



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

Rosalyn Yalow Charter School

Renewal Site Visit Dates: November 14-15, 2023
Date of Final Draft Site Visit Report: April 22, 2024
Date of Final Site Visit Report: April 30, 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 Summary¹

Name of Charter School	Rosalyn Yalow Charter School
Board Chair	Ross Lyon
District of Location	New York City (NYC) Community School District (CSD) 7
Initial Commencement of Instruction	Fall 2015
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: September 1, 2015 - June 30, 2020 • First Renewal: July 1, 2020 - June 30, 2024
Current Term Authorized Grades / Approved Enrollment	K - Grade 5 / 536
Proposed Renewal Term Authorized Grades / Proposed Approved Enrollment	K - Grade 5 / 536
Comprehensive Management Service Provider	None
Facilities	650 Grand Concourse Boulevard, Bronx - Private Space
Mission Statement	<i>The Rosalyn Yalow Charter School will strive to eliminate the learning achievement gap for urban children—including special needs students and English language learners—by using an engaging and demanding curriculum to graduate students at or above grade level in literacy and math.</i>
Key Design Elements	<ul style="list-style-type: none"> • Qualified Staff Focused on At Risk Students • Robust Response to Intervention • Quality Curriculum and Pedagogy • High-Quality Collaborator. • Meticulous Data-Driven School • Comprehensive Professional Development • Team Teaching • Family Involvement • Strong School Culture • Low Student/Teacher Ratio • Extended School Day
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	None

Innovative and Noteworthy Programs: The Rosalyn Yalow Charter School (RYCS) provides chess instruction and programming for students from K - Grade 5. The school’s competitive chess teams are inclusive to all learners and are comprised of English language learner(s) (ELL) and students with disabilities (SWD). In the 2023 National Elementary Chess Championship tournaments, the kindergarten and first grade competitive team earned 3rd place while their second team of Grades 2 - 5 students earned 4th place. The chess programming at RYCS has encouraged a deeper family engagement and offered opportunities for parents to learn how to play chess and compete in parent sections of chess tournaments. The chess programming at RYCS strengthens the self-esteem

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

of students, provides out-of-school enrichment opportunities through chess competitions, and encourages a strong family partnership with the school.

Renewal Outcomes: Reference the [Board of Regents Renewal Policy](#).

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
Total Approved Enrollment	536	536	536	536

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	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	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
Total Proposed Enrollment	536	536	536	536	536

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 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

² This proposed chart was submitted by the Rosalyn Yalow Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board 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.

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 Rosalyn Yalow Charter School on November 14-15, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, parents, teachers, and student support services team members.

The team conducted twelve classroom observations in K - Grade 5. The observations were approximately 15-20 minutes in length and conducted jointly with the school principal, Director of Core Knowledge Language Arts, and Director of Special Education. 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 Rating³**

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.	Meets
	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.	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.	Approaches
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.	Approaches
	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

- Rosalyn Yalow Charter School (RYCS) is in year nine of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: meeting six benchmarks and approaching four benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** Over the charter term, RYCS has committed to providing a positive academic and social culture which reflects strong academic programming using curricula such as Core Knowledge Language Arts (CKLA), Singapore Math, and an inquiry-based science curriculum through Amplify. Additionally, RYCS has integrated arts education which provides students access to chorus, violin, and visual art and is facilitated by an external partnership with the Bronx Arts Ensemble (BAE). Moreover, students have competitive opportunities to work on critical thinking skills through chess instruction facilitated by the partnerships RYCS has with the Kasparov Chess Foundation (KCF), and opportunities develop their physical endurance and problem-solving skills through fencing instruction from a U.S. Olympic fencing team coach. Classroom observations and focus groups identified a positive instructional culture among the leadership and instructional staff that promoted a strong sense of community. Additionally, according to the 2023 NYC School Survey, 96 percent of families responded favorably regarding the efforts of the school leadership and principal to build a sense of community. Another area of strength at RYCS is the variety of external community partnerships that influence both academic and social-emotional needs of the students. These partnerships include curriculum coaches from Amplify and the University of Chicago to support lesson planning and instructional strategies, subject-matter experts in the field through Kasparov Chess Foundation, fencing instruction from a U.S. Olympic fencing coach, and the Kids in Need Foundation which provided 400 coats in the last two years for RYCS students. These partnerships showcase the extensive use of community collaborators RYCS utilizes to enhance access, opportunities, and resources for families and students.

Summary of Challenges: RYCS continues to enroll fewer SWD students than both NYC CSD 7 (the district of location) and NYC CSD 9 (an additional district for comparison). In the 2023-2024 renewal application the school proposed new changes to the enrollment process with the use of a weighted lottery system for students with IEPs to help increase SWD enrollment. Another area of challenge identified in the renewal application and observed on site is fully implementing the staffing structure identified in the charter. As per its mission, at the time of the site visit the school did not have a social worker in every K-Grade 2 classroom, or three teachers in every ICT classroom. The school has attempted various efforts to recruit social workers and the board and school leadership continue to work together to find solutions to address these staffing needs.

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: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets due to consistent academic achievement on the NYSTP 3-8 Assessments in ELA and math.

Based on the 2023 NYSTP 3-8 Assessments for both ELA and math, shown in Attachment 1, RYCS outperforms NYC CSD 7, NYC CSD 9, and NYS for all students and subgroups in ELA and math with the exception of the SWD subgroup. According to the 2023 ELA assessments RYCS SWD students scored -2 percentage points below NYC CSD 7, -1 percentage point below NYC CSD 9, and -9 percentage points below NYS. In math, RYCS's SWD students scored above NYC CSD 7 and 9, but below the state by -3 percentage points.

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 (NYSL) 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

<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 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. <i>Instruction</i>	<ul style="list-style-type: none"> 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. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> 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. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> 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 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 Elementary School:

- Elementary School:
 - ELA: CKLA, Tynlvy for supplemental phonics; Foundations (Wilson Language Basics) for RTI
 - Math: Singapore Math
 - Science: Inquiry-based curriculum through Amplify; science content is embedded within CKLA curriculum
 - Social Studies: Integrated within the CKLA curriculum using social studies topics
 - Arts: Bronx Arts Ensemble curriculum framework
 - Fencing: programming available for Grades 2-5
 - Social-Emotional Learning (SEL): programming available K - Grade 2 grade band; learning opportunities that promote emotional regulation and builds student capacity to face adverse situations

Academic Program for SWD and ELL:

- SWD:
 - ELA: Use of a range of text levels with guided reading program; Wilson Foundations for RTI support; iReady ELA for diagnostic and targeted skills practice
 - Math: iReady math
- ELL:
 - NWEA, STEP, unit assessments, exit tickets, and mock exams are a range of tools included in ELL programming.
 - NYSESLAT determines proficiency levels and eligibility of services; data teams support strategy on effective instructional solutions for ELL students' needs.

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:** In the renewal application, RYCS identified a documented curriculum that utilizes Amplify Core Knowledge Language Arts (CKLA). Classroom observations demonstrated K - Grade 2 students engaged in the Skills strand of CKLA for decoding and word recognition and students in Grades 3 - 5 engaged in the Domain strand of CKLA for foundational reading skill instruction. The leadership focus group members and classroom observations indicated that students participated in daily blocks of small group instruction to build phonics skills and foundational reading comprehension skills in kindergarten through Grade 3 classrooms. RYCS utilizes Singapore Math for K - Grade 5. During the classroom observations, the site visit team observed highly skilled teaching strategies that align with the Singapore Math pedagogy. The leadership focus group identified that fencing is the avenue in which RYCS students receive their physical education programming. The renewal application indicated fencing was provided for all grades; however, based on the master schedule, fencing begins in Grade 2 and is unavailable for students in kindergarten and Grade 1. A documented curriculum for physical education, aligned to New York State Learning Standards (NYSL), was not described, or observed for students in K - Grade 1. Additionally, during the site visit focus group, teachers indicated that Cardinal Hayes has posed restrictions on playground use further limiting students' physical activity.
- **Indicator b:** Teacher focus group members identified that curriculum is horizontally aligned across classrooms during weekly meetings and vertically aligned among the grade levels during the

summer professional development. The CKLA curriculum additionally provides a vertical sequence and integrates science and social studies. The Singapore Math program utilizes a spiral approach to extend existing knowledge with deeper mathematical understanding.

- **Indicator c:** The renewal application indicated that RYCS utilizes multiple resources to provide differentiated opportunities for SWD, ELL, and economically disadvantaged (ED) students. The student support services focus group identified resources such as iReady, which are utilized for progress monitoring and differentiation. Additionally, CKLA provides remediation resources such as teacher guides, student activity books, intervention guides, and a portfolio of digital resources that are utilized to meet individualized student instructional needs. Teacher focus groups indicated that in kindergarten through Grade 2 Tiny Ivy is frequently utilized for struggling readers alongside other supplemental programs such as Wilson for Tier 2 interventions.
- **Indicator d:** The renewal application indicated that the leadership teams review and revise the school's scope and sequence for each subject using state test results, internal assessments, and classroom observations of teaching and learning. Teacher and leadership focus group members identified extensive professional development days at the beginning of the year that provide planning and preparation opportunities for teachers to internalize the curriculum. Additionally, teachers and the leadership team meet weekly to address adjustments based on observations and assessment data.

2. Element: ***Instruction:***

- **Indicator a:** The site visit team observed a shared understanding of high-quality instruction during most classroom observations. Instructional coaching is provided on a regular basis by the director, and additional curriculum-based coaching is provided by Amplify and Singapore Math experts. During classroom observations the site visit team observed highly effective common instructional and classroom management strategies. The renewal application indicates that one of the school's key design elements is the use of the co-teaching model. Classroom observations identified a partially implemented staffing structure within integrated co-teaching (ICT) classrooms in kindergarten and first grade. Observed classrooms showcased teachers using a variety of approaches with the co-teaching model including whole-group and co-teacher circulation to scaffold struggling learners or parallel instruction using smaller groups of students. RYCS also utilizes an extended day model that increases the instructional time for students compared to their district counterparts. The additional time allows for four literacy blocks and three mathematics blocks of instruction for RYCS students.
- **Indicator b:** Across 15 classroom observations conducted by the renewal site visit team, student engagement was evident across all observations with limited number of students demonstrating off-task behaviors. Teachers established suitable classroom management strategies to manage class time effectively. The site visit team identified co-teaching models implemented with two groups of students, one large and one small. School leaders identified that follow-up feedback would include grouping students differently into further smaller groups and adjustment of pacing for students who understand the content and can move forward to help increase student engagement based on their readiness for content skills.
- **Indicator c:** The leadership focus group identified that although the curriculum provided lesson plans across content areas, RYCS expects teachers to internalize the lesson plans so they can add resources and provide checks for understanding and differentiation strategies that meet the instructional needs of students for equitable learning opportunities. The renewal application identified that in addition to the internalization of lesson plans, teachers utilize STEP, NWEA, and interim formative assessments to provide Tier 2 and 3 interventions. Additionally, the school offers access to Saturday and summer school to ensure students have the opportunity to engage in differentiated instruction.

- **Indicator d:** The renewal application indicated that high quality professional development is a key design element of RYCS. Through half-day Wednesdays, monthly sessions, and the month-long summer professional development opportunities, teachers work with internal specialists and external collaborators to be equipped with best practices that improve students' success. The teacher focus group indicated that in addition to professional development opportunities within the school, RYCS teachers have attended and presented at professional development conferences in Washington D.C., Chicago, and Malaysia.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The renewal application and focus groups identified RYCS utilizes multiple assessments to gather formative, diagnostic, and summative student data. Classroom observations demonstrated the use of exit tickets and teacher focus group identified the use of STEP, CKLA, and Singapore Math unit assessments. The leadership and teacher focus groups also described the use of iReady for diagnostic assessment and progress monitoring. The board focus group emphasized the use of data-driven decisions based on New York State exams and internal assessments.
- **Indicator b:** Teacher and leadership focus groups indicated leadership and instructional staff attend weekly grade-level meetings to determine the progress of students' mastery levels. Quantitative data from sources such as state tests, unit assessments, and iReady in addition to qualitative data from classroom observations inform instructional practices at RYCS. Additionally, the renewal application and the student support services focus group described how the RTI team supports the identification of intervention needs through both quantitative and qualitative data.
- **Indicator c:** The renewal application indicated a data team within the school comprised of content specialists, a director of assessment, and a chief data officer; however, based on focus groups, it was confirmed that these positions are still open and the evaluation of data for subgroups were being managed by other members of the leadership team. Student support services focus group indicated that teachers and leadership meet weekly to modify curriculum and instructional practices based on students' needs associated in all subgroups.
- **Indicator d:** As stated in the renewal application, RYCS utilizes multiple diagnostic, formative, and summative assessments to assess student progress toward State learning standards, academic skills, and social emotional learning. In addition to traditional paper-based or online assessments, the renewal application identified that students engage in performance-based assessments through hands-on learning activities and recreation options such as chess and fencing.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The renewal application and student support services focus group confirmed RYCS establishes an academic and behavioral baseline to identify SWD and ELL. Through diagnostic assessments which include the NWEA, STEP, NYSESLAT, unit pre-tests, and various formative and summative assessments, RYCS identifies students in need of support.
- **Indicator b:** The student support services focus group identified iReady and NWEA as tools used for differentiation and progress monitoring for identified learners in SWD, ELL, and ED subgroups. The renewal application noted that grade teams review data, reevaluate students and refine interventions strategies through eight-week cycles during the year. Rosalyn Yalow communicates well with families regarding IEP meetings and cooperates with parents to address their concerns. According to the New York City Department of Education (NYCDOE) the school has a strong partnership with the Committee for Special Education (CSE) by promptly responding to inquiries and providing all necessary reports in advance of IEP meetings. The school's special education

liaison is very cooperative, and the teachers are always present at IEP meetings. The school is generally knowledgeable about specially designed instruction. Their teacher reports always contain information regarding interventions and strategies implemented to address student academic needs. Furthermore, the student support services focus group identified a positive relationship with the CSE. The school has created special education programming to meet the needs of students who require more intensive services or have more exceptional needs. The addition of the summer program has offered additional benefits for students and families to meet academic needs.

- **Indicator c:** The student support services focus group identified that teachers and interventionists alongside the leadership team debrief on co-teaching strategies and how they can improve for student success. The team follows a protocol called an “inclusive collaboration,” which provides space for observation of coteaching models. Additionally, the leadership focus group identified that during the 2022-2023 school year RYCS partnered with the University of Chicago to modify the lesson plan structure to provide more opportunities for the utilization of effective teacher-student engagement and social-emotional learning (SEL) strategies. The school leadership focus group noted that RYCS has positive relationships with instructional coaches from Amplify and these coaches also provide a level of evaluation to guide instructional practices that meet the needs of all students and subgroups.

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.

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

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_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element

Indicators

<p>2. <i>Behavior Management and Safety</i></p>	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>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.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>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</p>

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 leadership focus group identified that RYCS uses the strategy of constant and frequent communication with families to address any needs with chronic absenteeism for all students and subgroups. These communication strategies include written communication provided in English and Spanish, teacher communication, and offering resources such as uniforms, food, coats, and other items of need. The teacher focus group further confirmed that teacher phone calls placed when a student is absent offer families and students a sense of community to help them understand students' attendance is vital to their success. The leadership focus group additionally identified that the dean, as McKinney Vento Coordinator, assists with chronic absenteeism by supporting families with an attendance plan and home visits. Bussing is an issue for RYCS and was addressed by the leadership and parent focus groups as a barrier that impacts attendance rates. RYCS understands these issues and is working with the NYCDOE to address inconsistencies with bussing.
- **Indicator b:** The renewal application identified that RYCS utilizes a restorative justice philosophy to positively impact behaviors and attendance rates. Due to this approach, the school has only recorded eight in-school suspensions and seven out-of-school suspensions for the 2022-2023 school year. Parent and teacher focus groups identified the dean of the school has a proactive approach to addressing student needs and facilitating positive relationships to support the school's behavior management approach. This positive relationship between families and the school dean was observed during the parent focus group.
- **Indicator c:** According to the 2023 NYC School Survey for families, RYCS received 237 responses to the survey. Survey results show that the school has strong family-community ties with 94 percent favorable responses to the school's outreach to parents and 96 percent favorable responses for parent-teacher trust within the school community.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** The teacher focus group identified that instruction on life skills, breathing exercises, and SEL practices are integrated into each day to support behavioral management in the school. The renewal application indicates that the Parent and Student Handbook outlines the behavior management system for parents and students. Stated in the renewal application and confirmed in parent and teacher focus groups, Class Dojo is a frequently used tool for behavior management and communication between the school and families regarding student behavior.
- **Indicator b:** The renewal application identified a three-tier approach to behavioral interventions. Tier 1 takes place at the classroom level with various verbal and nonverbal cues to help students regulate their behavior. Tier 2 provides more interventions for behavior that includes conferences, independent work areas, parent contact, and individual or small group counseling. Tier 3 offers an intensive comprehensive evaluation with active family involvement, possible referrals to the Family Support Services group through Montefiore Behavior Health, and further

evaluation with the CSE for consideration for eligibility for special education services. The student support services focus group identified that the director of special education utilizes the RTI process and works in close communication with the CSE and the school teams to ensure each student receives the care and consideration needed to facilitate growth and progress toward meeting their academic and social-emotional needs.

- **Indicator c:** The renewal application indicated that the executive director and school principal ensure a safe school environment for students with a focus on a safe re-opening plan during the COVID-19 pandemic. In parent focus groups, the issue of bus safety was addressed and concerns about delayed drop-offs and an incident with a student being left on the bus were discussed. Additionally, the parent group identified the lack of air conditioning in the building as a concern. The board focus group stated that the school is working with Cardinal Hayes to establish a manageable timeline for installation. Another area of safety addressed in parent and teacher focus groups was access to unstructured recreational play time outside of fencing. During the site visit the school identified limitations on unstructured recreational playground time and stated they rely on the fencing program to provide the recreational time for students in Grades 2-5.
- **Indicator d:** The leadership and student services support focus groups identified the dean of students as the Dignity for All Students Act (DASA) Coordinator. According to the renewal application, DASA training for teachers and all investigations or reported occurrences are processed and handled by the dean of students.
- **Indicator e:** Classroom observations showcased learning environments with minimal behavior disruptions. The renewal application identified that RYCS utilizes a restorative justice approach to any behaviors which may cause a disruption to the learning process. Teaching staff further created environments conducive to learning through the implementation of systematic routines and procedures clearly understood by students.

3. Element: ***Family Engagement and Communication:***

- **Indicator a:** The renewal application and teacher focus group described the role of the RYCS ELL Coordinator in ensuring school communication is offered to families in both English and their preferred language. Parent focus groups indicated that Class Dojo is an effective tool for communication regarding student behavior, academics, and other important information from the school. Parent focus group conversations indicated some instances where there were longer wait times before answers were provided to parents, and it was determined that this was a result of families not using Class Dojo. Furthermore, the dean of students offers a personal mode of communication with families and establishes a sense of community and accountability to ensure students' growth and success. The parent group identified the desire for bus matrons to ensure student safety. The board focus group acknowledged the busing needs at RYCS and reported their dependence on the NYCDOE to address these needs.
- **Indicator b:** The renewal application identified multiple methods of family engagement such as parent-teacher conferences, family-fun nights, orientation meetings, and phone calls. Translation services are offered when needed. Additionally, the board focus group stated a translator is available at all board meetings and parent engagement classes on Saturdays. The leadership and board focus groups indicated that RYCS is in the process of recruiting a parent coordinator and in the interim the dean of students supports the school with family communication and engagement. The renewal application additionally indicated family engagement opportunities such as Math Family Visiting Day and Math Kit Workshop programs.
- **Indicator c:** According to RYCS renewal application, the school utilizes internal surveys, parent-teacher conferences, and leadership contact with parents to assess parent satisfaction. Families

at RYCS are engaged and involved as evident during the site visit, where 20 parents (including grandparents) attended the parent focus group to represent their community.

- **Indicator d:** The renewal application indicates RYCS has a complaint policy available in the student and parent handbook that offers parents a transparent process for addressing family or community concerns. Additionally, parents are directed to the school dean for support needed with any school concerns. Parent and teacher focus groups identified the role of the school dean as a critical point of contact for families communicating concerns. With the collaboration of the school dean and the principal, community concerns and family needs are addressed.
- **Indicator e:** The renewal application identified that NYSED school report card data is shared via the school's website; however, leadership focus groups from the site visit identified that current NYSED scores were unavailable on the website. The parent focus group indicated that parents learned about student data such as STEP testing results and progress reports through parent-teacher conferences. However, parents indicated they were unaware of how RYCS was doing based on the NYSED report card and how the school's test score compared to other schools in the state.
- **Indicator f:** Reported data about the New York State exam participation rates is currently unavailable on the school website. Based on site visit leadership focus group, the school plans to report RYCS participation rate data compared to NYC CSD 7 and NYC CSD 9 on its website.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** According to the renewal application, RYCS provides staffing and programs to address the social-emotional needs of students. The student support services focus group and the Director of the Montefiore School Health Programs (MSHP) identified a unique partnership RYCS has with the Montefiore hospital to provide students with a health plan and a student support model. The renewal application, leadership focus group, and the Director of Montefiore School Health Programs identified that mental health services are provided by staff members who communicate in the primary language of the patients. Additionally, crisis intervention assistance and treatment for mental health concerns are available to families. Parent focus groups identified a desire for more communication about students' social emotional needs so parents can assist with supporting students; however, parents did acknowledge that resources were available to them if they needed support. Classroom observations in K - Grade 2 and the renewal application indicated that the SEL curriculum was embedded into the instructional day through the co-teaching model with a social worker; however, this model is not fully implemented.
- **Indicator b:** The site visit student support services focus group identified that the dean of students maintains a record of student social-emotional needs exhibited at school and shared by parents. This data informs interventions at the school. The student services support team with the Montefiore School Health Program seek early identification of the need for social-emotional and mental health supports for families.
- **Indicator c:** The leadership focus group identified RYCS utilizes qualitative and quantitative data, including surveys, to obtain feedback on the impact of programs designed to support the social-emotional health of students.
- **Indicator d:** The renewal application described professional development for staff on the social-emotional and mental health of students in a culturally responsive manner. Staff have received training on culturally responsive teaching, principles of trauma informed care, McKinney-Vento training, DASA training, and verbal de-escalation training. The student support services focus group identified that the dean of students and interventionist staff provide coaching for teachers on how to proactively work with students who have social-emotional student needs.

- **Indicator e:** According to the renewal application, the director of special education is the school's McKinney-Vento Coordinator and manages the needs of families by providing available resources and interventions. The leadership focus group identified the comprehensive support McKinney-Vento students receive from various programs and partnerships at RCYS. In these cases, RYCS along with the collaboration of the school dean, director of special education, and student support services staff provide timely communication and resources including uniforms, school supplies and personal care items for families to minimize hinderances to student success.

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

Rosalyn Yalow Charter 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. Rosalyn Yalow Charter School’s 2022-2023 composite score is 2.44.

**Composite Scores
2018-2019 to 2022-2023**

<i>Year</i>	<i>Composite Score</i>
2018-2019	3.00
2019-2020	3.00
2020-2021	3.00
2021-2022	3.00
2022-2023	2.44

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 consistently 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 Rosalyn Yalow Charter 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: Approaches

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 an Approaches due to the fact that although progress has been made in this benchmark, there remains an incomplete implementation of a leadership and board evaluation plan, expectations for leadership presentations to the board, and complaint policy revisions.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The renewal application indicated that the board implemented written performance-based evaluations for the executive director and the principal. The board focus group confirmed that a schedule for evaluations is underway. As part of the required corrective action plan (CAP) following the CSO-issued Notice of Deficiency in October of 2021, the school submit copies of all school leadership performance evaluations for the current charter term, along with personal improvement plans. This request has not been fully satisfied. The board expects full implementation of a performance-based evaluation process for leadership, itself, and providers by the end of the 2023-2024 school year. The board focus group indicated the changes within the board have resolved many challenges from the past and improved its governance. It continues to seek professional development to grow and understand its role to advocate and make decisions to fulfill the school's mission.
- **Indicator b:** According to the renewal application and the board focus group, the board has collective expertise with community representation, finance, mental and physical health, urban education, youth development, family and community engagement, and parliamentary procedures. The board is seeking new members with expertise in the areas of K-Grade 12 instruction, legal, finance, and fundraising. During this charter term, the board has appointed a new chair, and added two new board members with expertise in law and mental health.
- **Indicator c:** The board focus group identified active oversight with various charter school management functions such as academics and operations. The board focus group indicated it receives monthly updates from the principal. The board understands that teachers are pivotal to the success of the school and indicated it is willing to lower the operational budget to spend more on teaching staff in order to recruit and retain skilled teachers. When there have been complaints submitted to the board regarding leadership, it secured an external law firm to provide an extensive audit. Additionally, the renewal application noted that the finance committee ensures an external CPA is present during board meetings to provide input before budget action items are decided. The board has assisted with the transition to a new location and continues to oversee opportunities for expansion.
- **Indicator d:** The renewal application identified that as of August 2023, the board seeks to focus on improving policy review, planning for grade-level expansion, and committee structures. The board focus group confirmed that the board was looking to add members who have expertise in fundraising. As indicated in the school's last renewal report in 2020, the board identified a priority to resolve issues with the school's organizational structures. During this term, RYCS has successfully altered its organizational structure to address this.
- **Indicator e:** The renewal application provided the updated policies for NYSED review and approval. Board minutes and the RYCS Board of Trustees 2023-2024 Calendar & Professional Development Plan show evidence of month-to-month review of policies such as FOIL, complaint policy, DASA, harassment, Title IX, discipline, student records and data privacy, and finance that need action for vote. The school has submitted revision requests to update its mission statement, enrollment policy, and by-laws. These policies have been approved and the Parent and Student Handbook reflects approved policies for RYCS.
- **Indicator f:** The board focus group described their desire to grow as a governance body through understanding its role in the school's management and student success. The renewal application identified that the board has worked with their attorney to receive governance training and counsel, beginning to resolve identified deficiencies in the school's 2021 Notice of Deficiency. The board continues to develop in areas such as governance and operations, accountability, board

membership, and committees using professional learning modules in the *BoardOnTrack* online governance management software.

- **Indicator g:** The board has taken steps to acknowledge its need for corrective action and made strides to resolve areas of deficiency by recruiting new members, participating in professional development, and seeking expert legal counsel to ensure it meets its obligations as an effective governance body.
- **Indicator h:** Based on the board's Professional Development Plan submitted with the renewal application, professional development on the NYSED Charter School Performance Framework takes place during monthly board meetings. The plan for the 2023-2024 academic year includes training on Benchmark 6 and Benchmark 2 during its monthly meetings.

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: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>School Leadership</i>	<p>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.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>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.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
2. <i>Professional Climate</i>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

Element

Indicators

3. *Contractual Relationships (if applicable)*

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 an Approaches due to the lack of the school being fully staffed with teachers and social workers.

1. Element: ***School Leadership:***

- **Indicator a:** The RYCS school leadership consists of the executive director who manages school operations and the principal who oversees curriculum and instruction. The educator focus group noted that the principal provides instructional support and has an open-door policy for teachers and staff. Additionally, the educator focus group indicated that during the month-long professional development in August, the mission of the school and the goals for the staff are communicated. The renewal application identified ways in which the school promotes a culture that embodies the mission and goals through the Yalow Tiger Award, which is given weekly to teachers or staff members who showcase RYCS key design elements. Furthermore, the renewal application noted RYCS provides performance-based awards for improving student outcomes while ensuring teachers are provided with the necessary professional development to inform their teaching and fulfill the school's mission. Since the last renewal report, according to the 2023 NYC School Survey, there has been an improvement in the working relationship between the principal and the executive director. When asked if the administrators work as a cohesive unit, 75% of staff responded favorably, an increase of eleven percentage points.
- **Indicator b:** According to the renewal application, communication is shared via memos, emails, the school website, board meeting minutes, and student and family handbooks. The organizational chart for RYCS indicates that the communication process begins with the executive director for operational functions. Alongside the executive director is the role of the principal who oversees communication and decision-making for all instructional matters such as special education, response to intervention, curriculum and subject areas, students, parents, literacy, teachers, professional development, and external coaches. According to the 2023 NYC School Survey, 81% of teachers responded favorably when asked if the school administrated communicate clear goals to staff. This is an increase of five percentage points from 2022.
- **Indicator c:** The renewal application identified RYCS contracts with professional recruitment firms to hire sufficient, qualified, general education, special education, ELL, and social worker staff. Classroom observations showcased a partially implemented staffing model for some ICT classrooms with a two-teacher-co-teaching model instead of three teachers. The leadership focus group identified the school is below the number of social workers it needs according to the chartered staffing model due to hiring challenges. The renewal application noted that ineffective operations or teaching staff are removed based on performance review data and/or infractions against the employee handbook or code of conduct. Chess and fencing teachers are recruited through professional networks and by subject-matter experts in the field. Art, chorus, and violin professionals are hired through a partnership with the Bronx Arts Ensemble (BAE) for arts instruction.

- **Indicator d:** The leadership focus group identified the roles of the executive director and the principal, and their functions oversee and manage the leadership to meet the standards set within the NYSED Charter School Performance Framework. Board meeting minutes and focus groups confirmed that both the executive director and principal present data and recommend professional development to ensure the board is proficient with knowledge for decision-making on the 10 benchmarks identified in the NYSED Charter School Performance Framework.

2. Element: ***Professional Climate:***

- **Indicator a:** The renewal application indicated the RYCS bylaws delineates the roles and responsibilities of the board, the executive director, and the principal. Both the executive director and principal outline job descriptions for staff members as identified in the organization chart for RYCS. The board outlines the roles and responsibilities of both the executive director and principal, and the renewal application identified the school's general counsel as responsible for thorough reviews of the RYCS bylaws and board responsibilities. The school's 2019 improvement plan presents job descriptions for the executive director and principal that overlap, and no clear action plan narrative is included.
- **Indicator b:** According to leadership and educator focus groups, RYCS provides a comprehensive professional development plan for educators to attend throughout the year. The renewal application identified teachers have over forty days of professional development throughout the year in addition to the August Summer Teacher Workshop where teachers receive 20 days of training. The student support services focus group indicated a robust training model for response to intervention and team-teaching practices to ensure the needs of students identified in various subgroups and at-risk students are addressed by trained staff.
- **Indicator c:** The organization chart for RYCS indicates that the organizational structure is operations heavy with several staff members who report to the executive director. The renewal application identified these operational roles to serve needs as it relates to the school landlord, financial services, auditor, Bronx Arts Ensemble, Montefiore School Health Program, construction contractors, community partners, vendors with professional development and coaching for teachers, school website, student recruitment, marketing, communications with NYSED and legal matters. The board focus group identified the priority of the board is on instructional staff and retention and are interested in lowering the operational budget to increase spending on teachers.
- **Indicator d:** The educator focus group described a strong, positive culture among teaching staff and with the school principal. The leadership and educator focus groups stated that teaching teams and grade-level teams meet on half-day Wednesdays. This provides the space and support for day-to-day and weekly collaboration among teaching staff. Additionally, the renewal application identified that co-teachers are given two dedicated prep periods to meet and collaborate with the director of literacy and director of Singapore Math. The 2023 NYC School Survey reports that only 73% of teachers responded favorably when asked if teachers design instructional programs together, a decrease of seventeen percentage points. On the contrary, in the same survey, when asked if teachers make a conscious effort to coordinate their teaching with instruction at other grades, 88% of teachers responded favorably. This is an increase of two percentage points from 2022.
- **Indicator e:** The educator focus group confirmed that teachers participate in an evaluation cycle that consists of two informal observations and one formal observation using the Danielson Framework for Teaching and Learning. The renewal application identified that teachers who are ineffective or at developing stages based on the evaluation tool are provided with targeted professional development, more frequent observations and feedback from the leadership teams,

and a performance improvement plan. Additionally, RYCS implemented a specialized evaluation tool for co-teaching and math to support specific behaviors and teaching habits for the instructional staff.

- **Indicator f:** According to the renewal application, the school utilizes internal surveys and the New York City School Survey for Teachers and Staff to gather feedback and gauge satisfaction. The 2023 New York City School Survey for Teachers and Staff received 27 responses and showcased 61 percent to 99 percent favorable responses across various instructional, school culture, and student population topics.

3. Element: ***Contractual Relationships:***

- **Indicator a:** n/a
- **Indicator b:** According to the renewal application, RYCS has several organizations that provide the school with teaching artists for art, chorus, and violin and external coaches through CKLA, NWEA, STEP Literacy assessments, Springboard, and TinyIvy. Classroom observations in the violin classroom showcased skilled instruction with effective classroom management for the 16 students in the class. During the violin class observation, the principal also indicated a partnership RYCS has through the Bronx Arts Ensemble to perform at Carnegie Hall at the end of the year. The leadership focus group stated that the school communicates the yearly expectations for its partners through a collaborative discussion and annual contract that meets the school's needs and budget.

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>	<p>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.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets; but continues to operate without a social worker in every K - Grade 2 classroom due to hiring difficulties.

1. Element: **Mission and Key Design Elements:**

- **Indicator a:** In its mission statement, RYCS commits to “eliminate the learning achievement gap for urban children” to facilitate the graduation of students “at or above grade level in literacy and math.” Leadership and teacher focus groups identified a common understanding of the mission statement and key design elements through various discussions about the strong academic, arts, and SEL programming available to students at RYCS. According to the 2023 NYC School Survey for families, 93 percent of the families responded favorably to agree that the school offered a wide variety of programs, classes, and activities to keep their children engaged at school. In the same survey, 90 percent of teachers and staff responded favorably regarding a strong core instruction available at the school. Furthermore, the board focus group indicated the board made shifts with its members to increase the commitment and alignment to the mission, expertise, and implementation of the school’s design elements.
- **Indicator b:** The key design elements implemented by the school are described in the following bulleted points:
 - **Qualified Staff Focused on At-Risk Students**
The renewal application indicated that students considered “at risk” through universal screenings receive supplemental instruction during the regular classroom. These supports are managed through Tier 1, 2, or 3 academic supports made possible by a co-teaching environment with two to three teachers who provide small-group instruction and monitoring of progress within the classroom. The student support services focus group identified the team of interventionists and leadership such as the director of special education and the dean of students who manage the academic and social-emotional supports for at-risk students.
 - **Robust Response to Intervention**
The renewal application indicates RYCS provides Tier 1, 2, and 3 academic supports and interventions for students identified as “at-risk” through universal screening. These

interventions are usually provided in small-group settings with interventions in reading and math. Classroom observations and focus groups confirmed the use of small-group instruction in general education and ICT classrooms.

○ **Quality Curriculum and Pedagogy**

According to the New York assessment proficiency outcomes, students at RYCS outperform those in the district of location (DOL) and the state in both ELA and math. These results showcase that quality curriculum and pedagogy are provided using CKLA and Singapore math. Furthermore, classroom observations and leadership/educator focus groups identified the extensive range of professional development topics offered to teachers through internal opportunities and contracted services. In addition to the ELA and math curricula utilized, RYCS provides inquiry-based science curriculum through Amplify and offers instruction in non-core subjects such as arts, music, chess, and fencing.

○ **High-Quality Collaborators**

Classroom observations and the site visit showcased collaboration with high-quality experts in the field through the Montefiore School Health Programs (MSHP), Bronx Arts Ensemble, the Kasparov Chess Foundation, and through the services of a U.S. Olympic fencing team coach. These partnerships allow for RYCS to provide high quality support and instruction in non-core subjects to enrich the instructional day for students. Additionally, RYCS offers community collaborators such as the Kids in Need Foundation which provided 400 coats to children each year.

○ **Meticulous Data-Driven School**

According to the renewal application and the teacher focus group, RYCS utilizes multiple data points to assess student instruction, need for differentiation, and student performance. The leadership, educator, and student support services focus groups indicated that assessments such as CKLA, STEP, math exit tickets, NWEA, and iReady provide key data points to help teachers engage students in small groups to meet their academic needs.

○ **Comprehensive Professional Development**

The renewal application and focus groups identified that RYCS has a strong professional development plan for the teachers, school leadership, and its board. Through the August Summer Teacher Workshop, bi-weekly planning, external coaching sessions from curricula partners, and opportunities for teachers to travel to international workshops as presenters and participants, RYCS offers a spectrum of opportunities for teacher development.

○ **Team Teaching**

Classroom observations showcased the use of a co-teaching model with at least two teachers across observed grades and content areas. The renewal application indicates K - Grade 2 classrooms utilize a team-teaching model which includes a social worker within the pair of two teachers, and ICT classrooms are staffed with three teachers which includes a social worker. Based on site visit and conducted classroom observations, the indicated staffing structures from the renewal application for K - Grade 2 were partially implemented for a three-teacher team teaching model in K - Grade 2. Of the 5 classroom observations in kindergarten and first grade classrooms, one classroom showed evidence of a three-teacher team teaching staff structure and the other four followed a two-teacher team teaching structure without having the social worker. This is an ongoing challenge for the school. In 2020, the NYSED CSO approved a charter revision request to broaden the definition of “social workers” when the school is hiring social workers as classroom teachers to include social worker with a master’s degree in social work (MSW), in addition to licensed social workers (LMSWs). When submitting the 2023 renewal application, the school submitted, and subsequently withdrew a revision request to revise its KDE.

- **Family Involvement**
According to the 2023 NYC School Survey: Families, 96 percent of respondents favorably indicated that the principal and school leadership created a sense of community in the school. Additionally, leadership and educator focus groups identified that the use of Class Dojo helped increase family involvement and communication regarding student progress. During the parent focus group, the use of the Class Dojo was inconsistent, and parents who were not using the application did not feel as informed. Parents described the involvement necessary for students competing in chess tournaments. Although there is no existing parent group at this time, parents indicated an interest in forming a school support group and leadership described their efforts to initiate this. The renewal application identified various content area workshops and parent nights that are offered for families to build a sense of community and communication among families.
- **Strong School Culture**
Classroom observations and focus groups identified that the school leadership has developed high expectations for its instructional staff and student body. The educator focus group identified the positive support the principal provides and the open-door policy for teachers. According to the 2023 NYC School Survey, 85 percent of teaching staff responded favorably that RYCS has a positive school culture where students feel respected and listened to. Additionally, 96 percent of RYCS families responded favorably that the school leadership works to create a sense of community in the school. The renewal application identified that the school maintains a priority on building student character and provides opportunities to build discipline through arts, chess, and fencing.
- **Low Student-Teacher Ratio**
Out of the 15 classroom observations conducted during the site visit, seven observed classrooms showcased student-to-teacher ratios over the 11:1 student-to-teacher ratio identified in the renewal application. In these classes, the total amount of students ranged from 24 to 27 with a two-teacher co-teaching model.
- **Extended School Day**
Classroom observations and the teacher focus group identified an extended school day model at RYCS. With the extended day, students have access to instruction in life skills, fencing, added blocks of Singapore Math and CKLA instruction, guided reading, and support with homework.

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: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	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. <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>

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to consistent under-enrollment of SWD students and declining retention rates for all students and all subgroups.

1. Element: **Target are met:**

- **Indicator a:** RYCS has consistently satisfied their overall enrollment obligation and is currently, 2022-2023, at 85 percent of their contracted enrollment. Of the SWD, ELL, and ED subgroups, RYCS met enrollment targets for ELL students in comparison to the DOL, NYC CSD 7, and additional comparison district, NYC CSD 9. ELL enrollment was a +14 percentage-point differential above the DOL and a +8 percentage-point differential above NYC CSD 9.

2. Element: **Targets are not met:**

- **Indicator a:** RYCS enrollment rates for SWD and ED students are below the district of location, NYC CSD 7, and NYC CSD 9. The subgroup enrollment for SWD students is -10 percentage-point differential below the enrollment rate of the DOL, NYC CSD 7, and -8 percentage-point differential below NYC CSD 9. The enrollment of ED students is -5 percentage-point differential below both

the DOL, NYC CSD 7, and NYC CSD 9. Retention rates for all students and each subgroup are below the DOL and NYC CSD 9. The all-student retention rate is -8 below both comparison districts; SWD students is -8 and -7, respectively; ELL student retention is -12 and -9, respectively; and ED student retention is -8 below both districts.

- **Indicator b:** According to the renewal application and focus groups, RYCS has employed a variety of recruitment strategies to increase enrollment and meet or exceed enrollment targets for SWD, ELL, and ED students. The renewal application and the leadership focus group identified the following recruitment strategies for the SWD, ELL, and ED student populations:
 - The school maintains strong relationships with over 35 Head Start programs and day care centers and plans to restart in-person recruitment. Since the COVID-19 pandemic, in-person recruitment ceased. Recruitment tables are placed at the front of many Head Start programs during drop-off and pick-up.
 - The school participates in recruitment efforts with the High Bridge Advisory Council Centers which specialize in serving students with disabilities.
 - The school continues to utilize parent networks and extended communities to increase referrals for enrollment.
 - The school places recruitment ads in the Bronx Times, El Diario, New York Family, Bronx/Riverdale Family magazines, Norwood News, The Weekly Bengali, The New Amsterdam News, NY Daily News, the NY Post, and at apartment buildings near the school.
 - The school utilizes recruitment tables on street corners and at the entrances of institutions near Cardinal Hayes High School such as the Lincoln Hospital and Hostas Community College in the South Bronx.
 - The school coordinates outreach to newly arrived immigrants in area communities through participation in ethnic parades, flyer distribution at mosques and homeless shelters, and through increased social media campaigns for families through Schola Inc.In addition to recruitment strategies listed above, RYCS is seeking to move into a weighted lottery system to increase the enrollment of SWD students. This request was submitted through the NYSED CSO Portal with the 2023-2024 renewal application.
- **Indicator c:** The renewal application and leadership focus groups identified RYCS plans to analyze the application data from the requested weighted lottery modifications with the school's admissions policy against the pre-weighted lottery data to understand if its new strategy for a weighted lottery yields increased SWD enrollment. Additionally, the school seeks to increase data analysis on recruitment efforts in Head Start programs to track how families gather information about the school and what types of informational topics draw families to seek out education at RYCS.

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 improved from a Falls Far Below to an Approaches due to progress made in board governance and building compliance.

1. Element: **Legal Compliance:**

- **Indicator a:** During the charter term RYCS has compiled a mixed record of compliance with applicable state and federal laws and the provisions of its charter.
 - The Certificate of Occupancy for the fourth floor of the building, which is utilized by RYCS has been expired since January 2022. The leadership focus group identified that delays with compliance are dependent on the approvals and authorizations by the Archdiocese and contractors, follow-up efforts were discussed to maintain compliance. After the time of the site visit, a temporary Certificate of Occupancy was issued, which expires on May 21, 2024.
 - RYCS indicated that it utilizes fencing instruction to meet the state guidelines for physical education requirements; however, the master schedule submitted with the renewal

- application shows evidence of fencing instruction only for students in Grades 2 - 5. There was no evidence of fencing instruction or physical education for students in K - Grade 1.
- CSO analysis of the faculty/staff roster submitted with the school's 2022-2023 Annual Report showed a consistent history of allowing new employees to begin working prior to receiving full clearance. During the site visit, leadership was able to provide clearance documentation for all current employees, however all employees should have fingerprint clearance prior to the date of hire.
 - **Indicator b:** In October 2021, the CSO issued a Notice of Deficiency related to board governance and oversight. The school has submitted a CAP and some of the required documentation to satisfy the CSO requests. In addition, the board has made changes to its members and consulted with their attorney for board governance training and review of its bylaws and other school policies. The board should continue to work with the CSO to submit all requested items. In the last renewal report it was stated that the school did not have the full 191 days of instruction as indicated in its original charter description. The school calendar submitted in the 2022-2023 Annual Report indicated that the issue has been resolved, with the school now providing 191 days of instruction for the 2023-2024 school year.
 - **Indicator c:** The leadership team confirmed there were no certification issues at the school and RYCS pays for services provided by New York State Charter School Center to assist uncertified teachers become certified through New York State within two years. Analysis of the faculty/staff roster submitted with the school's 2022-2023 Annual Report showed RYCS to be in compliance with the statutory requirements for teacher certification. Additionally, the leadership focus group identified that the school is lacking two social workers within their staffing structure and actively recruiting for these positions. To facilitate teacher retention, the school moved to a tiered teaching salary that emphasized student outcomes in the pay scale.
 - **Indicator d:** The renewal application indicated the school follows the CSO Revision Guidelines and consults with counsel for programmatic and operational modifications. In December 2020, the school requested a revision to eliminate the requirement for licensed master social workers who support classrooms. This request was approved. With the renewal application, RYCS is seeking approval for non-material revision requests for its bylaws and admissions policy. It received approval to revise its mission statement.
 - **Indicator e:** The board and leadership focus groups emphasized enrollment as top priority for the school and confident enrollment will increase to 530 students at the beginning of the next charter term as indicated in the renewal application. RYCS currently enrolls 85 percent of its maximum contracted enrollment. In focus groups, the board and leadership team identified adjustments in recruitment and outreach that they believe will help the school meet enrollment targets for all students and student subgroups.
 - **Indicator f:** RYCS works with New York City Charter School Center to stay updated on changes to legal requirements and engages with legal counsel when updating documents, policies, or resolving issues. The board focus group indicated that there were no substantiated lawsuits or formal complaints throughout the current renewal charter term.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

ROSALYN YALOW CHARTER SCHOOL

BEDS Code

320700861073

2022-2023 Enrollment

456

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 7
Total Public School Enrollment of Resident Students attending Charter Schools:	38%
Additional School District: (if applicable)*	NYC CSD 9
Total Public School Enrollment of Resident Students attending Charter Schools:	28%
Grades Served:	K-5
Address:	650 GRAND CONCOURSE, BRONX, NY, 10451
Website:	https://yalowcharter.org/
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2015
Authorizer:	REGENTS
CEO:	MR. ALEC DIACOU
CEO Phone:	347-735-5480
CEO Email:	alec.diacou@yalowcharter.org
BOT President:	DR. ROSS T LYON
BOT President Phone:	212-810-7893
BOT President Email:	roll9007@gmail.com
Institution ID:	80000083429

*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:	Latoya Johnson
Performance Framework:	2019
Current Term:	07/01/20 - 06/30/24
2019-2020	Renewal
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

ROSALYN YALOW CHARTER SCHOOL

2023 3-8 Assessments; 2022 4 Year Graduations

Rosalyn Yalow CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary	+/- 5	Bedford Park ES	+9	+26	+29	.
		Columbus ES	+12	+18	+20	.
		Dr Emmett W Bassett School (The)	+6	+7	+12	.
		Franklin ES	+23	+25	+34	.
		Martin Luther King Jr #48	+24	+37	+55	.
		PS 105 Senator Abraham Bernstein	+14	+14	+13	.
		PS 153 Adam Clayton Powell	+16	+25	+22	.
		PS 159 Luis Mumoz Marin Biling	+2	+27	+6	.
		PS 195	+21	+31	+45	.
		PS 226	+10	+23	+2	.
		PS 274 Kosciusko	+12	+32	+37	.
		PS 299 Thomas Warren Field School	+14	+23	+31	.
		PS 33 Timothy Dwight	+8	+16	+26	.
		PS 47 John Randolph	+13	+21	+29	.
		Steam Bridge School (The)	-32	-20	-12	.
	Mean	+10	+20	+23	.	
	+/- 7.5	Brilla Pax CS	+35	+41	+85	.
		Brooklyn Rise CS	-28	-22	+85	.
		Colibri Community School (The)	+23	+36	+34	.
		ES for Math, Science and Technology	+27	+31	+35	.
		East Elmhurst Community School	-14	+5	-7	.
		Family Life Academy CS	+2	+15	-1	.
		Linden Tree ES	+16	+24	+28	.
		Mount Eden Children's Academy	-3	+5	+13	.
		PS 112 Dutch Kills	-9	+4	+10	.
		PS 126 Dr Marjorie H Dunbar	+8	+18	+33	.
		PS 134	-36	-41	-11	.
		PS 150 Charles James Fox	+9	+18	+21	.
		PS 152 Dyckman Valley	+20	+25	+24	.
		PS 152 Evergreen	+13	+21	+36	.
		PS 205 Fiorello Laguardia	+12	+25	+10	.
		PS 207	+26	+37	+12	.
		PS 209	+35	+41	+85	.
		PS 290 Juan Morel Campos	+3	+9	+10	.
		PS 291	+8	+15	+26	.
		PS 377 Alejandrina B De Gautier	+21	+27	+46	.
		PS 46 Edgar Allan Poe	+13	+25	+31	.
		PS 70 Max Schoenfeld	+20	+22	+27	.
		PS 90 Horace Mann	-2	+3	+7	.
		PS 97 Forest Park	0	+14	+20	.
		PS 98 Shorac Kappock	+11	+14	+44	.
		Southwest ES	+18	+24	+29	.
		Sunset School of Cultural Learning	+35	+41	+85	.
Wave Preparatory ES	-23	-17	-10	.		
	Mean	+9	+16	+29	.	
	+/- 10	Brilla Veritas CS	-5	-4	+9	.
		Bronx Little School	+17	+21	+15	.
		Dr Weeks ES	+27	+39	+40	.
		Family Life Academy CS III	-17	+4	-9	.
		Helen M Marshall School	+4	+11	+5	.
		Hemlock ES	+3	+15	+7	.
		Lafrancis Hardiman ES	+35	+41	+85	.
		Learners and Leaders	-10	+5	-3	.
		Leap Dual Language Academy CS	-19	-18	+85	.
		Martin Luther King ES	+12	+25	+25	.
		PS 104 Bays Water (The)	+12	+16	-9	.
		PS 106 Edward Everett Hale	+16	+26	+14	.
		PS 114 Luis Llorens Torres School	+22	+30	+41	.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

PS 120 Carlos Tapia	+15	+26	+33	.
PS 129 Patricia Larkin	-13	-9	+6	.
PS 131	-20	-4	+15	.
PS 131 Abigail Adams	-26	-18	-6	.
PS 163 Arthur A Schomberg	+13	+27	+40	.
PS 18 John Peter Zenger	+11	+21	+44	.
PS 182 Samantha Smith	-1	+16	+12	.
PS 189	+4	+15	+22	.
PS 192 Jacob H Schiff	+13	+7	-1	.
PS 196	+6	+18	+30	.
PS 199 Frederick Wachtel	-6	-5	+85	.
PS 199 Shakespeare School (The)	+7	+16	+34	.
PS 200 Benson School	-12	-8	-8	.
PS 212 Lady Deborah Moody	-12	-1	+13	.
PS 214 Cadwallader Colden	-23	-20	-8	.
PS 239	+5	+23	+13	.
PS 246 Poe Center	+16	+22	+20	.
PS 25 Eubie Blake School	+5	+2	+3	.
PS 253	-29	-40	-11	.
PS 29	+2	+7	+7	.
PS 315	+2	+7	+12	.
PS 35 Franz Siegel	+13	+30	+28	.
PS 39 Francis J Murphy Jr	-15	-12	-3	.
PS 4 Duke Ellington	0	+3	+23	.
PS 48 Joseph R Drake	+24	+35	+46	.
PS 506 School of Journalism and Technology (The)	-3	+4	+8	.
PS 58	+26	+29	+25	.
PS 65	-22	-16	-2	.
PS 7 Abraham Lincoln	+5	+15	+16	.
PS 71 Forest	0	+15	+9	.
PS 73 Bronx	+19	+28	+12	.
PS 75 School of Research and Discovery	+8	+12	+29	.
PS 8 Luis Belliard	+21	+22	+42	.
PS 85 Great Expectations	+13	+28	+40	.
PS 9 Ryer Avenue ES	+14	+22	+26	.
PS 90 Edna Cohen School	-10	-8	+14	.
PS 92 Harry T Stewart Sr	+11	+22	+11	.
PS 94 Kings College School	+22	+29	+37	.
Queens School for Leadership and Excellence (The)	-2	+7	+7	.
Ralph A Fabrizio School	-25	-28	-3	.
Randolph Holder School of Social Justice (The)	+14	+27	+21	.
School 3	+14	+15	+34	.
School for Environmental Citizenship	+13	+23	+28	.
Seymour Dual Language Academy	+33	+41	+59	.
Walton Avenue School (The)	+6	0	+8	.
Mean	+4	+11	+20	.
Mean	+6	+14	+23	.

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

ROSALYN YALOW CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Rosalyn Yalow CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2018-2019	60%	42%	42%	59%	79%	83%	67%	78%
2022-2023	58%	20%	55%	60%	70%	42%	67%	71%

*See NOTES (2), (3), (7), and (8).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Rosalyn Yalow CS and NYC CSD 7



*See NOTES (1), (2), (3), and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Rosalyn Yalow CS and NYC CSD 9



*See NOTES (1), (2), (3), and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Rosalyn Yalow CS	NYC CSD 7	District Differential	NYS	NYS Differential	Rosalyn Yalow CS	NYC CSD 7	District Differential	NYS	NYS Differential	Rosalyn Yalow CS	NYC CSD 7	District Differential	NYS	NYS Differential
All Students	2017-2018	51%	36%	+15	49%	+2	49%	34%	+15	51%	-2	.	.	.	.	.
	2018-2019	58%	39%	+19	50%	+8	73%	32%	+41	53%	+20	98%	72%	+26	86%	+12
	2021-2022	35%	22%	+13	42%	-7	41%	18%	+23	43%	-2	85%	60%	+25	80%	+5
	2022-2023	47%	29%	+18	46%	+1	56%	31%	+25	53%	+3	.	.	.	.	.
SWD	2017-2018	27%	15%	+12	21%	+6	27%	20%	+7	25%	+2	.	.	.	.	.
	2018-2019	26%	16%	+10	20%	+6	48%	17%	+31	25%	+23	90%	60%	+30	69%	+21
	2021-2022	15%	8%	+7	15%	0	19%	10%	+9	18%	+1	74%	49%	+25	60%	+14
	2022-2023	10%	12%	-2	19%	-9	23%	18%	+5	26%	-3	.	.	.	.	.
ELL	2017-2018	38%	26%	+12	33%	+5	38%	35%	+3	40%	-2	.	.	.	.	.
	2018-2019	36%	30%	+6	33%	+3	59%	29%	+30	39%	+20	100%	63%	+37	73%	+27
	2021-2022	33%	17%	+16	28%	5	33%	16%	+17	31%	+2	80%	54%	+26	65%	+15
	2022-2023	32%	22%	+10	32%	0	46%	26%	+20	38%	+8	.	.	.	.	.
ED	2017-2018	51%	35%	+16	39%	+12	50%	34%	+16	40%	+10	.	.	.	.	.
	2018-2019	56%	39%	+17	40%	+16	72%	32%	+40	42%	+30	98%	73%	+25	81%	+17
	2021-2022	34%	22%	+12	31%	3	40%	18%	+22	31%	+9	84%	59%	+25	72%	+12
	2022-2023	48%	28%	+20	36%	+12	58%	30%	+28	41%	+17	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Rosalyn Yalow CS	NYC CSD 9	District Differential	NYS	NYS Differential	Rosalyn Yalow CS	NYC CSD 9	District Differential	NYS	NYS Differential	Rosalyn Yalow CS	NYC CSD 9	District Differential	NYS	NYS Differential
All Students	2017-2018	51%	33%	+18	49%	+2	49%	32%	+17	51%	-2	.	.	.	.	.
	2018-2019	58%	37%	+21	50%	+8	73%	34%	+39	53%	+20	98%	73%	+25	86%	+12
	2021-2022	35%	24%	+11	42%	-7	41%	21%	+20	43%	-2	85%	62%	+23	80%	+5
	2022-2023	47%	28%	+19	46%	+1	56%	30%	+26	53%	+3	.	.	.	.	.
SWD	2017-2018	27%	14%	+13	21%	+6	27%	16%	+11	25%	+2	.	.	.	.	.
	2018-2019	26%	14%	+12	20%	+6	48%	15%	+33	25%	+23	90%	58%	+32	69%	+21
	2021-2022	15%	9%	+6	15%	0	19%	9%	+10	18%	+1	74%	48%	+26	60%	+14
	2022-2023	10%	11%	-1	19%	-9	23%	15%	+8	26%	-3	.	.	.	.	.
ELL	2017-2018	38%	25%	+13	33%	+5	38%	30%	+8	40%	-2	.	.	.	.	.
	2018-2019	36%	26%	+10	33%	+3	59%	27%	+32	39%	+20	100%	61%	+39	73%	+27
	2021-2022	33%	20%	+13	28%	5	33%	19%	+14	31%	+2	80%	56%	+24	65%	+15
	2022-2023	32%	23%	+9	32%	0	46%	26%	+20	38%	+8	.	.	.	.	.
ED	2017-2018	51%	32%	+19	39%	+12	50%	32%	+18	40%	+10	.	.	.	.	.
	2018-2019	56%	36%	+20	40%	+16	72%	33%	+39	42%	+30	98%	73%	+25	81%	+17
	2021-2022	34%	23%	+11	31%	3	40%	21%	+19	31%	+9	84%	62%	+22	72%	+12
	2022-2023	48%	28%	+20	36%	+12	58%	29%	+29	41%	+17	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2018	51%	38%	+13	51%	0	49%	39%	+10	54%	-5	.	.	.	.	.
	2019	56%	43%	+13	52%	+4	71%	35%	+36	55%	+16	.	.	.	.	.
	2022	36%	27%	+9	46%	-10	37%	24%	+13	48%	-11	.	.	.	.	.
	2023	36%	30%	+6	45%	-9	50%	36%	+14	54%	-4	.	.	.	.	.
Grade 4	2019	60%	36%	+24	48%	+12	77%	29%	+48	51%	+26	98%	72%	+26	86%	+12
	2022	40%	21%	+19	42%	-2	48%	17%	+31	43%	+5	85%	60%	+25	80%	+5
	2023	57%	30%	+27	49%	+8	74%	29%	+45	54%	+20	.	.	.	.	.
Grade 5	2022	29%	19%	+10	38%	-9	38%	15%	+23	37%	+1	.	.	.	.	.
	2023	49%	27%	+22	45%	+4	47%	28%	+19	50%	-3	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2018	51%	35%	+16	51%	0	49%	37%	+12	54%	-5	.	.	.	.	.
	2019	56%	39%	+17	52%	+4	71%	36%	+35	55%	+16	.	.	.	.	.
	2022	36%	28%	+8	46%	-10	37%	28%	+9	48%	-11	.	.	.	.	.
	2023	36%	24%	+12	45%	-9	50%	34%	+16	54%	-4	.	.	.	.	.
Grade 4	2019	60%	35%	+25	48%	+12	77%	32%	+45	51%	+26	98%	73%	+25	86%	+12
	2022	40%	22%	+18	42%	-2	48%	19%	+29	43%	+5	85%	62%	+23	80%	+5
	2023	57%	31%	+26	49%	+8	74%	30%	+44	54%	+20	.	.	.	.	.
Grade 5	2022	29%	22%	+7	38%	-9	38%	18%	+20	37%	+1	.	.	.	.	.
	2023	49%	30%	+19	45%	+4	47%	27%	+20	50%	-3	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2018	27%	19%	+8	24%	+3	27%	27%	0	28%	-1	.	.	.	.	.
	2019	24%	20%	+4	23%	1	35%	19%	+16	28%	+7	.	.	.	.	.
	2022	9%	7%	+2	20%	-11	10%	10%	0	24%	-14	.	.	.	.	.
	2023	.	16%	-16	19%	-19	17%	24%	-7	29%	-12	.	.	.	.	.
Grade 4	2019	30%	13%	+17	18%	+12	70%	15%	+55	22%	+48	90%	60%	+30	69%	+21
	2022	19%	10%	+9	14%	+5	32%	11%	+21	18%	+14	74%	49%	+25	60%	+14
	2023	14%	11%	+3	21%	-7	25%	15%	+10	27%	-2	.	.	.	.	.
Grade 5	2022	14%	6%	+8	11%	+3	.	8%	-8	13%	-13	.	.	.	.	.
	2023	14%	10%	+4	17%	-3	25%	16%	+9	22%	+3	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2018	27%	15%	+12	24%	+3	27%	20%	+7	28%	-1	.	.	.	.	.
	2019	24%	15%	+9	23%	1	35%	16%	+19	28%	+7	.	.	.	.	.
	2022	9%	12%	-3	20%	-11	10%	13%	-3	24%	-14	.	.	.	.	.
	2023	.	7%	-7	19%	-19	17%	18%	-1	29%	-12	.	.	.	.	.
Grade 4	2019	30%	13%	+17	18%	+12	70%	15%	+55	22%	+48	90%	58%	+32	69%	+21
	2022	19%	8%	+11	14%	+5	32%	7%	+25	18%	+14	74%	48%	+26	60%	+14
	2023	14%	12%	+2	21%	-7	25%	14%	+11	27%	-2	.	.	.	.	.
Grade 5	2022	14%	8%	+6	11%	+3	.	6%	-6	13%	-13	.	.	.	.	.
	2023	14%	13%	+1	17%	-3	25%	13%	+12	22%	+3	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2018	38%	26%	+12	33%	+5	38%	35%	+3	40%	-2	.	.	.	.	.
	2019	36%	36%	0	33%	3	64%	31%	+33	39%	+25	.	.	.	.	.
	2022	29%	21%	+8	33%	-4	26%	19%	+7	36%	-10	.	.	.	.	.
	2023	18%	21%	-3	29%	-11	43%	33%	+10	40%	+3	.	.	.	.	.
Grade 4	2019	36%	24%	+12	33%	+3	55%	27%	+28	38%	+17	100%	63%	+37	73%	+27
	2022	40%	15%	+25	29%	+11	45%	16%	+29	31%	+14	80%	54%	+26	65%	+15
	2023	53%	22%	+31	36%	+17	59%	24%	+35	40%	+19	.	.	.	.	.
Grade 5	2022	20%	14%	+6	22%	-2	20%	15%	+5	24%	-4	.	.	.	.	.
	2023	43%	22%	+21	30%	+13	29%	22%	+7	33%	-4	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2018	38%	25%	+13	33%	+5	38%	30%	+8	40%	-2	.	.	.	.	.
	2019	36%	27%	+9	33%	3	64%	28%	+36	39%	+25	.	.	.	.	.
	2022	29%	25%	+4	33%	-4	26%	27%	-1	36%	-10	.	.	.	.	.
	2023	18%	15%	+3	29%	-11	43%	28%	+15	40%	+3	.	.	.	.	.
Grade 4	2019	36%	26%	+10	33%	+3	55%	26%	+29	38%	+17	100%	61%	+39	73%	+27
	2022	40%	18%	+22	29%	+11	45%	16%	+29	31%	+14	80%	56%	+24	65%	+15
	2023	53%	28%	+25	36%	+17	59%	28%	+31	40%	+19	.	.	.	.	.
Grade 5	2022	20%	16%	+4	22%	-2	20%	14%	+6	24%	-4	.	.	.	.	.
	2023	43%	24%	+19	30%	+13	29%	22%	+7	33%	-4	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2018	51%	38%	+13	40%	+11	50%	39%	+11	43%	+7	.	.	.	.	.
	2019	55%	42%	+13	42%	+13	70%	34%	+36	44%	+26	.	.	.	.	.
	2022	36%	27%	+9	35%	+1	37%	24%	+13	36%	+1	.	.	.	.	.
	2023	35%	29%	+6	34%	+1	52%	36%	+16	42%	+10	.	.	.	.	.
Grade 4	2019	59%	35%	+24	38%	+21	76%	29%	+47	40%	+36	98%	73%	+25	81%	+17
	2022	40%	20%	+20	30%	+10	50%	16%	+34	31%	+19	84%	59%	+25	72%	+12
	2023	58%	29%	+29	38%	+20	73%	30%	+43	42%	+31	.	.	.	.	.
Grade 5	2022	24%	19%	+5	27%	-3	32%	15%	+17	26%	+6	.	.	.	.	.
	2023	52%	26%	+26	36%	+16	50%	27%	+23	38%	+12	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2018	51%	35%	+16	40%	+11	50%	36%	+14	43%	+7	.	.	.	.	.
	2019	55%	39%	+16	42%	+13	70%	36%	+34	44%	+26	.	.	.	.	.
	2022	36%	27%	+9	35%	+1	37%	27%	+10	36%	+1	.	.	.	.	.
	2023	35%	24%	+11	34%	+1	52%	33%	+19	42%	+10	.	.	.	.	.
Grade 4	2019	59%	34%	+25	38%	+21	76%	31%	+45	40%	+36	98%	73%	+25	81%	+17
	2022	40%	21%	+19	30%	+10	50%	18%	+32	31%	+19	84%	62%	+22	72%	+12
	2023	58%	30%	+28	38%	+20	73%	29%	+44	42%	+31	.	.	.	.	.
Grade 5	2022	24%	22%	+2	27%	-3	32%	18%	+14	26%	+6	.	.	.	.	.
	2023	52%	29%	+23	36%	+16	50%	26%	+24	38%	+12	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

ROSALYN YALOW CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Rosalyn Yalow CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	456	426	93%
2019-2020	536	514	96%
2020-2021	536	528	99%
2021-2022	536	502	94%
2022-2023	536	456	85%

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

	SWD			ELL			ED		
	Rosalyn Yalow CS	NYC CSD 7	Differential to District	Rosalyn Yalow CS	NYC CSD 7	Differential to District	Rosalyn Yalow CS	NYC CSD 7	Differential to District
2018-2019	18%	28%	-10	29%	23%	+6	94%	96%	-2
2019-2020	18%	28%	-10	32%	24%	+8	95%	95%	0
2020-2021	18%	27%	-9	36%	23%	+13	95%	96%	-1
2021-2022	17%	27%	-10	36%	23%	+13	91%	96%	-5
2022-2023	18%	28%	-10	38%	24%	+14	91%	96%	-5

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Rosalyn Yalow CS	NYC CSD 9	Differential to District	Rosalyn Yalow CS	NYC CSD 9	Differential to District	Rosalyn Yalow CS	NYC CSD 9	Differential to District
2018-2019	18%	24%	-6	29%	30%	-1	94%	95%	-1
2019-2020	18%	25%	-7	32%	31%	+1	95%	95%	0
2020-2021	18%	25%	-7	36%	29%	+7	95%	96%	-1
2021-2022	17%	25%	-8	36%	30%	+6	91%	95%	-4
2022-2023	18%	26%	-8	38%	30%	+8	91%	96%	-5

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

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		
	Rosalyn Yalow CS	NYC CSD 7	Differential to District	Rosalyn Yalow CS	NYC CSD 7	Differential to District	Rosalyn Yalow CS	NYC CSD 7	Differential to District	Rosalyn Yalow CS	NYC CSD 7	Differential to District
2018-2019	82%	84%	-2	73%	84%	-11	81%	85%	-4	82%	84%	-2
2019-2020	88%	84%	+4	87%	84%	+3	86%	84%	+2	89%	84%	+5
2020-2021	87%	88%	-1	84%	86%	-2	84%	87%	-3	88%	88%	0
2021-2022	84%	80%	+4	85%	79%	+6	81%	84%	-3	83%	80%	+3
2022-2023	75%	83%	-8	77%	85%	-8	75%	87%	-12	75%	83%	-8

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

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Rosalyn Yalow CS	NYC CSD 9	Differential to District	Rosalyn Yalow CS	NYC CSD 9	Differential to District	Rosalyn Yalow CS	NYC CSD 9	Differential to District	Rosalyn Yalow CS	NYC CSD 9	Differential to District
2018-2019	82%	83%	-1	73%	84%	-11	81%	84%	-3	82%	83%	-1
2019-2020	88%	82%	+6	87%	82%	+5	86%	85%	+1	89%	82%	+7
2020-2021	87%	88%	-1	84%	88%	-4	84%	88%	-4	88%	88%	+0
2021-2022	84%	79%	+5	85%	80%	+5	81%	80%	+1	83%	79%	+4
2022-2023	75%	83%	-8	77%	84%	-7	75%	84%	-9	75%	83%	-8

*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%

Not applicable to this charter school

2024 NYSED Charter School Information Dashboard

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

ROSALYN YALOW CHARTER SCHOOL

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	K-4	K-5	K-5	K-5	K-5
Maximum Chartered Grades Served	K-5	K-5	K-5	K-5	K-5
Chartered Enrollment	456	536	536	536	536
Maximum Chartered Enrollment	536	536	536	536	536
Actual Enrollment	426	515	528	503	456

ASSETS

Current Assets

	2,678,678	5,205,098	5,037,772	4,273,958	6,360,256
	126,331	429,281	98,401	788,114	300,195
	348,014	99,144	244,676	85,188	90,048
	836	-	-	-	-
Total Current Assets	3,153,859	5,733,523	5,380,849	5,147,260	6,750,499

Non-Current Assets

Property, Building and Equipment, net	310,249	415,647	1,391,437	4,705,422	4,390,010
Restricted Cash	75,017	100,048	-	100,048	100,000
Security Deposits	391,570	411,257	827,924	427,787	427,787
Other Non-Current Assets	-	-	100,048	-	28,377,108
	776,836	926,952	2,319,409	5,233,257	33,294,905
	3,930,695	6,660,475	7,700,258	10,380,517	40,045,404

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	177,917	646,185	220,563	296,464	123,039
Accrued Payroll and Payroll Taxes	358,167	518,430	518,049	502,815	540,068
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	21,339	1,162,864	12,439	360,831	1,703,793
Total Current Liabilities	557,423	2,327,479	751,051	1,160,110	2,366,900

Long-Term Liabilities

	20,665	20,869	-	127,083	-
					26,927,481
	20,665	20,869	-	127,083	26,927,481
	578,088	2,348,348	751,051	1,287,193	29,294,381

NET ASSETS

	3,347,107	4,312,127	6,949,207	9,093,324	10,749,023
	5,500	-	-	-	2,000
Total Net Assets	3,352,607	4,312,127	6,949,207	9,093,324	10,751,023
Total Liabilities and Net Assets	3,930,695	6,660,475	7,700,258	10,380,517	40,045,404

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

State and Local Per Pupil Revenue - Reg. Ed	6,754,596	8,210,894	8,408,265	7,842,582	7,801,972
State and Local Per Pupil Revenue - SPED	935,174	1,114,050	1,134,584	972,667	928,248
State and Local Per Pupil Facilities Revenue	1,942,000	1,962,460	1,983,534	2,353,401	2,340,482
Federal Grants	456,928	475,697	770,031	2,312,481	2,092,675
State and City Grants	231,319	141,333	31,410	32,445	173,457
Other Operating Income	-	6,779	7,335	-	-
Total Operating Revenue	10,320,017	11,911,213	12,335,159	13,513,576	13,336,834

EXPENSES

Program Services

	6,177,831	7,113,817	7,387,516	7,912,658	7,927,576
	1,999,055	2,186,711	1,863,617	2,313,120	2,188,506
	-	-	-	-	-
	-	-	-	-	-
Total Program Services	8,176,886	9,300,528	9,251,133	10,225,778	10,116,082

Supporting Services

	1,429,587	1,666,816	1,577,685	1,171,891	1,622,082
	-	13,736	16,571	-	-
Total Support Services	1,429,587	1,680,552	1,594,256	1,171,891	1,622,082
Total Expenses	9,606,473	10,981,080	10,845,389	11,397,669	11,738,164
Surplus/Deficit from Operations	713,544	930,133	1,489,770	2,115,907	1,598,670

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue
Total Support and Other Revenue
Change in Net Assets
Net Assets - Beginning of Year
Net Assets - End of Year

Interest and Other Income	-	29,387	2,294	28,210	43,391
Contributions and Grants	12,370	-	-	-	6,952
Fundraising Support	-	-	-	-	-
Other Support and Revenue	24,235	-	1,145,016	-	8,686
Total Support and Other Revenue	36,605	29,387	1,147,310	28,210	59,029
Change in Net Assets	750,149	959,520	2,637,080	2,144,117	1,657,699
Net Assets - Beginning of Year	2,602,458	3,352,607	4,312,127	6,949,207	9,093,324
Net Assets - End of Year	3,352,607	4,312,127	6,949,207	9,093,324	10,751,023

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	24,225	23,129	23,362	26,866	29,247
	86	57	2,173	56	129
Total Revenue	24,311	23,186	25,535	26,922	29,377

Expenses - Per Pupil

Program Services	19,195	18,059	17,521	20,330	22,184
Management and General, Fundraising	3,356	3,263	3,019	2,330	3,557
Total Expenses	22,550	21,322	20,541	22,659	25,742
% of Program Services	85.1%	84.7%	85.3%	89.7%	86.2%
% of Management and Other	14.9%	15.3%	14.7%	10.3%	13.8%
% of Revenue Exceeding Expenses	7.8%	8.7%	24.3%	18.6%	14.1%

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9

Composite Score	3.00	3.00	3.00	3.00	2.44
	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 1.2

Net Working Capital	2,596,436	3,406,044	4,629,798	3,987,150	4,383,599
Working Capital (Current) Ratio	5.7	2.5	7.2	4.4	2.9
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

Debt to Asset Ratio	0.1	0.4	0.1	0.1	0.7
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash
BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

Days of Cash	101.8	173.0	169.5	136.9	197.8
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

Total Margin Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 0.0

Total Margin Ratio	0.1	0.1	0.2	0.2	0.1
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

