New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Young Women's College Preparatory Charter School of Rochester

Renewal Site Visit Date: November 3, 2021
Date of Report: March 8, 2022

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Young Women's College Preparatory Charter School of Rochester
Board Chair	Jennifer Allen
District of location	Greece CSD
Opening Date	Fall 2012
Charter Terms	• Initial Charter: August 27, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2019 • Second Renewal: July 1, 2019 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 7-12 / 410 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 7-12 / 410 students
Facilities	133 Hoover Drive, Rochester, NY 14615 - Private Space
Mission Statement	*Young Women's College Prep Charter School of Rochester (YWCP) offers young women from the city of Rochester the opportunity to learn in a single-gender environment, free from stereotypes, where a strong focus is placed on preparation for college enrollment and graduation. High 35 expectations and evidence of concrete results define the student's academic experience. Educators commit to, and thrive upon, sharing effective practices within and beyond the school building. YWCP partners with families and instills in each student a sense of community, responsibility, and ethics. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders.*
Key Design Elements	• **Single-Gender:** YWCP believes in educating the whole student and meeting the individual's needs. A single-gender school offers students the opportunity to learn in an environment free from cultural and gender stereotypes, as well as many of the pressures and distractions of a co-educational school. • **Small Schools**: Engaged in Leadership Development YWCP is committed to knowing every student personally, intellectually, and

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

	emotionally; this is possible in a small school environment. Students here learn how to lead and work collaboratively with others. They engage in projects that build their leadership skills, improve their ability to work as part of a team, and increase their ability to positively impact their community. Leadership development, essential to the culture of the school, is explicitly taught daily in Advisory. • **College Preparation:** College preparation begins in 7th grade with an ongoing discourse about college in each classroom. Beginning in 9th grade, a full-time college guidance counselor works with every student to guide her and her family through the complex admissions and financial aid processes. • **Faculty**: YWCP's teachers believe in collaborative learning and are invested in their own professional development. They are committed to a longer workday and work year. • **Professional Development and Leadership**: Professional development is an integral part of YWCP's culture and teaching strategies. The 36 Principal is an instructional leader with many years of classroom experience and expertise in developing an exemplary staff. During the school year, YWCP devotes one afternoon per week to directly respond to emerging student data, including evaluation of lesson plans, teaching strategies, and sharing effective practices. • **Knowledge Management:** YWCP incorporates a system of knowledge management that is defined and owned by every adult in the building. Knowledge management is a system for sharing information across an organization, where a common language and a structure for documenting and organizing knowledge allow for continuous learning and improvement.
Requested Revisions	None

Noteworthy: Leaders of the Young Women's College Preparatory Charter School of Rochester (YWCP) are committed to providing an anti-racist and anti-biased education through curriculum that is both culturally responsive and historically accurate. Over the course of the 2021-2022 school year, leaders are actively reviewing, considering, and incorporating instructional frameworks provided by the Southern Poverty Law Center's Learning for Justice initiative, including "Social Justice Standards," "Teaching Hard History," "Critical Practices for Anti-Bias Education," as well as NYSED's "Culturally Responsive Sustaining Education Framework." This work is being undertaken in partnership with the PathStone Foundation, a local organization that is "committed to empowering students, teachers, and educational leaders with

instructional resources on the local history of structural racism and civil rights in Monroe County." YWCP was selected as a funded pilot site for PathStone's anti-racist curriculum project.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at http://www.nysed.gov/charter-schools/law-regulations-memos. Benchmark 1 allows for the use of longitudinal data. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the memo (See Monitoring Plan section).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	**Year 2 2020 to 2021**	**Year 3 2021 to 2022**
Grade Configuration	Grades 7-12	Grades 7-12	Grades 7-12
Total Approved Enrollment	410	410	410

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

	Year 1 2022 to 2023	**Year 2 2023 to 2024**	**Year 3 2024 to 2025**	**Year 4 2025 to 2026**	**Year 5 2026 to 2027**
Grade Configuration	Grades 7-12	Grades 7-12	Grades 7-12	Grades 7-12	Grades 7-12
Total Proposed Enrollment	410	410	410	410	410

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

[2] This proposed chart was submitted by YWCP 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.

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
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 one-day remote renewal site visit was conducted at YWCP on November 3, 2021. The CSO team conducted interviews with the board of trustees, school leadership team, parents, and students. In cooperation with school leadership, the CSO administered a survey to currently enrolled students, teachers, and parents.

The team conducted sixteen remote classroom observations in Grades 7-12. The observations were approximately 20 minutes in length and conducted jointly with YWCP's director of curriculum and instruction. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit and can be found in the Renewal SV Protocol.

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

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School administered teacher, parent/student survey results;**
- **CSO 2021 Parent, Teacher, and Student Surveys' Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**

- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **School's 2021 renewal application;**
- **School's 2018-2019 and 2019-2020 Notices of Deficiency/Concern;**
- **Enrollment update as of the date of the renewal visit; and**
- **2021-2022 Professional Development Calendar.**

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.

For the site visit conducted on November 3, 2021 at YWCP see the following Performance Framework benchmark ratings and narrative.

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

	2019 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher. **Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**	**Approaches**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

[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

- YWCP is in year ten of operation and serves students in Grades 7-12. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: As repeatedly stated in the school's renewal application and evidenced through all programming evaluated as part of the remote renewal site visit, YWCP continues to give Rochester's disadvantaged young women who are "typically not given equal access to high-quality opportunities" a variety of interventions, encouragement, and attention to their individual needs to graduate from high school college- and career-ready. Leaders, board members, and staff demonstrate a shared "how will we negotiate the divide?" mindset; the divide "symbolizes the many obstacles that may prevent each young woman from accessing her own learning." In addition to tiered academic services, YWCP's BASE (Behavioral, Academic, Social-Emotional) team supports its students' social emotional, mental, and physical development as well. Created during the 2018-2019 school year, the BASE team is YWCP's multi-tiered support system for tracking students and monitoring their overall achievement to cultivate shared accountability and maintain high expectations. When YWCP pivoted to virtual learning in mid-March due to the COVID-19 pandemic, staff maintained the school's culture and provided academic, social-emotional, logistical, and nutritional services for students and families during the transition via committees dedicated to communications, technology, data, and care, respectively.

  Despite the high levels of remediation that the majority of incoming YWCP students require to reach grade-level standards, the school has consistently achieved strong graduation rates between 90 and 100 percent since its inaugural class in 2017. Most recently, the June 2021 rate was 92 percent, which exceeds the state and local district averages. YWCP's educational programming starts exposing students to the concept of college in Grade 7 and this continues with explicit instruction and support around applications, financial aid options, courses of study, and visits to regional campuses through the upper grades. YWCP also provides robust career exploration opportunities to its students, with local and national partners and programs such as "Cool Women, Hot Jobs."

  YWCP students themselves laud the school's comprehensive support systems, particularly the teaching staff that "cares about academics AND mental states." During a remote focus group interview with currently enrolled students spanning grade levels, participants identified the racial and ethnic diversity amongst students and staff as one of YWCP's major strengths. Students also referenced their teachers' high expectations for their performance, while they are very open to listening to students' requests, questions, preferences, and learning styles. Interviewed students characterized YWCP as a school where they are "comfortable asking questions and taking chances."

- **Summary of Areas in Need of Improvement**: YWCP remains under a NYSED CSO Corrective Action Plan (CAP) due to its receipt of a Notice of Deficiency issued by the CSO for its academic underperformance and low enrollment and retention numbers compared to the school's targets. As state tests were cancelled in 2019-2020 due to the COVID-19 pandemic, the school has only produced one year of academic data during this charter term to demonstrate adequate

improvements. The school's overall enrollment falls within the CSO's 85 percent threshold but has not yet met but is making consistent progress in meeting its enrollment and retention targets for subgroups; staff continue to deploy time and resources to outreach strategies to enroll additional students with disabilities (SWDs) and English language learners (ELLs).

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.

Finding: Approaches

Note: State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the NYSED Local Assessment Plan memo. Local assessment data will be shared starting in the 2021-2022 school year.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory regarding this benchmark has been consistent with an Approaches rating on both the mid-term site visit report and this renewal site visit report. It is important to note that YWCP has graduated consecutive classes with four-year graduation rates above 90 percent, exceeding the state. YWCP's 2017 cohort August 4-year graduation rate continues to exceed that of the Rochester CSD by twenty-one 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 (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.

Element	*Indicators*
4. Supports for Diverse 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 Middle School/High School:

- MS:
  - YWCP currently serves students in Grades 7-8 through a single gender, college preparatory model.
  - The school reports an emphasis on developing students' critical literacy and math skills and offers extended instructional blocks throughout the school day at all grade levels to provide more time on task and drive higher levels of student achievement.

- HS:
  - YWCP currently serves students in Grades 9-12 through a single gender, college preparatory model.
  - YWCP HS students participate in Advanced Placement (AP) classes and/or dual enrollment opportunities with local universities to earn college credit prior to graduation.

Academic Program for Students with Disabilities and English language learners:

- SWDs:
  - YWCP embraces inclusion and co-teaching for to serve its SWDs, who are supported by a coordinator of special services and 3.5 special education teachers who serve students in accordance with their Individualized Education Programs (IEPs).
- ELLs:
  - The school employs 1.5 English Speakers of Other Languages (ESOL) teachers. YWCP does not have an ESOL coach specifically, however, all of instructional coaches and administrators have deep knowledge and understanding of ENL mandates and best practices to provide expertise and support to classroom teachers in their lesson planning.
  - ESOL staff address ELL students' needs through both push-in and pull-out support, as well as a stand-alone class specifically designed to accelerate language acquisition.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been positive and has sustained a "Meets" rating. YWCP has continued to strengthen and refine its curriculum and targeted instructional coaching to meet the specific and diverse learning needs of its student body.

1. Element: ***Curriculum***:
    - **Indicator a:** YWCP's renewal application describes the school's high quality, New York State learning standards-aligned curriculum which has been largely revised and internally developed since its last charter renewal. During remote focus group interviews with school leaders during the renewal visit, participants repeatedly emphasized that YWCP's curriculum is consistently "evolving" to meet the changing needs and interests of the school's student body, and that the curriculum "focus(es) on skills mastery and student needs using the Understanding by Design (UBD) approach for backward planning."
    - **Indicator b:** To ensure the school's curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades, YWCP's leaders strategically organized the "spiraled curriculum" into two bands: Grades 7-9 and Grades 10-12. YWCP's renewal report, self-evaluation, and participant responses during remote focus group interviews uniformly described the resulting curriculum as "vertically spiraled with an emphasis on gap-closing, preparation, and rigor"; they also reported that teachers collaborate frequently which ensures ongoing horizontal alignment.
    - **Indicator c:** The school's renewal application states its curriculum and corresponding materials are "foundationally differentiated" to meet students' needs, including SWDs, ELLs, EDs, and other subgroups. Teachers, coaches, and leaders prioritize differentiation through scaffolded curriculum plans, materials, and lesson activities. During the CSO's remote renewal site visit, the team noted evidence of differentiation in teaching and learning activities in almost all observed classrooms, including small group teaching and reteaching, modified text-based materials, note-taking assistance, targeted questioning, and teacher-student conferencing.
    - **Indicator d:** The curriculum is systematically reviewed and revised. YWCP's renewal application identifies the school's instructional coach model as the primary lever for curricular refinement as it "strategically deploys time, talent, and resources" toward the development of high-quality instruction. The school's director of curriculum and instruction works with the instructional coaches to support teachers in revising curricular frameworks, unit, and lesson plans utilizing schoolwide templates that incorporate strategies and plans for differentiation.

2. Element: ***Instruction***:
    - **Indicator a:** The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. During remote focus group interviews with school leaders, participants consistently emphasized that planning with "the end in mind" is foundational to all teaching and learning at YWCP, so the Understanding by Design (UBD) approach is used "with consistency and intentionality to support the delivery of high-quality instruction." Interviewed leaders also expressed that this year's current instructional priorities are maintaining strong student engagement and providing comprehensive SEL, in addition to rigorous academic, programming.
    - **Indicator b:** Instructional delivery fosters engagement with all students. The CSO team observed evidence of high levels of student engagement in all classrooms observed during the remote renewal site visit. This included students asking and answering questions, demonstrating on-task behaviors to complete various assignments, conferencing with teachers, and rich peer to peer discussion.
    - **Indicator c**: The school differentiates instruction to ensure equity and access for all students, at the systems and classroom levels. For example, BASE addresses both academic and social-emotional needs, with school-wide and individualized initiatives such as the Griffin Help Zone, the

use of Restorative Practice strategies, and individualized intervention plans needed. At the classroom level, the CSO team observed teachers utilizing personal conferencing with students to check their understanding, providing vocabulary support, and modifying assignments to allow for several ways to demonstrate mastery. The majority of teacher responses to the CSO survey paraphrased examples of frequently used differentiation strategies focused on "choice, scaffolding, and feedback."

- **Indicator d:** The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups. Through a tiered instructional coaching model, which determines appropriate levels of support for teachers based on their number of years teaching and number of years at YWCP specifically, coaches provide regular, embedded PD by supporting the ongoing development of effective differentiation across classrooms. The coaches work with teachers to help them parse out what various types of assessment data illustrate about students' strengths and weaknesses and then establish plans to build upon or remediate them, respectively. The school's professional development calendar also illustrates pre-service sessions held in August for all staff as well as ongoing weekly workshops during the school year.

3. Element: ***Assessment and Program Evaluation***:
    - **Indicator a:** The school's renewal application describes YWCP's system of formative, diagnostic, and summative assessments to "ensure ample data are available to drive instruction and inform decisions about the academic program." Assessments include frequent checks for understanding during lessons, locally developed benchmark assessments, chapter, unit, mid-term, and final assessments, the NWEA MAP assessment three times per year, IXL diagnostic tests, and NYS assessments for students in Grades 7-8. NWEA assessments indicate student performance is trending toward proficiency.
    - **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes. During remote focus group interviews with school leaders, participants described using the ORID (Objective, Reflective, Interpretive, Decisional) framework to facilitate the use of data to inform instructional decisions in real-time and support long-term planning. The school's renewal application further explains that "…data underpins the differentiated supports and interventions students receive, the pathways they are placed on, the small groups they are assigned to (which are fluid) and the instructional strategies used to teach, reteach, and reinforce skills and standards." Teacher responses to the CSO online survey provided numerous examples of using data in their classrooms to guide instruction, from informal "micro-data" generated through jumpstarts and exit tickets, to more formalized formative and summative exams, that "change the speed, depth, and breadth of instruction."
    - **Indicator c:** During the remote focus group interview with school leaders, participants described how the school uses qualitative and quantitative data, including end of year testing and NWEA results and responses to teacher surveys that gauged student progress and identified red flags to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. During this charter term, leaders recognized the need to revamp the strategies that had been in place to serve YWCP's high-need students; this required increasing staff capacity and establishing new systems for progress monitoring, communication and services, and interventions.
    - **Indicator d:** The school uses multiple measures to assess student progress toward NYS learning standards. YWCP's renewal application, self-evaluation documents, and responses during remote

focus group interviews detail the array of formal and informal academic assessments and social-emotional supports and monitoring that measure each students' progression towards mastering learning standards while simultaneously identifying and mitigating barriers to their ongoing development.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** YWCP follows NYSED-approved identification processes for SWDs and ELLs. The school's renewal application, onsite documentation, and CSO records demonstrate that the school's practices comply with Child Find requirements as well as the appropriate screenings and assessments to identify a need for language acquisition support.
   - **Indicator b:** The school provides supports to meet the academic needs for all students including, but not limited to: SWDs, ELLs, and ED students. The school's renewal application and reviewed board meeting minutes reference the "strategic allocation of resources to expansive staffing structures" in order to provide personalized supports. During remote focus group interviews with school leaders, participants cited co-teaching practices and small group instruction as the school's key strategies for supporting all students. Almost all classrooms feature two teachers and many of the school's general education teachers also have certification and experience in special education. Interviewed leaders described the school as "designed to provide flexible tiered responses" with a "flex approach" to staffing for that allows teachers to adjust in real time to provide push-in or co-teaching supports for struggling students.
   - **Indicator 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. YWCP's renewal application and self-evaluation articulate a three-pronged approach to monitoring the progress of individual students, including the advisory program; data analysis conducted by teachers, instructional coaches, and leaders; and BASE (as detailed further in Benchmark 3, indicator 2b below). During remote focus group interviews with school leaders, participants described systems for special education and ESOL teacher collaboration with the rest of the staff; these include regularly attending teachers' daily planning periods, and meeting with staff to share progress updates and problem solve during weekly BASE meetings and Friday half day professional development sessions.

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.

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

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

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

Element	*Indicators*
	e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark remains an area of notable strength and sustains a "Meets" rating. While the school has historically offered comprehensive SEL programming, YWCP's response to the additional stresses and traumas borne by its student body due to the COVID-19 pandemic have resulted in even more personalized attention, more robust monitoring, and more connections to community resources to meet their social-emotional, mental, and/or physical needs.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - **Indicator a:** The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. During remote focus group interviews with school leaders, participants described a robust process with considerable staff support to monitor and encourage daily attendance. Individual attendance plans are created for students with chronic attendance issues, and advisors, classroom teachers, home school assistants, counselors, and the BASE team all contribute to contacting students and parents to note absences promptly, conduct weekly check-ins, identify barriers and solutions, and conduct home visits if the problem persists. Per the school's renewal application, "YWCP goes above and beyond typical school solutions to support attendance through the use of highly personalized strategies. For example, staff will buy alarm clocks, help with uniforms/clothing and toiletries, and will provide family guidance and support. This has included home school assistants going to a home to wake a student up or calling a family member every morning to ensure they are able to get their child to school."
   - **Indicator 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. During remote focus group interviews with school leaders and the board of trustees, participants emphasized that the use of exclusionary discipline is always the last resort. In alignment with the school's mission, YWCP is committed to utilizing restorative practices when students struggle to meet behavioral expectations. The school's renewal application, and responses in the remote focus group interview with currently enrolled students, confirm that YWCP's Griffin Help Zone (GHZ) serves as a "…designated area in the building designed to mitigate issues and provide students a place to seek help and recover when a situation is escalating." The GHZ provides on-demand help and guidance to deescalate a student experiencing an adverse event. For the most severe behavioral infractions, the school utilizes in-school suspension, which also provides a therapeutic element.
   - **Indicator c:** The school has an NYSED-approved process in place to measure and evaluate school climate and culture. YWCP's renewal application and self-evaluation documents describe using

parent, teacher, and student surveys, as well as data sets gathered by the BASE team and GHZ staff related to academic, attendance, behavioral, and social emotional issues. School leaders use this body of data to "assess school-wide commonalities and dive deeper into individual student needs."

2. Element: ***Behavior Management and Safety:***
   - **Indicator a:** The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. YWCP's renewal application details the school's behavioral expectations as built on PRIDE values, which include being prepared, respectful, having integrity, being dedicated, and demonstrating excellence. The school supports students to meet those expectations through an approach that is "grounded in individualized support and the use of restorative practices." Leaders interviewed as part of the remote renewal site visit emphasized the critical role the BASE team plays in providing the "tapestry" of tiered responses, home visits, parent engagement, social-emotional support, student tracking, 15:1 advisory, and next level intervention plans. As described in indicator 1b above, YWCP exhausts all other disciplinary remedies before resorting to student suspension.
   - **Indicator b:** The school uses a tiered approach to behavioral interventions that support student social-emotional development. YWCP's renewal application explains that in order to "meet the needs of the whole young woman," the school utilizes a BASE (behavioral, academic, social, and emotional) "tapestry" approach. BASE is a multi-tiered support system to provide strategic and personalized responses to identified student needs and emerging crises, and is implemented by a robust student support team, including school leaders, counselors, a social worker, special educators, an ESOL teacher, and home school assistants. BASE team members regularly conduct home visits and respond to routine challenges, which range from technology difficulties with Chromebooks to "crisis-level issues," such as providing intensive support to families when their daughter has run away.
   - **Indicator c:** The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment. YWCP's renewal application and CSO records confirm that the school conducts the required number of safety drills, including fire and lockdown, each year and employs security personnel to patrol the facility over the course of the school day, maintain safety, and manage visitors. The school's safety plan is posted on its website and outlines appropriate emergency responses. During remote focus group interviews with leaders, parents, and currently enrolled students, participants agreed that the school provides a safe environment.
   - **Indicator 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). During the remote focus group interview with currently enrolled students, participants described how counselors employ restorative practices strategies to resolve peer-to-peer conflicts, which had increased upon students' return to full time instruction in September. The school provides leadership opportunities for students to act as peer mediators in this process. YWCP's renewal application explained that students are expected to consult with a counselor to choose which type of resolution tool should be used, giving them developmentally appropriate "voice and accountability" when navigating these situations.
   - **Indicator e:** Classroom environments across YWCP are conducive to learning and generally free from disruption. During the one-day remote renewal site visit, the CSO team observed a total of 14 live classes and two pre-recorded classes. All observed classrooms demonstrated engaging,

productive learning environments with staff members alternating between whole group, small group, and one-on-one instruction that kept students on task and effectively prevented disruptions to learning. Students interviewed as part of the remote focus group shared that overt misbehavior in class is relatively rare, and that teachers and the BASE team respond promptly to curb it.

3. Element: ***Family Engagement and Communication:***
   - **Indicator 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. YWCP's entire website features a translate function so families can access information in eight languages, including Arabic, Spanish, Portuguese, Chinese, and others. In addition, during the remote focus group interviews with school leaders and parents, participants affirmed that the school regularly communicates with parents and utilizes bilingual staff members to assist with translation as necessary. Interviewed leaders and staff shared that through increased communication over the course of the pandemic, the school has deepened relationships with parents such that "they are now more informed about their students' needs and progress, and students are now self-advocating for their learning preferences and modifications."
   - **Indicator 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. The school's renewal application explains that advisors serve as the initial point-person with families to share key information and streamline school communications, but YWCP also utilizes a variety of online platforms to share information about individual students' progress, school events, and other community news; these include the school's learning management system, Buzz; Google forms; the Remind app, email, and posts to the school's Facebook page. Interviewed leaders also shared that YWCP's home school assistants, who had provided support during remote learning, continue to work with families "as a 'bridge' to resources" and conduct home visits to share information and assess student needs.
   - **Indicator 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. YWCP's renewal application describes collecting information from parents and caregivers via survey at least annually, with ongoing efforts to engage families and solicit their input on decisions related to school climate and activities. YWCP also surveys students and the school principal "frequently engages students to gather input and feedback about initiatives." Leaders analyze survey results over the course of the year to inform programmatic adjustments, coaching, and curriculum refinement; trustees review the data at the board's annual retreat.
   - **Indicator d:** The school has a systematic and transparent process for responding to family or community concerns. Remote focus group interviews with YWCP leadership and parent responses to the CSO survey confirms that the school employs a comprehensive approach to responding to their concerns. The school maintains a formal complaint policy on its website; but reports through its renewal application that "YWCP historically does not receive many parent complaints. The frequent, respectful communication practices of staff have made it possible for most concerns to be handled in an informal manner."
   - **Indicator e:** In YWCP's renewal application, the school continues to utilize its website, social media platforms, and regular digital newsletters to share school-level academic data with the broader school community to promote transparency and accountability among parents, students, and

school constituents. The school's website in particular hosts an array of performance and accountability-related documents, such as the school's NYSED report card and parent dashboard.

- **Indicator f:** The school shares its New York State exam participation rate compared to the district of location. During remote focus group interviews with school leaders, participants referenced sharing participation rate data during board meetings, which are open to the public and detailed in meeting minutes for easy stakeholder access.

4. Element: ***Social-Emotional and Mental Health Supports***:
   - **Indicator a:** The school has systems, programs, and curriculum in place to support the social-emotional (SEL) and mental health needs of all students. YWCP's renewal application describes the school's advisory program, which is one of its key design elements, as "…an important offering. It provides dedicated time during the day for social-emotional learning, college and career preparation, and wellness activities and exercises." The school has invested sufficient resources into the advisory program to maintain a low student: teacher ratio so that each advisor can "deeply engage with students to identify and address all the challenges that impact learning. Advisory as a class provides a strong framework to build relationships, and from this relationship the advisors help students navigate social-emotional development and grow leadership skills." During the remote focus group interview with school leadership, participants described how the school is prioritizing SEL leadership this year by hiring an assistant principal of student wellness and support; she is codifying SEL standards and goals, builds the capacity of support staff, and helps to triage student needs.
   - **Indicator b:** School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. The BASE team keeps a tracker for students of concern. An incredibly rich range of needs are identified on the trackers including: Next Level Intervention Plans; Attendance Plans for Non-Attenders; ESOL and SWD support; CPS; general academic concerns; behavioral concerns; social-emotional concerns; and those requesting remote learning (COVID specific).
   - **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. The school's renewal application and self-evaluation stated that in addition to regular qualitative data tracking via classroom teachers and BASE team members, YWCP will start administering the Panorama survey in fall and spring to measure the effectiveness of SEL supports.
   - **Indicator d:** The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. YWCP's 2021-2022 professional development calendar includes multiple sessions dedicated to trauma-informed pedagogy and adjacent topics to build all staff members' capacities in these areas.
   - **Indicator e:** The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. During the remote focus group interview with school leaders, participants explained that a full-time coordinator identifies students facing homelessness and/or housing insecurity and coordinates wraparound supports, including 1:1 counseling and connections with external resources through community partners to address families' overall needs such as access to laundry, food, and transportation that reduce barriers to attending school regularly.

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4:

Over this charter term, the trajectory with regard to this benchmark has been consistent with its rating of "Meets."

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

Young Women's College Preparatory Charter School of Rochester appears to be in very 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 1.5 and 3.0 is generally considered to be in good financial health. Young Women's College Preparatory Charter School of Rochester's 2020-2021 composite score is 3.00.

Composite Scores
2016-2017 to 2020-2021

Year	***Composite Score***
2016-2017	3.00
2017-2018	2.82
2018-2019	2.43
2019-2020	3.00
2020-2021	3.00

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 with regard to this benchmark has been consistent in its Meets rating, as it remains strong in satisfying the required indicators.

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 Young Women's College Preparatory Charter School of Rochester's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has sustained its "Meets" rating. The board continues to be reflective about self-improvement and in holding leadership and partner organizations accountable for strong performance as it pursues the school's strategic plan goals.

1. Element: ***Board Oversight and Governance:***
    - **Indicator a:** The board utilizes an annual written performance-based evaluation processes for evaluating school leadership, itself, and providers; these comprehensive protocols assess performance against established criteria to identify strengths, weaknesses, and areas for further development. During the remote focus group interview with the board, trustees discussed a currently evolving approach to evaluating the school leader. This process had traditionally started with the principal's self-evaluation, followed by a small group review to compare her performance against the school's annual strategic plan goals. Over the past year, the board has increased cross-functional participation in the evaluation process to include all benchmark areas and evaluate the principal "more fully, holistically, and objectively." Interviewed trustees also described the board's internally developed self-evaluation protocol as well its newly formalized process to evaluate the value or performance of its two partner organizations: Young Women's Leadership Network and the Young Women's College Prep Foundation.
    - **Indicator 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. CSO records show board membership continues to remain relatively stable, with several trustees who have served the school since its opening in 2011. Those longstanding members notwithstanding, the YWCP board has experienced natural attrition due to expired term limits and now has a new board chair and two new trustees that bring additional diversity that reflects the school community. During the focus group interview with the board, trustees described completing gap analyses to prioritize professional skills and expertise that would benefit the evolving needs of the school as terms expire and create periodic vacancies. The board has added a trustee with additional capacity in education law since its last renewal. Current recruitment priorities include adding more academic expertise and building stakeholder connections and strategic partnerships in the larger Rochester region. The governance committee continues to lead the recruitment process and all potential trustees undergo a comprehensive vetting process prior to board approval.
    - **Indicator c:** The YWCP 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. During the remote focus group interview, trustees were able to address the school's performance, both academically and organizationally, with accuracy and detail. Interviewed trustees described new dashboards for different focus areas, including but not limited to student enrollment data that keep them informed about all relevant developments at the school.
    - **Indicator 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. Since its last renewal, the YWCP board has completed facilitated strategic planning process that includes quantifiable annual performance goals. While there have been challenges in assessing progress towards these goals because of state assessment data gaps, interviewed trustees shared that they receive frequent and regular updates from the principal on internal measures of progress, locally developed assessments, and instructional tech tools. Trustees stated that while students have and continue to face "…huge challenges, they are demonstrating progress against benchmarks." The focus group interview with the board and board meeting minutes affirm that trustees continue to engage in continuous improvement planning by pledging funds in alignment with the school's mission, educational philosophy, and performance goals.

- **Indicator e:** The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. During the remote focus group interview with the board, trustees described a process for periodically engaging Whiteman, Osterman, and Hanna LLP, a law firm specializing in education law, to support their "substantive review" of YWCP's policy handbook on an annual basis.
- **Indicator f:** The board engages in ongoing professional development. Interviewed trustees reported participating in two board PD sessions so far this year, on unconscious bias and an orientation to fiduciary responsibilities, respectively. Beyond standalone PD sessions, trustees stated that "most board development occurs during committees at this point."
- **Indicator 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. Since YWCP's opening in 2011, the school's board has included several attorneys with experience in education law. Publicly posted board meeting minutes and participants in the remote focus group interview affirm that these individuals monitor laws and regulations applicable to YWCP and share information and advice as necessary.
- **Indicator h:** The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards. Interviewed trustees shared that as part of its strategic planning process, the board maintains an ad hoc committee structure that mirrors the NYSED CSO's 2019 Performance Framework, with a standalone committee focused on each area. Each committee actively monitors inputs and outputs related to each benchmark.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Element	*Indicators*
	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 with regard to this benchmark has been consistent in its Meets rating. School leadership and the board of trustees continue to strategically deploy resources to staff most classrooms with two teachers and employ full time instructional coaches to provide personalized professional development support for teachers. During the COVID-19 pandemic, the school has also expanded its leadership structure through the creation of additional functional committees to respond to evolving student needs with agility.

1. Element: ***School Leadership:***
    - **Indicator 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, which always include a focus on student engagement and a now stronger-than-ever emphasis on social-emotional learning due to the pandemic and its associated traumas on the YWCP student body. YWCP's principal continues to lead the school through a distributive leadership model which deploys roles and responsibilities appropriately between staff with academic and operations expertise. The school's renewal application details how the leadership structure expanded further during the pandemic with the creation of shared decision-making committees designed to respond to student needs related to communications, technology, data, and care; the committees have now become permanent organizational features as they streamline work in critical areas. During the focus group interview with the school's leadership team, participants provided examples of how leaders across the organization support staff members to further goals and instructional priorities. During hybrid learning last year, leaders shared written, phased expectations for teachers to adopt best practices in virtual learning to "increase sophistication" and effectively leverage technology and followed up with aligned professional development activities to build their individual and collective capacities to do so. Earlier this fall, when students and staff returned to full-time in-person learning, leaders bridged new phase one expectations for teaching this year, which include fully utilizing the school's new learning management system to house lesson agendas, materials, and assignments.
    - **Indicator b:** The school has clear and well-established systems and decision-making processes in place to ensure effective communication across the school. During remote focus group interviews with the YWCP leadership team, participants described systems for ongoing communication with staff, students, families, and other members of the community, such as weekly professional development sessions, daily grade team meetings, email, phone calls, and the CSO survey to solicit candid feedback. During the remote focus group interview with parents, most participants expressed satisfaction with the regularity of teacher outreach to keep them up to date on their students' progress and schoolwide events.
    - **Indicator 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. YWCP's principal continues to leverage her deep professional network throughout

Monroe County to recruit experienced and high-quality instructional leaders and teachers to the school and also co-leads the "Rochester Teacher Pipeline Strategy Advisory Group," and "Grow Your Own Teachers Program" regional consortiums working to develop and sustain diverse teacher pipelines in the Rochester area. The school's renewal application explains that all YWCP teachers receive ongoing coaching; if teachers are unable to meet the school's performance expectations, coaches increase their support and draft create improvement plans to address their areas of weakness. If teachers do not make satisfactory progress, school leaders either terminate their employment or elect not to renew their contract for the following year, depending on the severity of deficiencies and effort.

- **Indicator d:** School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards. Board meeting minutes and documentation from school leadership presentations reviewed prior to the remote renewal site visit demonstrate a shared working knowledge of performance expectations, with committees attending to individual benchmarks and reporting to staff about progress and action plans.

2. Element: ***Professional Climate:***
    - **Indicator a:** Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. YWCP's organizational chart and responses during remote focus group interviews with school leaders and staff demonstrate that roles, responsibilities, and reporting relationships across the school are clearly and appropriately defined, and that staff adhere to their defined roles and responsibilities.
    - **Indicator b:** The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. The school's renewal application describes full time instructional coaches that provide job-embedded professional development through tiered pedagogical coaching that builds staff capacity to interpret data and model and supporting the implementation of instructional strategies. Instructional coaches also serve as "champions" for each content area, respectively, to dig into content-specific issues and meet teachers' needs. During the focus group interview with the school's instructional leaders, participants reported gauging the ultimate effectiveness of professional development through a combination of quantitative student achievement data analysis and qualitative observation.
    - **Indicator c:** YWCP remains fully staffed with appropriately credentialed and experienced personnel to meet its educational and operational needs. During the remote focus group interview with the YWCP leadership team, staff described the general scope of each department and how they have evolved over the charter term due to the pandemic and other identified trends in students' needs; each department and/or cross-disciplinary team such as BASE has clear goals and objectives that contribute to the school's continuous improvement.
    - **Indicator d:** YWCP's renewal application and daily instructional schedule illustrate established structures for frequent collaboration among teachers. Teachers meet with individual subject departments on a daily basis, as a grade-level staff weekly, and as a full staff each Friday afternoon. Notably, the school has intentionally scheduled planning periods in such a way to ensure special educators, ESOL teachers, and interventionists can attend team meetings with their general education counterparts to share effective instructional strategies and updates on student progress.

- **Indicator e:** The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. Per YWCP's renewal application, these systems include an established teacher evaluation process comprised of several informal and formal classroom observations per year and analysis of progress towards each teacher's personal performance goals. Prior to the pandemic, YWCP leaders had used Marzano's Rubric for Teacher Effectiveness Leaders as its primary evaluation tool; they subsequently realized the need for a broader approach that considers the additional asks on teachers during the multiple transitions between remote, hybrid, and in-person learning and have created an internal tool that encompasses these factors.
- **Indicator f:** The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. YWCP's renewal application states that leadership formally solicits teachers' feedback to gauge their satisfaction with their employment through surveys at least annually. During remote focus group interviews with school leaders, participants emphasized additional efforts over the charter term to ensure that teachers are more meaningfully engaged in decision-making on an ongoing, such as the new committee structure.

3. Element: ***Contractual Relations:***
   - **Indicator a:** N/A
   - **Indicator b:** N/A

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating. School leaders and staff unanimously demonstrate a deep and actionable commitment to the school's mission and vision and observed instruction aligned with YWCP's key design elements.

1. Element: ***Missions and Key Design Elements:***
   - **Indicator a:** YWCP leadership, trustees, teachers, and parents demonstrated a unified and consistent understanding of the school's mission and key design elements through focus group interviews, conversations with individual teachers, and responses to the CSO's teacher and parent surveys administered in Spring 2021, including in public-facing materials such as promotional documents and the YWCP website.
   - **Indicator b:** The school continues to fully implement the key design elements in the approved charter. The school mission and the key design elements emphasize the school's aim is to development of the whole and support the voice of young woman. While not a specific key design element, it is important to note that SEL strategies are embedded into all the key design elements and school programming to support students' academic mastery and social-emotional growth.
     - During remote focus group interviews with school leaders, parents, and students, participants consistently described the robust efforts of teachers to know every student on a personal, intellectual, and emotional level and to maximize the single gender, small school atmosphere to personalize each student's educational experience as much as possible.
     - Ongoing investments in staff development and knowledge management efficiencies contribute to programmatic implementation and revision processes.

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

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has been consistent with an Approaches on both the mid-term and renewal site visit reports. The school has increased its overall enrollment slightly from 87% to 91% remaining above the 85 percent threshold but has not met its maximum approved enrollment of 410 throughout its charter history. The school has made consistent progress towards meeting its subgroup enrollment and retention targets this past year.

1. **Element: Targets are met:** In the 2020-2021 school year, YWCP has outperformed both the Greece CSD and the Rochester CSD in retaining its subgroup populations by +9 and +25 percentage points in the aggregate, respectively. Over the course of the current charter term, the school has improved retention of all students but specifically SWD (+20, +37 percentage points respectively) and ED students (+11, +28 percentage points respectively). The school had a +21 percentage-point differential for ELL retention in comparison to the RCSD but was -2 percentage points for ELL retention in comparison to Greece CSD, its district of location.

2. Element: ***Targets are not met:***
    - **Indicator a:** In its renewal application, YWCP reported an overall enrollment of 368 students as of June 30, 2021, and 375 on the 2021 BEDS Day, which represents 92 percent of its maximum approved enrollment of 410 students. For the 2020-2021 school year, NYSED data shows YWCP reported 373 students, which is 91 percent of its contracted enrollment of 410 students.
    - Over this charter term, YWCP has demonstrated some improvement toward meeting its subgroup enrollment and retention targets. According to the school's most recent "recruitment, enrollment, retention committee" report to the board, YWCP currently exceeds its district of location's enrollment percentages of SWDs, ELLs, and students from economically disadvantaged homes, but enrolls ten percentage points fewer SWDs, ten percentage points fewer ELLs, and two percentage points more students from economically disadvantaged homes than the RCSD, where most of the school's enrolled students reside.
    - **Indicator b:** Remote focus group interviews with school leaders and board members, reviewed board meeting minutes, and the school's renewal application indicate YWCP's extensive good faith efforts to attract, recruit, and retain at-risk subgroups to meet its enrollment targets:
        - The school sends direct mailings and "Robo" calls to the homes of all sixth-grade students enrolled in Rochester CSD schools and other target communities.
        - The school advertises its recruitment events throughout the year which are made public through social media; posters in schools and recreation centers; radio stations/programs including WDKX, The Beat, and LaMega; emails to school leaders and teacher; and at bus shelters and the Transit Center.
        - Notably, YWCP student ambassadors have helped to develop a social media strategy that includes posting on platforms such as Facebook, TikTok, and Instagram to publicize school events and successes such as college acceptances and high graduation rates.
        - Open house events are held yearly, inviting families to tour the school, meet the staff, and learn more about our programs and events. Individual tours are also arranged for families who are not able to attend the scheduled events due to work or other commitments.
        - The school participates in the "Good Schools Roc" common online enrollment process, which streamlines the process for YWCP families. Good Schools Roc also advertises on its own to increase knowledge and awareness of charter schools.
        - To specifically recruit special populations of students, YWCP ensures all marketing materials contain explicit information about how school programming supports students with diverse learning needs and translates all literature for dissemination into multiple languages, including Spanish and Arabic.
            - ✓ For example, recruitment materials are designed with explicit information about how the needs of ELLs (and likewise for SWDs) are met through the school's programming. Expanded outreach into the Spanish-speaking community, included working with local organizations and attending events are tailored to the Spanish-speaking community.
            - ✓ Promotional materials and applications are disseminated in English and Spanish to ensure communication with Spanish-speaking families is clear and that our school is accessible to these families.
            - ✓ Additionally, the school website has a built-in translating feature that allows the user to translate all web pages into one of eight different languages.
            - ✓ During the 2020-2021 school year, the school expanded outreach into a growing Arabic-speaking community in Rochester. The school finds that many non-English speaking families are attracted to a single-gender educational opportunity.

        - ✓ The school has established a relationship with the Rochester Refugee Resettlement Services to help the school connect with new families.
    - YWCP strives to retain all students. The school is designed to provide individualized attention to its diverse student population in all B.A.S.E. (Behaviorally, Academically, Socially, Emotionally) areas. YWCP has robust programmatic strategies in place to specifically students.
        - ✓ This includes required Tier I, Tier II, or Tier III interventions for student/family.
        - ✓ All YWCP students, including ELL students, benefit from a spiral curriculum and differentiated instruction in academic areas which have been historically challenging to reach proficiency. Co-teaching is embedded into core instruction through a push-in model, and additional support is provided through strategically placed second teachers. ELL students are serviced with both this push-in support and a stand-alone period with a specialist teacher.
        - ✓ Three Special Education Teachers, a math specialist, and a reading specialist are scheduled to support SWD's core instruction. YWCP embraces inclusion and co-teaching, and special education students. Language and classroom routines are systematized to reinforce meeting the needs of all students, including these at-risk populations.
        - ✓ The school strives to provide comprehensive "whole girl" opportunities beyond the classroom via advisory, field trips, clubs, activities, athletics, etc. The school believes in the theory and practice that the key to retaining all students and specifically its special population of students is to meet their unique needs and build trust with their families and communities.
- **Indicator c:** YWCP leadership and the school's board of trustees continue to demonstrate a shared sense of urgency to increase the recruitment and retention of student subgroups. Across remote focus group interviews, staff and trustees consistently referenced frequent review of outreach efforts and resulting outcomes, such fluctuations in student enrollment and retention numbers, to inform their ongoing strategic deployment of resources to meet these goals.

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: Meets

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 with regard this benchmark has been consistent in its Meets rating on both the mid-term and the renewal site visit reports, as the school continues to comply with relevant legal, fiscal, governance, and CSO requirements.

1. Element: ***Legal Compliance:***
   - **Indicator a:** CSO records indicate that over the course of its third charter, the YWCP board and school leaders have compiled a record of general compliance with legal, fiscal, governance, and health and safety expectations and requirements.
   - **Indicator b:** CSO records demonstrate the school has undertaken corrective action when needed; and is currently working to satisfy the performance expectations specified in the CSO-issued Notice of Deficiency that requires Corrective Action Plan (CAPs) related to the identified academic and enrollment issues.

- **Indicator c:** In YWCP's renewal application, leaders stated that YWCP is compliant with teacher certification requirements and that the school provides "encouragement and incentives" for uncertified teachers as they pursue finishing their advanced degree program requirements. During remote focus group interviews with the school's leadership team, participants referenced the school leader's longstanding reputation as a principal in both traditional public and charter schools in the Rochester area also help to recruit and hire experienced, fully certified teacher candidates.
- **Indicator d:** The YWCP board has appropriately sought Board of Regents and/or CSO approval for revisions in previous charter terms; the school has not proposed any significant revisions in its current charter term.
- **Indicator e:** The school maintains sufficient demand to meet the expectations detailed in the enrollment plan set forth in its charter agreement. As described in Benchmark 9 and indicator b above, CSO records and current enrollment snapshots provided as part of the remote renewal site visit confirm that the school is slightly under-enrolled generally and with regard to SWDs and ELLs.
- **Indicator f:** The school seeks guidance from its legal counsel when updating documents and handling issues that arise. During the remote focus group interview with the board, trustees explained that YWCP explains that regularly receives advice from attorneys on the board and also retains external counsel as necessary.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2020-2021 Enrollment
YOUNG WOMEN'S COLLEGE PREPARATORY CHARTER SCHOOL OF ROCHESTER	260501861020	373

ESEA Accountability Designation (2019-2020):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	GREECE CENTRAL SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	2%
Additional School District: (if applicable)*	ROCHESTER CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	20%
Grades Served:	Middle-High School
Address:	133 HOOVER DR ROCHESTER NY 14615
Website:	www.youngwomenscollegeprep.org
RIC:	MONROE/M.A.A.R.S.
Regents Region:	FINGER LAKES REGION
Regent:	RUTH B. TURNER
Active Date:	7/1/2012
Authorizer:	NYS BOR
CEO:	BARBARA ZELAZNY
CEO Phone:	(585) 254-0320
CEO Email:	bzelazny@youngwomenscollegeprep.org
BOT President:	JENNIFER ALLEN
BOT President Phone:	(585) 265-8074
BOT President Email:	jenniferallen@gmail.com
Institution ID:	800000071083

BoR Charter School Office Information

Regional Liaison:	Vickie Smith
Performance Framework:	2019
Current Term:	7/1/19-6/30/22
2017-2018	Check-in
2018-2019	Renewal
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

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

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	373	111	30%
Student Survey (Grades 9-12)	250	103	41%
Teacher Survey	-	25	-

***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.**

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

2018-2019

YOUNG WOMEN'S COLLEGE PREPARATORY CS OF ROCHESTER			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle/High School	+/- 5	BRONX PREP CHARTER SCHOOL	-32	-43	.	+16
		CITY COLLEGE ACADEMY OF THE ARTS	-35	-24	.	-3
		YOUNG WOMENS LEADERSHIP SCHOOL	-55	-54	.	-7
		Mean	-41	-40	.	+2
	+/- 7.5	ALL CITY LEADERSHIP SECONDARY SCH	-75	-81	.	-7
		NELLIE THORNTON -PERFORMING ARTS	-44	-39	.	+2
		PATHWAYS COLLEGE PREPARATORY SCHOOL	-23	-22	.	0
		QUEENS COLLEGIATE	-30	-37	.	+12
		URBAN ASSEMBLY INST OF MATH AND SCIE	-28	-18	.	0
		Mean	-40	-39	.	+1
	+/- 10	ACAD FOR COLLEGE PREP AND CAREER EXP	-7	-3	.	+18
		BRONX EARLY COL ACAD-TEACH/LEARN	-9	-14	.	-1
		BROWNSVILLE COLLEGIATE CHARTER SCH	-18	-37	.	.
		CHANNEL VIEW SCHOOL FOR RESEARCH	-38	-39	.	-7
		DEMOCRACY PREP CHARTER SCHOOL	-33	-43	.	+9
		DEMOCRACY PREP ENDURANCE CHARTER	-26	-36	.	+22
		EAST-WEST SCHOOL OF INTERNATION STUD	-56	-68	.	-5
		FREDERICK DOUGLASS ACADEMY	-8	-4	.	+4
		HOSTOS-LINCOLN ACADEMY OF SCIENCE	-36	-21	.	+2
		MATH/SCIENCE RESEARCH/TECH MAGNET	.	.	.	+24
		PREP ACADEMY FOR WRITERS	-37	-25	.	+9
		ROBERT F WAGNER JR SECONDARY SCHOOL	-67	-76	.	-5
		SCHOOL FOR HUMAN RIGHTS (THE)	-44	-28	.	+5
		SCIENCE, TECH & RESEARCH HIGH SCH	-61	-54	.	-6
		WESTERN NY MARITIME CHARTER SCHOOL	-8	-10	.	-1
		YOUNG WOMEN'S LDSHP SCHOOL-BRONX	-36	-31	.	-3
		YOUNG WOMEN'S LEADERSHIP SCHOOL	-51	-34	.	-7
		YOUNG WOMENS LEADERSHIP SCH-BROOKLY	-19	-15	.	+4
		Mean	-33	-32	.	+4
		Mean	-35	-34	.	+3

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

YOUNG WOMEN'S COLLEGE PREPARATORY CHARTER SCHOOL OF ROCHESTER

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%

Young Women's College Preparatory CS of Rochester	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	28%	10%	25%	29%	5%	0%	0%	5%
2016-2017	37%	30%	22%	36%	10%	-	-	7%
2017-2018	32%	22%	13%	33%	24%	0%	0%	20%
2018-2019	35%	12%	18%	34%	26%	0%	-	29%

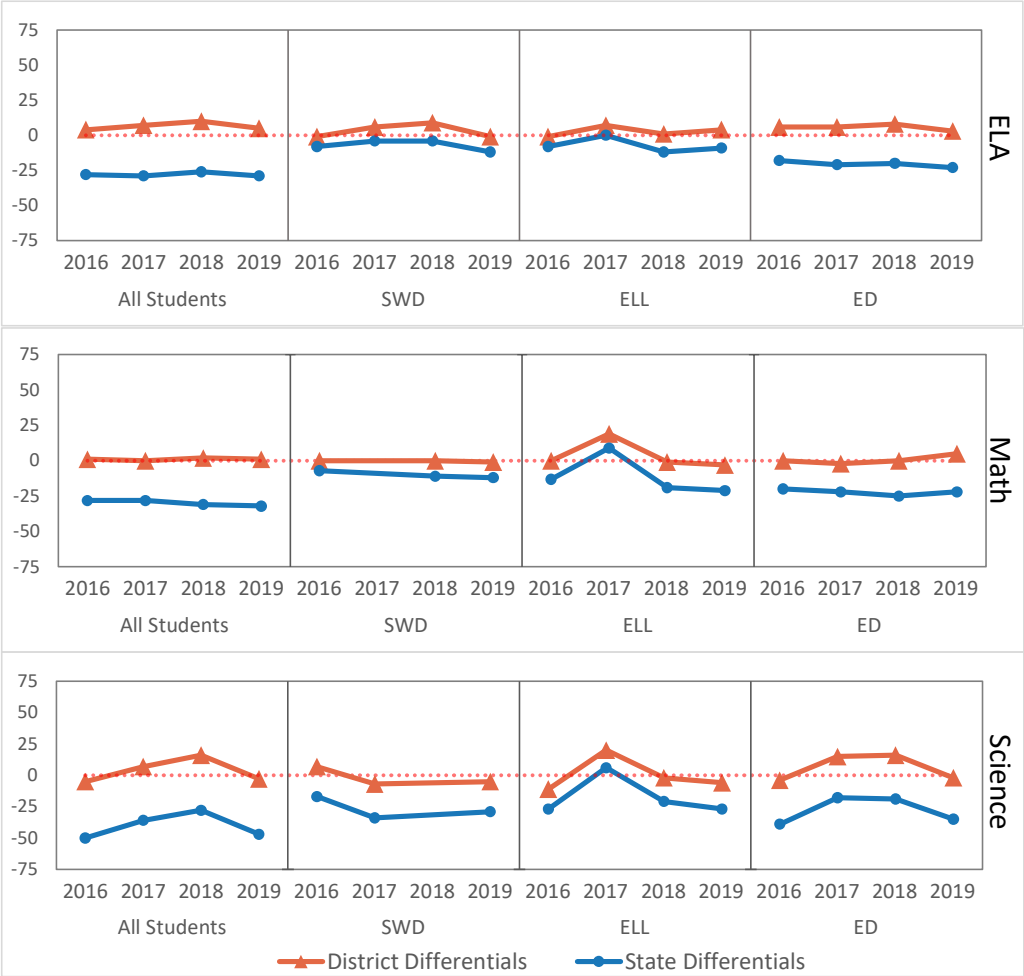
**See NOTES (2), (3), (7), and (8) below.*

2022 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
Young Women's College Preparatory Charter School of Rochester and Rochester City School District

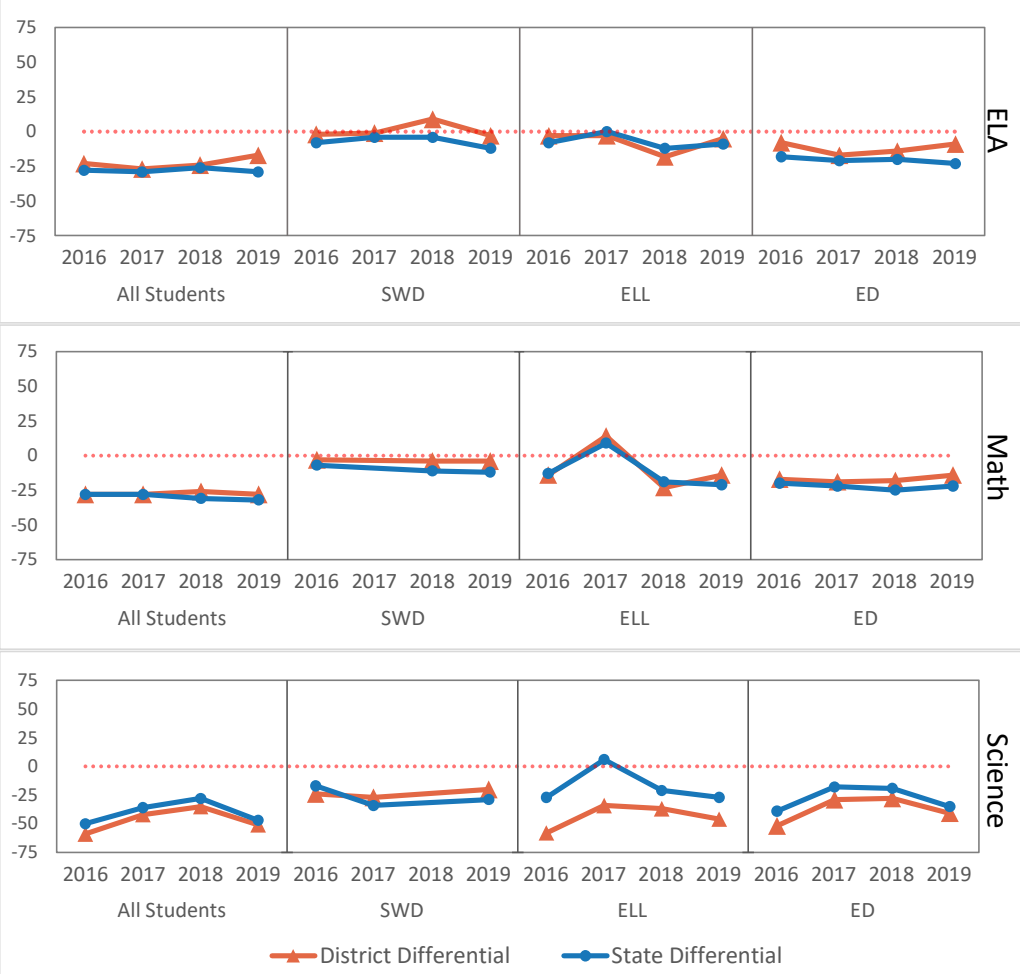


**See NOTES (1), (2), (3), and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Young Women's College Preparatory Charter School of Rochester and Greece Central School District



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

2022 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				
		Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	10%	6%	+4	38%	-28	3%	2%	+1	31%	-28	19%	24%	-5	69%	-50
	2016-2017	15%	8%	+7	44%	-29	3%	3%	0	31%	-28	32%	25%	+7	68%	-36
	2017-2018	18%	8%	+10	44%	-26	6%	4%	+2	37%	-31	41%	25%	+16	69%	-28
	2018-2019	15%	10%	+5	44%	-29	7%	6%	+1	39%	-32	19%	22%	-3	66%	-47
SWD	2015-2016	0%	1%	-1	8%	-8	0%	0%	0	7%	-7	14%	7%	+7	31%	-17
	2016-2017	8%	2%	+6	12%	-4	-	-	-	-	-	0%	7%	-7	34%	-34
	2017-2018	10%	1%	+9	14%	-4	0%	0%	0	11%	-11	-	-	-	-	-
	2018-2019	0%	1%	-1	12%	-12	0%	1%	-1	12%	-12	0%	5%	-5	29%	-29
ELL	2015-2016	0%	1%	-1	8%	-8	0%	0%	0	13%	-13	0%	11%	-11	27%	-27
	2016-2017	8%	1%	+7	8%	0	20%	1%	+19	11%	+9	29%	9%	+20	23%	+6
	2017-2018	6%	5%	+1	18%	-12	0%	1%	-1	19%	-19	13%	15%	-2	34%	-21
	2018-2019	8%	4%	+4	17%	-9	0%	3%	-3	21%	-21	0%	6%	-6	27%	-27
ED	2015-2016	10%	4%	+6	28%	-18	2%	2%	0	22%	-20	17%	21%	-4	56%	-39
	2016-2017	13%	7%	+6	34%	-21	0%	2%	-2	22%	-22	37%	22%	+15	55%	-18
	2017-2018	15%	7%	+8	35%	-20	3%	3%	0	28%	-25	37%	21%	+16	56%	-19
	2018-2019	12%	9%	+3	35%	-23	9%	4%	+5	31%	-22	18%	20%	-2	53%	-35

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

2022 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				
		Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	10%	33%	-23	38%	-28	3%	31%	-28	31%	-28	19%	78%	-59	69%	-50
	2016-2017	15%	42%	-27	44%	-29	3%	31%	-28	31%	-28	32%	74%	-42	68%	-36
	2017-2018	18%	42%	-24	44%	-26	6%	32%	-26	37%	-31	41%	76%	-35	69%	-28
	2018-2019	15%	32%	-17	44%	-29	7%	35%	-28	39%	-32	19%	70%	-51	66%	-47
SWD	2015-2016	0%	2%	-2	8%	-8	0%	3%	-3	7%	-7	14%	38%	-24	31%	-17
	2016-2017	8%	9%	-1	12%	-4	-	-	-	-	-	0%	27%	-27	34%	-34
	2017-2018	10%	1%	+9	14%	-4	0%	4%	-4	11%	-11	-	-	-	-	-
	2018-2019	0%	3%	-3	12%	-12	0%	4%	-4	12%	-12	0%	20%	-20	29%	-29
ELL	2015-2016	0%	3%	-3	8%	-8	0%	14%	-14	13%	-13	0%	58%	-58	27%	-27
	2016-2017	8%	11%	-3	8%	0	20%	6%	+14	11%	+9	29%	63%	-34	23%	+6
	2017-2018	6%	24%	-18	18%	-12	0%	23%	-23	19%	-19	13%	50%	-37	34%	-21
	2018-2019	8%	13%	-5	17%	-9	0%	14%	-14	21%	-21	0%	46%	-46	27%	-27
ED	2015-2016	10%	18%	-8	28%	-18	2%	19%	-17	22%	-20	17%	69%	-52	56%	-39
	2016-2017	13%	30%	-17	34%	-21	0%	19%	-19	22%	-22	37%	66%	-29	55%	-18
	2017-2018	15%	29%	-14	35%	-20	3%	21%	-18	28%	-25	37%	65%	-28	56%	-19
	2018-2019	12%	21%	-9	35%	-23	9%	23%	-14	31%	-22	18%	59%	-41	53%	-35

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

2022 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

		ELA					Math					Science				
		Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 7	2015-2016	8%	5%	+3	35%	-27	5%	4%	+1	36%	-31	-	-	-	-	-
	2016-2017	22%	7%	+15	42%	-20	3%	5%	-2	38%	-35	-	-	-	-	-
	2017-2018	10%	6%	+4	40%	-30	6%	6%	0	41%	-35	-	-	-	-	-
	2018-2019	11%	10%	+1	40%	-29	7%	8%	-1	43%	-36	-	-	-	-	-
Grade 8	2015-2016	13%	6%	+7	41%	-28	0%	1%	-1	24%	-24	19%	24%	-5	69%	-50
	2016-2017	8%	9%	-1	45%	-37	-	-	-	-	-	32%	25%	+7	68%	-36
	2017-2018	24%	11%	+13	48%	-24	-	-	-	-	-	41%	25%	+16	69%	-28
	2018-2019	20%	11%	+9	48%	-28	-	-	-	-	-	19%	22%	-3	66%	-47

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

2022 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

		ELA					Math					Science				
		Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 7	2015-2016	8%	30%	**-22**	35%	**-27**	5%	39%	**-34**	36%	**-31**	-	-	-	-	-
	2016-2017	22%	41%	**-19**	42%	**-20**	3%	44%	**-41**	38%	**-35**	-	-	-	-	-
	2017-2018	10%	41%	**-31**	40%	**-30**	6%	41%	**-35**	41%	**-35**	-	-	-	-	-
	2018-2019	11%	23%	**-12**	40%	**-29**	7%	43%	**-36**	43%	**-36**	-	-	-	-	-
Grade 8	2015-2016	13%	37%	**-24**	41%	**-28**	0%	11%	**-11**	24%	**-24**	19%	78%	**-59**	69%	**-50**
	2016-2017	8%	42%	**-34**	45%	**-37**	-	-	-	-	-	32%	74%	**-42**	68%	**-36**
	2017-2018	24%	43%	**-19**	48%	**-24**	-	-	-	-	-	41%	76%	**-35**	69%	**-28**
	2018-2019	20%	42%	**-22**	48%	**-28**	-	-	-	-	-	19%	70%	**-51**	66%	**-47**

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

2022 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

		ELA					Math					Science				
		Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 7	2015-2016	0%	0%	**0**	7%	**-7**	0%	0%	**0**	8%	**-8**	-	-	-	-	-
	2017-2018	0%	0%	**0**	12%	**-12**	0%	1%	**-1**	12%	**-12**	-	-	-	-	-
	2018-2019	0%	1%	**-1**	10%	**-10**	0%	2%	**-2**	12%	**-12**	-	-	-	-	-
Grade 8	2015-2016	0%	1%	**-1**	9%	**-9**	0%	0%	**0**	6%	**-6**	14%	7%	**+7**	31%	**-17**
	2016-2017	0%	3%	**-3**	13%	**-13**	-	-	-	-	-	0%	7%	**-7**	34%	**-34**
	2018-2019	0%	2%	**-2**	15%	**-15**	-	-	-	-	-	0%	5%	**-5**	29%	**-29**

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

2022 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

		ELA					Math					Science				
		Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 7	2015-2016	0%	0%	**0**	7%	**-7**	0%	5%	**-5**	8%	**-8**	-	-	-	-	-
	2017-2018	0%	0%	**0**	12%	**-12**	0%	2%	**-2**	12%	**-12**	-	-	-	-	-
	2018-2019	0%	5%	**-5**	10%	**-10**	0%	5%	**-5**	12%	**-12**	-	-	-	-	-
Grade 8	2015-2016	0%	3%	**-3**	9%	**-9**	0%	2%	**-2**	6%	**-6**	14%	38%	**-24**	31%	**-17**
	2016-2017	0%	10%	**-10**	13%	**-13**	-	-	-	-	-	0%	27%	**-27**	34%	**-34**
	2018-2019	0%	2%	**-2**	15%	**-15**	-	-	-	-	-	0%	20%	**-20**	29%	**-29**

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

2022 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

		ELA					Math					Science				
		Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 7	2016-2017	20%	2%	+18	8%	+12	20%	1%	+19	12%	+8	-	-	-	-	-
	2017-2018	10%	3%	+7	15%	-5	0%	2%	-2	20%	-20	-	-	-	-	-
	2018-2019	20%	4%	+16	14%	+6	0%	5%	-5	21%	-21	-	-	-	-	-
Grade 8	2015-2016	0%	2%	-2	9%	-9	0%	0%	0	12%	-12	0%	11%	-11	27%	-27
	2016-2017	0%	0%	0	9%	-9	-	-	-	-	-	29%	9%	+20	23%	+6
	2017-2018	0%	7%	-7	20%	-20	-	-	-	-	-	13%	15%	-2	34%	-21
	2018-2019	0%	5%	-5	19%	-19	-	-	-	-	-	0%	6%	-6	27%	-27

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

2022 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

		ELA					Math					Science				
		Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 7	2016-2017	20%	0%	+20	8%	+12	20%	13%	+7	12%	+8	-	-	-	-	-
	2017-2018	10%	20%	-10	15%	-5	0%	30%	-30	20%	-20	-	-	-	-	-
	2018-2019	20%	11%	+9	14%	+6	0%	21%	-21	21%	-21	-	-	-	-	-
Grade 8	2015-2016	0%	6%	-6	9%	-9	0%	20%	-20	12%	-12	0%	58%	-58	27%	-27
	2016-2017	0%	18%	-18	9%	-9	-	-	-	-	-	29%	63%	-34	23%	+6
	2017-2018	0%	31%	-31	20%	-20	-	-	-	-	-	13%	50%	-37	34%	-21
	2018-2019	0%	15%	-15	19%	-19	-	-	-	-	-	0%	46%	-46	27%	-27

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

2022 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

		ELA					Math					Science				
		Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 7	2015-2016	9%	4%	+5	25%	-16	4%	3%	+1	25%	-21	-	-	-	-	-
	2016-2017	16%	5%	+11	31%	-15	0%	3%	-3	26%	-26	-	-	-	-	-
	2017-2018	5%	5%	0	31%	-26	3%	5%	-2	30%	-27	-	-	-	-	-
	2018-2019	12%	8%	+4	30%	-18	9%	6%	+3	32%	-23	-	-	-	-	-
Grade 8	2015-2016	12%	5%	+7	31%	-19	0%	1%	-1	19%	-19	17%	21%	-4	56%	-39
	2016-2017	10%	8%	+2	37%	-27	-	-	-	-	-	37%	22%	+15	55%	-18
	2017-2018	23%	9%	+14	39%	-16	-	-	-	-	-	37%	21%	+16	56%	-19
	2018-2019	13%	10%	+3	39%	-26	-	-	-	-	-	18%	20%	-2	53%	-35

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

2022 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

		ELA					Math					Science				
		Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 7	2015-2016	9%	17%	**-8**	25%	**-16**	4%	25%	**-21**	25%	**-21**	-	-	-	-	-
	2016-2017	16%	25%	**-9**	31%	**-15**	0%	29%	**-29**	26%	**-26**	-	-	-	-	-
	2017-2018	5%	27%	**-22**	31%	**-26**	3%	27%	**-24**	30%	**-27**	-	-	-	-	-
	2018-2019	12%	13%	**-1**	30%	**-18**	9%	29%	**-20**	32%	**-23**	-	-	-	-	-
Grade 8	2015-2016	12%	20%	**-8**	31%	**-19**	0%	9%	**-9**	19%	**-19**	17%	69%	**-52**	56%	**-39**
	2016-2017	10%	35%	**-25**	37%	**-27**	-	-	-	-	-	37%	66%	**-29**	55%	**-18**
	2017-2018	23%	32%	**-9**	39%	**-16**	-	-	-	-	-	37%	65%	**-28**	56%	**-19**
	2018-2019	13%	29%	**-16**	39%	**-26**	-	-	-	-	-	18%	59%	**-41**	53%	**-35**

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

YOUNG WOMEN'S COLLEGE PREPARATORY CHARTER SCHOOL OF ROCHESTER

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS	Charter Total Tested	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS	Charter Total Tested	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS	Charter Total Tested	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	67	31%	94%	**-63**	9	11%	67%	**-56**	7	29%	59%	**-30**	47	36%	88%	**-52**
	2017-2018	58	40%	90%	**-50**	-	-	-	-	7	29%	65%	**-36**	48	35%	81%	**-46**
	2018-2019	47	30%	89%	**-59**	5	0%	55%	**-55**	7	0%	62%	**-62**	36	31%	80%	**-49**
	2019-2020	67	100%	100%	**0**	11	100%	100%	**0**	-	-	-	-	56	100%	100%	**0**
	2020-2021	61	98%	97%	**+1**	8	100%	91%	**+9**	-	-	-	-	54	98%	94%	**+4**
Living Environment	2016-2017	22	59%	100%	**-28**	-	-	-	-	-	-	-	-	17	65%	79%	**-14**
	2017-2018	19	95%	100%	**+9**	-	-	-	-	-	-	-	-	15	93%	77%	**+16**
	2018-2019	15	60%	100%	**-25**	-	-	-	-	-	-	-	-	13	54%	76%	**-22**
	2019-2020	67	100%	100%	**0**	11	100%	100%	**0**	-	-	-	-	54	100%	100%	**0**
	2020-2021	68	100%	99%	**+1**	11	100%	98%	**+2**	-	-	-	-	61	100%	98%	**+2**
US History and Government	2016-2017	21	29%	76%	**-47**	-	-	-	-	-	-	-	-	17	35%	71%	**-36**
	2017-2018	19	42%	79%	**-37**	-	-	-	-	-	-	-	-	15	47%	74%	**-27**

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS	Charter Total Tested	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS	Charter Total Tested	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS	Charter Total Tested	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	102	51%	70%	-19	9	33%	46%	-13	8	50%	49%	+1	90	49%	63%	-14
	2017-2018	93	51%	64%	-13	17	41%	39%	+2	9	22%	46%	-24	83	51%	56%	-5
	2018-2019	78	40%	66%	-26	9	56%	43%	+13	14	7%	50%	-43	68	38%	59%	-21
	2019-2020	96	96%	93%	+3	13	100%	90%	+10	20	90%	90%	0	89	96%	92%	+4
	2020-2021	7	100%	97%	+3	-	-	-	-	-	-	-	-	6	100%	97%	+3
Algebra II (Common Core)	2016-2017	34	38%	81%	-43	-	-	-	-	-	-	-	-	31	39%	70%	-31
	2017-2018	68	46%	82%	-36	-	-	-	-	5	80%	65%	+15	59	44%	72%	-28
	2018-2019	45	22%	83%	-61	-	-	-	-	5	20%	63%	-43	35	23%	72%	-49
	2019-2020	71	97%	99%	-2	5	100%	98%	+2	6	100%	99%	+1	63	97%	99%	-2
	2020-2021	39	100%	100%	0	7	100%	100%	0	8	100%	100%	0	36	100%	100%	0
English Language Arts (Common Core)	2016-2017	56	77%	84%	-7	-	-	-	-	-	-	-	-	54	78%	77%	+1
	2017-2018	60	70%	79%	-9	5	40%	52%	-12	-	-	-	-	53	68%	70%	-2
	2018-2019	70	84%	84%	0	10	60%	61%	-1	11	73%	56%	+17	61	84%	78%	+6
	2019-2020	58	93%	96%	-3	9	67%	91%	-24	-	-	-	-	49	94%	94%	0
	2020-2021	56	100%	99%	+1	-	-	-	-	8	100%	98%	+2	52	100%	99%	+1
Geometry (Common Core)	2016-2017	99	13%	63%	-50	6	17%	34%	-17	6	0%	39%	-39	88	13%	50%	-37
	2017-2018	38	18%	67%	-49	-	-	-	-	5	40%	45%	-5	35	17%	54%	-37
	2018-2019	30	73%	70%	+3	-	-	-	-	-	-	-	-	26	69%	57%	+12
	2019-2020	42	98%	98%	0	-	-	-	-	6	100%	97%	+3	35	97%	97%	0
	2020-2021	30	100%	100%	0	-	-	-	-	-	-	-	-	28	100%	100%	0
Global History	2019-2020	78	97%	98%	-1	7	86%	95%	-9	13	100%	95%	+5	69	99%	97%	+2
	2020-2021	54	100%	100%	0	9	100%	100%	0	10	100%	100%	0	49	100%	100%	0
Global History Transition	2017-2018	49	61%	73%	-12	7	43%	45%	-2	-	-	-	-	39	62%	62%	0
	2018-2019	76	43%	62%	-19	11	18%	34%	-16	10	40%	36%	+4	64	42%	51%	-9
	2019-2020	10	0%	84%	-84	-	-	-	-	-	-	-	-	7	0%	80%	-80
Living Environment	2016-2017	124	40%	96%	-32	10	30%	45%	-15	11	27%	37%	-10	108	35%	62%	-27
	2017-2018	112	41%	96%	-29	16	19%	44%	-25	11	18%	43%	-25	100	42%	60%	-18
	2018-2019	98	36%	96%	-35	16	13%	45%	-32	20	30%	43%	-13	86	35%	61%	-26
	2019-2020	100	96%	96%	0	19	95%	93%	+2	20	100%	94%	+6	90	97%	95%	+2
	2020-2021	9	100%	98%	+2	-	-	-	-	-	-	-	-	9	100%	98%	+2
Physical Setting/ Chemistry	2017-2018	47	13%	72%	-59	-	-	-	-	-	-	-	-	41	15%	59%	-44
	2018-2019	26	4%	73%	-69	-	-	-	-	-	-	-	-	20	0%	60%	-60
	2019-2020	38	92%	98%	-6	-	-	-	-	-	-	-	-	31	90%	98%	-8
	2020-2021	33	100%	100%	0	-	-	-	-	5	100%	100%	0	31	100%	100%	0

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Physical Setting/ Earth Science	2016-2017	39	36%	64%	**-28**	-	-	-	-	-	-	-	-	35	34%	53%	**-19**
	2017-2018	54	22%	68%	**-46**	5	20%	44%	**-24**	5	0%	42%	**-42**	46	22%	58%	**-36**
	2018-2019	42	33%	64%	**-31**	-	-	-	-	-	-	-	-	36	36%	53%	**-17**
	2019-2020	75	100%	97%	**+3**	-	-	-	-	10	100%	96%	**+4**	69	100%	96%	**+4**
	2020-2021	61	100%	98%	**+2**	8	100%	98%	**+2**	11	100%	99%	**+1**	54	100%	98%	**+2**
Physical Setting/ Physics	2019-2020	41	100%	100%	**0**	-	-	-	-	-	-	-	-	33	100%	100%	**0**
US History and Government	2016-2017	106	16%	81%	**-65**	10	30%	55%	**-25**	7	0%	50%	**-50**	95	16%	73%	**-57**
	2017-2018	92	43%	81%	**-38**	8	25%	56%	**-31**	8	38%	58%	**-20**	83	42%	73%	**-31**
	2018-2019	10	40%	77%	**-37**	-	-	-	-	-	-	-	-	9	44%	67%	**-23**
	2019-2020	46	98%	97%	**+1**	10	100%	93%	**+7**	-	-	-	-	40	100%	95%	**+5**
	2020-2021	54	100%	100%	**0**	-	-	-	-	8	100%	100%	**0**	51	100%	100%	**0**

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

YOUNG WOMEN'S COLLEGE PREPARATORY CHARTER SCHOOL OF ROCHESTER

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS	Charter Total Cohort	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS	Charter Total Cohort	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS	Charter Total Cohort	Young Women's College Preparatory CS of Rochester	NYS	Differential to NYS
ELA	2014 Cohort	50	92%	84%	+8	-	-	-	-	-	-	-	-	48	92%	78%	+14
	2015 Cohort	44	98%	84%	+14	-	-	-	-	-	-	-	-	33	97%	79%	+18
	2016 Cohort	60	85%	88%	-3	9	33%	66%	-33	7	86%	69%	+17	53	85%	84%	+1
	2017 Cohort	49	94%	89%	+5	6	100%	69%	+31	-	-	-	-	43	93%	86%	+7
Global History	2014 Cohort	50	68%	77%	-9	-	-	-	-	-	-	-	-	48	67%	69%	-2
	2015 Cohort	44	61%	78%	-17	-	-	-	-	-	-	-	-	33	58%	70%	-12
	2016 Cohort	60	62%	84%	-22	9	22%	60%	-38	7	57%	63%	-6	53	62%	80%	-18
	2017 Cohort	49	86%	87%	-1	6	67%	66%	+1	-	-	-	-	43	84%	84%	0
Math	2014 Cohort	50	96%	83%	+13	-	-	-	-	-	-	-	-	48	96%	77%	+19
	2015 Cohort	44	91%	84%	+7	-	-	-	-	-	-	-	-	33	91%	78%	+13
	2016 Cohort	60	88%	88%	0	9	67%	64%	+3	7	43%	72%	-29	53	89%	85%	+4
	2017 Cohort	49	98%	90%	+8	6	100%	69%	+31	-	-	-	-	43	98%	88%	+10
Science	2014 Cohort	50	88%	83%	+5	-	-	-	-	-	-	-	-	48	88%	76%	+12
	2015 Cohort	44	86%	83%	+3	-	-	-	-	-	-	-	-	33	82%	76%	+6
	2016 Cohort	60	85%	87%	-2	9	56%	64%	-8	7	86%	66%	+20	53	83%	83%	0
	2017 Cohort	49	90%	90%	0	6	83%	70%	+13	-	-	-	-	43	88%	87%	+1
US History	2014 Cohort	50	76%	80%	-4	-	-	-	-	-	-	-	-	48	77%	72%	+5
	2015 Cohort	44	66%	79%	-13	-	-	-	-	-	-	-	-	33	61%	71%	-10
	2016 Cohort	60	62%	84%	-22	9	78%	61%	+17	7	43%	61%	-18	53	60%	79%	-19
	2017 Cohort	49	90%	85%	+5	6	100%	66%	+34	-	-	-	-	43	88%	81%	+7

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Aggregate and Subgroup College and Career Readiness

		College and Career Readiness			ELA			Math		
		Young Women's College Preparatory CS Of Rochester	NYS	Differential to NYS	Young Women's College Preparatory CS Of Rochester	NYS	Differential to NYS	Young Women's College Preparatory CS Of Rochester	NYS	Differential to NYS
All Students	2014 Cohort	10%	29%	**-19**	54%	71%	**-17**	10%	30%	**-20**
	2015 Cohort	2%	34%	**-32**	59%	68%	**-9**	5%	36%	**-31**
ED	2014 Cohort	10%	18%	**-8**	56%	61%	**-5**	10%	19%	**-9**
	2015 Cohort	0%	22%	**-22**	58%	58%	**0**	3%	24%	**-21**

**See NOTES (1), (2), (3), (4), and (8) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Young Women's College Preparatory CS of Rochester	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Young Women's College Preparatory CS of Rochester	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Young Women's College Preparatory CS of Rochester	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Young Women's College Preparatory CS of Rochester	NYS Graduation Rate	Differential to NYS
2014 Cohort	4 Year	50	94%	83%	+11	-	-	-	-	-	-	-	-	48	94%	76%	+18
	5 Year	48	100%	86%	+14	-	-	-	-	-	-	-	-	46	100%	81%	+19
	6 Year	48	100%	87%	+13	-	-	-	-	-	-	-	-	46	100%	83%	+17
2015 Cohort	4 Year	44	93%	83%	+10	-	-	-	-	-	-	-	-	33	91%	77%	+14
	5 Year	43	100%	87%	+13	-	-	-	-	-	-	-	-	32	100%	82%	+18
	6 Year	43	100%	88%	+12	-	-	-	-	-	-	-	-	32	100%	84%	+16
2016 Cohort	4 Year	60	93%	85%	+8	9	89%	63%	+26	7	86%	63%	+23	53	92%	80%	+12
	5 Year	60	95%	88%	+7	9	89%	69%	+20	7	86%	70%	+16	53	94%	83%	+11
2017 Cohort	4 Year	49	92%	86%	+6	6	100%	65%	+35	-	-	-	-	43	91%	81%	+10

**See NOTES (1), (2), (4), and (9) below.*

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

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

Young Women's College Preparatory CS of Rochester	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2014	54	41	76%	-	-	-	-	-	-	52	40	77%
2015	36	25	69%	-	-	-	-	-	-	33	23	70%
2016	60	43	72%	9	4	44%	7	4	57%	51	35	69%
2017	51	49	96%	6	6	100%	-	-	-	45	43	96%
2018	65	63	97%	5	5	100%	8	8	100%	61	59	97%

**See NOTES (1), (2), (4), (7), and (10) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

YOUNG WOMEN'S COLLEGE PREPARATORY CHARTER SCHOOL OF ROCHESTER

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Young Women's College Preparatory CS of Rochester	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	375	345	92%
2017-2018	450	351	78%
2018-2019	410	356	87%
2019-2020	410	375	91%
2020-2021	410	373	91%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District
2016-2017	8%	21%	-13	7%	17%	-10	80%	89%	-9
2017-2018	9%	21%	-12	8%	19%	-11	88%	88%	0
2018-2019	11%	21%	-10	11%	19%	-8	83%	88%	-5
2019-2020	12%	22%	-10	9%	18%	-9	85%	88%	-3
2020-2021	14%	24%	-10	9%	19%	-10	90%	88%	+2

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

2022 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		
	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District
2016-2017	8%	13%	-5	7%	2%	+5	80%	51%	+29
2017-2018	9%	13%	-4	8%	4%	+4	88%	56%	+32
2018-2019	11%	14%	-3	11%	4%	+7	83%	58%	+25
2019-2020	12%	14%	-2	9%	5%	+4	85%	58%	+27
2020-2021	14%	14%	0	9%	5%	+4	90%	56%	+34

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

2022 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		
	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Rochester CSD	Differential to District
2016-2017	82%	83%	-1	87%	80%	+7	92%	81%	+11	86%	83%	+3
2017-2018	77%	84%	-7	72%	81%	-9	71%	82%	-11	80%	84%	-4
2018-2019	79%	85%	-6	75%	82%	-7	85%	81%	+4	79%	84%	-5
2019-2020	83%	86%	-3	84%	84%	0	88%	85%	+3	83%	86%	-3
2020-2021	88%	63%	+25	95%	58%	+37	79%	58%	+21	89%	61%	+28

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

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District	Young Women's College Preparatory CS of Rochester	Greece CSD	Differential to District
2016-2017	82%	94%	-12	87%	93%	-6	92%	90%	+2	86%	94%	-8
2017-2018	77%	93%	-16	72%	90%	-18	71%	87%	-16	80%	93%	-13
2018-2019	79%	94%	-15	75%	91%	-16	85%	93%	-8	79%	92%	-13
2019-2020	83%	94%	-11	84%	91%	-7	88%	81%	+7	83%	91%	-8
2020-2021	88%	79%	+9	95%	75%	+20	79%	81%	-2	89%	78%	+11

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

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

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2014 Cohort	4-Year	70	43	61%	-	-	-	-	-	-	49	32	65%
	5-Year	70	44	63%	-	-	-	-	-	-	49	33	67%
	6-Year	70	44	63%	-	-	-	-	-	-	49	33	67%
2015 Cohort	4-Year	58	38	66%	-	-	-	-	-	-	42	26	62%
	5-Year	58	40	69%	-	-	-	-	-	-	42	28	67%
	6-Year	58	40	69%	-	-	-	-	-	-	42	28	67%
2016 Cohort	4-Year	69	46	67%	7	6	86%	8	7	88%	61	38	62%
	5-Year	69	46	67%	7	6	86%	8	7	88%	61	38	62%
2017 Cohort	4-Year	40	27	68%	7	6	86%	-	-	-	36	24	67%

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

2022 NYSED Charter School Information Dashboard

Notes

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(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).

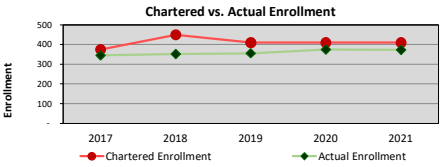
Charter School Fiscal Accountability Summary

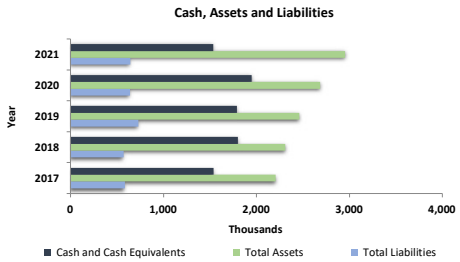
YOUNG WOMEN'S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER

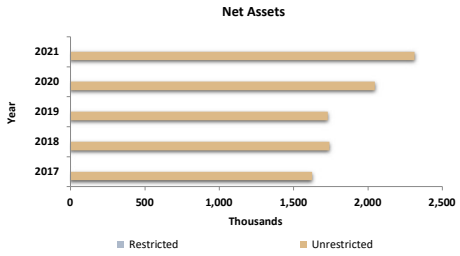
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	7-11	7-12	7-12	7-12	7-12
Maximum Chartered Grades Served	7-12	7-12	7-12	7-12	7-12
Chartered Enrollment	375	450	410	410	410
Maximum Chartered Enrollment	410	410	410	410	410
Actual Enrollment	345	351	356	375	373
ASSETS					
Current Assets					
Cash and Cash Equivalents	1,538,690	1,800,766	1,789,684	1,949,786	1,535,381
Grants and Contracts Receivable	258,172	176,905	197,356	236,330	417,871
Prepaid Expenses	28,241	116,260	122,288	135,015	143,783
Other Current Assets	166,697	50,549	38,972	16,561	54,261
Total Current Assets	1,991,800	2,144,480	2,148,300	2,337,692	2,151,296
Non-Current Assets					
Property, Building and Equipment, net	140,662	91,205	236,355	247,494	194,170
Restricted Cash	75,000	75,000	75,000	100,000	100,000
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	509,273
Total Non - Current Assets	215,662	166,205	311,355	347,494	803,443
Total Assets	2,207,462	2,310,685	2,459,655	2,685,186	2,954,739
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	99,134	62,794	154,691	29,406	24,144
Accrued Payroll and Payroll Taxes	462,562	492,500	566,190	584,823	611,868
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	21,277	14,737	9,103	24,880	5,751
Total Current Liabilities	582,973	570,031	729,984	639,109	641,763
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	582,973	570,031	729,984	639,109	641,763
NET ASSETS					
Unrestricted	1,624,489	1,740,654	1,729,671	2,046,077	2,312,976
Restricted	-	-	-	-	-
Total Net Assets	1,624,489	1,740,654	1,729,671	2,046,077	2,312,976
Total Liabilities and Net Assets	2,207,462	2,310,685	2,459,655	2,685,186	2,954,739

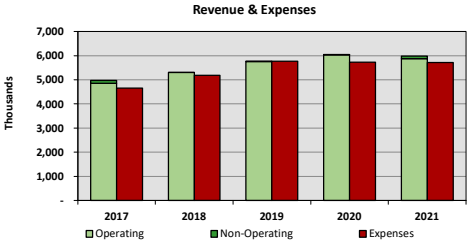


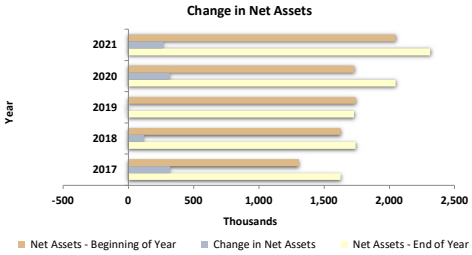




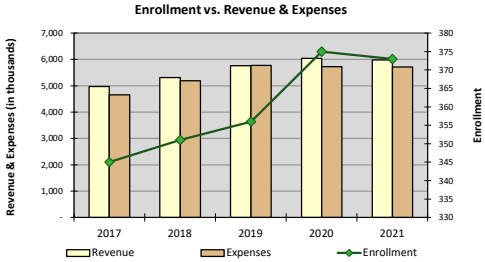
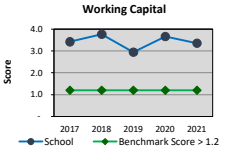
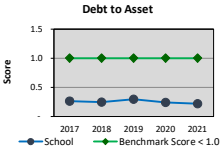
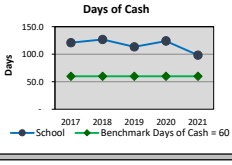
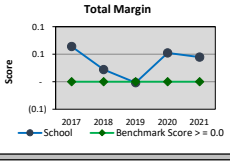
STATEMENT OF ACTIVITIES

	2016-17	2017-18	2018-19	2019-20	2020-21
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	4,283,092	4,549,755	4,994,686	5,244,650	4,980,975
State and Local Per Pupil Revenue - SPED	209,079	294,749	277,446	329,088	372,720
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	125,343	207,458	223,218	284,738	462,069
State and City Grants	-	-	-	-	-
Other Operating Income	243,328	247,700	264,089	181,356	65,317
Total Operating Revenue	4,860,842	5,299,662	5,759,439	6,039,832	5,881,081
EXPENSES					
Program Services					
Regular Education	4,109,378	4,564,536	5,119,123	4,950,330	4,891,949
Special Education	100,561	130,230	183,649	255,196	294,722
Other Expenses	-	-	-	-	-
Total Program Services	4,209,939	4,694,766	5,302,772	5,205,526	5,186,671
Supporting Services					
Management and General	447,812	495,270	473,284	525,623	529,413
Fundraising	-	-	-	-	-
Total Support Services	447,812	495,270	473,284	525,623	529,413
Total Expenses	4,657,751	5,190,036	5,776,056	5,731,149	5,716,084
Surplus/Deficit from Operations	203,091	109,626	(16,617)	308,683	164,997
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	-	-
Contributions and Grants	115,513	6,539	5,634	7,723	92,629
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	9,273
Total Support and Other Revenue	115,513	6,539	5,634	7,723	101,902
Change in Net Assets	318,604	116,165	(10,983)	316,406	266,899
Net Assets - Beginning of Year	1,305,885	1,624,489	1,740,654	1,729,671	2,046,077
Net Assets - End of Year	1,624,489	1,740,654	1,729,671	2,046,077	2,312,976





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

	2016-17	2017-18	2018-19	2019-20	2020-21
REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	14,089	15,099	16,178	16,106	15,767
Support and Other Revenue	335	19	16	21	273
Total Revenue	14,424	15,117	16,194	16,127	16,040
Expenses - Per Pupil					
Program Services	12,203	13,375	14,895	13,881	13,905
Mangement and General, Fundraising	1,298	1,411	1,329	1,402	1,419
Total Expenses	13,501	14,786	16,225	15,283	15,325
% of Program Services	90.4%	90.5%	91.8%	90.8%	90.7%
% of Management and Other	9.6%	9.5%	8.2%	9.2%	9.3%
% of Revenue Exceeding Expenses	6.8%	2.2%	-0.2%	5.5%	4.7%
FINANCIAL COMPOSITE SCORE					
Composite Score	3.00	2.82	2.43	3.00	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	1,408,827	1,574,449	1,418,316	1,698,583	1,509,533
Working Capital (Current) Ratio	3.4	3.8	2.9	3.7	3.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.3	0.2	0.3	0.2	0.2
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	120.6	126.6	113.1	124.2	98.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.1	0.0	(0.0)	0.1	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard