



Charter Schools Institute
The State University of New York

Summary of Performance

WILDFLOWER NEW YORK CHARTER SCHOOL PROPOSED MIDDLE SCHOOL EXPANSION

REPORT DATE: FEBRUARY 23, 2026

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EDUCATION CORPORATION OVERVIEW

The SUNY Trustees approved the original charter for Wildflower New York Charter School (“Wildflower NYC”) on October 4, 2018 and the school opened in the fall of 2020 initially serving 18 students in Kindergarten and 1st grade. The school currently serves 80 students in Kindergarten through 5th grade in private space at 1332 Fulton Avenue, Bronx, New York 10456 in New York City Community School District 9. The SUNY Trustees granted Wildflower New York Charter School a full-term, five-year renewal on April 10, 2025. (See the Institute’s renewal report available at: [Wildflower New York Renewal Report](#).)

Proposed Middle School Program

The proposed middle school program builds upon Wildflower NYC’s track record of a high quality Montessori program with strong initial academic achievement, strong organizational capacity, and fiscal health. Wildflower NYC is requesting the expansion in response to family feedback to continue its Montessori model for families wishing to continue with program design which balances an authentic Montessori, holistic approach with high academic standards in preparation for high school. If approved, Wildflower NYC will be the first public K-8 Montessori program in New York City.

With a focus on providing a Montessori environment, the middle school will consist of one single multi-age classroom for grades 6-8 for students matriculating from the elementary program coupled with a rigorous academic program aligned to the outcomes of the SUNY Accountability Plan for middle school grades. The program is based on the Montessori principal of individualized learning, hands-on engagement, and development of the whole child. This pedagogical approach will allow the program to meet the diverse needs of students and subpopulations. Elements of the program include:

- Individualized Learning Pathways informed by current assessment systems with curriculum that allows teachers to readily adapt lessons to meet student needs inclusive of remediation and acceleration.
- Montessori principles and hands-on, experiential learning to engage students in a tangible manner building to from abstract thinking to critical thinking, problem-solving, and independence.
- An integrated learning model allowing for interdisciplinary studies specifically in the areas of science and social studies to allow students to make connections between concepts and real world applications.
- A focus on executive functioning wherein students continue to develop skills in planning, organizing, prioritizing, and self-regulation.
- Small group interventions that, given the size of the program, are designed to take place within the classroom.
- Professional development and teacher collaboration for the small team is leveraged to allow staff to develop and collaborate together and align to the latest approaches in Montessori education.

Community Need and Support:

Wildflower NYC’s middle school will initially only serve students matriculating from the elementary program given the program size and design. The proposed enrollment configuration is

feasible based on the school's current enrollment structure and the school has proven capacity to handle fluctuations that do not interfere with the program or fiscal stability.

Facility

Wildflower NYC is currently securing a leasehold condominium structure at its current facility which provides ample room for the middle school as well as the elementary program. Working with an experienced charter school developer, the school will secure long-term stability while enhancing the facility to align it with program needs. In addition, the facility shares space with a daycare center which not only operates as a feeder to the program but the daycare's facility arrangement assists in offsetting costs and optimizes space utilization.

Academic Analysis

Wildflower NYC demonstrates strong growth and achievement based on its internal assessments, nationally-normed assessments, and available New York State exam results. Given the school's small student population size, Wildflower NYC has only produced a limited record of New York State exam results suitable for analysis aligned to the required measures included under its ELA and mathematics goals. However, according to the published state exam results for 2024-25, high proportions of the school's tested students scored at or above proficiency in both subjects. Further, the school has produced laudable aggregate growth and achievement results on both its internal assessments aligned to state standards and the NWEA MAP assessment. These results, coupled with the school's strong instructional programming on the ground, indicate that Wildflower NYC is an academic success.

Fiscal and Legal Analysis

The Institute reviewed the proposed middle school program elements (including enrollment projections, staffing), and budgets and found them satisfactory. The Institute has also reviewed the most recent audited financial statements for the fiscal year ending June 30, 2025, and found the fiscal health of the education corporation to be adequate. The Institute acknowledges the education corporation currently stands as 'Poor' on four of the fiscal metrics used for evaluation, however, the team also recognizes qualitative factors that led to the determination of the organization's fiscal health. The education corporation's partner organization, The Wildflower Foundation, has agreed to provide financial support for all deficits incurred by the education corporation through its fundraising efforts and recently acquired Charter School Program grant. Additionally, during fiscal year 2024-25 Wildflower NYC became the lessee of its facility causing the drastic shift in the education corporations fiscal metrics. The Institute acknowledges the fiscal metrics place an emphasis on an organization's long-term debt relative to the amount of current assets. Should the projections provided within the proposal meet the education corporations' expectations, the middle school expansion should not negatively affect the school's financial position.

The Institute also reviewed the proposed revision from the legal perspective, and finds it suitable under the Act and applicable law. Therefore, the Institute recommends the Charter Schools Committee approve the requested revision.

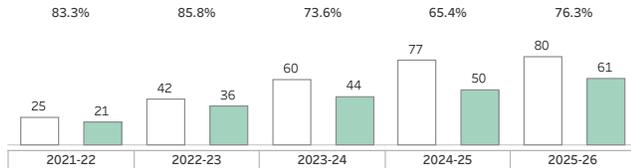


Enrollment

80 Chartered | 61 Actual

as of 2025-26

Chartered Enrollment
Actual Enrollment



Student: Teacher Ratio

10.1 50 students : 5 teachers

+2.7 vs. PY
as of 2024-25



Faculty : Admin Ratio

2.5 faculty : admin

+0.5 vs. PY
as of 2024-25



Net Assets

(\$0.4M)

▼161.2% | -\$1.16M vs. PY
as of 2024-25



Surplus / Deficit

-\$1.2M

▼569.1% | -\$1.4M
as of 2024-25



Working Capital

\$0.6M

+\$0.0M vs. PY
as of 2024-25



Score Methodology

- Financial Responsibility Composite Score | Strong 1.5 - 3.0 / Adequate 1.0 - 1.4 / Needs Monitoring < 1.0
- Current Ratio Score | Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4
- Quick Ratio Score | Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0
- Debt to Asset Ratio Score | Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0
- Months of Cash | Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.

Legend

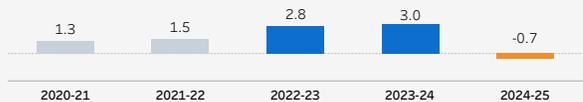
- ★ Strong / Excellent
- Adequate
- ▼ Needs Monitoring / Poor

Financial Responsibility Composite Score

-0.7

-3.7 vs. PY
as of 2024-25

Poor ▼

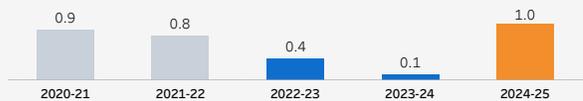


Debt to Asset Ratio

1.0

+0.9 vs. PY
as of 2024-25

Poor ▼



Current Ratio

-77.9

-89.1 vs. PY
as of 2024-25

Poor ▼

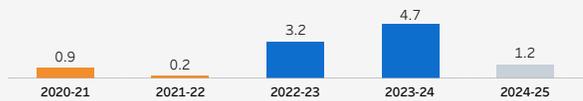


Months of Cash on Hand

1.2

-3.5 vs. PY
as of 2024-25

Adequate ●



Quick Ratio

-75.7

-86.5 vs. PY
as of 2024-25

Poor ▼

