



New York State Education Department

Renewal Site Visit Report 2016-2017

Young Women's College Prep Charter School

Visit Date: 9/22 – 9/23/2016

Date of Report: 01/04/2017

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SCHOOL DESCRIPTION¹

Charter School Summary²

Name of Charter School	Young Women’s College Preparatory Charter School of Rochester
Board Chair	Duffy Palmer
School Leader	Toyia Wilson, Principal
District of location³	Greece Central School District (since 8/2016)
Opening Date	August 27, 2012
Charter Term(s)	Initial charter term: 8/27/2012 – 6/30/2017
Management Company	N/A
Educational Partners	Young Women’s Leadership Network Young Women’s College Prep Foundation
Facilities	8/2016 – present: 133 Hoover Drive, Rochester, NY 14615 8/2013 – 7/2016: 311 Flower City Park , Rochester, NY 14615 8/2012 – 7/2013: 1001 Lake Avenue, Rochester, NY 14613
Mission Statement	Young Women's College Prep Charter School of Rochester (YWCP) offers young women from the city of Rochester the opportunity to learn in a single-gender environment, free from stereotypes, where a strong focus is placed on preparation for college enrollment and graduation. High expectations and evidence of concrete results define the student’s academic experience. Educators commit to, and thrive upon, sharing effective practices within and beyond the school building. YWCP partners with families and instills in each student a sense of community, responsibility and ethics. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders.
Key Design Elements	<ul style="list-style-type: none"> • Single-Gender • Small Schools Engaged in Leadership Development • College Preparation • Collaborative, Experienced Faculty • Professional Development and Leadership • Knowledge Management
Revision History	May 2016: Material revision approved to relocate from their location in the Rochester City School District to the

¹ The information in this section was provided by the Charter School Office (CSO).

² The information in this section was provided by the NYS Education Department CSO.

³ Young Women’s College Preparatory Charter School of Rochester relocated to a facility in Greece CSD in 2015 after an extensive but unsuccessful search for an appropriate facility in Rochester City. The mission of the school will continue to focus on the needs of urban students and the school will continue to recruit primarily from Rochester City, while remaining in compliance with preference requirements set forth in the New York Charter Schools Act.

	Greece School District beginning with the 2016-2017 school year
Requested Revisions	To add Grade 12 and increase maximum approved enrollment from 375 to 450

School Characteristics

Enrollment School Characteristics

School Year	Chartered Enrollment	Actual Enrollment	Grades Served
2016-2017	375	353 ⁴	7-11
2015-2016	300	255	7-10
2014-2015	225	215	7-9
2013-2014	150	166	7-8
2012-2013	75	81	7
Maximum enrollment: 375, Grades 7-11			

METHODOLOGY

A one-and-a-half day renewal site visit was conducted at Young Women’s College Preparatory Charter School of Rochester (YWCP) from September 22-23, 2016. The CSO team conducted interviews with the board of trustees, school leadership team, enrollment and recruitment team, special education and English for Speakers of Other Languages (ESOL) teachers, and parents. In cooperation with school leadership, the team also administered an anonymous online survey to teachers.

The team conducted 11 classroom observations in Grades 7 - 11. The observations were approximately 20 minutes in length and conducted jointly with the principal, coordinator of instruction, and/or dean of students.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Renewal Application**
- **Teacher roster**
- **Current organization chart**
- **A master school schedule**
- **Board materials**
- **Blank teacher and administrator evaluation forms**
- **Student/family handbook**

⁴ Self-reported by YWCP in Renewal Site Visit Workbook

- Staff handbook and personnel policies
- Enrollment data including subgroups
- Professional development plans and schedules
- Academic data

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school that was chartered or renewed in 2012 or beyond, outlines 10 Performance Benchmarks in three key areas of charter school performance:

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

Observational findings from the site visit will be presented in alignment with the [Performance Framework](#) Benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school’s strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are 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.

For the site visit conducted from 09/22/2016 to 09/23/2016 at YWCP, see the following Performance Benchmark scores and discussion.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	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 has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) 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.	Approaches
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. 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.	Approaches
	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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Performance Benchmark	Level
Summary of Findings	

Students at YWCP attain proficiency at levels far below state averages with little evidence of trends toward improvement. YWCP was designated as an ESEA Priority School by the New York State Education Department (NYSED), a rating that categorizes the school among the lowest performing in the state. In July 2016 the NYSED Charter School Office (CSO) required YWCP to develop a corrective action plan (CAP) to address persistently low achievement on state assessments and the under-enrollment of special populations.

Changes in school-wide practices initiated by the new school leader in 2015 to improve instruction as well as culture and climate have contributed to greater consistency in teaching practices and a more stable staff. Strategies to improve academic outcomes, schoolwide, include frequent and regular monitoring by instructional supervisors, support from contracted content specialists, and weekly professional development. Additional academic intervention teachers (AIS) hired as part of the school’s CAP increase the support available to struggling students.

YWCP regularly communicates with families, and the school’s advisory program, led by the student support staff, promotes student social and emotional well-being. Consistency in school-wide behavior management practices fosters an orderly, productive learning environment.

YWCP is governed by a stable board which responded actively to academic performance data and parent feedback to strengthen the school’s programs and reduce turnover among the instructional staff. The board recruits new members from existing advisory committees made up of community members who are familiar with and committed to the mission and goals of the school. The board highlights the lease of the new facility and participation in the New York State Teachers Retirement System as critical steps toward ensuring the sustainability of the organization.

The YWCP mission to provide a rigorous academic program for young women, to prepare them for college, and to develop their leadership skills is well understood by parents, teachers, students, and staff. The school has put into place its six key design elements.

YWCP has not been successful in enrolling students with disabilities (SWD) and English language learners (ELLs) at levels similar to the Rochester City School District (RCSD) where they draw most of their students from. The school has designated a member of the leadership team (with support from a local marketing agency) to revise, coordinate, and implement new strategies to recruit, enroll, and retain the target student populations.

YWCP generally complies with applicable state and federal regulations.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Falls Far Below

Summative Evidence for Benchmark 1: See Appendix A for detailed information.

1a. ESEA Designation: In 2015-2016, YWCP was designated as a Priority School, a rating assigned to the lowest performing schools in the state. The school received this designation due to its combined English language arts and mathematics performance index.

1b. Similar Schools Comparison: As reported by YWCP in the Renewal Application, YWCP selected one school to compare itself to, Eagle Academy for Young Men II which is located in District 28 in New York City. While YWCP consistently tested below this school from 2013 to present, the difference in the 2016 academic year was reportedly greater in ELA where the variance was $-.0263$ than it was in math where it was -0.119 . In both cases, the trend was downward from the prior year.

2a (i) and (ii). Middle School Aggregate and Subgroup Standards-Based Trend Toward Proficiency: As reported by YWCP in the Renewal Application, there has been a greater trend toward proficiency in ELA than in math. The school explained in its application that a factor was the number of students taking the respective exams. More students sat for the ELA exams than for the math. The trend toward proficiency for ELA reflected an increase in the aggregate (from 30% in 2015 to 49% in 2016) and subgroup populations. For math, however, there was only a modest improvement reported in the aggregate from 4% to 9%. Neither the SWD nor the ELL population exhibited any growth. The ED population did show some growth from 0% to 10%.

2b (i)(ii) and (iii). Middle School Aggregate, Subgroup, and Grade Level Proficiency: YWCP's aggregate academic proficiency in both ELA and math falls far below the state average and is trending downward. ELA scores dropped from 21% below the state average in the 2013-2014 school year to 28% below the state average in the 2015-2016 school year. Math scores fell from 32% below the state average in the 2013-2014 school year down to 38% in the 2015-2016 academic year.

Compared to RCSD, YWCP is doing somewhat better in ELA than in math. ELA scores for the past three years have shown relatively steady performance, slightly above RCSD's by 3%. Math scores, however, are below RCSD and have declined by 5% from 2014-2015 to 2015-2016.

Subgroup academic proficiency compared to RCSD demonstrated no academic benefit for YWCP students over the district of location, with the only exception being the ELA performance of ED students. In both the SWD and ELL student populations, no YWCP students reached proficiency in either ELA or math. While proficiency for these subgroups is comparable at RCSD, the district did have a 1% proficiency rate in ELA and math for ELL students in 2015-2016, whereas YWCP had 0% proficiency. Both the SWD and ELL student populations are significantly underperforming compared to the state. YWCP's ED population did outperform the district of location in ELA only, by 4%. While this shows an increase from the previous year of 3%, it is also 2% below where it had been in the 2013-2014 academic year.

Compared to the state, the ELL population is underperforming in ELA by 17%. The ED population performed below both the district of location and the state in math and has been trending downward since 2013-2014.

3a (i) and (ii). Aggregate and Subgroup Annual Regents Outcomes: YWCP's Regents outcomes both in the aggregate and in the ED and SWD subgroups show consistent performance below the state, at times falling as much as 40% or more below the state. In the aggregate, Regents outcomes are only publicly available on the NYS School Report Card for select exams including those for math, science, and social studies. No ELA Regents exams have yet been administered to attending students.

Over the past three years, annual Regents outcomes in math (as reported on the NYS School Report Card) have been lower than state outcomes. While a significant improvement was noted in the aggregate on the Algebra I (Common Core) test from 24% in 2014-2015 to 57% in 2015-2016, a significant decline was noted for Geometry (Common Core) from 47% in 2014-2015 to 12% in 2015-2016. The ED and SWD populations have likewise performed below the state. The ELL population has one exam with publicly available results, the Algebra I (Common Core) Regents, and that group performed better than the state average by 6% in the 2015-2016 school year (the only year with data available).

Science Regents scores for YWCP are significantly below the state average for the only publicly reported exams, Living Environment and Physical Setting/Earth Science, in the aggregate and in the ED and SWD subgroups (no data is available for ELL students). In the aggregate, the Living Environment Regents exam's scores have been falling rapidly over the past three years, going from 61% proficient in 2013-2014 down to 23% proficient in 2015-2016. YWCP students went from performing 17% below the state in 2013-2014 to 55% below the state in 2015-2016. Physical Setting/Earth Science has trended downwards as well, going from 39% in 2014-2015 to 32% in 2015-2016. As of 2015-2016, YWCP students are performing 39% below the state. ED students have similar proficiency rates, although the variance from the state is slightly better (see Appendix A for more detailed information).

In social studies, YWCP has only two publicly available Regents exam outcomes – U.S. History and Government and Global History and Geography. In the aggregate, YWCP performed below the state in U.S. History and Government over the past three years. In the 2015-2016 school year, the school had a 38% proficiency rate, which is 44% below the state. This number is an increase over the previous year's 39% proficiency, however, both years still showed performance significantly below the state. Public information on the NYS School Report Card is only available for ED, SWD, and ELL students for the U.S. History and Government Regents exam. Scores for the ED subgroup have increased from 24% in 2014-2015 to 37% in 2015-2016. Both years, however, YWCP performed below the state by margins of 52% and 37% respectively. For the SWD subgroup, data is only available for the 2015-2016 school year where students achieved 67% proficiency, 3% below the state. For the ELL subgroup, data is also only available for the 2015-2016 school year. Here, students are performing 2% above the state, reporting 60% proficiency. In the aggregate, YWCP performed above the state by 19% for Global History and Geography for the only year of data available, 2015-2016.

3b (i-iii). High School Graduation Outcomes: YWCP has not yet matriculated students at the twelfth grade and does not yet have graduation data.

The first cohort of high school students at YWCP are currently in eleventh grade. At this point, on track to graduation data (passing 3 of 5 Regents examinations) is not yet available.

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 has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) 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: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the CCLS.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. <i>Instruction</i>	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none">a. The school uses a balanced 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.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2:

Over the past year, new leaders at YWCP have put systems into place to improve the quality of the academic program, particularly in the areas of instructional planning and delivery, and monitoring student progress. YWCP began using the Engage NY modules as their curriculum in English language arts and mathematics in 2015. On the CSO-administered survey, teachers report that they meet regularly with grade level and content area peers to align the curriculum across grades and course levels. They also describe fidelity to the modules and alignment with state standards as indicators of their

understanding of high quality instruction and a rigorous lesson. Learning targets, jump starts, mini lessons, and exit tickets are strategies cited by the school's instructional leaders as common elements in teachers' plans. In classes, observers saw evidence of the school's identified common instructional practices, including agendas, a writing framework (TEAL), Tier II vocabulary, and lesson plans that include principles of Understanding by Design and double planning. As additional strategies to ensure the rigor in written tasks, teachers mentioned guiding students to follow the Regents or Advanced Placement writing rubrics and to support their responses with evidence. School leaders explained that teachers scaffold when necessary to ensure that students of all abilities have the opportunity to master essential concepts and skills.

The quality of implementation of the school's instructional practices varied across the classes observed. (Note: Due to contagious student illness the week of the site visit, many classes held far fewer students than typical and teachers were required to adjust their lesson plans, particularly their plans for group activities.) Lesson plans followed the double planning outline and agendas were posted on white boards. Jump start activities and exit tickets were evident. While students were familiar with and responsive to classroom routines and expectations, in some classes, students engaged in off-task conversations or were inattentive. In most classes, students completed the same task with the same materials, although there were a few instances of color-coded annotations to guide notetaking as a scaffolding strategy. School leaders explained that differentiation may not be evident to the observer because teachers group students based on their strengths and gaps.

School leaders have established some routines for regularly monitoring student progress using many assessments; however, there has been a delay in the use of Northwest Evaluation Association (NWEA) Math assessment, which was to be introduced this year. In reviewing data from previous years, school leaders recognized that internal assessments were not predictive of state assessment results, and chose to replace the Scholastic Math Inventory (SMI) with NWEA. On-site, leadership reported that they would administer the baseline assessment in October. The school has a Corrective Action Plan (CAP) in place with academics as a focus area, and as of the first quarterly progress report presented on November 7th, the NWEA still had not been completely administered. Delays had reportedly resulted due to the newness of the process and the need for training. The school reported that they were planning to have the first administration completed at the end of November or early December. Without NWEA in place and with math assessment results a great concern for the school, this late administration may not provide timely information for interventions to be put into place. Other assessments administered by the school include the Scholastic Reading Inventory (SRI), Read 180, classroom assessments, and state assessments. These are all reportedly on schedule.

YWCP staff conduct an extensive review of academic achievement information over the summer. In response to low student achievement results, school leaders modified the master schedule to allow one common period per day of Academic Intervention Services (AIS) for all students. The Response to Intervention (RtI) team assigns students to small group AIS classes based on their academic needs for remediation or enrichment.

The school employs two counselors, a behavior specialist, two special education teachers, and two ESOL and Languages other than English (LOTE) teachers. In addition, the school employs three-four teachers designated to provide credit recovery support and AIS support in ELA, science, math, and social studies. All students receive targeted support during daily AIS periods during the school day, a change from the after school support provided previously. School leaders indicated that low attendance at the after school support sessions motivated the decision to modify the master schedule.

The school uses a push-in model for its SWD and ELLs, with specialist teachers working with students in their regular classes. On the NYSED survey, teachers reported they work with special education and ESOL teacher as co-teachers to ensure appropriate modifications and accommodations of their curriculum. When needed, students receive related services (occupational therapy, speech therapy) during study hall periods.

The impact of the school’s revised practices for instructional delivery, academic support and monitoring of student progress are not yet evident in student performance results. As detailed in Appendix A and discussed under Benchmark 1, YWCP seventh and eighth graders show gains in ELA but declines in math and annual Regents results for high school students are far below state averages.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. 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

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Behavior Management and Safety</i></p>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy.</p> <p>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</p> <p>d. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>2. <i>Family Engagement and Communication</i></p>	<p>a. Teachers communicate with parents to discuss students’ strengths and needs.</p> <p>b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>c. The school has a systematic process for responding to parent or community concerns.</p> <p>d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</p>
<p>3. <i>Social-Emotional Supports</i></p>	<p>a. School leaders collect and use data to track the socio-emotional needs of students.</p> <p>b. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</p>

Summative Evidence for Benchmark 3:

YWCP has established systems and assigned personnel to monitor and support students' social and emotional well-being, which contributes to a safe and respectful learning environment. The school communicates frequently with families who express satisfaction with the school's programs reflected in the school's high retention rate.

YWCP uses two systems to foster a positive school climate: an adaptation of the Positive Behavioral Interventions and Supports (PBIS) approach to promote school-wide behavior expectations and an advisory program guided by a curriculum developed by the counselors to address students' social and emotional concerns. The PBIS approach is framed around the school's values, captured in the acronym P.R.I.D.E. (Prepared, Respectful, have Integrity, be Dedicated, and strive for Excellence). Counselors support staff members who lead daily advisory sessions and school leaders provide training for teachers in the implementation of the behavior management programs during the summer intensive professional development. In survey responses, teachers generally agree that there is uniformity in classroom management across the school and the renewal site visit team observed that classrooms are safe and orderly, and students are generally respectful of classroom routines and behavior expectations.

The school's 2015-2016 Student Discipline Policy and Code of Conduct outlines student rights and responsibilities and prohibited conduct. The school occupies a new building, which it shares with a separate charter elementary school. A private security service patrols the campus and conducts random scans for prohibited materials to ensure the physical safety of students.

While the school is generally safe, only 17 of the 28 teachers responding on the NYSED survey agreed or strongly agreed that the school is free from bullying, discrimination, and harassment. Five respondents disagreed or strongly disagreed, and six remained neutral.

In addition to ensuring students' physical safety, YWCP employs two counselors and a behavior interventionist to oversee students' social and emotional well-being. Counselors create the advisory curriculum and support staff through its implementation and the behavior interventionist provides training for all staff in the Dignity for All Students Act (DASA). The role of dean of students was added midway through the previous school year, and she, along with the behavior interventionist and counselors, are responsible for addressing and managing behavior concerns. Teachers and school leaders confirmed that the school documents infractions and employs strategies such as peer mediation and restorative justice to resolve conflicts.

Families in the focus group reported they receive frequent communication from the school including a monthly newsletter and daily robo-calls as well as emails and phone calls from teachers. The school revised its family newsletter to include articles highlighting school-wide learning topics such as tier II vocabulary. Parents receive regular communication about their child's performance; however, they were unfamiliar with the overall performance of the school, including the school's designation as a "priority" school. The school assigned the role of parent liaison to one of the administrators. They work with the Parent Teacher Student Association (PTSA) and facilitate communication between the school and the families. The PTSA was launched in 2015 after the arrival of the new principal.

The school administered a parent survey at the end of 2014-2015 which triggered actions by the board that included changes in administrators, a search for a facility better suited to the school's mission, stabilizing the teaching staff and improving school culture. While the PTSA administered a survey at the

end of 2015 to gauge parent interest in a conference sometime in 2016-2017, the board has not repeated its comprehensive survey of parent satisfaction.

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4:

Financial Condition

YWCP appears to be in strong financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A composite score is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. YWCP's composite score for 2014-2015 was 2.90. The table below shows the school's composite scores from 2012-2013 through 2014-2015.

**YWCP
Composite Scores, 2012-2013 to 2014-2015**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.90
2013-2014	2.80
2012-2013	2.20

Source: NYSED Office of Audit Services

Near Term Indicators

Near term indicators of financial health are used to understand the current financial performance and viability of the school. The Charter School Office uses three measures:

1. The *current ratio* is a financial ratio that measures whether or not a school has sufficient resources to pay its debts over the next 12 months. The ratio is mainly used to provide an idea of the charter school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable

the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2015-2016, YWCP had a current ratio of 3.8.

2. *Unrestricted cash* measures, in days, whether the charter school can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, YWCP operated with 142 days of unrestricted cash.
3. *Enrollment stability* measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. YWCP's enrollment stability for 2015-2016 was 85.0 percent.

Long Term Indicators

A charter school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2015-2016, YWCP's debt to asset ratio was 0.3.

Total margin measures the deficit or surplus a charter school yields out of its total revenues, in other words, whether or not the school is operating within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2015-2016, YWCP's total margin was 12.0 percent.

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

Summative Evidence for Benchmark 5:

The CSO reviewed YWCP's 2015-16 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. There were no findings.

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: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

The YWCP Board of Trustees, while making many efforts to provide oversight of the school, is struggling in several areas.

The board includes many of the founding members who have overseen the development, revision, and refinement of policies and procedures to establish an educational organization consistent with its mission and values. Board members described a committee structure that invites interested individuals from the community to advise the board on critical issues such as staff retention, student recruitment, facilities options, and organizational sustainability. The board reports a positive response from the community and has found these committees to be a good source for recruiting potential new trustees. The founding members are aware of the impending term limits and have established a succession plan that identified a need for expertise in audits, governance, marketing, charter school experience and communications as the focus for recruitment of future members.

Prior to the CAP being issued in 2016, there was no formal strategic plan in place, although the board had contracted with a consultant to facilitate a strategic planning process. This began at the 2015 board retreat but ceased in a formal way when the school was notified of the CAP. The board chose to use the CAP and renewal application in place of a separate strategic plan as the guide for decisions and actions over the remaining year of the current charter. The school’s goals and objectives remain those in the original charter which are reiterated in the CAP and renewal documents.

The board manages its oversight duties through several committees: executive, finance, audit, governance, performance evaluation, facilities, health and wellness, and communications. Over the past year, the Facilities Committee has located and contracted for the new school location. The Health and

Wellness Committee has worked to identify a more healthful food service provider. The school reports that members of the Performance Evaluation Committee are actively involved in classroom observations, professional development sessions, and in providing support to the instructional program. School leaders present student achievement information to the board in a dashboard format. The board also receives monthly updates on enrollment, recruitment and retention of students from the administrator designated as the “recruitment czar.”

While the board minutes reflect changes to board policies, the board appeared unaware of its responsibilities to notify the CSO of these changes and has implemented unapproved policies. The board has been advised to remedy this before using the policies and to refer to CSO guidance for revision requests.

The board has struggled over the charter term to put a system in place for evaluating school leadership. With the arrival of the current principal last year, the board has begun to utilize the Performance Evaluation Committee and use the Marzano school leader rubric to evaluate the school leader.

The board did not complete any kind of formal self-assessment over the charter term until the June 2016 retreat. At this retreat, the results of an online survey filled out by board members were discussed. The board identified renewed attention to academic performance and faithfulness to the charter design elements as areas of concern, but did not put into place a formal plan.

The board posts meetings as required by the Open Meetings Law and schedules its meetings both in the morning and occasionally in the evening to encourage more community and family participation. Board minutes include reminders from the director of operations about compliance requirements and report due dates to ensure adherence with state regulations. The board reported that it addressed a prior conflict of interest by requesting the board member resign but invited the individual to stay involved in an advisory capacity.

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

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none">a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none">a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.b. The school has established structures for frequent collaboration among teachers.c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual Relationships</i> <input type="checkbox"/> N/A	<ul style="list-style-type: none">a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

The leadership team in place since the 2015-2016 school year has revised the school’s organizational structures, behavior management systems, and instructional practice protocols to address concerns evident in the early years of the school’s charter. The changes have contributed to increased staff stability and additional resources allocated to strengthening instructional practices.

The current school leader is beginning her second year at YWCP. The leader established a representative School Based Planning Team (SBPT) comprised of teachers, parents, students, and school leaders who assess school practices from multiple perspectives and recommend changes in procedures and policies. YWCP organizes its leadership functions under an administrative leadership team (principal, director of operations, dean of students (2014), and coordinator of instruction) and an instructional leadership team (principal, coordinator of instruction, dean of students, and staff developer). Responsibilities for each of the leaders have clearly defined roles.

The leader's weekly staff newsletter provides clarity and implementation guidance for common school-wide behavior management and instructional practices. The school has implemented protocols for use when teachers meet in subject area and grade level teams and during weekly professional development time to discuss curriculum and instruction and collaborate on culture and climate and strategies to support students' social emotional well-being.

The 2015-2016 leadership team returned for 2016-2017 accompanied by 22 of 26 teachers who returned for the current school year. This is a significant improvement from the departure of 12 of 23 teachers during the previous (2014-2015) school year. Twenty of the 28 teachers responding to the NYSED survey agreed that the school has systems in place to solicit staff feedback, via surveys, emails with school leaders, and the School Based Planning Team (SBPT) meetings.

School leaders have taken steps to improve the academic program by building the expertise of the returning staff. Methods used to strengthen instructional skills include frequent and regular walk-throughs with feedback, weekly professional development sessions, consultation with external experts, and discussions between teacher "buddies" during Friday professional development time. School leaders described plans to initiate structured peer observation to supplement supervisor and consultant feedback. To additionally help enhance instruction for the needs of diverse learners in the classroom, teachers report using daily planning time and after school time to co-plan with special education and ESOL teachers.

YWCP has two partner organizations – the Young Women's College Prep Foundation (YWCP Inc.) and the Young Women's Leadership Network (YWLN). YWCP Inc. assists in providing funding for the college prep key design element, and YWLN connects the school with other similarly designed schools in the network. Neither of these has a formal evaluation process put into place by YWCP. The board reported in the focus group that evaluation was done through discussions.

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

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. 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:

YWCP teachers, parents, board members, and school leaders express a common understanding of central elements of the school's mission, primarily the commitment to a single gender school designed to prepare all students for college. The school has made progress toward full implementation of its key design elements.

In their description of the school's mission, parents included leadership development, respect for self and others, empowerment, motivation and dedication to academics in addition to preparation for college. The six parents participating in the focus group represent 14 students in grades 7 through 11. Parents credited the new facility and the school leader with changes that have created a strong positive culture among the students.

Teachers agreed that the school has a clear sense of mission that includes the single-gender design and college preparation. Teachers added that the school sets high expectations and provides rigorous learning experiences to carry out its additional mission.

The six key design elements in the YWCP charter are in operation at the school: single gender, small school with a focus on leadership development, college preparation, faculty committed to their own professional growth, time dedicated to professional development, and knowledge management (systems for sharing information across the organization). All of which are evident

Single gender: the school enrolls young women from the Rochester area.

Small school with a focus on leadership development: The school remains small, with a student/teacher ratio of approximately 14:1. Leadership development is an integral part of the daily advisory period and provides learning experiences aimed at developing skills needed to succeed in college. Students have opportunities to propose and lead clubs and teams to develop their leadership abilities.

College preparation: The academic program requires students to build a transcript including course completion and Regents examinations required for a Regents diploma. The school continues to add Advanced Placement classes to further enrich the academic sequence. At the time of the renewal visit, the position of college counselor was vacant. School leaders said that the regular counselors are adding college awareness and skills into the advisory curriculum until the position can be filled.

Faculty: YWCP teachers expressed commitment to their own professional learning and a large majority agreed that the school is a long-term sustainable option for them. Teachers agreed that they have the resources to do their job well.

Professional development and leadership: The school commits resources to providing extended professional development prior to the start of the school year and embeds weekly professional development time into the school schedule. Teachers agreed that the school's leadership demonstrates a high level of accountability and takes responsibility for outcomes.

Knowledge management: Teachers share data and best practices at regular grade level and subject level team meetings, the system for sharing information across the organization referred to as "knowledge management." Frequent regular communication exists among the staff.

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.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	<p>a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.</p>
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>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.</p> <p>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.</p>

Table 3a: Student Demographics Compared to Rochester (Primary District of Residence)

	2014-2015			2015-2016			2016-2017
	Percent of Enrollment		Variance	Percent of Enrollment		Variance	Percent of Enrollment
	School	RCSD		School	RCSD		School
Enrollment of Special Populations							
Economically Disadvantaged	70%	91%	-21	80%	91%	-9	79%
English Language Learners	5%	16%	-11	6%	13%	-7	6%
Students with Disabilities	10%	22%	-12	9%	20%	-11	10%

Table 3b: Student Demographics Compared to Greece (District of Location)

	2014-2015			2015-2016			2016-2017
	Percent of Enrollment		Variance	Percent of Enrollment		Variance	Percent of Enrollment
	School	CSD		School	CSD		School
Enrollment of Special Populations							
Economically Disadvantaged	70%	50%	+20	80%	51%	+29	79%
English Language Learners	5%	3%	+2	6%	3%	+3	6%
Students with Disabilities	10%	14%	-4	9%	12%	-3	10%

Summative Evidence for Benchmark 9:

YWCP’s enrollment figures are primarily compared to those of RCSD because over 95% of the YWCP student population is made up of students from RCSD. The mission of the school is to serve students who reside in Rochester City, and the Board of Regents sought assurance that after the move to the Greece Central School District facility, students from Rochester City will still be the primary population served by YWCP. Therefore, while the enrollment numbers for the Greece Central School District have been included in this report due to the location of the YWCP facility, the Board of Regents expectation is that YWCP will be held to the enrollment targets established by the population of the district it serves, RCSD.

While YWCP exceeds the enrollment targets for special populations, except for students with disabilities, when compared with its district of location (Greece Central Schools), the school is below its enrollment targets when compared with RCSD, the district of residence of most of its students. While YWCP has been under-enrolling in all of its subgroups across the charter term, there was a significant jump in the ED population with more modest gains in SWDs and ELLs.

The school’s strategies to raise enrollment for special populations have become more intensive in the 2015-2016 school with the change of school leadership. These include mailings, robo-calling, social media, school recruitment fairs, newspaper advertising, and open houses. The school has designated one staff member to serve as the lead for a recruitment committee of teachers to develop new materials and methods to attract a diverse student population. As a product of the school leader’s relationship with RCSD, the school has been invited to present to sixth graders in selected city schools. The recruitment leader reported that the in-school presentations and referrals from families currently enrolled are the strategies that produce the greatest number of prospective students. A major marketing firm in the Rochester area donated the services of its interns to redesign the school’s marketing plan to include postings in areas where the target population would be most likely to see it, including public transportation. Brochures, posters and applications are offered in English and Spanish, and the school plans to translate into Arabic to meet the needs of a growing immigrant population.

The school reports that it has retained 94% of its students in the 2016-2017 school year. Subgroup populations were retained at similar rates of 100% for SWDs, 95% for EDs, and 62% for ELLs.

Benchmark 10: Legal Compliance

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

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable state and federal laws 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; financial management and oversight; governance and reporting; and health and safety requirements.b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

While YWCP complies with most laws and regulations, it has missed the due dates for submission of its Annual Report in both 2014-2015 and 2015-2016. The school implemented a revised enrollment policy prior to submission to the NYSED CSO in contradiction to required procedures.

At the requirement of NYSED CSO, YWCP created a Corrective Action Plan (CAP) in August 2016 to address significant operational and academic deficiencies. The CAP is being implemented and monitored at the current time.

APPENDIX A: ASSESSMENT AND GRADUATION OUTCOMES

YWCP compared with Rochester City School District and NYS

Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students: School, District & NYS Level Aggregates

All Students	ELA					Math				
	YWCP	RCSD		NYS		YWCP	RCSD		NYS	
		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2013-14	10%	6%	+4	31%	-21	4%	5%	-1	36%	-32
2014-15	6%	3%	+3	31%	-25	5%	4%	+1	38%	-33
2015-16	10%	7%	+3	38%	-28	3%	7%	-4	39%	-36

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup – Economically Disadvantaged Students: School, District & NYS Level Aggregates

Economically Disadvantaged	ELA					Math				
	YWCP	RCSD		NYS		YWCP	RCSD		NYS	
		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2013-14	10%	4%	+6	20%	-10	3%	2%	+1	26%	-23
2014-15	4%	3%	+1	21%	-17	3%	1%	+2	27%	-24
2015-16	10%	6%	+4	27%	-17	2%	6%	-4	28%	-26

Table 3: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup – Students with Disabilities: School, District & NYS Level Aggregates

Students with Disabilities	ELA					Math				
	YWCP	RCSD		NYS		YWCP	RCSD		NYS	
		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2013-14	0%	0%	0	5%	-5	0%	0%	0	10%	-10
2014-15	0%	0%	0	6%	-6	0%	0%	0	11%	-11
2015-16	0%	0%	0	8%	-8	0%	1%	-1	11%	-11

Table 4: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup – English Language Learners: School, District & NYS Level Aggregates

English Language Learners	ELA					Math				
	YWCP	RCSD		NYS		YWCP	RCSD		NYS	
		RCSD	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)		RCSD	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)
2013-14	0%	0%	0	3%	-3	0%	0%	0	12%	-12
2014-15	0%	0%	0	4%	-4	0%	0%	0	13%	-13
2015-16	0%	1%	-1	4%	-4	0%	1%	-1	12%	-12

Table 5: High School Total 4-Year Regents Outcomes -- Not yet available:

Table 6: YWCP Regents Outcomes – Aggregate

	2013-2014		2014-2015		2015-2016	
	YWCP	NYS	YWCP	NYS	YWCP	NYS
Integrated Algebra (>65)	50%	72%	*	62%	N/A	N/A
Algebra I (Common Core) (levels 3, 4 & 5)	37%	68%	24%	63%	57%	72%
Algebra II (Common Core) (levels 3, 4, & 5)	N/A	N/A	N/A	N/A	61%	74%
Geometry (>65)	N/A	N/A	50%	72%	*	38%
Geometry (Common Core) (levels 3, 4, & 5)	N/A	N/A	47%	63%	12%	64%
Living Environment (>65)	61%	78%	40%	77%	23%	78%
Physical Setting/Earth Science (>65)	N/A	N/A	39%	72%	32%	71%
US History and Government	50%	80%	29%	84%	38%	82%
Global History and Geography (>65)	N/A	N/A	N/A	N/A	87%	68%

*Testing number too small; no results reported on NYS School Report Card
N/A =no students sat for exams therefore no comparison made

Table 7: YWCP Regents Outcomes – Economically Disadvantaged

	2013-2014		2014-2015		2015-2016	
	YWCP	NYS	YWCP	NYS	YWCP	NYS
Integrated Algebra (>65)	*	64%	*	58%	N/A	N/A
Algebra I (Common Core) (levels 3, 4 & 5)	*	54%	20%	48%	58%	62%
Algebra II (Common Core) (levels 3, 4, & 5)	N/A	N/A	N/A	N/A	N/A	62%
Geometry (>65)	N/A	N/A	*	60%	*	35%
Geometry (Common Core) (levels 3, 4, & 5)	N/A	N/A	*	49%	14%	47%
Living Environment (>65)	63%	69%	26%	68%	22%	69%
Physical Setting/Earth Science (>65)	N/A	N/A	*	59%	36%	57%
US History and Government	*	70%	24%	76%	37%	74%
Global History and Geography (>65)	N/A	N/A	N/A	N/A	*	73%

*Testing number too small; no results reported on NYS School Report Card
N/A =no students sat for exams therefore no comparison made

Table 8: YWCP Regents Outcomes – Students with Disabilities

	2013-2014		2014-2015		2015-2016	
	YWCP	NYS	YWCP	NYS	YWCP	NYS
Integrated Algebra (>65)	N/A	N/A	N/A	N/A	N/A	N/A
Algebra I (Common Core) (levels 3, 4 & 5)	N/A	N/A	*	26%	33%	41%
Algebra II (Common Core) (levels 3, 4, & 5)	N/A	N/A	N/A	N/A	*	52%
Geometry (>65)	N/A	N/A	N/A	N/A	*	21%
Geometry (Common Core) (levels 3, 4, & 5)	N/A	N/A	N/A	N/A	*	28%
Living Environment (>65)	N/A	N/A	*	46%	33%	54%
Physical Setting/Earth Science (>65)	N/A	N/A	N/A	N/A	N/A	N/A
US History and Government	N/A	N/A	*	56%	67%	70%
Global History and Geography (>65)	N/A	N/A	N/A	N/A	N/A	N/A

*Testing number too small; no results reported on NYS School Report Card

N/A =no students sat for exams

Table 9: YWCP Regents Outcomes – English Language Learners

	2013-2014		2014-2015		2015-2016	
	YWCP	NYS	YWCP	NYS	YWCP	NYS
Integrated Algebra (>65)	N/A	N/A	N/A	N/A	N/A	N/A
Algebra I (Common Core) (levels 3, 4 & 5)	N/A	N/A	*	28%	50%	44%
Algebra II (Common Core) (levels 3, 4, & 5)	N/A	N/A	N/A	N/A	N/A	N/A
Geometry (>65)	N/A	N/A	N/A	N/A	N/A	N/A
Geometry (Common Core) (levels 3, 4, & 5)	N/A	N/A	N/A	N/A	*	31%
Living Environment (>65)	*	42%	*	40%	*	42%
Physical Setting/Earth Science (>65)	N/A	N/A	N/A	N/A	*	29%
US History and Government	N/A	N/A	*	52%	60%	58%
Global History and Geography (>65)	N/A	N/A	N/A	N/A	N/A	N/A

*Testing number too small; no results reported on NYS School Report Card

N/A =no students sat for exams therefore no comparison made