanced Math and Science II	.	.	.	-14
		New Visions CHS for the Humanities	.	.	.	-16
		Riverside HS	.	.	.	-13
		Roosevelt HS - Early College Studies	.	.	.	-10
		School for Human Rights (The)	.	.	.	-4
		Science Skills Center HS for Science, Technology and th	.	.	.	-15
		South Bronx Community CHS	.	.	.	+9
		Union Square Academy for Health Sciences	.	.	.	-4
		Unity Center for Urban Technologies	.	.	.	-13
		University Heights Secondary School-Bronx Communit	.	.	.	-15
		University Prep CHS	.	.	.	-11
		Urban Assembly Academy of Government and Law	.	.	.	-4
		Urban Assembly CS for Computer Science	.	.	.	+84
		Urban Assembly School of Business for Young Women	.	.	.	+10
		Victory Collegiate HS	.	.	.	-3
		Mean	.	.	.	-0
	+/- 7.5	AECI II: NYC CHS for Computer Engineering and Innova	.	.	.	+84
		Academy for Conservation and the Environment	.	.	.	-14
		Academy for Health Careers	.	.	.	-5
		Academy for Scholarship and Entrepreneurship: A Col	.	.	.	+4
		Academy of Finance and Enterprise	.	.	.	-13
		Academy of Hospitality and Tourism	.	.	.	+3
		Academy of Innovative Technology	.	.	.	-7
		American Sign Language & English Secondary School	.	.	.	-10
		Astor Collegiate Academy	.	.	.	+4
		Belmont Preparatory HS	.	.	.	+8
		Bronx Aerospace HS	.	.	.	+6
		Bronx HS for the Visual Arts	.	.	.	+3
		Bronx School of Law and Finance	.	.	.	+1
		Brooklyn Collegiate: A College Board School	.	.	.	-5
		Brooklyn School for Music & Theater	.	.	.	+3
		Broome Street Academy CHS	.	.	.	+24
		Central Park East HS	.	.	.	-15
		Cinema School (The)	.	.	.	-11
		Corcoran HS	.	.	.	+1
		Earl Monroe New Renaissance Basketball Academy CS	.	.	.	+84
		East Community School	.	.	.	+12
		East New York Arts and Civics HS (The)	.	.	.	+2
		East Upper HS	.	.	.	-1
		Eximius College Preparatory Academy: A College Boar	.	.	.	-5
		Food and Finance HS	.	.	.	+3
		George Westinghouse Career and Technical Ed HS	.	.	.	-7
		Gramercy Arts HS	.	.	.	-11

	HS for Medical Professions	.	.	.	-6
	HS of Economics & Finance	.	.	.	-8
	HS of Hospitality Management	.	.	.	+4
	Herbert H Lehman HS	.	.	.	+4
	Heritage School (The)	.	.	.	+9
	Hero (Health, Education and Research Occupations) HS	.	.	.	-8
	Hudson HS of Learning Technologies	.	.	.	-2
	John Adams HS	.	.	.	0
	Landmark HS	.	.	.	-1
	Marie Curie High Sch-Nursing, Medicine & Health Prof	.	.	.	+1
	Mckinley Vocational HS	.	.	.	-3
	Millenium Art Academy	.	.	.	+5
	Mott Hall Bronx HS	.	.	.	-1
	Murray Hill Academy	.	.	.	0
	Murry Bergtraum HS for Business Careers	.	.	.	+3
	New Design HS	.	.	.	-3
	New Visions CHS for Advanced Math and Science	.	.	.	-12
	New Visions CHS for the Humanities IV	.	.	.	-10
	Queens Technical HS	.	.	.	0
	South Park HS	.	.	.	+4
	Urban Action Academy	.	.	.	+17
	Urban Assembly School for Media Studies	.	.	.	-5
	Urban Assembly School for Music and Art	.	.	.	+1
	Urban Assembly School for the Performing Arts	.	.	.	+3
	Westchester Square Academy	.	.	.	-4
	Williamsburg HS of Art and Technology (The)	.	.	.	-11
	Mean	.	.	.	+2
+/- 10	A Philip Randolph Campus HS	.	.	.	+1
	Abraham Lincoln HS	.	.	.	-2
	August Martin HS	.	.	.	-11
	Benjamin Franklin HS for Finance and Information Tech	.	.	.	-8
	Bronx Academy for Software Engineering (Base)	.	.	.	+3
	Bronx Compass HS	.	.	.	-3
	Bronx HS for Writing and Communication Arts	.	.	.	+11
	Bronx Leadership Academy IIHS	.	.	.	+3
	Bronx River HS	.	.	.	+1
	Bronxwood Preparatory Academy (The)	.	.	.	-1
	Brooklyn Academy of Global Finance (The)	.	.	.	+1
	Brooklyn Emerging Leaders Academy CS	.	.	.	-12
	Brooklyn School for Math and Research (The)	.	.	.	-9
	Brooklyn Theatre Arts HS	.	.	.	+6
	Burgard HS	.	.	.	+17
	Cambria Heights Academy	.	.	.	-3
	Careers In Sports HS	.	.	.	+7
	Celia Cruz Bronx HS of Music (The)	.	.	.	-16
	Chelsea Career and Technical Education HS	.	.	.	-5
	Civic Leadership Academy	.	.	.	-10
	Clara Barton HS	.	.	.	+8
	Collegiate Institute for Math and Science	.	.	.	-3
	Emerson School of Hospitality	.	.	.	-3
	Energy Tech HS	.	.	.	-11
	Facing History School (The)	.	.	.	+2
	Fannie Lou Hamer Freedom HS	.	.	.	+3
	Fordham HS for the Arts	.	.	.	-12
	Global Learning Collaborative (The)	.	.	.	-5
	Gotham Collaborative HS	.	.	.	+16
	HS for Climate Justice (The)	.	.	.	0
	HS for Enterprise, Business & Technology (The)	.	.	.	-1
	HS for Health Professions & Human Services	.	.	.	-12
	HS for Public Service-Heroes of Tomorrow	.	.	.	-9
	HS of Computers and Technology	.	.	.	+1
	HS of Fashion Industries (The)	.	.	.	-11
	Harry S Truman HS	.	.	.	+4
	Health Opportunities HS	.	.	.	+9
	Information Technology HS	.	.	.	-4
	International Leadership Charter HS	.	.	.	-6
	Jacqueline Kennedy-Onassis HS	.	.	.	+1

Benchmark 1 - Indicator 1: Similar Schools Comparison

		John Jay School for Law	.	.	.	-1
		Knowledge and Power Prep Academy International HS	.	.	.	-16
		Lewis J Bennett HS of Innovative Technolgy	.	.	.	-5
		Longwood Preparatory Academy	.	.	.	+2
		Math, Engineering and Science Academy CHS	.	.	.	-10
		Mathematics, Science Research and Technology Magn	.	.	.	+11
		Maxine Greene HS for Imaginative Inquiry (The)	.	.	.	+6
		Middle Early College HS	.	.	.	-4
		Morris Academy for Collaborative Studies	.	.	.	-7
		New Visions CHS for the Humanities II	.	.	.	0
		New York City CHS for Architecture, Engineering & Cor	.	.	.	-10
		Niagara Falls HS	.	.	.	+7
		Orchard Collegiate Academy	.	.	.	-10
		Pace HS	.	.	.	+9
		Park East HS	.	.	.	-16
		Pelham Lab HS	.	.	.	+8
		Public Service Leadership Academy At Fowler	.	.	.	+8
		Queens HS for Information, Research and Technology	.	.	.	-5
		Renaissance HS for Musical Theater and the Arts	.	.	.	-1
		Research Laboratory HS for Bioinformatics and Life Sci	.	.	.	-9
		Rochester Early College International HS	.	.	.	-9
		Saunders Trades & Technical HS	.	.	.	-12
		Stephen T Mather Building Arts and Craftmanship HS	.	.	.	-4
		Urban Assembly School for Collaborative Healthcare (T	.	.	.	-7
		Urban Assembly School for Green Careers (The)	.	.	.	-11
		Urban Assembly School for Law and Justice (The)	.	.	.	-9
		Urban Assembly School of Design and Construction	.	.	.	0
		Williamsburg HS for Architecture and Design	.	.	.	-14
		World Academy for Total Community Health HS	.	.	.	+13
		Mean	.	.	.	-2
		Mean	.	.	.	-0

**See NOTES (1) and (11).*

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

WILLIAMSBURG CHARTER HIGH SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	Williamsburg CHS	NYS	Differential to NYS	Total Charter Tested	Williamsburg CHS	NYS	Differential to NYS	Total Charter Tested	Williamsburg CHS	NYS	Differential to NYS	Total Charter Tested	Williamsburg CHS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	394	37%	66%	-29	101	22%	43%	-21	63	32%	50%	-18	338	36%	59%	-23
	2019-2020	400	95%	93%	+2	104	92%	90%	+2	68	94%	90%	+4	333	95%	92%	+3
	2020-2021	183	90%	97%	-7	35	71%	96%	-25	15	87%	98%	-11	162	90%	97%	-7
	2021-2022	171	49%	63%	-14	36	28%	42%	-14	22	23%	46%	-23	154	48%	56%	-8
	2022-2023	204	25%	57%	-32	58	12%	35%	-23	39	10%	40%	-30	177	22%	50%	-28
Algebra II (Common Core)	2018-2019	89	43%	83%	-40	9	11%	58%	-47	.	.	.	.	72	40%	72%	-32
	2019-2020	296	99%	99%	0	54	98%	98%	0	19	100%	99%	+1	225	100%	99%	+1
	2020-2021	196	100%	100%	0	30	100%	100%	0	28	100%	100%	0	169	100%	100%	0
	2021-2022	108	16%	68%	-52	20	15%	40%	-25	10	10%	40%	-30	96	17%	54%	-37
	2022-2023	116	16%	64%	-48	13	0%	32%	-32	10	10%	30%	-20	94	14%	48%	-34
English Language Arts (Common Core)	2018-2019	359	62%	84%	-22	77	42%	61%	-19	41	46%	56%	-10	296	60%	78%	-18
	2019-2020	434	96%	96%	0	84	90%	91%	-1	52	98%	89%	+9	347	96%	94%	+2
	2020-2021	205	97%	99%	-2	34	97%	98%	-1	25	100%	98%	+2	181	97%	99%	-2
	2021-2022	269	51%	84%	-33	50	22%	63%	-41	32	22%	58%	-36	239	50%	78%	-28
	2022-2023	351	44%	77%	-33	74	26%	52%	-26	40	8%	40%	-32	302	43%	69%	-26
Geometry (Common Core)	2018-2019	234	14%	70%	-56	38	16%	41%	-25	23	4%	46%	-42	181	14%	57%	-43
	2019-2020	478	97%	98%	-1	78	95%	97%	-2	47	94%	97%	-3	374	98%	97%	+1
	2020-2021	204	100%	100%	0	23	100%	100%	0	24	100%	100%	0	182	100%	100%	0
	2021-2022	213	12%	57%	-45	36	8%	31%	-23	23	4%	33%	-29	189	11%	44%	-33
	2022-2023	293	5%	53%	-48	56	4%	23%	-19	28	4%	25%	-21	259	5%	39%	-34
Global History	2018-2019	229	72%	79%	-7	38	50%	52%	-2	19	58%	56%	+2	182	69%	72%	-3
	2019-2020	230	98%	98%	0	43	98%	95%	+3	35	100%	95%	+5	187	97%	97%	0
	2020-2021	175	100%	100%	0	38	100%	100%	0	19	100%	100%	0	160	100%	100%	0
	2021-2022	234	67%	81%	-14	48	40%	57%	-17	32	47%	63%	-16	208	68%	74%	-6
	2022-2023	258	53%	74%	-21	48	27%	44%	-17	25	20%	48%	-28	225	52%	64%	-12
Global History Transition	2018-2019	83	18%	62%	-44	23	17%	34%	-17	13	15%	36%	-21	70	17%	51%	-34
	2019-2020	87	90%	84%	+6	19	79%	76%	+3	10	100%	75%	+25	70	90%	80%	+10
Living Environment	2018-2019	284	53%	71%	-18	75	39%	45%	-6	58	34%	43%	-9	246	52%	61%	-9
	2019-2020	350	96%	96%	0	80	91%	93%	-2	66	97%	94%	+3	292	96%	95%	+1
	2020-2021	184	92%	98%	-6	38	79%	97%	-18	21	95%	98%	-3	164	91%	98%	-7
	2021-2022	185	76%	76%	0	37	51%	53%	-2	14	64%	51%	+13	162	77%	67%	+10
	2022-2023	172	33%	63%	-30	46	20%	36%	-16	34	9%	35%	-26	150	35%	52%	-17
Physical Setting / Chemistry	2018-2019	31	19%	73%	-54	5	0%	47%	-47	.	.	.	.	23	17%	60%	-43
	2019-2020	321	100%	98%	+2	40	100%	98%	+2	14	100%	99%	+1	237	100%	98%	+2
	2020-2021	109	100%	100%	0	7	100%	100%	0	17	100%	100%	0	93	100%	100%	0
	2021-2022	45	16%	62%	-46	.	.	.	.	7	0%	35%	-35	33	15%	49%	-34
	2022-2023	60	3%	65%	-62	7	0%	33%	-33	6	0%	32%	-32	51	2%	50%	-48
Physical Setting / Earth Science	2018-2019	185	22%	64%	-42	41	15%	39%	-24	22	14%	37%	-23	143	21%	53%	-32
	2019-2020	478	100%	97%	+3	94	99%	95%	+4	53	100%	96%	+4	384	99%	96%	+3
	2020-2021	185	94%	98%	-4	36	92%	98%	-6	19	100%	99%	+1	168	93%	98%	-5
	2021-2022	123	37%	61%	-24	25	16%	38%	-22	14	21%	37%	-16	110	37%	50%	-13
	2022-2023	168	32%	60%	-28	34	15%	37%	-22	15	7%	31%	-24	145	32%	49%	-17
Physical Setting / Physics	2018-2019	12	8%	82%	-74	.	.	.	.	.	.	.	.	8	13%	73%	-60
	2019-2020	43	100%	100%	0	.	.	.	.	.	.	.	.	34	100%	100%	0
	2020-2021	39	100%	100%	0	.	.	.	.	.	.	.	.	31	100%	100%	0
	2021-2022	13	23%	63%	-40	.	.	.	.	.	.	.	.	10	20%	52%	-32
	2022-2023	7	29%	68%	-39	.	.	.	.	.	.	.	.	5	20%	55%	-35
US History and Government	2018-2019	185	41%	77%	-36	31	16%	51%	-35	23	30%	47%	-17	154	38%	67%	-29
	2019-2020	351	97%	97%	0	61	90%	93%	-3	30	100%	92%	+8	270	97%	95%	+2
	2020-2021	156	100%	100%	0	22	100%	100%	0	20	100%	100%	0	129	100%	100%	0
	2021-2022	33	100%	100%	0	9	100%	100%	0	.	.	.	.	29	100%	100%	0
	2022-2023	320	78%	82%	-4	62	71%	560%	+11	32	63%	60%	+3	271	77%	74%	+3

**See NOTES (1), (2), (3), (4), and (7).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

WILLIAMSBURG CHARTER HIGH SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Williamsburg CHS	NYS	Differential to NYS	Charter Total Cohort	Williamsburg CHS	NYS	Differential to NYS	Charter Total Cohort	Williamsburg CHS	NYS	Differential to NYS	Charter Total Cohort	Williamsburg CHS	NYS	Differential to NYS
ELA	2015	258	84%	84%	0	44	41%	55%	-14	22	77%	55%	+22	217	84%	79%	+5
	2016	222	89%	88%	+1	33	64%	66%	-2	15	87%	69%	+18	168	89%	84%	+5
	2017	249	98%	89%	+9	37	97%	69%	+28	17	94%	75%	+19	204	98%	86%	+12
	2018	211	93%	87%	+6	38	84%	71%	+13	27	89%	68%	+21	172	92%	83%	+9
	2019	235	69%	81%	-12	41	63%	56%	+7	21	62%	54%	+8	204	68%	75%	-7
Global History	2015	258	72%	78%	-6	44	34%	43%	-9	22	64%	48%	+16	217	72%	70%	+2
	2016	222	83%	84%	-1	33	61%	60%	+1	15	67%	63%	+4	168	84%	80%	+4
	2017	249	91%	87%	+4	37	86%	66%	+20	17	88%	69%	+19	204	91%	84%	+7
	2018	211	91%	86%	+5	38	79%	72%	+7	27	89%	68%	+21	172	90%	83%	+7
	2019	235	60%	82%	-22	41	66%	68%	-2	21	43%	63%	-20	204	61%	79%	-18
Math	2015	258	78%	84%	-6	44	39%	51%	-12	22	59%	60%	-1	217	77%	78%	-1
	2016	222	95%	88%	+7	33	91%	64%	+27	15	93%	72%	+21	168	95%	85%	+10
	2017	249	97%	90%	+7	37	100%	69%	+31	17	94%	79%	+15	204	97%	88%	+9
	2018	211	100%	91%	+9	38	97%	76%	+21	27	100%	78%	+22	172	99%	89%	+10
	2019	235	88%	90%	-2	41	88%	74%	+14	21	71%	73%	-2	204	88%	87%	+1
Science	2015	258	83%	83%	0	44	39%	51%	-12	22	64%	51%	+13	217	83%	76%	+7
	2016	222	97%	87%	+10	33	100%	64%	+36	15	93%	66%	+27	168	96%	83%	+13
	2017	249	98%	90%	+8	37	100%	70%	+30	17	94%	74%	+20	204	98%	87%	+11
	2018	211	98%	91%	+7	38	97%	77%	+20	27	96%	73%	+23	172	98%	88%	+10
	2019	235	88%	90%	-2	41	85%	77%	+8	21	81%	70%	+11	204	89%	88%	+1
US History	2015	258	63%	79%	-16	44	30%	48%	-18	22	73%	48%	+25	217	62%	71%	-9
	2016	222	85%	84%	+1	33	55%	61%	-6	15	93%	61%	+32	168	84%	79%	+5
	2017	249	91%	85%	+6	37	95%	66%	+29	17	94%	67%	+27	204	92%	81%	+11
	2018	211	79%	84%	-5	38	66%	69%	-3	27	74%	67%	+7	172	79%	80%	-1
	2019	235	75%	80%	-5	41	68%	64%	+4	21	71%	64%	+7	204	75%	76%	-1

**See NOTES (1), (2), (3), (4), and (7).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Williamsburg CHS	NYS	Differential to NYS	Charter Total Cohort	Williamsburg CHS	NYS	Differential to NYS	Charter Total Cohort	Williamsburg CHS	NYS	Differential to NYS	Charter Total Cohort	Williamsburg CHS	NYS	Differential to NYS
2015 Cohort	4 Year	258	82%	83%	-1	44	64%	62%	+2	22	77%	58%	+19	217	82%	77%	+5
	5 Year	251	92%	87%	+5	43	79%	67%	+12	21	95%	68%	+27	199	91%	82%	+9
	6 Year	251	93%	88%	+5	43	81%	70%	+11	21	100%	70%	+30	198	93%	84%	+9
2016 Cohort	4 Year	222	84%	85%	-1	33	79%	63%	+16	15	93%	63%	+30	168	83%	80%	+3
	5 Year	216	93%	88%	+5	32	91%	69%	+22	15	100%	70%	+30	166	90%	83%	+7
	6 Year	216	94%	89%	+5	32	94%	72%	+22	15	100%	71%	+29	165	93%	85%	+8
2017 Cohort	4 Year	249	84%	86%	-2	37	78%	65%	+13	17	76%	70%	+6	204	84%	81%	+3
	5 Year	243	92%	89%	+3	37	92%	72%	+20	17	82%	75%	+7	200	92%	85%	+7
	6 Year	243	93%	90%	+3	37	92%	73%	+19	16	88%	76%	+12	202	92%	86%	+6
2018 Cohort	4 Year	211	90%	87%	+3	38	79%	69%	+10	27	85%	70%	+15	172	90%	82%	+8
	5 Year	211	93%	89%	+4	38	84%	74%	+10	27	85%	74%	+11	172	92%	85%	+7
2019 Cohort	4 Year	235	85%	86%	-1	41	80%	69%	+11	21	67%	68%	-1	204	85%	82%	+3

**See NOTES (2) and (3).*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

Williamsburg CHS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2016	208	128	62%	32	8	25%	18	6	33%	174	105	60%
2017	249	242	97%	41	40	98%	18	17	94%	197	191	97%
2018	210	196	93%	41	33	80%	31	28	90%	184	171	93%
2019	249	162	65%	47	30	64%	30	19	63%	228	151	66%
2020	214	142	66%	42	17	40%	24	11	46%	184	117	64%

**See NOTES (2), (3), and (9).*

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

WILLIAMSBURG CHARTER HIGH SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Williamsburg CHS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	963	933	97%
2019-2020	963	941	98%
2020-2021	963	969	101%
2021-2022	963	961	100%
2022-2023	963	965	100%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Williamsburg CHS	NYC CSD 14	Differential to District	Williamsburg CHS	NYC CSD 14	Differential to District	Williamsburg CHS	NYC CSD 14	Differential to District
2018-2019	19%	20%	-1	11%	16%	-5	84%	82%	+2
2019-2020	19%	19%	0	11%	15%	-4	81%	82%	-1
2020-2021	18%	20%	-2	11%	14%	-3	88%	84%	+4
2021-2022	19%	21%	-2	12%	14%	-2	89%	80%	+9
2022-2023	20%	21%	-1	11%	16%	-5	87%	81%	+6

**See NOTES (2) and (6).*

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Williamsburg CHS	NYC CSD 14	Differential to District	Williamsburg CHS	NYC CSD 14	Differential to District	Williamsburg CHS	NYC CSD 14	Differential to District	Williamsburg CHS	NYC CSD 14	Differential to District
2018-2019	89%	86%	+3	86%	83%	+3	92%	85%	+7	90%	86%	4
2019-2020	84%	87%	-3	78%	82%	-4	86%	83%	+3	83%	86%	-3
2020-2021	91%	90%	+1	88%	85%	+3	87%	88%	-1	92%	91%	+1
2021-2022	88%	86%	+2	92%	77%	+15	95%	83%	+12	89%	88%	+1
2022-2023	81%	85%	-4	81%	79%	+2	83%	81%	+2	82%	85%	-3

**See NOTES (2) and (6) below.*

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

Williamsburg CHS		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence
2015 Cohort	4-Year	266	191	72%	42	25	60%	26	20	77%	236	170	72%
	5-Year	266	207	78%	42	28	67%	26	23	88%	236	185	78%
	6-Year	266	209	79%	42	28	67%	26	24	92%	236	187	79%
2016 Cohort	4-Year	222	146	66%	42	23	55%	19	13	68%	192	130	68%
	5-Year	222	153	69%	42	25	60%	19	16	84%	192	137	71%
	6-Year	222	154	69%	42	26	62%	19	16	84%	192	138	72%
2017 Cohort	4-Year	235	164	70%	41	27	66%	24	17	71%	196	129	66%
	5-Year	235	172	73%	41	29	71%	24	18	75%	196	136	69%
	6-Year	235	173	74%	41	29	71%	24	19	79%	196	137	70%
2018 Cohort	4-Year	187	136	73%	46	29	63%	34	23	68%	161	117	73%
	5-Year	187	140	75%	46	31	67%	34	23	68%	161	120	75%
2019 Cohort	4-Year	231	158	68%	42	30	71%	30	21	70%	199	132	66%

**See NOTES (2), (3), and (10) below.*

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

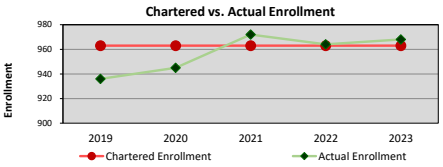
(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

(13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students. An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.

Charter School Fiscal Accountability Summary

WILLIAMSBURG CHARTER HIGH SCHOOL

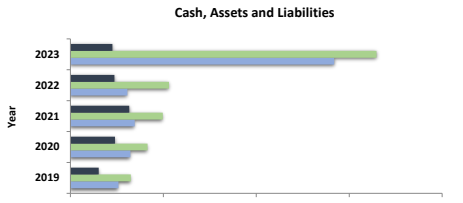
	2018-19	2019-20	2020-21	2021-22	2022-23
Grades Served	9-12	9-12	9-12	9-12	9-12
Maximum Chartered Grades Served	9-12	9-12	9-12	9-12	9-12
Chartered Enrollment	963	963	963	963	963
Maximum Chartered Enrollment	963	963	963	963	963
Actual Enrollment	936	945	972	964	968

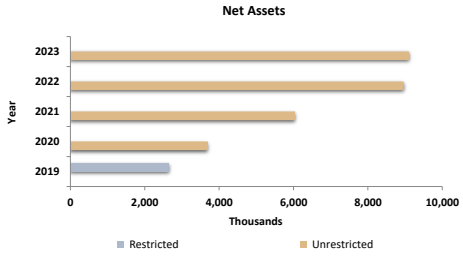


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

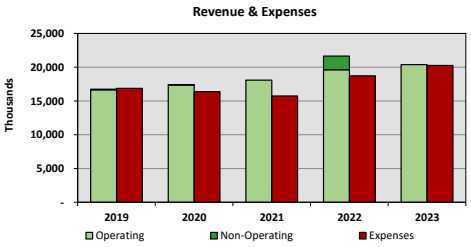
ASSETS					
Current Assets					
Cash and Cash Equivalents	6,083,626	9,590,564	12,654,355	9,484,537	9,050,420
Grants and Contracts Receivable	355,517	618,070	578,351	752,217	1,835,582
Prepaid Expenses	211,898	155,872	130,295	158,253	127,795
Other Current Assets	-	-	-	-	-
Total Current Assets	6,651,041	10,364,506	13,363,001	10,395,007	11,013,797
Non-Current Assets					
Property, Building and Equipment, net	2,538,753	2,047,095	2,324,930	6,628,420	6,440,305
Restricted Cash	2,194,138	101,025	101,035	100,792	100,493
Security Deposits	81,166	1,523,923	1,523,923	1,524,243	1,524,743
Other Non-Current Assets	1,523,923	2,569,905	2,570,254	2,572,641	46,793,546
Total Non - Current Assets	6,337,980	6,241,948	6,520,142	10,826,096	54,859,087
Total Assets	12,989,021	16,606,454	19,883,143	21,221,103	65,872,884
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	103,984	418,681	177,427	188,198
Accrued Payroll and Payroll Taxes	183,159	862,228	911,018	1,012,028	1,021,931
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	74,817
Other Current Liabilities	1,558,341	570,601	447,886	484,469	1,617,025
Total Current Liabilities	1,741,500	1,536,813	1,777,585	1,673,924	2,901,971
Long-Term Liabilities					
Deferred Rent	-	9,346,698	10,040,435	10,583,830	-
Other Long-Term Liabilities	8,595,249	2,022,511	2,022,511	-	53,862,175
Total Long-Term Liabilities	8,595,249	11,369,209	12,062,946	10,583,830	53,862,175
Total Liabilities	10,336,749	12,906,022	13,840,531	12,257,754	56,764,146
NET ASSETS					
Unrestricted	-	3,700,432	6,042,612	8,963,349	9,108,738
Restricted	2,652,272	-	-	-	-
Total Net Assets	2,652,272	3,700,432	6,042,612	8,963,349	9,108,738
Total Liabilities and Net Assets	12,989,021	16,606,454	19,883,143	21,221,103	65,872,884

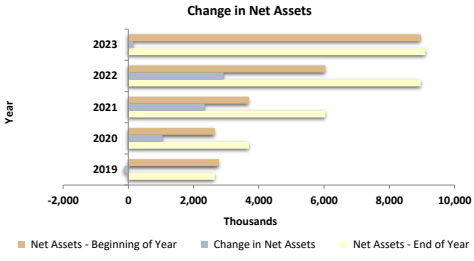




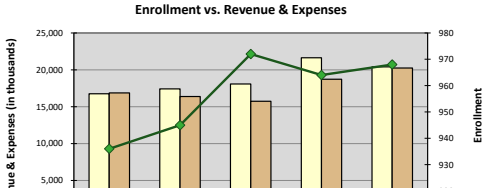
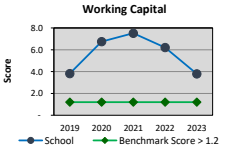
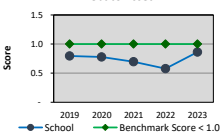
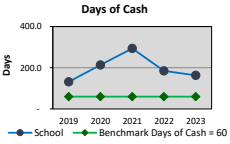
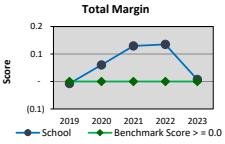
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	14,395,939	15,204,206	15,446,237	15,974,091	16,267,035
State and Local Per Pupil Revenue - SPED	1,365,948	1,366,628	1,559,583	1,706,595	1,755,394
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	558,026	583,516	796,309	1,352,773	2,061,938
State and City Grants	73,344	76,394	51,572	183,625	76,036
Other Operating Income	262,921	142,378	221,600	397,263	235,778
Total Operating Revenue	16,656,178	17,373,122	18,075,301	19,614,347	20,396,181
EXPENSES					
Program Services					
Regular Education	12,558,887	12,519,993	12,158,202	14,194,725	15,301,421
Special Education	1,977,383	1,804,484	1,646,342	2,063,977	2,311,792
Other Expenses	-	-	-	-	-
Total Program Services	14,536,270	14,324,477	13,804,544	16,258,702	17,613,213
Supporting Services					
Management and General	2,335,297	2,047,593	1,928,577	2,457,419	2,637,579
Fundraising	-	-	-	-	-
Total Support Services	2,335,297	2,047,593	1,928,577	2,457,419	2,637,579
Total Expenses	16,871,567	16,372,070	15,733,121	18,716,121	20,250,792
Surplus/Deficit from Operations	(215,389)	1,001,052	2,342,180	898,226	145,389
SUPPORT AND OTHER REVENUE					
Interest and Other Income	90,783	47,108	-	-	-
Contributions and Grants	-	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	2,022,511	-
Total Support and Other Revenue	90,783	47,108	-	2,022,511	-
Change in Net Assets	(124,606)	1,048,160	2,342,180	2,920,737	145,389
Net Assets - Beginning of Year	2,776,878	2,652,272	3,700,432	6,042,612	8,963,349
Net Assets - End of Year	2,652,272	3,700,432	6,042,612	8,963,349	9,108,738





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	17,795	18,384	18,596	20,347	21,070
Support and Other Revenue	97	50	-	2,098	-
Total Revenue	17,892	18,434	18,596	22,445	21,070
Expenses - Per Pupil					
Program Services	15,530	15,158	14,202	16,866	18,195
Mangement and General, Fundraising	2,495	2,167	1,984	2,549	2,725
Total Expenses	18,025	17,325	16,186	19,415	20,920
% of Program Services	86.2%	87.5%	87.7%	86.9%	87.0%
% of Management and Other	13.8%	12.5%	12.3%	13.1%	13.0%
% of Revenue Exceeding Expenses	-0.7%	6.4%	14.9%	15.6%	0.7%
FINANCIAL COMPOSITE SCORE					
Composite Score	1.28	2.04	2.53	2.21	1.80
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Adequate	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	4,909,541	8,827,693	11,585,416	8,721,083	8,111,826
Working Capital (Current) Ratio	3.8	6.7	7.5	6.2	3.8
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.8	0.8	0.7	0.6	0.9
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	131.6	213.8	293.6	185.0	163.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	(0.0)	0.1	0.1	0.1	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard