



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

True North Troy Preparatory Charter School

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This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

SCHOOL BACKGROUND INFORMATION

Opening Information

Date Initial Charter Approved by SUNY Trustees	October 26, 2007
School Opening Date	September, 2009

Current Location

Address	District	Facility	Enrollment	Grades
2 Polk St., Troy, NY, 12180	Troy City	Private	389	K-2, 5-8

Partner Organization

School Year(s)	Partner Name	Partner Type
2009-10 to present	Uncommon Schools, Inc.	Charter Management Organization

¹ Revised September 4, 2013, and available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

RENEWAL RECOMMENDATION

Recommendation

Initial Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of True North Troy Preparatory Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 515 students.

To earn an Initial Full-Term Renewal, a school must demonstrate that it has either (a) compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and has a generally effective educational program in place; or (b) made progress toward meeting its academic Accountability Plan goals and has a particularly strong and effective educational program in place.²

Over the Accountability Period,³ the school has compiled a strong and compelling record of coming close to meeting its academic Accountability Plan goals, and has in place an educational program that is generally effective. The school has consistently come close to meeting its Accountability Plan goals in English language arts (“ELA”) and mathematics and has an effective educational program based on a review using the SUNY Renewal Benchmarks.

Required Findings

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees’ specific renewal criteria, the Institute must make the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the means by which it will meet or exceed SUNY’s enrollment and retention

² SUNY Renewal Policies, page 10.

³ For the purpose of reporting student achievement results, the SUNY Renewal Policies define the Accountability Period as the time the Accountability Plan was in effect. In the case of an Initial Renewal, the Accountability Plan covers the first four years of the charter term under review.

⁴ See New York Education Law § 2852(2).

targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. SUNY⁵ and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school’s plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school’s Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

Report Format

The Institute makes the foregoing renewal recommendation based on the school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the State University of New York Charter Renewal Benchmarks (Version 5.0, the “SUNY Renewal Benchmarks”), which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the following four interconnected renewal questions for framing benchmark statements to determine if a school has made an adequate case for renewal:

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the education corporation fiscally sound?
4. If the school’s charter is renewed, what are its plans for the next charter term and are they reasonable, feasible and achievable?

The report’s Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school and additional evidence on student achievement contained in the School Performance Summaries.

⁵ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

IS THE SCHOOL AN ACADEMIC SUCCESS?

True North Troy Preparatory Charter School (“Troy Prep”) is an academic success based on the school’s attainment of its key Accountability Plan goals and evidence about the educational program compiled on school evaluation visits during the charter term and at the time of renewal.

Academic Attainment. At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal.

Note: This year the Institute is not reporting results for the two absolute ELA and math measures. Because of the high standards in the new state testing program only a handful of schools statewide met the absolute proficiency target and the state has not yet recalibrated the absolute Annual Measurable Objective.

During Troy Prep’s four-year Accountability Period, the school has consistently come close to meeting its two key goals. It has met its two comparative measures in both ELA and math throughout the period. Specifically, the school outperformed its local school district in all four years by at least 15 percentage points in ELA and close to least 30 points in math. The school has performed much better than predicted each year in comparison to similar schools statewide based on economically disadvantaged students, far surpassing its targets in both subjects. With respect to comparative growth, when matched to comparable students statewide, Troy Prep’s students showed greater year-to-year growth throughout the Accountability Period such that the school has continually ranked higher than the statewide average. In 2012-13 Troy Prep ranked above the 60th percentile in both ELA and math compared to all other public schools statewide. During the Accountability Period, the school has also met its science goal and is in good standing under the state’s NCLB accountability system.

These results appear on the following page and in School Performance Summaries in the Appendix.

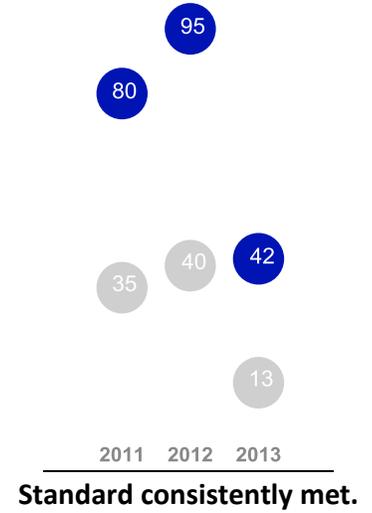
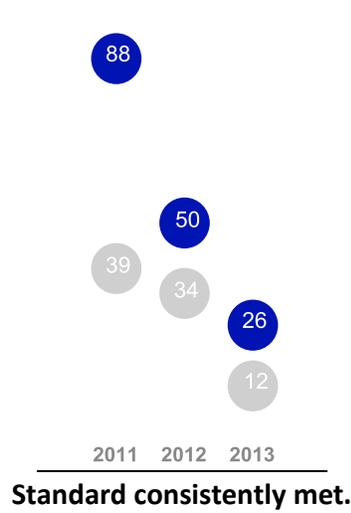
True North Troy Prep Charter School

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

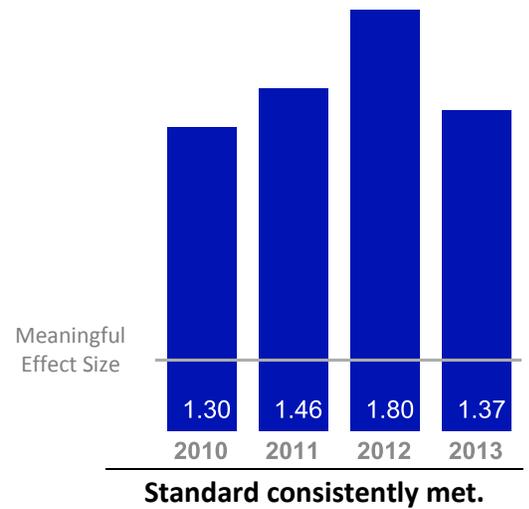
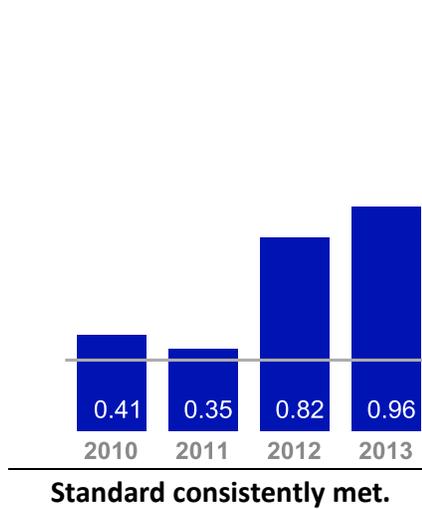
Comparative Measure: District Comparison.

Each year, the percent of **students enrolled** in at least their second year performing at or above proficiency will be greater than that of students in the same tested grades in the **local school district**.



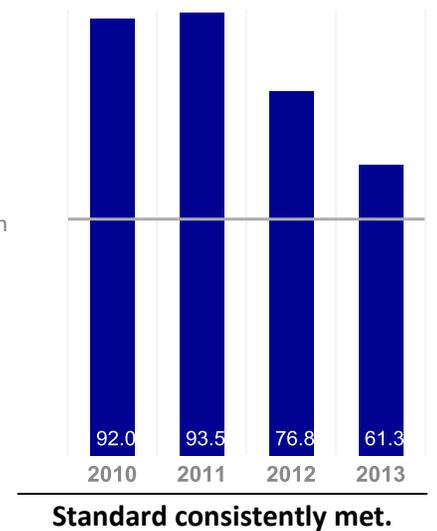
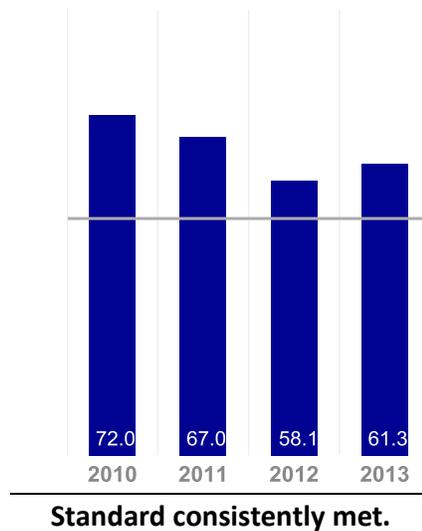
Comparative Measure: Effect Size.

Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile.

Each year, the school's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.



Instructional Leadership. With the founding middle school principal guiding the middle school's development throughout the charter term and the founding elementary principal guiding the elementary school for the past two years, Troy Prep has strong instructional leadership. Both schools benefit from their leader's unwavering attention to enhancing teachers' pedagogical competence. Both leaders are developing a cadre of teacher coaches to provide carefully calibrated instructional support for their colleagues.

- The school's leadership establishes an environment of high expectations for teacher performance in content knowledge and pedagogical skills. Teachers believe students can succeed in achieving school-wide goals. The leadership and teachers are mindful of instilling academic habits in students as preparation for college-level work. For example, even in Kindergarten, teachers emphasize higher-level vocabulary by encouraging students to use academic language.
- The instructional leadership includes a coaching team that supports the development of the teaching staff. Besides coaching a number of teachers themselves, the principals actively monitor the coaching activities of the middle school's grade team leaders/department chairs and the elementary school's grade team chairs. The principals frequently co-observe classroom instruction with the coaches or review videos with them to ensure consistency in observations and to help the coaches identify concrete, productive action steps for the teachers to take in order to improve their pedagogical practice.
- Instructional leaders provide sustained, systemic coaching and supervision that improves teachers' instructional effectiveness. Coaches observe teachers weekly, provide regular, one-on-one support in curriculum development and collaborate with teachers in reviewing assessment data and fashioning action plans for re-teaching and supporting low-performing students. Teachers report that they feel supported in the development of their teaching practice by the coaches' critiques, which target specific instructional skills and by the continuity and follow-up to previous feedback.
- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. The two schools have weekly instructional team leader meetings. There are bi-weekly grade-level meetings at which teachers discuss culture building and student activity as well as student progress and special interventions. At middle school department meetings and elementary school content meetings, teachers discuss curriculum alignment and develop instructional material.
- Instructional leaders implement a comprehensive professional development program. Teachers spend three weeks over the summer setting school-wide procedures, reviewing strategies for serving at-risk students and developing unit and lesson plans and lesson packets. During Friday afternoon staff meetings, the school devotes its professional development to assessment analysis and data-driven action planning as well as instructional skill development based on observed teacher needs, using the teaching taxonomy of Uncommon Schools, Inc. ("Uncommon") Troy Prep's management organization. Teachers consistently reference the current school professional development priorities and repeatedly report that early in the school year the school already focused its professional development on assessment data and student learning, rather than on behavior management.

- Instructional leaders continue to conduct annual teacher evaluations, using the same protocol used in previous years. The protocol identifies a set of concrete observational qualities of effective teaching. Teachers are aware of the evaluation criteria and report that the evaluations are fair and clear. Based on a review of last year’s appraisals, the principals provide a thorough analysis of teachers’ instructional competencies.
- Instructional leaders hold teachers accountable for quality instruction and student achievement. The principals did not rehire a number of teachers this year, because they did not meet expectations for teacher performance during the previous school year.

NOTEWORTHY

Troy Prep has developed a consistently positive culture of high expectations for instructional leaders, teachers and students through purposeful coaching and retention of staff dedicated to the school’s mission. Knowledgeable teachers, challenging curricular materials and fast paced lessons keep students engaged and provide a supportive academic atmosphere for students of all abilities.

Curriculum & Assessment. Throughout the charter term, the school’s curriculum has supported teachers in their instructional planning. The school continues to implement a comprehensive assessment system that improves instructional effectiveness and student learning.

- Both the middle and elementary schools have curriculum frameworks that provide a fixed, underlying structure for ongoing curriculum planning. Using Uncommon network-developed frameworks, school leaders and teachers have adopted the Common Core State Standards, making adjustments to meet the needs of Troy Prep’s student population.
- The elementary and middle schools use scope and sequence documents as supporting tools for lesson planning. The Uncommon North Star network provides the elementary school with its curriculum documents; the Uncommon True North network identifies teachers with curriculum-development expertise from within its school ranks to review and revise the middle school curriculum documents. Many of these experts are on the Troy Prep staff.
- The curriculum now frequently includes the Common Core practice of marshalling evidence to support conclusions, using specific techniques (such as underlining passages, circling transitions and making margin notes) to deconstruct reading and expository passages in various content areas.
- Teachers adapt these documents based on Troy Prep’s assessment cycles and the performance level of the current student population. The schools develop curriculum calendars with time for re-teaching to ensure ample skill development. In general, teachers know what to teach and when to teach it based on the scope and sequence and unit plans, as well as the school’s interval assessment results. The interval assessments are the core of the school’s instructional program, insofar as they drive the school’s curriculum

development, teacher and coach action planning, department meeting discussions and program evaluation.

- In conjunction with other Uncommon schools, Troy Prep has over the last year actively participated in working groups to review the interval assessments to improve their alignment to the state standards.
- Troy Prep has a valid and reliable process for scoring and analyzing writing assessments. In the middle school, there is a fully-constituted writing program with a dedicated coach and staff that focuses on composition work in which students develop an argument and provide supporting evidence – much in keeping with the Common Core standards. The quality of student writing correlates with students’ tenure at the school. Second and 8th grade students enrolled at the school for at least two years demonstrate much stronger grade level performance than 5th graders who only enrolled at the school recently. In Kindergarten, student writing includes complete logical thoughts, many using more than one sentence, which is better than previous years.
- Teachers use assessment results to adjust daily classroom instruction for re-teaching and grouping students in lower grades for literacy. Using an interval assessment action planning template, coaches and teachers plan re-teaching activity and follow up assessments. They collaboratively generate specific action plans based on skill areas in which students generally perform less well and on skill areas to meet the needs of at-risk students.
- The school sends parents/guardians approximately two progress reports per month; one with a detailed summary of the student assessment results on numerous assignments administered over that time period.

Pedagogy. High quality instruction is evident across the school. As shown in the chart below, during the renewal visit, Institute team members conducted 26 classroom observations following a defined protocol used in all school renewal visits.

Classroom Observation Methodology: Number of Observations

	Grade								Total
	K	1	2	5	6	7	8		
Content Area	1	1	1	1	1				5
ELA				1	1	1	2	1	6
Writing		2	2	1	2			1	8
Math						1	1		2
Science				2	2				4
Soc Stu									0
Specials									0
Total	1	3	4	5	6	3	3		26

- Teachers deliver purposeful lessons with clear objectives aligned to the school’s curriculum (22 out of 26 classrooms observed). Teachers present concepts with accuracy and clarity in age-appropriate terms, while also exposing and encouraging students to use advanced vocabulary in their verbal responses and written work. Many teachers include references to previous lessons to provide review of previously taught concepts and place lesson packet activities in the context of larger units. For example, writing classes focus on students meticulously crafting individual sections of an essay, such as topic sentences, introductions, and providing context for quotations included in their written responses.
- Teachers regularly use techniques to check for general understanding of their class (22 out of 26 classrooms observed). Their techniques for evaluating student learning include whole class verbal and non-verbal checks, checking written work, and the use of exit tickets. However, they often implement these in a cursory way in order to maintain the pacing of the lesson. Most teachers do not immediately adjust instruction based on the observed level of student understanding, but teachers do modify instruction in subsequent lessons based on exit slip data.
- Most teachers include opportunities in their lessons to challenge students with questions that develop their depth of understanding (14 out of 26 classrooms observed). Students examine, analyze, interpret and summarize information through challenging curricular material in lesson packets and assigned texts. For example, in one middle school reading class, the teacher led a text-based discussion about the assigned novel. Students were asked several factual questions about events from the book, but were then asked to make deeper connections to the text by framing their responses in the context of the Jim Crow era. Due to strict adherence to lesson pacing, however, teachers often do not challenge students to elaborate on their answers or foster deep class discussion.
- All teachers establish and maintain classroom environments with a consistent focus on academic achievement (26 out of 26 classrooms observed). Teachers convey a sense of urgency of learning, give clear directions, and have materials readily available. Transitions are tight and well practiced to maximize instructional time, and often provide additional academic reinforcement. For example, in a lower grade classroom, students sang a chant about even and odd numbers while materials for the next lesson were distributed. Several students later referenced the chant when answering a math question about how to determine if a two or three digit number was even. School-wide, teachers focus on fast-paced and engaging instruction embedded with positive reinforcement. Teachers utilize effective techniques to keep students engaged and focused throughout their lessons, and enforce clear behavioral expectations without any disruption to learning.

At-Risk Students. Troy Prep meets the needs of academically struggling students and students with disabilities, and has a developing program to serve ELLs.

General Education Students Receiving Targeted Interventions

Program	The school has a tiered intervention system in place. General education students can receive targeted interventions within their classrooms, small group instruction and specialized pull-out services based on the areas and levels of remediation required.
Staff	The special education coordinators, special education teachers and general education teachers provide additional support to struggling students.
Identification Process	The school identifies students for interventions based on their performance on diagnostic reading tests, interval assessments (“IAs”), state exam scores and teacher recommendations.
Coordination	Intervention providers meet weekly with their coaches to discuss instructional techniques, lesson plans, and student progress. Special education coordinators and intervention providers meet biweekly with grade level teams to discuss at-risk students individually and collaborate on action plans.
Progress Monitoring	Special education coordinators and intervention providers monitor students’ classroom grades weekly, along with IA scores. Students who receive intervention services also receive weekly progress monitoring to determine their level of growth in reading. The school shares this data weekly with staff and parents.
Classroom Teacher Professional Development	Instructional leaders and special education coordinators present workshops during the summer professional development series to familiarize teachers with effective strategies, interventions and means of differentiation to serve students who struggle academically in general education classrooms. They provide on-going professional development throughout the year during biweekly grade-level team meetings in response to teacher concerns and student needs.

Students with Disabilities

Program	The school provides pull-out resource room services as mandated by students’ Individualized Education Programs (“IEPs”) and provides additional small group or individualized intervention services as needed. The school coordinates speech, physical therapy, and occupational therapy services through home districts as necessary.
Staff	The staff consists of two special education coordinators, one full time special education teacher and general education intervention providers across grade levels.

Identification Process	The school collaborates with the district Committee on Special Education (“CSE”) for students who have already been identified as having special needs or disabilities. The school refers students for special education evaluations based on their performance on diagnostic reading tests, IAs, state exam scores, teacher recommendations, and intervention tracking.			
Coordination	Special education coordinators meet with instructional leaders weekly to discuss student progress and instructional approaches to intervention. Special education coordinators and intervention providers meet biweekly with grade level teams to discuss at-risk students individually and collaborate on action plans.			
Progress Monitoring	Special education coordinators and intervention providers monitor students’ classroom grades weekly, along with IA scores. Students who receive intervention services also receive weekly progress monitoring to determine their level of growth in reading. The school shares this data weekly with staff and parents. Special education teachers track students’ progress toward their IEP goals. They distribute IEP progress reports quarterly with school report cards.			
Classroom Teacher Training	Instructional leaders and special education coordinators present workshops during the summer professional development series to familiarize teachers with the contents of IEPs, testing accommodations, and effective strategies to serve students who struggle academically in general education classrooms. Special education staff provides on-going professional development throughout the year during biweekly grade level team meetings in response to teacher concerns and student needs.			
2011-12 2012-13 2013-14				
Enrollment (N)		(15)	(17)	(48)
Results	Tested on State Exams (N)	(11)	(16)	(N/A)
	Percent Proficient on ELA Exam	18.2	6.3	N/A
	Percent Proficient Statewide	15.5	5.0	N/A

English Language Learners

Program	ELLs receive daily pull-out language and reading support in small groups from special education teachers.
Staff	The staff consists of three special education coordinators/teachers who provide academic support for ELLs.
Identification Process	Families of students new to the school complete a home language survey before the start of the school year, and the school administers the LAB-R as needed to identify a need for language support.
Progress Monitoring	Teachers monitor students’ classroom assessment grades and IA scores to

	measure the development of their English language skills and ability to access the school curriculum. The school uses NYSESLAT ⁶ scores to measure overall progress and proficiency at the end of the school year.
Classroom Teacher Professional Development	Special education coordinators provide limited ELL-specific support and strategies for teachers at grade level meetings.
	2011-12 2012-13 2013-14
Enrollment (N)	(1) (0) (6)
Results	(0) (0) (N/A)
	N/A N/A N/A

⁶ New York State English as a Second Language Achievement Test, a standardized state exam.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Troy Prep is an effective and viable organization. The education corporation board (the “board”) carries out its oversight responsibilities with unrelenting attention to student achievement. The board fully recognizes its role in holding Uncommon accountable for delivering an effective program. During the current charter term, the board with certain minor exceptions has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. The board works effectively to achieve the school’s Accountability Plan goals. It monitors extensively the school’s progress with careful attention to its growth to full capacity and recently in comparison to other Uncommon schools. The board focuses a great deal of attention on student achievement.

- Board members have expertise in public finance, real estate, human resources, K-12 education and community relations. Two members of the board are affiliated with Uncommon. The board has two established committees, education and finance, as well as a number of ad hoc committees to carry out its responsibilities. It has a few founding members and recently added new members with local community affiliations. Currently, it seeks an additional member with finance expertise.
- Troy Prep’s board regularly receives reports about academic performance from the school’s two principals and financial data from its two directors of operations (“DOOs”). At each board meeting, the school principal with support from the Uncommon operations team present updates including: staffing, student enrollment and turnover, test scores, staff survey results and financial data to the board.
- The board reports that they appreciate how the school leaders welcome the changes in the state’s new testing program as a worthwhile impetus for increasing academic rigor and how the leaders have sought the counsel of the board in implementing its new strategies.
- While not micro-managing, the board is familiar with the content of the new tests. Now that the all the Uncommon middle schools have a common interval assessment, the board reviews the middle school’s performance in comparison to all the middle schools in order to gauge the quality of the school’s instructional program. Further, it seeks explanations for grade-by-grade variations in assessment results.
- The board informally holds Uncommon accountable for management services, maintaining a critical eye on its practices, looking for transparency, metrics of success and staff survey results, as well as the quality of the principals’ insightfulness and planning. One of the managing directors, who is the direct supervisor of the two principals, conducts their annual performance reviews and, after consulting with the board chair, reports results to the entire board. Uncommon also provides the board with an annual self-assessment.

Organizational Capacity. The school organization continues to support effectively the delivery of the educational program. With the Uncommon True North network’s support systems and

separate in-house operations teams, Troy Prep has established an administrative structure that effectively supports the academic program. Through a co-leadership model with the respective principals, DOOs coordinate logistical functions, enabling the principals to focus on improving teachers' classroom instruction.

- The DOOs take responsibility for monitoring the delivery of district services, facility management, student reimbursement, student recruitment and personnel.
- Troy Prep is part of Uncommon's True North network. Its managing director has oversight over the school's educational program. He visits the school regularly.
- An Uncommon inspection team, consisting of network managing directors and principals, conducts annual school reviews to determine the quality of the school's instructional methods. The school principals are mindful of the feedback and have responded accordingly.
- The two principals are reflective and deliberate in developing and expanding the leadership structure in their respective schools. The elementary school principal recently, in the school's third year, introduced grade level chairs; the middle school is beginning to distinguish the role of coach and grade team leader among its grade levels and academic departments.
- Troy Prep has a clear discipline system that teachers apply consistently and effectively. Adherence to the discipline system readily enhances the quality of instruction. The school inculcates a positive culture of school success – how to be a “Prepster” – such that students have thoroughly internalized expectations and routines by the start of the 6th grade.
- The school retains an exceptionally large proportion of its staff members. This retention enables the school to build on its cadre of experienced teachers to establish a critical mass of mutual support and develop an instructional leadership team. The school has devoted resources to hiring and training apprentice teachers through a year-long fellowship program.
- Because of the K – 6 grade configuration of the Troy City School District, Troy Prep has no waiting list for the 5th grade. Through the current charter term, Troy Prep has actively recruited students especially to fill the 5th grade seats. This outreach for 5th graders will no longer be necessary in two years when the elementary school is fully grown and can begin feeding students into the middle school. The school reports a waitlist of 161 students for Kindergarten through 2nd grade.
- The two principals regularly monitor and evaluate the school's programs by comparing Troy Prep's results on common network assessment to those of other network schools in order to identify best practices. Using this method, the middle school principal seeks to determine if other schools' assessment results are attributable to their curriculum refinements or to the quality of their instructional execution. Further, he triangulates student performance to extrapolate what Troy Prep student performance would be if they attended an Uncommon high school program in another Uncommon network.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

Current Key Design Elements⁷	Evident?
Intentional standards-driven teaching and the systematic use of objective student performance data to inform decision-making, including the use of internal diagnostic assessments.	✓
Meticulously planned and designed in-house professional development activities for teachers, including a two-week pre-service training.	✓
Upon entry into the school, students take a diagnostic assessment evaluating the skills they have mastered so that enrichment and remediation opportunities will be provided accordingly.	✓
Structured and rigorous behavioral standards and a school culture which inspires students to seek excellence.	✓
Emphasis on building relationships, evidenced by assigning each student to a teacher that will serve as his/her advisor.	✓
Shared decision making process that involves teachers in school decisions.	✓

Parent Satisfaction. Parents/guardians and students are satisfied with the school.⁸

All Responses	Very Satisfied	Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Quality of the academic program	92%	7%	1%	0%	0%
Academic standards and expectations	89%	11%	0%	1%	0%
Quality of the teachers	91%	8%	2%	0%	0%
Availability of school leaders	88%	11%	1%	1%	0%
Your child's academic progress	80%	17%	3%	1%	0%
The school's mission	91%	8%	1%	0%	0%
The amount of extra help offered to your child	83%	14%	2%	0%	1%
Parent/teacher conferences	89%	11%	0%	0%	0%
Behavioral Standards and expectations	87%	8%	4%	1%	0%
Character development and education	88%	10%	1%	2%	0%
School building facilities	91%	7%	1%	1%	1%

⁷ As part of their initial application and their Application for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the school.

⁸ Source: Application for Charter Renewal.

Persistence in Enrollment. The school provided the following statistical information in its renewal application materials.

	2010-11	2011-12	2012-13
Percent of Eligible Students Returning From Previous Year ⁹	82	79	87

COMPLIANCE

Governance. The board implements, maintains and abides by appropriate policies, systems and processes. In material respects, the board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The board demonstrates a thorough understanding of its role in holding both the school leadership accountable for legal compliance and fiscal soundness.

- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist (as with the Uncommon affiliated trustees), the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws.

Legal Requirements. The education corporation materially and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter, except for the following.

- Freedom of Information Law. The school did not post its Records Access Officer information and lacked certain documentation to fully comply.
- By-laws. Certain bylaws provisions need minor amendment to be compliant with the New York Education Law or Not-For-Profit Corporations Law.
- Code of Ethics. The education corporation’s code of ethics needs amendment to be in compliance with provisions of the New York General Municipal Law more recently made applicable by the Act.

⁹ Source: Application for Charter Renewal.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected in the renewal review, Troy Prep is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. The education corporation engages in effective budgeting practices and routinely conducts monitoring of revenues and expenses, making appropriate adjustments when necessary. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools appears below in the Appendix.

Budgeting and Long-Range Planning. Throughout the charter term, Troy Prep has maintained fiscal soundness by implementing effective budgeting practices and routine monitoring of revenues and expenses. Net assets have increased in all but one school year.

- The education corporation development of annual budgets includes input and analysis from the school's leadership team and DOOs, key staff from Uncommon including the managing director, the chief operating officer, the director of finance and the board's finance committee.
- The education corporation also develops and maintains a five year projected budget that is updated every year based on actual and forecasted enrollment, staffing, income and expenditures.
- The education corporation prepares monthly financial reports that include a current balance sheet, a profit and loss statement, a budget-versus-actual-expenditure report, and personnel expenditure projections. The DOOs reviews these reports with the Uncommon director of finance on a bi-monthly basis to ensure fiscal compliance and responsibility. The finance committee and school leaders subsequently review and analyze these reports prior to presentation to, and consideration by, the full board.

Internal Controls. The education corporation has established and maintains appropriate fiscal policies, procedures and controls. Written policies address key issues including financial reporting, revenues, procurement, expenditures, payroll, banking, capital assets, and record retention. Uncommon has contractual responsibility for the following fiscal operations: assisting with budget development, preparing monthly financial statements, recording and tracking income and expenses related to all grants and contracts, recording all accounts payable invoices and cash receipts, preparing all vendor checks, reconciling checking accounts each month, providing and maintaining payroll services, processing all school 403(b) filings, and interfacing with the school's independent external auditor.

- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies. These policies are comprehensive and updated as needed on an annual basis.
- The education corporation ensures that key staff members receive appropriate professional development in operations and financial management.
- The education corporation's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of non-compliance.
- The advisory comment letter issued by the independent auditors identified two non-recurring matters involving the need for clarification in the competitive bid policy and

documentation of cash transfers. The auditors did not consider the matter to be a significant deficiency or material weakness.

Financial Reporting. The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and SED with required financial reports that are on time, complete and follow generally accepted accounting principles.

- The education corporation's presents its annual financial statements in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporation has generally filed key reports timely and accurately including: audit reports, budgets, cash-flow statements, un-audited reports of income, expenses and enrollment, and grant expenditure reports.

Financial Condition. The education corporation maintains adequate financial resources to ensure stable operations.

- The education corporation has posted fiscally strong composite-score ratings on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter contract term.¹⁰
- The education corporation has a long-term lease related to the facility. The facility is suitable and is funded through general operating revenues.
- The education corporation maintains adequate cash flow and on average 1.2 months of cash reserves to cover current bills and those coming due shortly. The recommended cash reserve would be a 3 month reserve therefore the Fiscal Dashboard shows a high risk in this category.
- Contributions and fundraising activities have played an important, although declining role in the financial health of the school. Contributions for the year ended June 30, 2013 were less than two percent of total revenues.

The Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that Troy Prep has demonstrated fiscal soundness over the course of its charter term.¹¹

¹⁰ The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school's performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

¹¹ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

ARE THE SCHOOL'S PLANS FOR THE NEXT CHARTER TERM REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that Troy Prep has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to continue to implement the educational program as proposed during the next charter period are reasonable, feasible and achievable.

Plans for the School's Structure. The school has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

MISSION FOR THE NEXT CHARTER TERM

The mission of True North Troy Preparatory Charter School ("Troy Prep") is to prepare all students to enter and succeed in college through effort, achievement and the content of their character. All Troy Prep students will demonstrate excellence in Reading, Writing, Math, Science, and History, while consistently exemplifying the virtues of diligence, integrity, compassion, responsibility, respect and perseverance.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. Other key aspects of the renewal application, to include the proposed bylaws and code of ethics have been or will be amended to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

Plans for the Educational Program.

	Current Charter Term	End of Next Charter Term
Enrollment	394	515
Grade Span	K-2, 5-8	K-8
Teaching Staff	37	42
Days of Instruction	190	190

Troy Prep's middle school has reached its full grade span of 5-8, but its elementary school would continue to add grades in the first two years of a new charter term when it would grow to K-4. The same core elements of the instructional program that have enabled Troy Prep to meet its Accountability Plan goals during the current charter term would be likely to allow the school to meet its goals in the future.

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve Troy Prep in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. The education corporation has presented a reasonable and appropriate fiscal plan for the term of the next charter including budgets that are feasible and achievable. The education corporation has taken a conservative approach to budgeting and planning for the next charter term. The plan projects annual budget surpluses and assumes no philanthropic support. While the plan assumes a one percent increase in per-student revenue annually, even assuming level per-student funding annual surpluses are still projected. An ample waitlist provides support for the enrollment assumptions in the plan.

The education corporation has identified and occupied a permanent facility which contains sufficient space to house the school at capacity. The school entered into a lease with a wholly-owned subsidiary of Uncommon for use of the facility through July 2036. The monthly lease payment is reasonable (less than nine percent of total expenses) and cost-based, providing long-term stability for the school. Based on the foregoing fiscal information and the education corporation's track record of fiscal soundness, the Institute finds that the education corporation has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

APPENDIX

SCHOOL OVERVIEW

Current Mission Statement

The mission of True North Troy Preparatory Charter School (“Troy Prep”) is to prepare all students to enter and succeed in college through effort, achievement and the content of their character. All Troy Prep students will demonstrate excellence in Reading, Writing, Math, Science, and History, while consistently exemplifying the virtues of diligence, integrity, compassion, responsibility, respect and perseverance.

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment¹²	Proposed Grades	Actual Grades
2009-10	78	54	5	5
2010-11	153	110	5-6	5-6
2011-12	227	214	K, 5-7	K, 5-7
2012-13	319	324	K-1, 5-8	K-1, 5-8
2013-14	394	389	K-2, 5-8	K-2, 5-8

¹² Source: SUNY Charter Schools Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

Student Demographics¹³

	2010-11		2011-12		2012-13 ¹⁴
	Percent of School Enrollment	Percent of Troy CSD Enrollment	Percent of School Enrollment	Percent of Troy CSD Enrollment	Percent of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	0	0	0	0
Black or African American	76	33	64	33	63
Hispanic	13	12	13	13	15
Asian, Native Hawaiian, or Pacific Islander	0	1	0	2	0
White	27	52	22	50	20
Multiracial	0	2	0	1	0
Special Populations					
Students with Disabilities ¹⁵	9	NA	8	16	8.9
English Language Learners	0	2	0	2	0
Free/ Reduced Lunch					
Eligible for Free Lunch	96	54	81	59	--
Eligible for Reduced – Price Lunch	3	7	7	6	--
Economically Disadvantaged	--	--	--	--	95

Current Board of Trustees¹⁶

Board Member Name	Position
Jeffrey Buell	Chair
Rev. Eric Shaw	Trustee
Barb McCandless	Trustee
Doug Lemov	Trustee
Josh Phillips	Trustee
Rachel Ucellini	Trustee
Robert Bellafiore	Trustee

¹³ Source: 2010-11 and 2011-12 School Report Cards, SED.

¹⁴ The Institute derived the 2012-13 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2012 student enrollment report to SED (2012-13 BEDS Report). District data are not yet available.

¹⁵ Students with Disabilities enrollment data are not available for 2010-11. SED released these district data in spring 2012 as the state's Empirical Analysis of Enrollment Targets.

¹⁶ Source: Institute Board Records.

School Leader(s)

School Year(s)	School Leader(s) Name and Title
2009-10 to 2010-11	Paul Powell, Middle School Principal
2011-12 to Present	Paul Powell, Middle School Principal Katie Yezzi, Elementary School Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2009-10	First-Year Visit	Institute	March 18, 2010
2011-12	Evaluation Visit (3 rd year)	Institute	May 21-22, 2012
2013-14	Initial Renewal Visit	Institute	November 6-7, 2013

Conduct of the School Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
November 6-7, 2013	Ron Miller, PhD	Executive Deputy Director for Accountability
	Heather Wendling	Senior Analyst
	Adam Aberman	Consultant

FISCAL DASHBOARD



True North Troy Preparatory

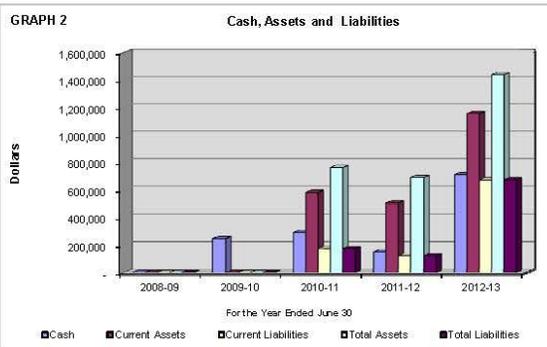
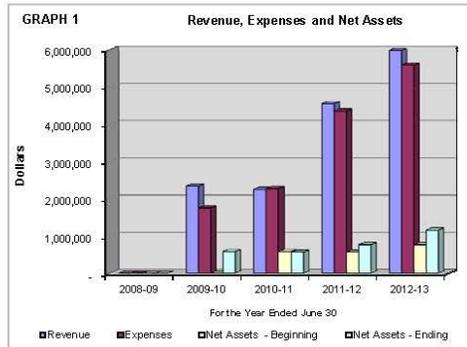
SCHOOL INFORMATION

FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12	
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	-	-	249,195	284,933	152,602	709,752
Grants and Contracts Receivable	-	-	20,800	81,695	906,792	447,162
Accounts Receivable	-	-	47,815	42,880	-	-
Prepaid Expenses	-	-	262,483	83,449	16,255	3,125
Contributions and Other Receivables	-	-	-	-	-	-
Total Current Assets - GRAPH 2	-	-	580,293	503,067	1,155,649	1,160,059
Property, Building and Equipment, net	-	-	182,391	186,588	285,308	480,841
Other Assets	-	-	-	-	-	-
Total Assets - GRAPH 2	-	-	762,684	689,655	1,440,957	1,640,900
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	-	-	72,300	124,631	571,789	458,120
Accrued Payroll and Benefits	-	-	-	-	-	-
Deferred Revenue	-	-	104,856	-	100,000	25,000
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Current Liabilities - GRAPH 2	-	-	176,956	124,631	671,789	483,120
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	-
Total Liabilities - GRAPH 2	-	-	176,956	124,631	671,789	483,120
Net Assets						
Unrestricted	-	-	585,728	565,024	789,240	1,157,780
Temporarily restricted	-	-	-	-	-	-
Total Net Assets	-	-	585,728	565,024	789,240	1,157,780
Total Liabilities and Net Assets	-	-	762,684	689,655	1,440,957	1,640,900
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	-	-	720,259	1,609,529	3,131,399	4,846,180
Students with Disabilities	-	-	-	-	153,012	90,314
Grants and Contracts	-	-	-	-	-	-
State and local	-	-	632,341	-	-	-
Federal - Title and IDEA	-	-	53,418	66,957	793,686	207,276
Federal - Other	-	-	436,887	228,683	-	412,657
Other	-	-	-	-	26,636	-
Food Service/Child Nutrition Program	-	-	-	93,592	-	310,688
Total Operating Revenue	-	-	1,842,905	1,996,761	4,106,735	5,867,117
Expenses						
Regular Education	-	-	1,437,230	1,803,549	3,822,858	4,842,615
SPED	-	-	51,366	120,269	-	-
Regular Education & SPED (combined)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Program Services	-	-	1,488,616	1,923,818	3,822,858	4,842,615
Management and General	-	-	267,753	348,124	534,911	754,708
Fundraising	-	-	-	-	-	-
Total Expenses - GRAPH 1 / GRAPH 4	-	-	1,756,369	2,271,942	4,357,769	5,597,323
Surplus / (Deficit) From School Operations	-	-	86,536	(273,181)	(251,034)	269,794
Support and Other Revenue						
Contributions	-	-	499,100	252,450	-	104,240
Fundraising	-	-	-	-	455,250	-
Miscellaneous Income	-	-	92	27	-	14,506
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	-	-	499,192	252,477	455,250	118,746
Total Unrestricted Revenue	-	-	2,342,097	2,251,238	4,561,985	5,985,863
Total Temporarily Restricted Revenue	-	-	-	-	-	-
Total Revenue - GRAPH 1	-	-	2,342,097	2,251,238	4,561,985	5,985,863
Change in Net Assets						
Net Assets - Beginning of Year - GRAPH 1	-	-	585,728	(20,704)	204,216	388,540
Prior Year Adjustment(s)	-	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	-	-	585,728	565,024	789,240	1,157,780
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	398,863	316,427	220,190	280,876
Instructional Personnel	-	-	352,349	656,000	1,539,328	2,126,183
Non-Instructional Personnel	-	-	38,070	-	-	-
Personnel Services (Combined)	-	-	-	-	-	-
Total Salaries and Staff	-	-	789,082	972,427	1,759,518	2,407,061
Fringe Benefits & Payroll Taxes	-	-	131,335	204,420	357,063	483,123
Retirement	-	-	-	11,690	-	-
Management Company Fees	-	-	77,368	167,938	337,683	488,689
Building and Land Rent / Lease	-	-	381,285	250,535	509,173	565,287
Staff Development	-	-	99,515	51,782	101,010	121,060
Professional Fees, Consultant & Purchased Services	-	-	17,936	21,613	24,328	110,796
Marketing / Recruitment	-	-	-	-	-	-
Student Supplies, Materials & Services	-	-	63,930	124,457	560,495	339,192
Depreciation	-	-	30,796	70,345	125,275	183,459
Other	-	-	165,122	396,835	583,224	896,686
Total Expenses	-	-	1,756,369	2,271,942	4,357,769	5,597,323
ENROLLMENT						
Chartered Enroll	-	-	78	153	227	319
Revised Enroll	-	-	-	110	-	-
Actual Enroll - GRAPH 4	-	-	78	110	214	322
Chartered Grades	P-Year	P-Year	5	5-6	5-7	K-1, 5-8
Revised Grades	-	-	-	5-6	K, 5-7	-

True North Troy Preparatory

SCHOOL ANALYSIS

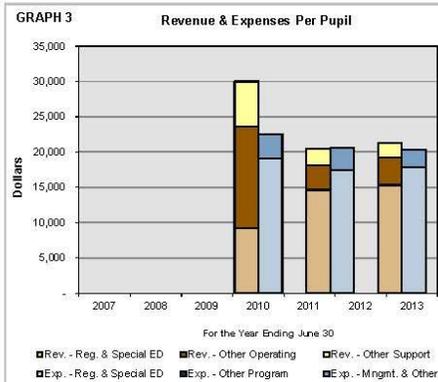
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
Primary School District	Troy						
Per Pupil Funding	11,481	13,360	13,260	15,986	15,986	15,986	
Increase over prior year	4.8%	16.4%	0.0%	19.7%	0.0%	0.0%	
PER STUDENT BREAKDOWN							Average- 5
Revenue							Yrs. OR Charter Term
Operating	-	-	23,627	18,171	19,190	18,221	20,329
Other Revenue and Support	-	-	6,400	2,295	2,127	365	3,607
TOTAL - GRAPH 3	-	-	30,027	20,466	21,317	18,586	23,937
Expenses							
Program Services	-	-	19,085	17,489	17,864	15,039	18,146
Management and General, Fundraising	-	-	3,433	3,165	2,500	2,344	3,032
TOTAL - GRAPH 3	-	-	22,518	20,654	20,363	17,383	21,178
% of Program Services	0.0%	0.0%	84.8%	84.7%	87.7%	86.5%	85.7%
% of Management and Other	0.0%	0.0%	15.2%	15.3%	12.3%	13.5%	14.3%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	33.3%	4.8%	4.7%	6.9%	13.0%
Student to Faculty Ratio							29.3
							15.7
							19.5
Faculty to Admin Ratio							1.1
							1.4
							1.1
Financial Responsibility Composite Scores - GRAPH 6							
Score	-	-	-	2.7	2.0	2.0	2.6
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0 - 0.9	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7							
Net Working Capital	-	-	403,337	378,436	483,860	676,939	421,878
As % of Unrestricted Revenue	0.0%	0.0%	17.2%	16.6%	10.6%	11.3%	14.9%
Working Capital (Current) Ratio Score	-	-	3.3	4.0	1.7	2.4	3.0
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	LOW	LOW	MEDIUM	MEDIUM	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Excellent	Excellent	Good	Good	Excellent
Quick (Acid Test) Ratio							
Score	-	-	1.8	3.4	1.7	2.4	2.3
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	MEDIUM	LOW	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Good	Excellent	Good	Good	Good
Debt to Asset Ratio - GRAPH 7							
Score	-	-	0.2	0.2	0.5	0.3	0.3
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	LOW	LOW	MEDIUM	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Excellent	Excellent	Good	Excellent	Excellent
Months of Cash - GRAPH 8							
Score	-	-	1.7	1.6	0.4	1.5	1.2
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	N/A	N/A	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)	N/A	N/A	Poor	Poor	Poor	Poor	Poor



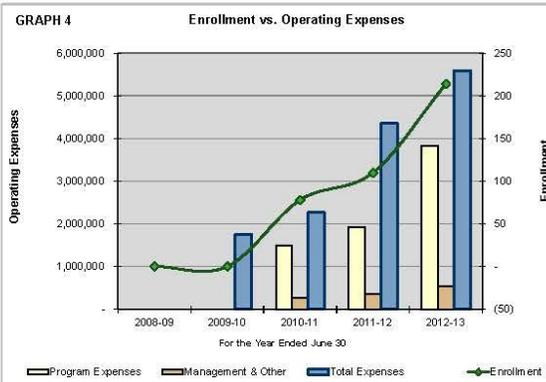
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right, and, generally speaking, the bigger that gap, the better.

True North Troy Preparatory

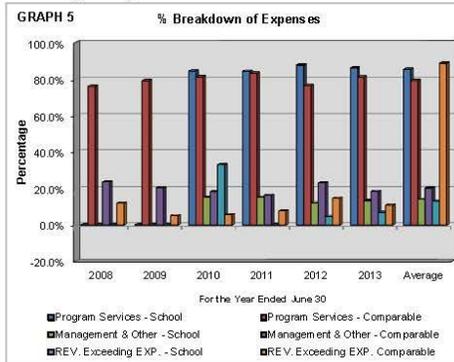


This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



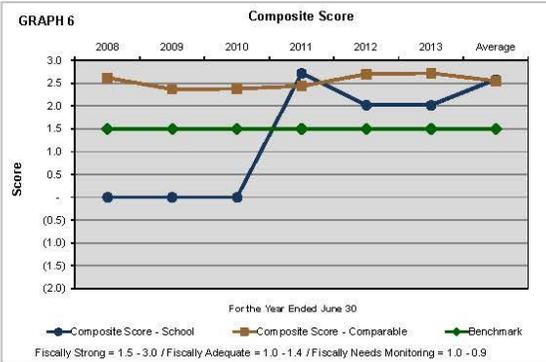
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

Comparable School, Region or Network: * Average = Average - 5 Yrs. OR Charter Term

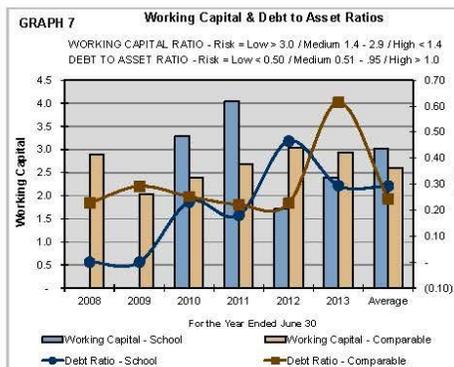


This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

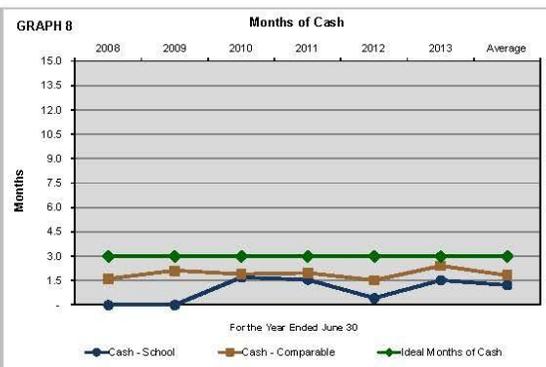
Capital District & Hudson Valley Schools



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

SCHOOL PERFORMANCE SUMMARY: English Language Arts

True North Troy Prep Charter School



	2010-11			MET	2011-12			MET	2012-13			MET			
	Grades Served: 5-6				Grades Served: K, 5-7				Grades Served: K-1, 5-8						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)	NO	3	(0)	(0)	NO	3	(0)	(0)	NO			
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	35.7 (56)	20.0 (5)		5	37.9 (66)	16.7 (6)		5	10.9 (64)	0.0 (2)				
	6	63.6 (55)	62.8 (43)		6	47.7 (44)	50.0 (34)		6	19.6 (56)	17.1 (41)				
	7	(0)	(0)		7	55.8 (43)	54.8 (42)		7	25.0 (40)	25.0 (36)				
	8	(0)	(0)		8	(0)	(0)		8	38.5 (39)	38.5 (39)				
	All	49.5 (111)	58.3 (48)		All	45.8 (153)	50.0 (82)		All	21.6 (199)	26.3 (118)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	YES	Grades	PI	AMO	YES	Grades	PLI	AMO				
	5-6	140	122		5-7	139	135		5-8	88					
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Troy City Schools			YES	Comparison: Troy City Schools			YES	Comparison: Troy City Schools			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	6	58.3	39.3		6-7	50.0	35.0		6-8	26.3	12.1				
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	YES	% FL	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES
	95.7	49.5	28.8	1.58		85.6	45.8	33.7	0.82		95.5	21.6	13.0	0.96	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	YES			
	4				4				4	0.0					
	5				5				5	60.2					
	6				6				6	62.2					
	7				7				7	58.6					
	8				8				8	63.9					
	All	67.0	50.0		All	58.1	50.0		All	61.3	50.0				

SCHOOL PERFORMANCE SUMMARY: Mathematics

True North Troy Prep Charter School



	2010-11 Grades Served: 5-6			MET	2011-12 Grades Served: K, 5-7			MET	2012-13 Grades Served: K-1, 5-8			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)	YES	3	(0)	(0)	YES	3	(0)	(0)	NO			
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	71.4 (56)	80.0 (5)		5	71.2 (66)	83.3 (6)		5	10.9 (64)	0.0 (2)				
	6	96.4 (55)	97.7 (43)		6	93.2 (44)	91.2 (34)		6	41.1 (56)	36.6 (41)				
	7	(0)	(0)		7	100.0 (43)	100.0 (42)		7	15.0 (40)	13.9 (36)				
	8	(0)	(0)		8	(0)	(0)		8	74.4 (39)	74.4 (39)				
	All	83.8 (111)	95.8 (48)		All	85.6 (153)	95.1 (82)		All	32.7 (199)	41.5 (118)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	YES	Grades	PI	AMO	YES	Grades	PLI	AMO				
	5-6	177	137		5-7	184	148		5-8	108					
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Troy City Schools			YES	Comparison: Troy City Schools			YES	Comparison: Troy City Schools			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	6	95.8	35.0		6-7	95.1	40.4		6-8	41.5	12.8				
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	YES	% FL	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES
	95.7	83.8	41.5	2.64		85.6	85.6	47.3	1.80		95.5	32.7	13.7	1.37	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	YES			
	4				4				4	0.0					
	5				5				5	75.4					
	6				6				6	83.0					
	7				7				7	49.7					
	8				8				8	62.1					
All	93.5	50.0	All	76.8	50.0	All	69.2	50.0							