



Renewal Recommendation Report True North Rochester Preparatory Charter School

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INTRODUCTION AND REPORT FORMAT

INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding an education corporation’s Application for Charter Renewal, and more broadly, details the merits of an education corporation’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”) (revised September 4, 2013 and available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf).

REPORT FORMAT

The Institute makes all renewal recommendations based on a 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. Additionally, the Institute has reviewed the strength and fiscal health of the not-for-profit education corporation with the authority to operate the school. 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* (the “SUNY Renewal Benchmarks”),¹ which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below 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 school fiscally sound?
4. If the SUNY Trustees renew the education corporation’s authority to operate the school, are its plans for the school reasonable, feasible and achievable?

This report contains Appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation, additional information about the education corporation and its schools, and additional evidence on student achievement of those schools.

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/operate/existing-schools/renewal/.

¹ Version 5.0, May 2012, available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf.

RENEWAL RECOMMENDATION

RECOMMENDATION: **FULL-TERM RENEWAL**

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of True North Rochester Preparatory Charter School and renew the education corporation's authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 12th grades in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,483 students.

To earn a Subsequent Full-Term Renewal, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.²

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 makes 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 education corporation can demonstrate the ability to operate the school 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.³

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention 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. SUNY⁴ and the New York State Board of Regents (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. Since that time, new schools receive targets during their first year of operation.

² SUNY Renewal Policies at page 14.

³ See New York Education Law § 2852(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

RENEWAL RECOMMENDATION

Although True North Rochester Preparatory Charter School (“TN Rochester Prep”) is not yet accountable for enrollment and retention targets,⁵ the True North Rochester Preparatory Charter School education corporation (the “education corporation” or “Rochester Prep”) submitted the following information and narrative detailing the plans it will use to meet future enrollment and retention targets for its schools.

The education corporation’s schools’ recruitment and retention efforts are managed jointly by the elementary, middle and high campus directors of operations and their staff, with significant input from the school principals and supervision by the Uncommon Schools, Inc. (“Uncommon” or the “network”) regional chief operating officer. The outreach process begins each year with a “Kick-Off” meeting, where directors of operations set goals, strategize, and budget for outreach. General outreach efforts inherently target parents of at-risk students and include:

- letters to every family in the Rochester City School District (“RCSD” or the “district”);
- advertisements on city bus shelters and busses throughout the city;
- paid advertising on local radio;
- posting of fliers and procurement of advertising space;
- holding open houses;
- attendance at community events throughout Rochester; and,
- development of relationships with service organizations and refugee centers.

Economically Disadvantaged

Recruitment

As a result of strong outreach and student recruitment process, TN Rochester Prep has been successful in enrolling a predominantly low-income student population. Additionally, TN Rochester Prep uses a weighted admissions process for students eligible for FRPL. TN Rochester Prep will continue its general outreach strategies in the next charter term. If these efforts no longer create a comparable population an even more targeted outreach process will be put in place.

Retention

TN Rochester Prep uses few retention efforts that are specific to the population of students who qualify as economically disadvantaged; and given that this population makes up the vast majority of its student body, one can reasonably state that the school’s overall efforts to retain all students constitute efforts to retain this specific population. TN Rochester Prep will continue to offer a high quality program that meets the needs of all students, with a responsive academic program and frequent communication home to parents, which is critical to creating a school community that is effective and welcoming to all.

⁵ Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010 – present) and to charter schools that applied for renewal after January 1, 2011. TN Rochester Prep applied for its previous renewal prior to January 2011.

RENEWAL RECOMMENDATION

Students with Disabilities

Recruitment

TN Rochester Prep uses multiple measures to ensure it is able to recruit students with disabilities. Although the school states there is no one best area of the school district in which to recruit students with disabilities, all TN Rochester Prep recruitment materials and efforts are designed to communicate to parents that the school is open to all students including students with disabilities. Additionally, the school has sent letters to parents outlining major myths about charter schools including that “charter schools don’t serve students with disabilities.” TN Rochester Prep offers parent facing workshops for all members of the community focused on issues specific to parents of students with disabilities. These workshops are designed to be helpful to parents, but also demonstrate to the community that the TN Rochester Prep schools are well versed on special education issues and a welcoming environment for students with disabilities. The new education corporation-wide regional director of special education (“RDSE”) is making significant inroads with the local committee on special education (“CSE”) to help it understand that TN Rochester Prep schools have high quality services and options for students with disabilities. TN Rochester Prep will also start to promote TN Rochester Prep education corporation’s new smaller class setting available to students with disabilities needing additional support in the 2016-17 school year.

Retention

The Uncommon standard dashboard for monitoring schools, which is shared with the TN Rochester Prep board of trustees (the “board”) includes a rate of attrition of students with disabilities. Uncommon carefully tracks and reports these numbers for each of its schools, and if the rate exceeds its standard rate of attrition for all students, the RDSE will develop an action plan to ensure that students with disabilities remain with the school.

The school aids retention by a robust special education program, which may include one full hour of specialized resource room support for students with disabilities, as well as multiple other opportunities for students to receive individualized support according to their Individualized Education Programs (“IEPs”). The hiring of the RDSE and the addition of an education corporation 12-1-1 setting⁶ demonstrate TN Rochester Prep’s commitment to effectively serving this population.

⁶ A 12:1:1 special class is a special education class that has a maximum of 12 students, with one special education teacher and one teaching assistant. A student who requires a 12:1:1 setting requires a more restrictive setting with more specialized supports than an integrated co-teaching classroom or resource room provide.

RENEWAL RECOMMENDATION

English Language Learners

Recruitment

TN Rochester Prep has made efforts to recruit students with limited English proficiency. For example, leading up to the 2014-15 school year, the RDSE did door to door recruiting in neighborhoods throughout Rochester with high percentages of ELLs, and also directly contacted organizations that support Rochester's large refugee population to explain how the school would effectively serve students in those communities. TN Rochester Prep also:

- utilizes Spanish speaking staff to communicate with Spanish-speaking families;
- produces all outreach documents in English and Spanish;
- periodically hosts an open house for ELL students; and,
- advertises on a Spanish language radio broadcast.

TN Rochester Prep has redoubled its efforts to recruit ELL students. In addition to the efforts listed above, starting in the 2014-15 school year, *all* TN Rochester Prep campuses have one or more teachers who are certified in English to Speakers of Other Languages ("ESOL"). TN Rochester Prep will widely advertise this fact in an effort to send a clear message that it takes the specific needs of ELLs very seriously. Additionally, the education corporation's RDSE has received training on meeting the needs of ELL students through the West Teachers Institute, which does intensive summer professional development on English as a second language ("ESL"). The RDSE will continue to maintain and cultivate relationships with these organizations to stay abreast of best practices and strategies to make the schools welcoming to ELL students. Critically, starting in the 2015-16 school year, Uncommon will employ a regional director of ESL services to advise all of the schools within the network on strengthening their programs and in recruiting and retaining ELL students. The education corporation and Uncommon are confident that once the schools make even small inroads into immigrant and refugee communities, the quality of the program, safe and orderly environment and attention to developing every child will lead to more ELL enrollees.

Retention

As noted, TN Rochester Prep increased resources devoted to serving ELLs by ensuring that one or more teachers at every campus is ESOL certified, by ensuring that the RDSE is properly trained and aware of ELL specific needs so as to be highly effective in providing support to the ESL program, and added a network director of ESL services for advisory purposes. TN Rochester Prep believes these efforts should not just entice ELL students to enroll, but will also lead to strong retention. Further, TN Rochester Prep's literacy rich environment and explicit focus on teaching all students basic literacy skills should continue to benefit ELL students. At the same time, TN Rochester Prep's instructional practice encourages more student to student interaction and opportunities for rich dialogue in classrooms. These efforts are especially important to ELL students, who need multiple opportunities to practice the spoken language.

RENEWAL RECOMMENDATION

Evaluating and Documenting Enrollment and Retention Efforts

TN Rochester Prep's schools regularly analyze data and report on a number of indicators including enrollment of students with disabilities, students with limited English proficiency and students who qualify as economically disadvantaged. TN Rochester Prep is able to compare its data to better understand trends across campuses and develop an understanding of which campuses have been most successful with their efforts.

TN Rochester Prep holds a "Kick-Off" meeting each year to identify goals and develop strategies for the year's students and family outreach. TN Rochester Prep sets enrollment targets and uses data from the previous year to assess its performance according to those targets. This evaluation allows it to update recruitment and strategies to ensure that it is appropriately targeting all subgroups of students.

TN Rochester Prep's schools document all of their recruitment efforts for the purpose of sharing best practices with other schools and to ensure that each school is making good faith efforts to be in compliance with the enrollment and retention targets.

Please refer to Appendix A for more details about the school's future targets including a comparison of how it would have performed if it was currently accountable for its targets.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received appears in Appendix C, which also includes a summary of any public comments. As of the date of this report, the Institute has received no district comments in response.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

True North Rochester Preparatory Charter School

BACKGROUND

TN Rochester Prep's original charter was approved by the SUNY Trustees on January 24, 2006. It opened its doors in the fall of 2006 initially serving 78 students in 5th grade. The school has three locations; it serves Kindergarten through 4th grade at 899 Jay Street, 5th through 8th grade at 630 Brooks Avenue, and 9th and 10th grade at 175 Martin Street. All locations are in leased spaces in Rochester, New York within the Rochester City School District. This is the school's second renewal having received an initial full term renewal in 2011. In the current school year, TN Rochester Prep serves 907 students in grades K-10.

The mission of TN Rochester Prep is:

To prepare all students to enter and succeed in college through effort, achievement and the content of their character. All Rochester Prep students will demonstrate excellence in Reading, Writing, Math, Science, and History, while consistently exemplifying the virtues of diligence, integrity, responsibility, duty and perseverance.

TN Rochester Prep is one of three SUNY authorized schools within the True North Rochester Preparatory Charter School education corporation. Two of these schools are currently open and operating, while one school, Rochester Prep 3 Charter School, is scheduled to open in the 2016-17 school year. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations. All schools operated by the education corporation including TN Rochester Prep are managed by Uncommon, a New Jersey not-for-profit charter management organization based in New York. Uncommon operates a network of charter schools across New York, Massachusetts and New Jersey providing operational, instructional and performance management support to schools pursuant to a contract. The SUNY Trustees currently authorize 15 Uncommon schools in New York City, Rochester and Troy that collectively educate over 8,500 students.

EXECUTIVE SUMMARY

Throughout the charter term, TN Rochester Prep has met or come close to meeting its Accountability Plan goals. With a complete set of elementary and middle grades data, the school has posted positive student performance results. The school's academic program, analyzed against the SUNY Renewal Benchmarks, is effective in meeting the needs of students. The school's instructional leaders actively develop the professional skills of teachers through robust and systematic coaching and feedback. As teachers receive strong supports, lesson implementation across classrooms is effective in promoting the academic success of students.

The education corporation board is stable and effectively performs its oversight responsibilities for the school, maintaining a clear focus on academic achievement. The school is also legally compliant and fiscally sound.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

Based on the Institute's review of the school's performance as posted over the charter term, a review of the Application for Charter Renewal submitted by the school, a review of academic, organizational, governance and financial documentation as well as a visit to the school, the Institute finds that the program as implemented is likely to improve student outcomes in a subsequent charter term. For these reasons, the Institute recommends that the SUNY Trustees grant TN Rochester Prep a subsequent full-term renewal of five years.

NOTEWORTHY

As part of the network's focus on graduating students who will successfully complete college, leaders have developed a variety of instructional lesson types for Uncommon high schools that closely approximate the college experience including lectures, seminars and independent study.

IS THE SCHOOL AN ACADEMIC SUCCESS?

TN Rochester Prep is an academic success. During the charter term, the school has met or come close to meeting its key Accountability Plan goals in both English Language Arts (“ELA”) and mathematics. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, TN Rochester Prep’s academic program is effective and supported by high quality instructional and organizational leadership.

At the beginning of the Accountability Period,⁷ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁸ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the Board of Regents”⁹ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY’s required measures include measures that present schools’:

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how much did the school grow student performance as compared to the growth of similarly situated students?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. TN Rochester Prep did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success including the extent to which the school has established and maintained a record of high performance throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools’ Accountability Plans because of changes to the state’s assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in

⁷ Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of subsequent renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

⁸ Education Law § 2850(2)(f).

⁹ Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

its Accountability Plan. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,¹⁰ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Accountability Plan also includes science and No Child Left Behind Act ("NCLB") goals.

SUNY Renewal Benchmark 1A:

Has the school met or come close to meeting its Academic Accountability Plan Goals?

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of TN Rochester Prep relative to all public schools statewide that serve the same grade levels (3-8) and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of TN Rochester Prep's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of TN Rochester Prep's comparative year-to-year growth in student performance on the state's grades 3-8 ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above the peers of its students (in terms of students state-wide who scored previously at the same level), the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground relative to their peers who scored similarly during prior years.

TN Rochester Prep met its ELA Accountability Plan goal throughout the charter term. The school consistently outperformed the district during the entire Accountability Period. While the district's absolute proficiency rate remained persistently low after the transition to new Common Core state exams in 2012-13, the school improved its performance and exceeded the district by 20 percentage points in 2013-14 and 2014-15. Although the school's comparative effect size did not meet the SUNY standard in 2012-13, it met its target over the rest of the charter term and performed higher than expected to a meaningful degree compared to demographically similar schools in New York State. The school also met its growth measure during the charter term, posting mean growth percentile scores above the state median.

¹⁰ The state did not calculate an AMO for 2012-13. As such, the Institute will only report on the 2013-14 and 2014-15 results.

ACADEMIC PERFORMANCE

The school achieved its mathematics Accountability Plan goal during the charter term. Each year, the school's absolute performance exceeded that of the local district. After 2012-13, when the gap between the district and school performance narrowed, TN Rochester Prep posted two years of absolute proficiency rates that exceeded the district by at least 39 percentage points. As in ELA, the school missed its comparative effect size target during the 2012-13 school year but met the measure throughout the rest of the charter term. Outside of that year, the school performed higher than expected to a large degree relative to schools across the state with similar student populations. The school had exceptionally strong growth scores over the charter term. In 2013-14, the school's mean growth percentile was 31 percentile points greater than the target of the state median.

In science, the school met its goal consistently over the charter term, outperforming the district and meeting its absolute proficiency target. In 2014-15, 98 percent of 4th graders scored at or above proficiency. The same year, the school administered the Regents Living Environment exam to its 8th graders in lieu of the 8th grade science exam and 89 percent of those students scored at or above proficiency.

Because TN Rochester Prep has only generated one year of high school data (one set of Regents testing), the Institute placed greater weight in its analysis on the qualitative indicators signaling TN Rochester Prep is implementing a strong high school program.

Although not tied to separate goals in the school's formal Accountability Plan, academic outcome data about the school's students receiving special education services and ELLs are presented below for informational purposes.

		2012-13	2013-14	2014-15
Enrollment (N) Receiving Mandated Academic Services		(61)	(68)	(61)
Results	Tested on State Exams (N)	(39)	(33)	(36)
	School Percent Proficient on ELA Exam	0	6.1	8.3
	Percent Proficient Statewide	5.0	5.2	5.8

ACADEMIC PERFORMANCE

		2012-13	2013-14	2014-15
ELL Enrollment (N)		(2)	(4)	(5)
Results	Tested on NYSESLAT ¹¹ Exam (N)	(2)	(4)	(5)
	School Percent 'Commanding' or Making Progress ¹² on NYSESLAT	s ¹³	s	s

¹¹ New York State English as a Second Language Achievement Test, a standardized state exam.

¹² Defined as moving up at least one level of proficiency. As of 2014-15, student scores can fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

¹³ In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

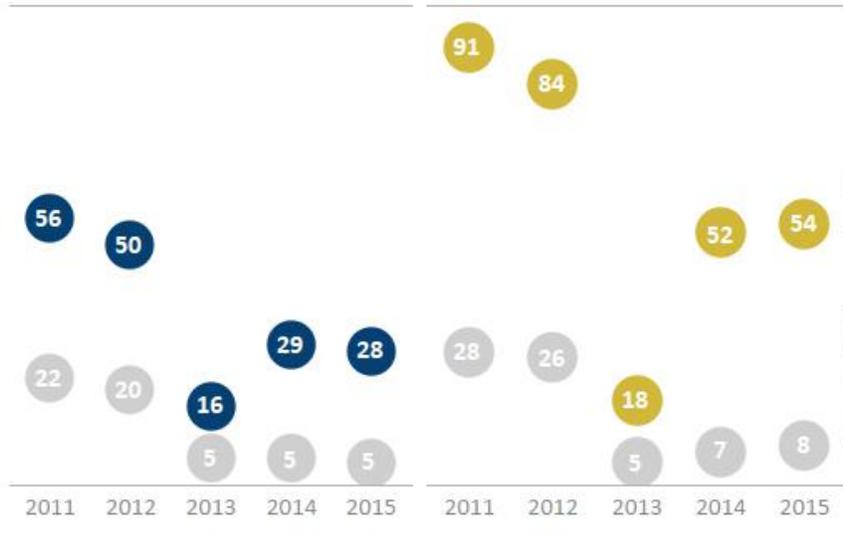
ACADEMIC PERFORMANCE

DESCRIPTION

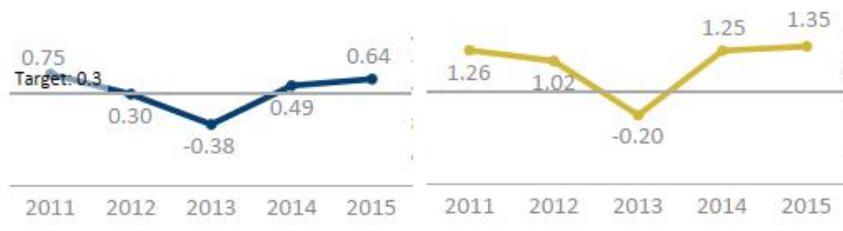
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

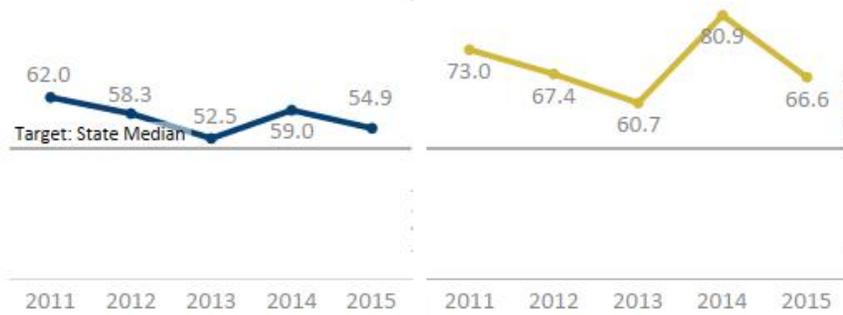
Comparative Measure: District Comparison. Each year, the percentage of students at TN Rochester Prep in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in Rochester City School District.



Comparative Measure: Effect Size. Each year, TN Rochester Prep will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** 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, TN Rochester Prep's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



SCIENCE

Science: Comparative Measure. Each year, the percentage of students at TN Rochester Prep in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



ACADEMIC PERFORMANCE

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.¹⁵

SUNY Renewal Benchmarks 1B and 1C:

Does the school have an assessment system that improves instructional effectiveness and student learning?

Does the school's curriculum support teachers in their instructional planning?

TN Rochester Prep's curriculum supports teachers in their instructional planning; the school has a thorough and aligned assessment system that improves instructional effectiveness and student learning.

- Capitalizing on its strongest and most successful instructional planners, the network has centralized and standardized the curriculum for its schools. This curriculum is the same across all campuses with room for minor adaptations based on student need (specifically for reviewing and re-teaching purposes). Both the K-8 school and the high school follow this curriculum for all subjects and all grades. Over the last year, the curriculum's alignment has been strengthened.
- The network provides an extensive array of supporting tools to flesh out the curriculum. It provides year-long scope and sequence documents, quarter plans, weekly plans and individual lesson plans along with daily student work packets.
- Teachers use the network's lesson plans but can make modifications based on the needs of the students in their particular classes with the oversight of the instructional leaders at their campuses.
- The network regularly reviews the curriculum documents based on their analysis of data from the Interval Assessments and from the results of the instructional leaders' content walkthroughs. However, several instructional leaders report that there is not yet a systematic vertical alignment process to ensure that teachers know what is being taught in the grades above and below their grade level.
- The school regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. At the elementary level, students take NY State Assessments in ELA, mathematics, and science in grades 3-8 (4 and 8 for science), the Strategic Teaching and Evaluation of Progress ("STEP") Assessment to determine reading levels 3-5 times a year in grades K-4, Uncommon Interval and Final Assessments in reading, writing, mathematics, science, and social studies four times a year in grades K-8, and formative daily and weekly curriculum-based assessments in all subjects and all grades. At

¹⁴ An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.mes.org/correlates.html; scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf; and, gao.gov/assets/80/77488.pdf.

¹⁵ Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

ACADEMIC PERFORMANCE

the high school level, students take New York Regents exams in addition to the Uncommon Interval and Final Assessments.

- The school has a valid and reliable process to score and analyze results from the Interval Assessments (“IAs”). It uses a network-wide rubric to score the assessments and it norms its results with teachers and instructional leaders at their own campus. The school also has a systematic approach to analyze assessment results and requires all teachers to create action plans as a result of this process.
- IAs are scored and made available to teachers and school leaders within 48 hours. In addition, regular time is set aside for data meetings to analyze the results of those assessments.
- When asked how data informs instruction, one instructional leader said, “It’s not what we do, it’s who we are.” The teachers completely and seamlessly weave the results of both formal and informal assessments into their decision-making processes. For example, they use these results to group students for tutoring and to identify students who need more intervention, to decide which content to re-teach, and to determine how to adjust pedagogy.
- School leaders not only rely on data to inform most decisions, they seek out more data whenever possible. For example, school leaders from various schools across the network regularly visit one school at a time to conduct school walkthroughs to gather data on one specific facet of the school (such as culture or rigor). Furthermore, data informs every meeting instructional leaders conduct with teachers – either student work, videos of instruction or compiled assessment results.
- The school regularly communicates student progress and growth to parents. Advisors conduct biweekly phone calls with each student’s family, send quarterly report cards and hold parent-teacher conferences. In addition, the high school makes students’ grades available to parents at all times through its online grading program.

SUNY Renewal Benchmark 1D:

Is high quality instruction evident throughout the school?

Strong instruction is evident in most TN Rochester Prep classrooms. As shown in the chart below, during the renewal visit, Institute team members conducted 13 classroom observations following a defined protocol used in all renewal visits.

CLASSROOM OBSERVATION: NUMBER OF OBSERVATIONS

		GRADE						Total
		K	1	2	3	4	9	
CONTENT AREA	ELA					3	2	5
	Math				1	1	1	4
	Writing				1			1
	Science				1		1	2
	Soc Stu					1		1
	Specials							
	Total				1	3	5	4

ACADEMIC PERFORMANCE

- The majority of teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (12 out of 13 classrooms observed). Teachers communicate learning objectives orally throughout the lesson, in addition to displaying them prominently in classrooms. Teachers also present concepts with accuracy and demonstrate a clear focus on the use of academic vocabulary appropriate for each grade and subject.
- Most teachers regularly and effectively use techniques to check for student understanding (10 out of 13 classrooms observed). While facilitating whole group lessons, teachers use techniques such as cold-calling and spontaneous writing probes to gauge student understanding of lesson objectives. Some teachers also circulate the classroom to conference with individual students or student groups during independent or group work periods, although teachers do not use these checks as consistently as whole-group techniques to adjust instruction.
- The majority of teachers challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills (9 out of 13 classrooms observed). Particularly, most teachers require students to not only elaborate on answers, but to figure out multiple ways to solve a problem or come to a conclusion. For example, in one 3rd grade mathematics class, the teacher asks students to come up with multiple ways to find the area of a shape. When the teacher calls on one particular student to share the student's method, other students may disagree with the method provided. The teacher then prompts another student to find the error in the classmate's method and to share an additional way to solve the problem. Aside from whole-group discussions, the school also encourages peer to peer interaction through turn-and-talks that teachers use consistently in classrooms. However, as most turn-and-talk opportunities last for only 30 seconds, students do not always have the ability to fully grapple with the rich topics they are studying.
- All TN Rochester Prep teachers establish and maintain classroom environments with a consistent focus on academic achievement (13 out of 13 classrooms observed). Teachers use appropriate techniques to focus students' attention on lesson activities, promoting high student engagement in classrooms. Teachers communicate a clear sense of urgency for learning and use timers to ensure lesson pacing stays on track. While the pacing of most parts of lessons is appropriate, pacing is sometimes too brisk during independent or partner work opportunities to allow for students to think deeply about lesson content. Teachers do, however, maximize learning time and set clear behavioral expectations, which students understand and follow.

SUNY Renewal Benchmark 1E:

Does the school have strong instructional leadership?

TN Rochester Prep continues to invest significant resources into school wide coaching systems. The school's strong instructional leadership team develops the pedagogical skills of all teachers through robust supports and actionable feedback.

- School leaders instill high expectations for teacher performance and student achievement with clear, school-wide goals for proficiency on interim assessments in ELA and mathematics.

ACADEMIC PERFORMANCE

- TN Rochester Prep’s instructional leaders observe each teacher at least once per week and often provide in the moment feedback. Less experienced teachers receive more frequent observations and more intensive coaching, but all teachers have regular weekly meetings with their assigned instructional leader to discuss the most recently observed lesson and collaborate on actionable next steps to improve their instruction, regardless of their experience level. The instructional leadership team implements this system with fidelity to meet teachers’ development needs.
- Instructional leaders set the school’s professional development agenda based on teacher needs identified through frequent classroom observations and quantitative data from exit tickets, classroom and interim assessment data. Instructional leaders report holding teachers accountable for implementation of professional development topics through subsequent observations.
- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers’ strengths and weaknesses. Using a compilation of observation and feedback notes, instructional leaders evaluate teachers against a standard rubric that measures a variety of pedagogical strengths including, but not limited to, professionalism, classroom management skills and rate of student growth on assessments.

SUNY Renewal Benchmark 1F:

Does the school meet the educational needs of at-risk students?

TN Rochester Prep has robust systems in place to meet the needs of at-risk students.

- TN Rochester Prep uses clear procedures for identifying at-risk students including students with disabilities, ELLs and students struggling academically. In line with the network’s policies, the school identifies students at the elementary and middle academy levels, as the high school academy does not accept new students. At the elementary level, the school analyzes baseline assessments from the STEP program to identify struggling students. At higher grade levels, the school uses ELA and mathematics baseline assessments to indentify these students. The school administers the Home Language Survey and the New York State Identification Test for English Language Learners (“NYSITELL”) to identify ELLs.
- The school has effective intervention programs to meet the needs of at-risk students. TN Rochester Prep serves its 86 students with disabilities through small group pull-out supports that special education coordinators facilitate. Students struggling academically also receive pull-out supports that reading specialists provide. To appropriately serve its three ELLs, the school designs specific ELL plans for each student that a special education coordinator monitors. At least one coordinator at each site is enrolled or has taken Teachers of English to Speakers of Other Languages courses to receive training in delivering language acquisition supports to these students.
- The student support staff effectively track at-risk students’ progress towards academic goals on a daily and weekly basis using specific at-risk assessments tailored to the specific needs of individual students and pull-out groups, as well as assessments the school administers to the general student population such as subject IA’s.
- The regional director for special education meets with both special education coordinators and the TN Rochester Prep student support staff, effectively delivering professional

ACADEMIC PERFORMANCE

development activities and communicating strategies and best practices to support at-risk students on a monthly basis. The student support teams at each academy meet regularly to review interventions and support strategies. The regional director also provides at-risk program staff with external professional development opportunities, such as through Boards of Cooperative Educational Services, to stay up-to-date on best practices to support ELLs.

- The school provides weekly opportunities for at-risk program staff to meet with general education teachers in grade level meetings, a sufficient amount of time to allow for teachers to collaborate and plan instruction to meet specific student needs. Special education coordinators also meet monthly with individual homeroom teachers to discuss student progress, allowing them additional sufficient opportunities to coordinate in-class supports and intervention pull-out services for individual students.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

TN Rochester Prep is an effective and viable organization that has in place the key design elements identified in its terms of operation in Rochester Prep's charter. The education corporation board meets regularly and ensures the school substantially complies with applicable law and regulations, but the board has not worked effectively to oversee the school's Academic progress. Additional detail on the school's organizational effectiveness is outlined below.

SUNY Renewal Benchmark 2A:

Is the school faithful to its mission and does it implement the key design elements included in its charter?

TN Rochester Prep is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of this report and Appendix A, respectively. As identified under the academic section and the information that follows in this section, the school is effective in implementing the school design and has exhibited the success promised at the time it was chartered by the SUNY Trustees.

SUNY Renewal Benchmark 2B:

Are parents/guardians and students satisfied with the school?

To report on parent satisfaction with the school's program, the Institute used survey data as well as data gathered from a focus group of parents representing a cross section of students.

Parent Survey Data. Eighty-four percent of TN Rochester Prep parents responded to the school's 2014-2015 school survey. The school distributes the survey to compile data about several elements of the school's program such as the quality of the academic program and school culture. Ninety-six percent of parent respondents reported they are satisfied or very satisfied with the overall quality of the academic program. The survey response rate is high enough that it is useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The eight parents in attendance at the focus group indicated strong loyalty and high levels of satisfaction with the school; parents felt particularly fortunate that the school frequently and effectively communicates about their students' progress and also provides parents with strategies, notations and work samples to enable them to aid students with homework assignments.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2014-15, 77.4% of TN Rochester Prep students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A. The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the New York State Education Department ("NYSED") is available to the Institute to provide either district wide. As such, the information presented is for information purposes but does not allow for comparative analysis.

ORGANIZATIONAL PERFORMANCE

SUNY Renewal Benchmark 2C:

Does the school's organization work effectively to deliver the educational program?

TN Rochester Prep's organization effectively supports the delivery of the educational program.

- The school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program. Instructional leaders are free to focus on student learning because the directors of operations and their staffs at each academy effectively carry out all operational tasks.
- The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. Teachers know who to approach to fulfill their individual needs and to whom they are accountable.
- The school has a clear student discipline system that is consistently applied across all classrooms.
- TN Rochester Prep continues to refine and strengthen its staff recruitment and retention strategies. While twelve staff members left the school last year, several transitioned into leadership positions at other Rochester Prep campuses in Rochester.
- The school maintains adequate student enrollment and reports over 1,300 students on its waitlist.
- School leaders continually monitor and evaluate the school's programs and make adjustments when necessary.

SUNY Renewal Benchmark 2D:

Does the school board work effectively to achieve the school's Accountability Plan goals?

The TN Rochester Prep board works effectively to achieve the school's Accountability Plan goals.

- Board members leverage an array of skills and professional expertise, including education, finance, business management and real estate, in addition to substantial non-profit experience, in their oversight and support of the education corporation. The board effectively utilizes a committee structure to focus attention on academic effectiveness, finance and development.
- Network and school leaders provide the board with timely and comprehensive data dashboards that present assessment results and compare each campus' performance to other Uncommon schools. The board expressed a high degree of satisfaction with the amount of information and analyses it receives at monthly board meetings.
- The board establishes clear priorities and objectives as well as long range goals, and tracks its progress towards meeting them. The board is currently involved in a capital campaign to raise \$6 million dollars to support its long range goal of increasing the number of students they can serve in Rochester.
- The board informally evaluates its own performance and that of the managing organization through ongoing monitoring of the school's academic success, relationship with the network and success with fundraising efforts. Uncommon also provides the board with a self-evaluation that the board reviews.

ORGANIZATIONAL PERFORMANCE

- The board responded to leadership information about the need to retain good teachers, who leadership stated were difficult to recruit in Rochester, by agreeing to change the maternity leave policy to allow for more paid time off and providing increased teacher bonuses.

SUNY Renewal Benchmark 2E:

Does the board implement, maintain and abide by appropriate policies, systems and processes?

The education corporation board materially and substantially implements, maintains and abides by adequate and appropriate policies, systems and processes and procedures to ensure the effective governance and oversight of the school. Many of these structures are in place at other charter schools managed by Uncommon. The board demonstrates a clear understanding of its role in holding the school leadership and Uncommon accountable for both academic results and fiscal soundness.

- The board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, such as with trustees affiliated with Uncommon, the board has managed those conflicts in a clear and transparent manner through recusal.
- During the charter term, the board successfully merged TN Rochester Prep with TN Rochester Prep – West Campus, sought and implemented a charter amendment to create a high school program for TN Rochester Prep, and successfully applied for the authority to operate a new school, Rochester Preparatory Charter School 3.
- The board approved changes to its policies and procedures as needed and appropriate. For example, the board approved changes to all schools' admissions policies and Kindergarten age cut-off dates. It also reviewed board policies and added a whistleblower policy in conformity with recent changes to the New York Not-For-Profit Corporation Law ,
- The board has materially complied with the terms of its by-laws, which are compliant with applicable law.
- The board properly revises meeting minutes, as necessary, prior to voting to approve them.

SUNY Renewal Benchmark 2F:

Has the school substantially complied with applicable laws, rules and regulations, and provisions of its charter?

The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter.

- **Complaints.** The Institute received no formal complaints during the charter term. The Institute also received a few informal complaints regarding student discipline from parents upset about consequences including removal from transportation resulting from a fight on a school bus, and other topics. Again, none of these informal complaints required action by the Institute.

The Institute noted exceptions to the school's compliance in the following areas.

- **Open Meetings Law.** Sometimes, the board does not properly move into executive session by listing one of the permissible reasons for going into executive session. At the end of executive session, the board, in some cases, did not record a motion and votes to go into public session, and typically then closed the meeting at that time in violation of the New York Open Meetings Law.
- **FOIL and FERPA.** Following up on some minor issues noted in these areas during the prior renewal, the Institute found a few minor exceptions related to information required to be kept on file per the New York Freedom of Information Law, and student file logs required by the Family Educational Rights and Privacy Act.
- **Facilities.** The middle school campus is an older Catholic school building where the Institute identified a number of minor, punch list items the school should rectify such as posting escape route maps in every classroom and locking circuit breaker panels. The Institute will work with the school to remedy these items.
- **Code of Ethics.** Certain provisions of the education corporation's code of ethics need to be updated in order to be in compliance with the Not-For-Profit Corporation Law and the New York General Municipal Law. As with all other compliance related adjustments identified here, the Institute will require the school to update prior to the commencement of a new charter term.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, TN Rochester Prep is fiscally sound. The SUNY Fiscal Dashboard for TN Rochester Prep is included in Appendix D and the Fiscal Dashboard for the merged education corporation is included in Appendix F. Using color coded tables and charts each chart indicates that the education corporation and school, respectively, demonstrate fiscal soundness over the majority of the charter term.¹⁶ The discussion that follows relates mainly to the merged education corporation because a school is not a legally distinct fiscal entity.

TN Rochester Prep has adequate financial resources to ensure stable operations. In addition to analyzing the soundness of the individual charter school, the Institute analyzes the soundness of the not-for-profit education corporation granted the authority to operate the school. It too is fiscally sound. Under the terms of a management agreement with Uncommon, the school pays a 8% per pupil fee to Uncommon. For this fee, Uncommon operates the school with a regional support structure that provides TN Rochester Prep with full service for the academic program, facility, fundraising, recruiting, training, professional development, financial management and human resources. The financial model ensures that a fully enrolled school is financially sustainable and able to operate the academic program solely through public funding.

SUNY Renewal Benchmark 3A:

[Does the school operate pursuant to a fiscal plan in which it creates realistic budgets that it monitors and adjusts when appropriate?](#)

Working with the network, TN Rochester Prep has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The director of operations is the guardian of the school’s fiscal health and leads the development of the annual and five year budget process with the assistance of the principal and managing director. Although the principal and education corporation board have the final say on fiscal matters, the director of operations works closely with the finances and is the driving force within the school on key financial decisions. The school bases the budgets on historical actual revenues and expenses, as well as programmatic changes to ensure that the staff can properly support the proposed enrollment.
- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school expands through grade 12 in the second year of the renewal charter term.
- TN Rochester Prep has three sites and anticipates that the current facilities are large enough to support the projected enrollment growth through the end of the next charter term. Uncommon owns the elementary and middle school campuses and leases the two sites to Rochester Prep through True North Rochester Real Estate Ames Street, LLC and True North Rochester Real Estate LLC, respectively. Rent for the elementary and middle

¹⁶ 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.

schools fluctuates and is based on a pass through of expenses for the properties. The school leases the high school campus from the RCSD. This lease will run through 2018-19 with the option to renew on an annual basis.

SUNY Renewal Benchmark 3B:

Does the school maintain appropriate internal controls and procedures?

TN Rochester Prep has a history of sound fiscal policies, procedures and practices and maintains appropriate internal controls.

- The *Uncommon Schools Fiscal Policies and Procedures Manual – NY Schools* guide all internal controls and procedures. The manual contains fiscal policies and procedures that undergo ongoing reviews and updates.
- TN Rochester Prep’s most recent audit report identifies a non-material issue regarding the record retention and consistent counting procedures at the elementary campus. Documentation supporting the lunch program was not maintained in accordance with grant requirements. The auditor identified missing count sheets as records are to be maintained for a three-year period following the final submission of lunch counts.

SUNY Renewal Benchmark 3C:

Does the school comply with financial reporting requirements?

TN Rochester Prep and the merged education corporation comply with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time and complete, following the generally accepted accounting principles (“GAAP”).
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- The school and education corporation generally file key reports in a timely and accurate manner including audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

SUNY Renewal Benchmark 3D:

Does the school maintain adequate financial resources to ensure stable operations?

TN Rochester Prep and the merged education corporation maintain adequate financial resources to ensure stable operations.

- Opening in 2006-07 and currently operating in its second charter term, the school has consistently showed operating surpluses until the scale up to the high school program. The most recent year resulted in a deficit of (\$13,902) for the school as reflected in the June 30, 2015 audit report schedule of activities. The deficit, however, is offset by strong accumulated surpluses. Actual enrollment for the 2014-15 school year was at 95% of chartered enrollment.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscal strength.

FISCAL PERFORMANCE

- A merged education corporation benefits from a combined balance sheet, which is a combination of individual schools assets and liabilities.
- To track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits. The most recent audit report shows the school having a small deficit for the year as it expands the high school program.
- The merged education corporation had total net assets of approximately \$5.2 million as of the June 30, 2015 audited financial statements. As the oldest school, TN Rochester Prep's portion of the merged entity reports net assets of \$3.3 million.
- As a new requirement of charter agreements, TN Rochester Prep operates a separate bank account for the dissolution fund reserve of \$75,000. Per the renewal charter agreement, Rochester Prep will have to reserve a total of \$175,000 toward overall dissolution reserve and may use the currently reserved funds toward that amount.

FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

TN Rochester Prep has met its academic Accountability Plan goals and maintains a strong educational program. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

Rochester Prep's plans for the future are to continue to operate TN Rochester Prep in its current configuration with Uncommon management and to continue to grow the grades and enrollment of TN Rochester Prep as set forth in the Application for Charter Renewal. The Institute finds the plans for TN Rochester Prep reasonable, feasible and achievable based on its renewal review.

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

Plans for the Educational Program. With some changes to its key design elements, the education corporation plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during the current charter term; these core elements are likely to enable the school to meet its goals in the future.

	Current Charter Term	End of Next Charter Term
Enrollment	963	1483
Grade Span	K-10	K-12
Teaching Staff	80	99
Days of Instruction	185	185

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

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, the education corporation presents a reasonable and appropriate fiscal plan for the next charter term including education corporation TN Rochester Prep budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the charter management organization ("CMO"). The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other CMO contracts, such as the leases, when executed.

FUTURE PLANS

The school intends to grow to provide instruction for grades K-12 in the three buildings it currently uses; two primary schools which are leased from Uncommon and the high school which is leased from the Rochester City School District.

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. The education corporation has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics -- 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.

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Appendix A

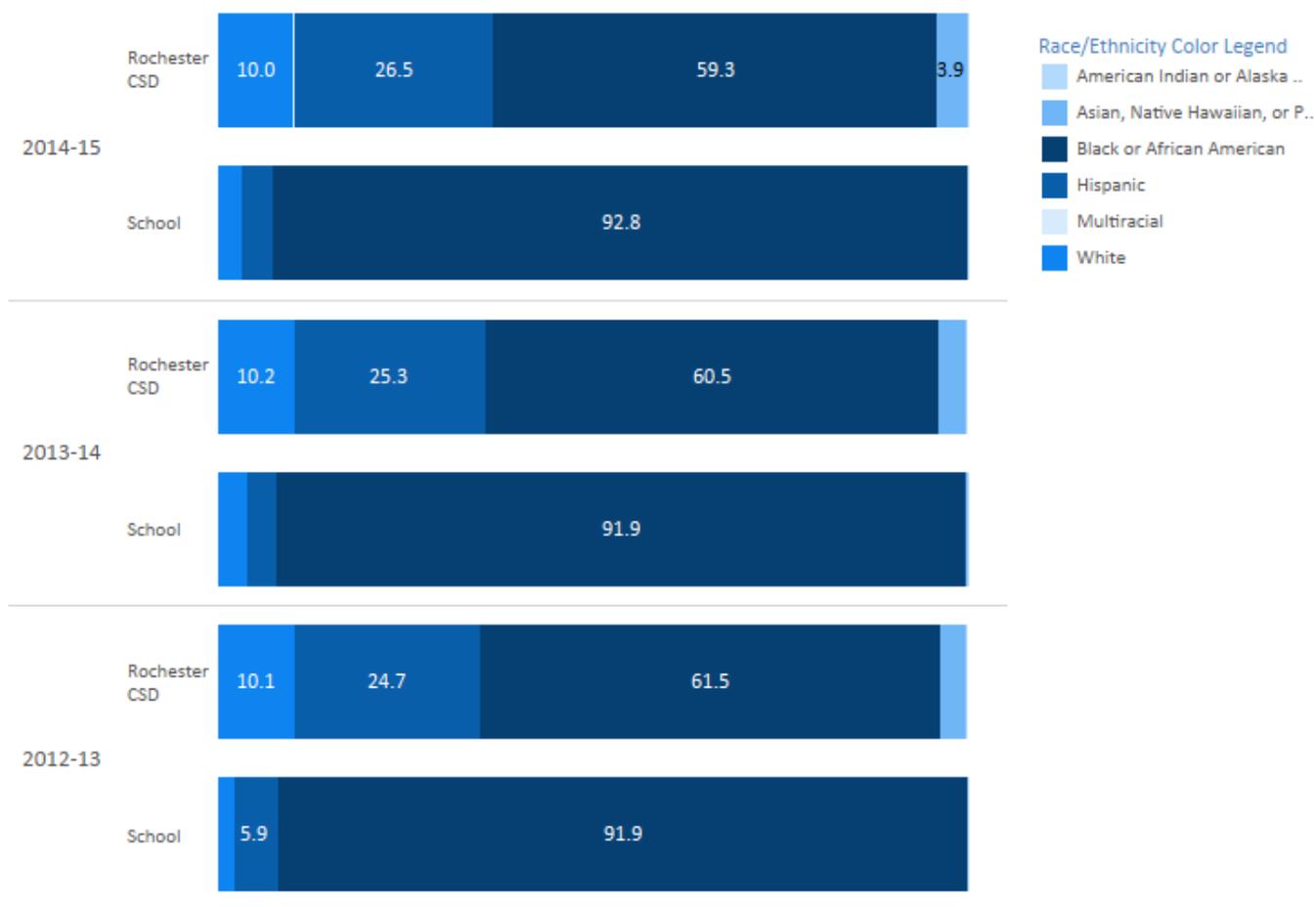
TN Rochester Prep School Overview

APPENDIX A: TN ROCHESTER PREP SCHOOL OVERVIEW

Board of Trustees¹⁷

Board Member Name	Position	Board Member Name	Position
Geoffrey Rosenberger	Chair	Rebecca Sumner	Trustee
James Gleason	Trustee	Dana Lehman	Trustee
Jean Howard	Trustee	Joshua Phillips	Trustee
Jim Ryan	Trustee	Kevin Walker	Trustee
Ronald Zarella	Trustee		

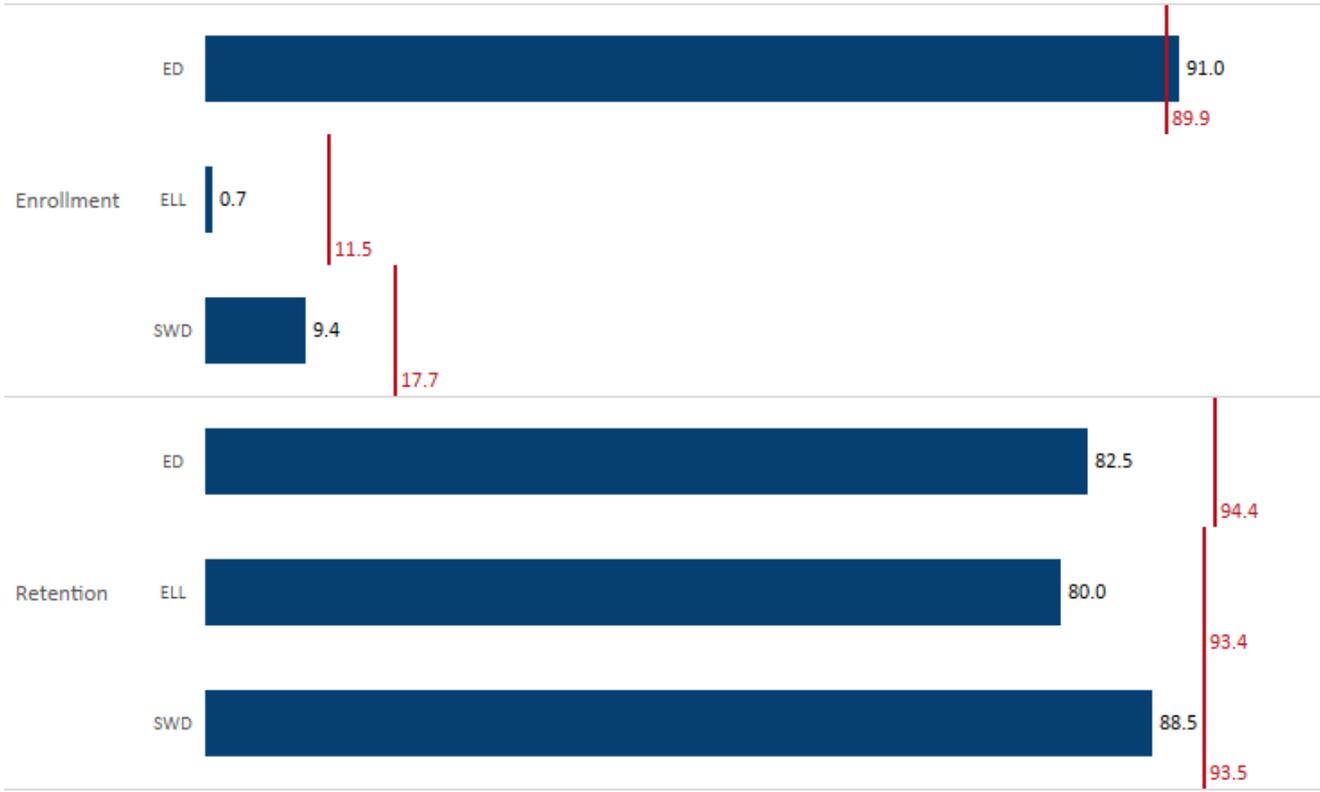
Student Demographics: Race/Ethnicity



¹⁷ Source: The Institute's board records at the time of the renewal review.

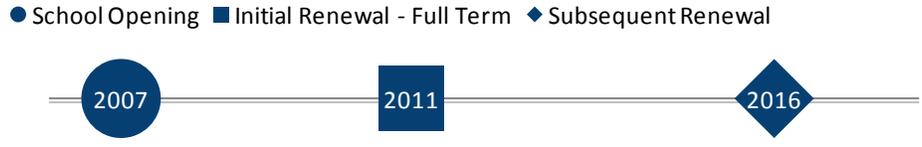
APPENDIX A: TN ROCHESTER PREP SCHOOL OVERVIEW

Enrollment and Retention Targets



The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on the most recently available data provided by the school.

Timeline of Charter School Renewal



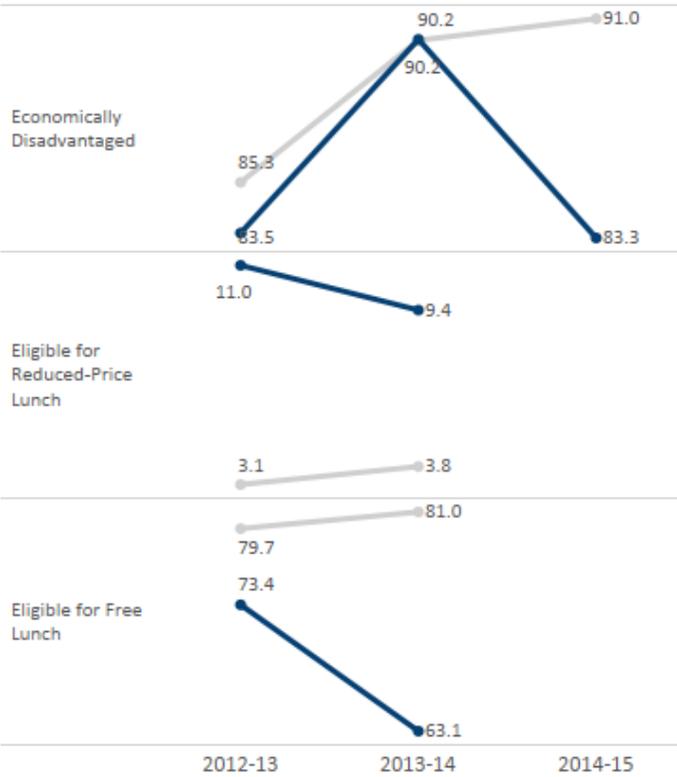
Persistence in Enrollment



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

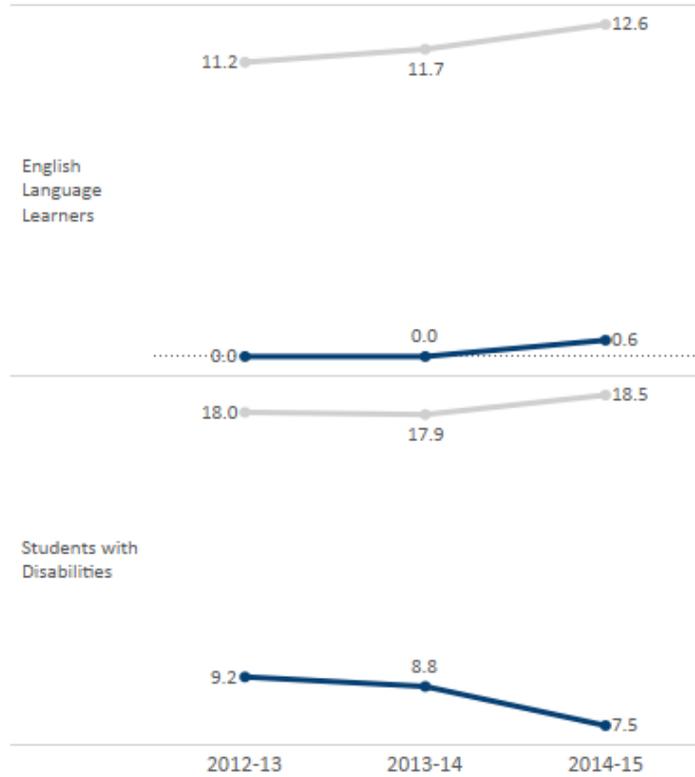
APPENDIX A: TN ROCHESTER PREP SCHOOL OVERVIEW

Student Demographics: Free/Reduced Lunch



The charts show the trends in enrollment in the **school** and the **district** for each subgroup over the charter term. Reduced-Price and Free Lunch data are not available for 2014-15. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

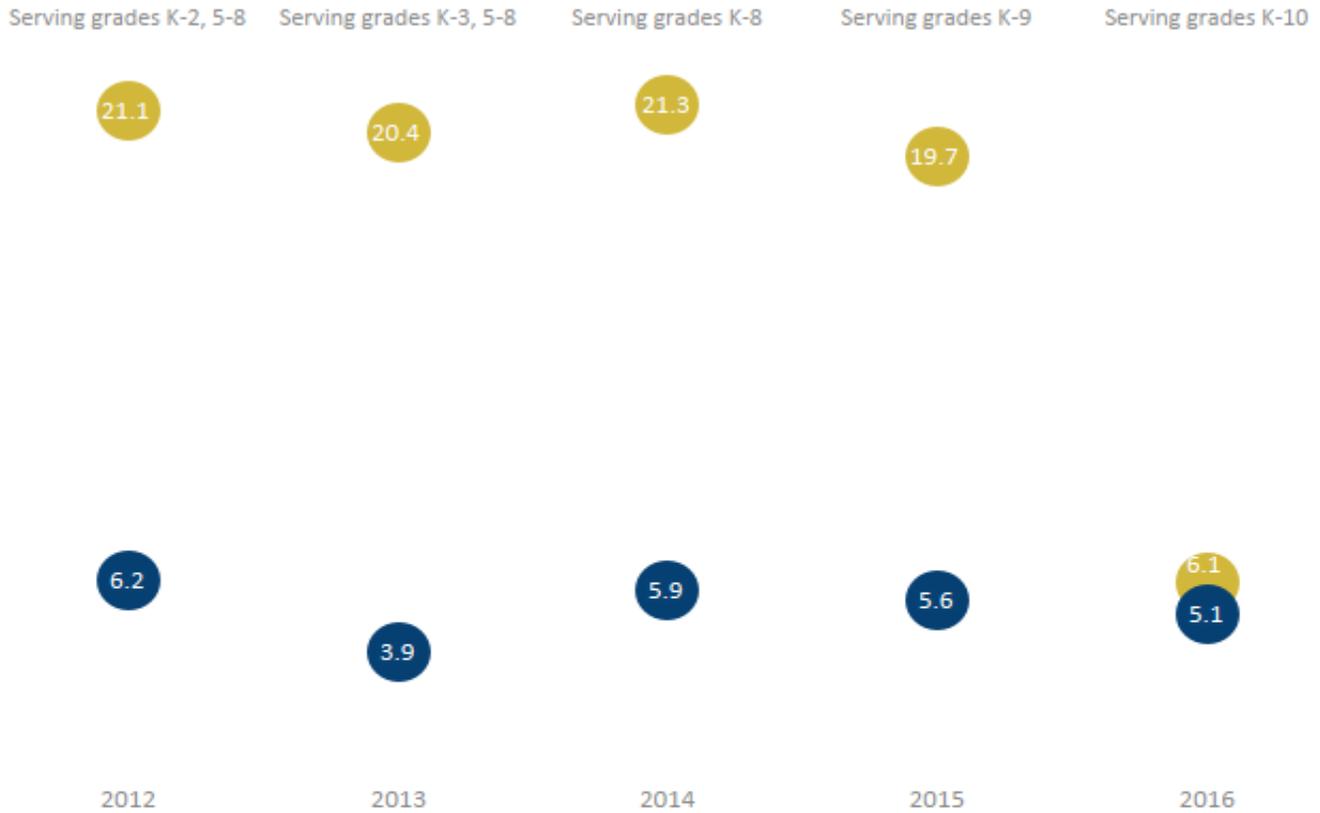
Student Demographics: Special Populations



The charts show trends in enrollment in the **school** and the **district** for each subgroup over the charter term.

APPENDIX A: TN ROCHESTER PREP SCHOOL OVERVIEW

Suspensions: True North Rochester Preparatory Charter School's in school suspension rate and out of school suspension rate.



District comparison data is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX A: TN ROCHESTER PREP SCHOOL OVERVIEW

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ¹⁸	Actual as a Percentage of Chartered Enrollment	Proposed Grades	Actual Grades
2006-07	78	80	103%	5	5
2007-08	153	145	95%	5-6	5-6
2008-09	227	215	95%	5-7	5-7
2009-10	299	258	86%	5-8	5-8
2010-11	437	449	103%	5-8	K-1, 5-8
2011-12	514	553	108%	K-2, 5-8	K-2, 5-8
2012-13	589	672	114%	K-3, 5-8	K-3, 5-8
2013-14	758	781	103%	K-8	K-8
2014-15	843	801	95%	K-9	K-9
2015-16	963	907	94%	K-10	K-10

Key Design Elements

Element	Evident?
<ul style="list-style-type: none"> Intentional standards-driven teaching and the systematic use of objective student performance data to inform decision-making including the use of internal diagnostic assessments; 	+
<ul style="list-style-type: none"> Meticulously planned and designed in-house professional development activities for teachers including a two week pre-service training; 	+
<ul style="list-style-type: none"> Upon entry into the school, students take a diagnostic assessment evaluating the skills they have mastered and will be provided enrichment and remediation opportunities accordingly; 	+
<ul style="list-style-type: none"> Structured and rigorous system of behavioral standards and the development of a school culture which inspires students to seek excellence; 	+
<ul style="list-style-type: none"> Emphasis on building relationships, evidenced by each student assigned to a teacher that will serve as his/her “advisor;” 	+
<ul style="list-style-type: none"> Shared decision-making process that involves teachers in important school decisions; and, 	+
<ul style="list-style-type: none"> A character education curriculum taught twice each month. 	+

¹⁸ Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: TN ROCHESTER PREP SCHOOL OVERVIEW

School Leaders

School Year(s)	Name(s) and Title(s)
2006-07 to 2009-10	Stacey Shells, Principal
2010-11 to 2011-12	Stacey Shells, Principal Elementary School David McBride, Principal, Middle School
2012-13 to 2013-14	Jaimie Brillante, Principal Elementary School David McBride, Principal, Middle School
2013-14 to Present	Jaimie Brillante, Principal Elementary School David McBride, Principal, High School Patrick Pastore, Principal, Middle School

Parent Satisfaction: Survey Results

Response Rate: 84%

Rigorous Instruction: 96%
Effective School Leadership: 89%
Supportive Environment: 58%

School Visit History

School Year	Visit Type	Date
2006-07	First Year Visit	May 8, 2007
2007-08	Evaluation Visit	March 31 – April 1, 2008
2008-09	Evaluation Visit	April 14, 2009
2010-11	Initial Renewal Visit	September 29 - 30, 2010
2015-16	Subsequent Renewal Visit	October 20, 2015

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
October 20, 2015	Heather Wending	Director for New Charters
	Aaron Campbell	Senior Analyst
	Jennifer David-Lang	External Consultant

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Appendix B

School Performance Summaries

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts True North Rochester Prep Charter School



	2012-13			MET	2013-14			MET	2014-15			MET			
	Grades Served: K-3, 5-8				Grades Served: K-8				Grades Served: K-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	22.5 (80)	23.5 (68)		3	52.3 (86)	51.9 (77)		3	27.2 (81)	27.8 (72)				
	4	(0)	(0)		4	40.5 (79)	44.8 (87)		4	38.9 (84)	37.7 (77)				
	5	4.2 (95)	0.0 (10)		5	11.4 (88)	0.0 (5)		5	21.8 (87)	27.3 (55)				
	6	10.4 (96)	8.3 (72)		6	9.0 (89)	10.0 (70)		6	16.7 (90)	18.8 (48)				
	7	14.9 (87)	14.8 (81)		7	19.0 (84)	19.4 (72)		7	15.6 (77)	17.0 (53)				
	8	22.8 (57)	22.8 (57)		8	19.0 (58)	19.0 (58)		8	35.2 (54)	34.0 (50)				
	All	13.9 (395)	16.4 (268)	NA	All	25.2 (484)	29.2 (349)	NA	All	24.9 (473)	27.9 (355)	NO			
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		Grades	PLI	AMO		Grades	PLI	AMO				
	3, 5-8	73			3-8	92	89	YES	3-8	88	97	NO			
COMPARATIVE MEASURES	Comparison: Rochester City Schools				Comparison: Rochester City Schools				Comparison: Rochester City Schools						
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.	Grades	School	District		Grades	School	District		Grades	School	District				
	3, 6-8	16.4	5.4	YES	3-4, 6-8	29.2	5.4	YES	3-8	27.9	4.7	YES			
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		% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size	
	83.4	13.9	18.4	-0.38	NO	87.4	25.2	18.3	0.49	YES	87.2	24.9	17.3	0.64	YES
GROWTH MEASURE	Grades	School	State		Grades	School	State		Grades	School	State				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4	0.0			4	63.9			4	44.0					
	5	51.7			5	66.9			5	45.4					
	6	55.5			6	56.3			6	58.1					
	7	58.83			7	50.5			7	70.2					
	8	43.2			8	57.5			8	60.5					
	All	52.5	50.0	YES	All	59.0	50.0	YES	All	54.9	50.0	YES			

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

True North Rochester Prep Charter School



	2012-13 Grades Served: K-3, 5-8			MET	2013-14 Grades Served: K-8			MET	2014-15 Grades Served: K-9			MET			
	Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students				
		% (N)	% (N)			% (N)	% (N)			% (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	16.3 (80)	11.8 (68)		3	72.1 (86)	75.3 (77)		3	66.7 (81)	68.1 (72)				
	4	(0)	(0)		4	54.4 (79)	56.7 (67)		4	67.9 (84)	70.1 (77)				
	5	5.3 (95)	0.0 (10)		5	30.7 (88)	20.0 (5)		5	36.8 (87)	47.3 (55)				
	6	18.8 (96)	18.1 (72)		6	25.8 (89)	28.6 (70)		6	36.8 (87)	41.3 (46)				
	7	13.4 (67)	13.1 (61)		7	44.0 (84)	47.2 (72)		7	26.9 (78)	31.5 (54)				
	8	31.6 (57)	31.6 (57)		8	55.2 (58)	55.2 (58)		8	(0)	(0)				
	All	15.9 (395)	17.5 (268)	NA	All	46.3 (484)	52.4 (349)	NA	All	47.0 (417)	54.3 (304)	NO			
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		Grades	PLI	AMO		Grades	PLI	AMO				
	3, 5-8	80			3-8	131	86	YES	3-8	130	94	YES			
COMPARATIVE MEASURES	Comparison: Rochester City Schools				Comparison: Rochester City Schools				Comparison: Rochester City Schools						
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.	Grades	School	District		Grades	School	District		Grades	School	District				
	3, 6-8	17.5	4.5	YES	3-4, 6-8	52.4	6.7	YES	3-8	54.3	8.3	YES			
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		% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size	
	83.4	15.9	19.0	-0.20	NO	87.4	46.3	23.5	1.25	YES	87.4	47.0	24.0	1.35	YES
GROWTH MEASURE	Grades	School	State		Grades	School	State		Grades	School	State				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4	0.0			4	77.3			4	56.8					
	5	55.2			5	85.6			5	58.8					
	6	67.5			6	83.2			6	74.2					
	7	60.0			7	81.7			7	78.0					
	8	58.3			8	75.0			8	0.0					
	All	60.7	50.0	YES	All	80.9	50.0	YES	All	66.6	50.0	YES			

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Appendix C

District Comments

The Institute has received no district or public comments.

Appendix D

School Fiscal Dashboard

APPENDIX D: SCHOOL FISCAL DASHBOARD



NOTE: Effective 2013-14 the school merged into the education corporation, "True North Rochester Preparatory Charter School." Accordingly, the education corporation report contains the "Balance Sheet" for all schools merged into the education corporation.
See (Code # = "502").

True North Rochester Preparatory Charter School

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net
Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities
Grants and Contracts
State and local
Federal - Title and IDEA
Federal - Other
Other
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other
Total Program Services
Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

	Opened 2006-07				
	2010-11	2011-12	2012-13	MERGED 2013-14	MERGED 2014-15
Total Current Assets - GRAPH 1	1,042,010	1,451,074	2,105,964	-	-
Total Assets - GRAPH 1	2,064,573	2,532,492	3,176,587	-	-
Total Current Liabilities - GRAPH 1	579,124	375,972	421,885	-	-
Total Liabilities - GRAPH 1	579,124	375,972	421,885	-	-
Total Net Assets	1,485,449	2,156,520	2,754,702	-	-
Total Liabilities and Net Assets	2,064,573	2,532,492	3,176,587	-	-
Total Operating Revenue	6,590,325	8,024,470	9,440,625	10,756,027	11,529,251
Total Expenses - GRAPHS 2, 3 & 4	6,468,753	7,467,083	8,865,550	10,135,977	11,607,734
Surplus / (Deficit) From School Operations	121,572	557,387	575,075	620,050	(78,483)
Total Support and Other Revenue	241,056	113,684	23,107	1,736	64,581
Total Revenue - GRAPHS 2 & 3	6,831,381	8,138,154	9,463,732	10,757,763	11,593,832
Net Assets - End of Year - GRAPH 2	1,485,449	2,156,520	2,754,702	3,376,488	3,362,586

APPENDIX D: SCHOOL FISCAL DASHBOARD



Charter Schools Institute
The State University of New York

NOTE: Effective 2013-14 the school merged into the education corporation, "True North Rochester Preparatory Charter School." Accordingly, the education corporation report contains the "Balance Sheet" for all schools merged into the education corporation.
See (Code # = "502").

True North Rochester Preparatory Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	1,030,795	304,204	314,849	469,461	401,411
Instructional Personnel	1,825,750	3,345,189	4,000,516	4,433,916	5,157,420
Non-Instructional Personnel	16,522	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,873,067	3,649,393	4,315,365	4,903,377	5,558,831
Fringe Benefits & Payroll Taxes	498,040	688,576	833,634	1,064,675	1,240,733
Retirement	53,559	-	-	-	-
Management Company Fees	527,538	604,166	692,387	838,387	842,058
Building and Land Rent / Lease	195,958	276,936	280,354	231,817	329,888
Staff Development	168,911	243,666	292,391	348,384	402,528
Professional Fees, Consultant & Purchased Services	27,545	21,880	29,182	33,381	80,057
Marketing / Recruitment	-	-	-	-	-
Student Supplies, Materials & Services	387,347	703,121	382,065	1,121,014	1,119,168
Depreciation	210,012	295,085	349,927	330,288	347,706
Other	1,526,776	984,260	1,690,245	1,264,653	1,686,765
Total Expenses	6,468,753	7,467,083	8,865,550	10,135,977	11,607,734

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	299	514	589	664	664
Revised Enroll	437	-	-	758	843
Actual Enroll - GRAPH 4	449	553	672	781	801
Chartered Grades	5-8	K-2, 5-8	K-3, 5-8	K-8	K-9
Revised Grades	K-1, 5-8	-	-	-	-

Primary School District: Rochester City School District

Per Pupil Funding (Weighted Avg of All Districts)	2010-11	2011-12	2012-13	2013-14	2014-15
	12,426	12,426	12,426	12,083	12,332
Increase over prior year	14.3%	0.0%	0.0%	-2.8%	2.1%

PER STUDENT BREAKDOWN

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Revenue						
Operating	14,678	14,511	14,049	13,772	14,396	14,281
Other Revenue and Support	537	206	34	2	81	172
TOTAL - GRAPH 3	15,215	14,716	14,083	13,774	14,476	14,453
Expenses						
Program Services	12,170	11,886	11,511	11,438	12,462	11,893
Management and General, Fundraising	2,237	1,617	1,682	1,541	2,032	3,036
TOTAL - GRAPH 3	14,407	13,503	13,193	12,978	14,494	14,929
% of Program Services	84.5%	88.0%	87.3%	88.1%	86.0%	86.8%
% of Management and Other	15.5%	12.0%	12.7%	11.9%	14.0%	13.2%
% of Revenue Exceeding Expenses - GRAPH 5	5.6%	9.0%	6.7%	6.1%	-0.1%	-3.2%

Student to Faculty Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
	12.3	8.8	8.4	7.3	8.8

Faculty to Admin Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
	2.1	10.5	20.1	20.0	15.2

Financial Responsibility Composite Scores - GRAPH 6

	2010-11	2011-12	2012-13	2013-14	2014-15	
Score	2.2	2.4	2.6	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

[See True North Rochester Preparatory Charter School for Ed Corp's ratios. Code #502]

Working Capital - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15	
Net Working Capital	462,886	1,075,102	1,684,079	0	0	0
As % of Unrestricted Revenue	6.8%	13.2%	17.8%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	1.8	3.9	5.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	LOW	LOW	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Excellent	Excellent	N/A	N/A	N/A

Quick (Acid Test) Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15	
Score	1.6	3.8	5.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	LOW	LOW	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Excellent	Excellent	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15	
Score	0.3	0.1	0.1	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	N/A	N/A	N/A

Months of Cash - GRAPH 8

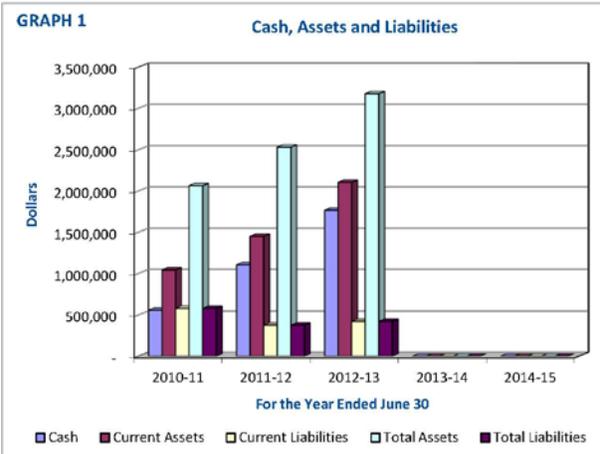
	2010-11	2011-12	2012-13	2013-14	2014-15	
Score	1.0	1.8	2.4	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	MEDIUM	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Good	N/A	N/A	N/A

APPENDIX D: SCHOOL FISCAL DASHBOARD

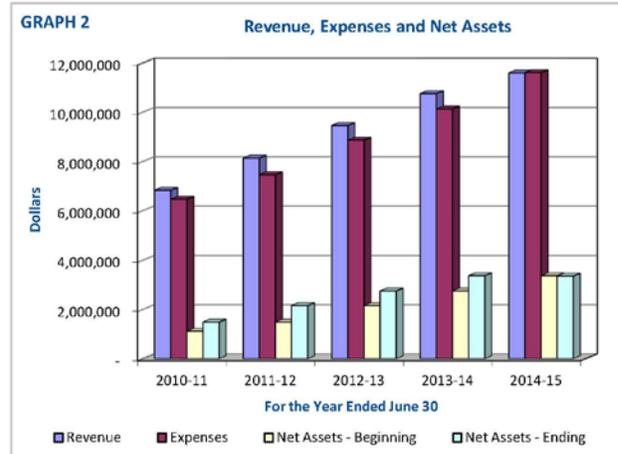


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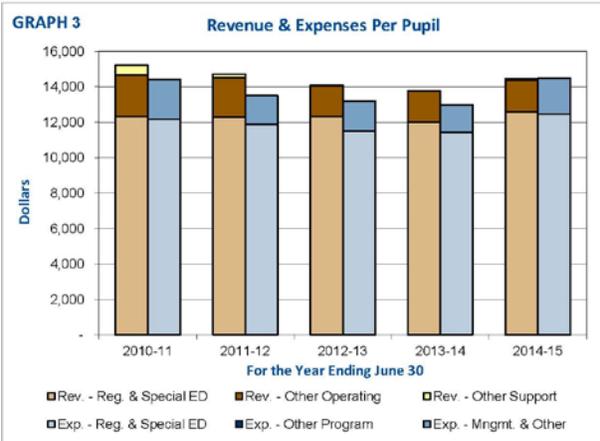
True North Rochester Preparatory Charter School



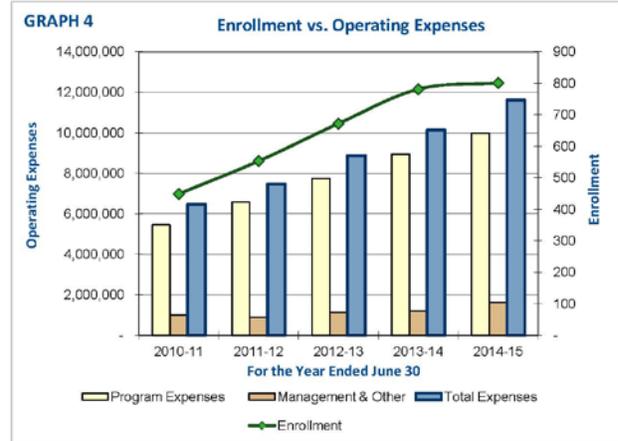
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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 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.

APPENDIX D: SCHOOL FISCAL DASHBOARD

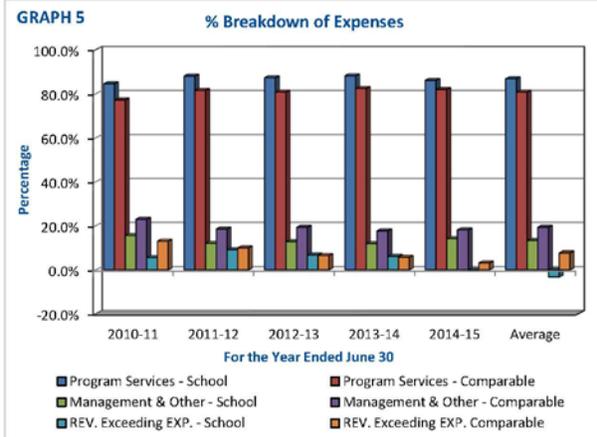


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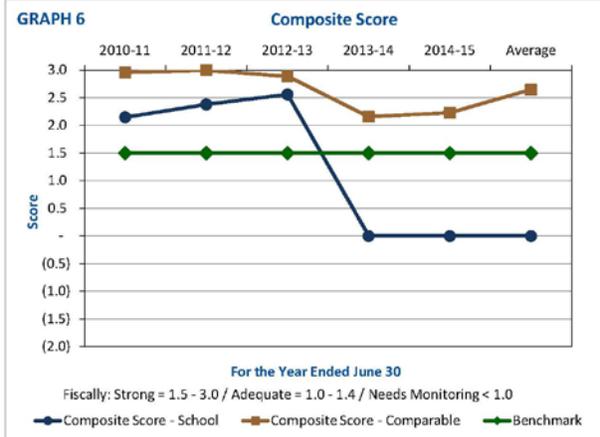
True North Rochester Preparatory Charter School

Comparable School, Region or Network: Western & Central NY Schools

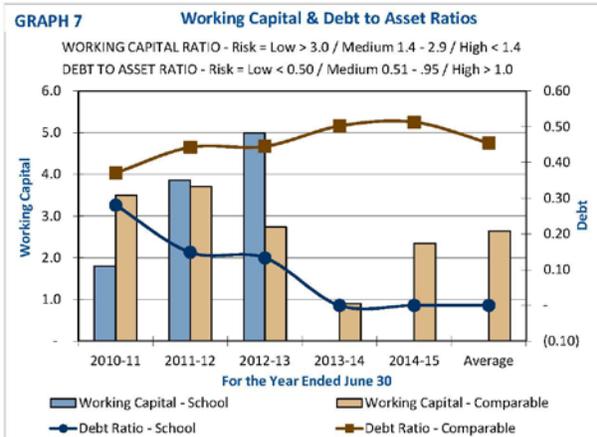
* Average = Average - 5 Yrs. OR Charter Term



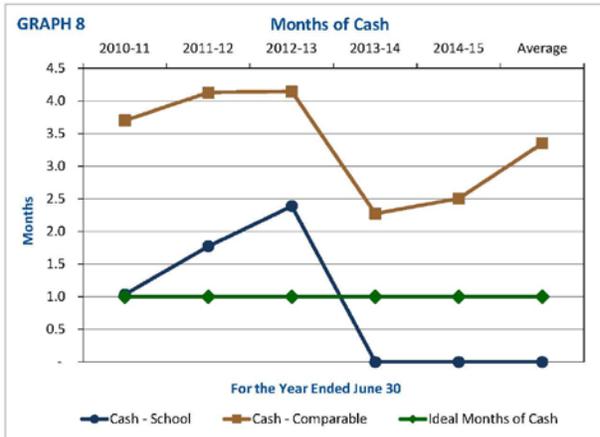
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio 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.

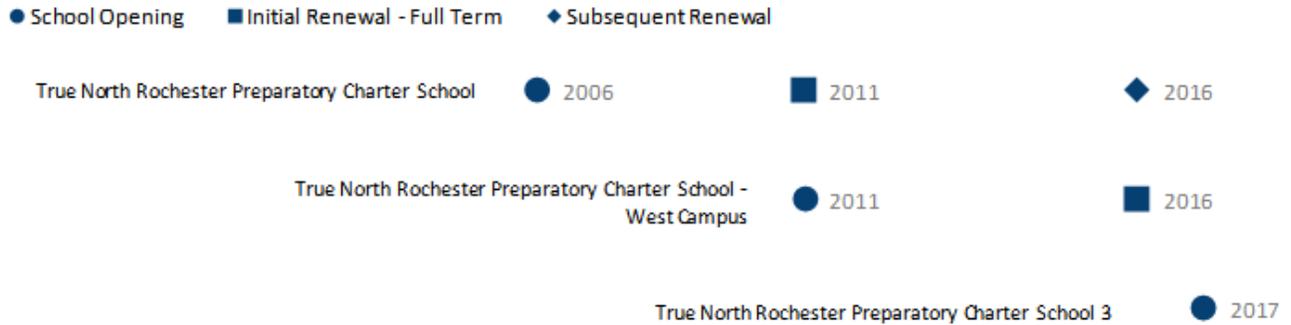
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Appendix E

Education Corporation Overview

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Education Corporation Timeline of Charter Renewal



EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located School?	Enrollment	Grade Span
True North Rochester Preparatory Charter School	Rochester City School District	No	963	K-10
True North Rochester Preparatory Charter School - West Campus	Rochester City School District	No	695	K-2, 5-8
Rochester Preparatory Charter School 3	Rochester City School District	Not Open	Not Open	Not Open

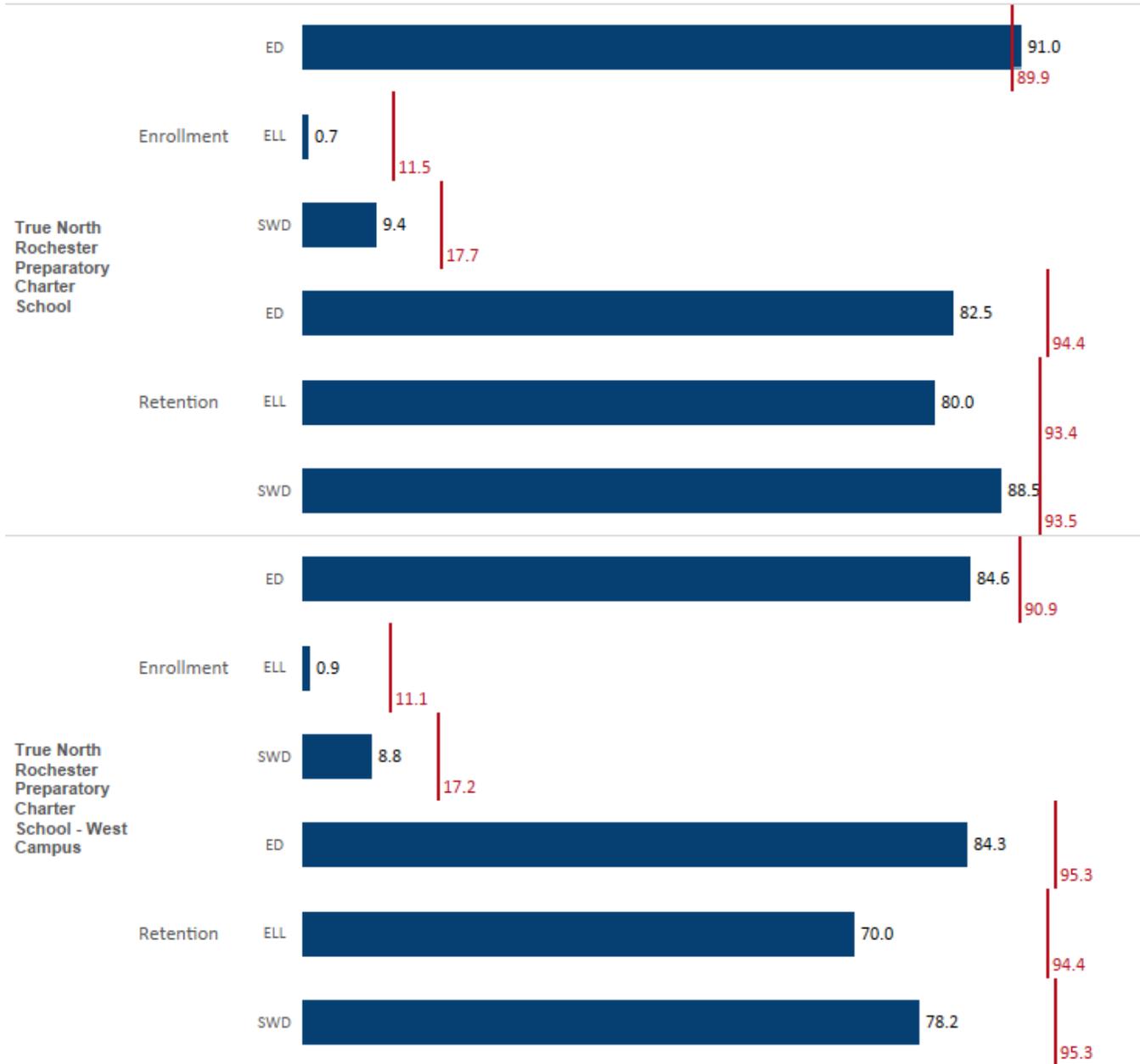
Persistence in Enrollment



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

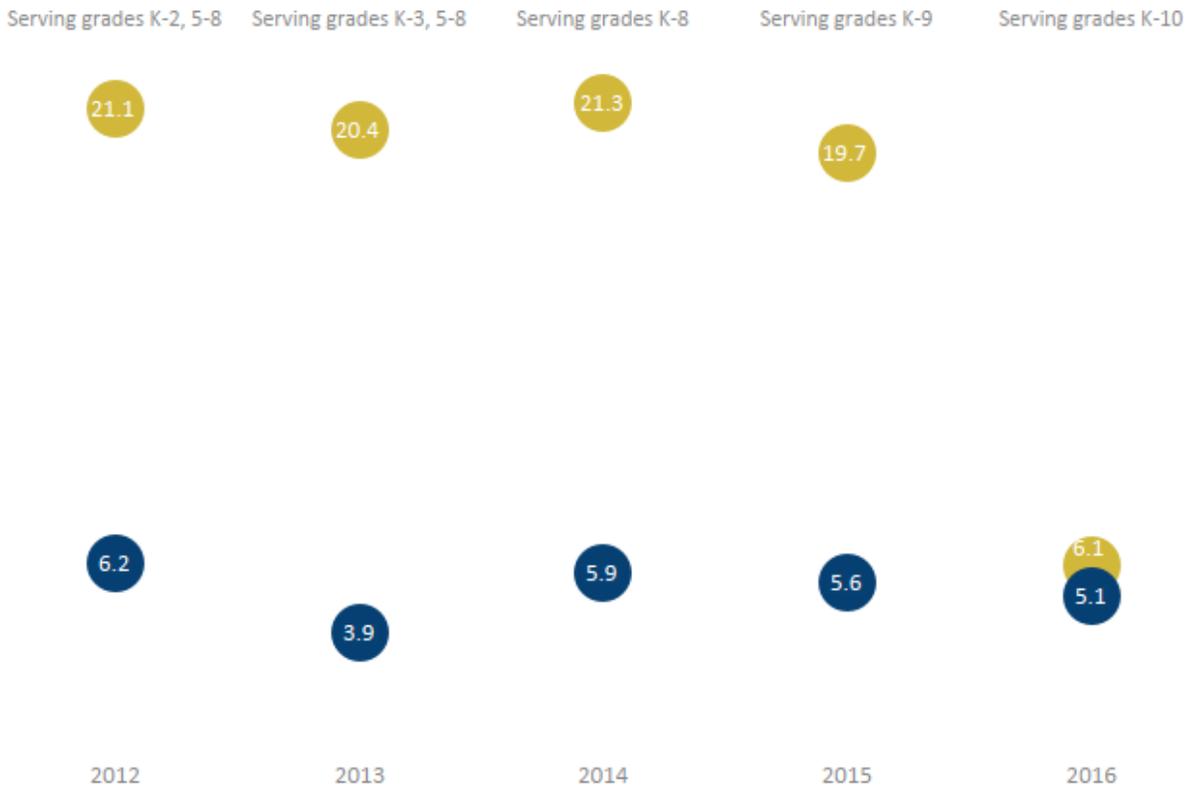
Enrollment and Retention Targets



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Suspensions: True North Rochester Preparatory Charter School's in school suspension rate and out of school suspension rate.



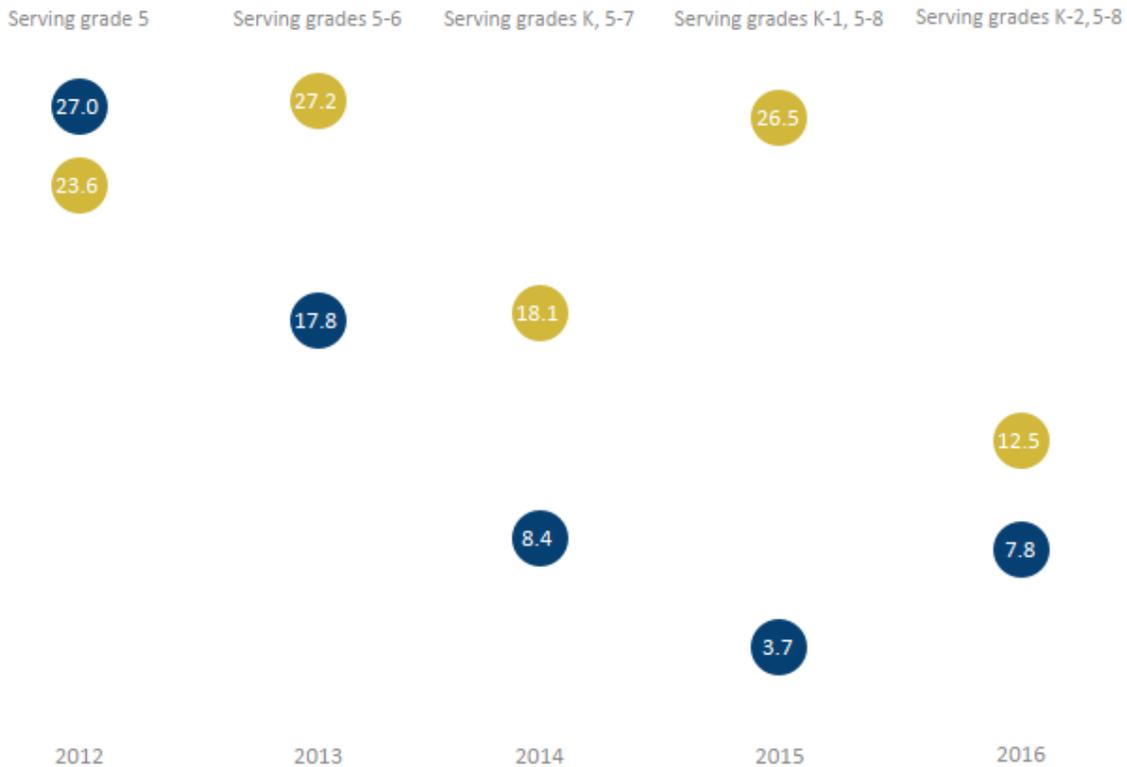
District comparison data is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Suspensions: True North Rochester Preparatory Charter School - West Campus's in school suspension rate and out of school suspension rate.



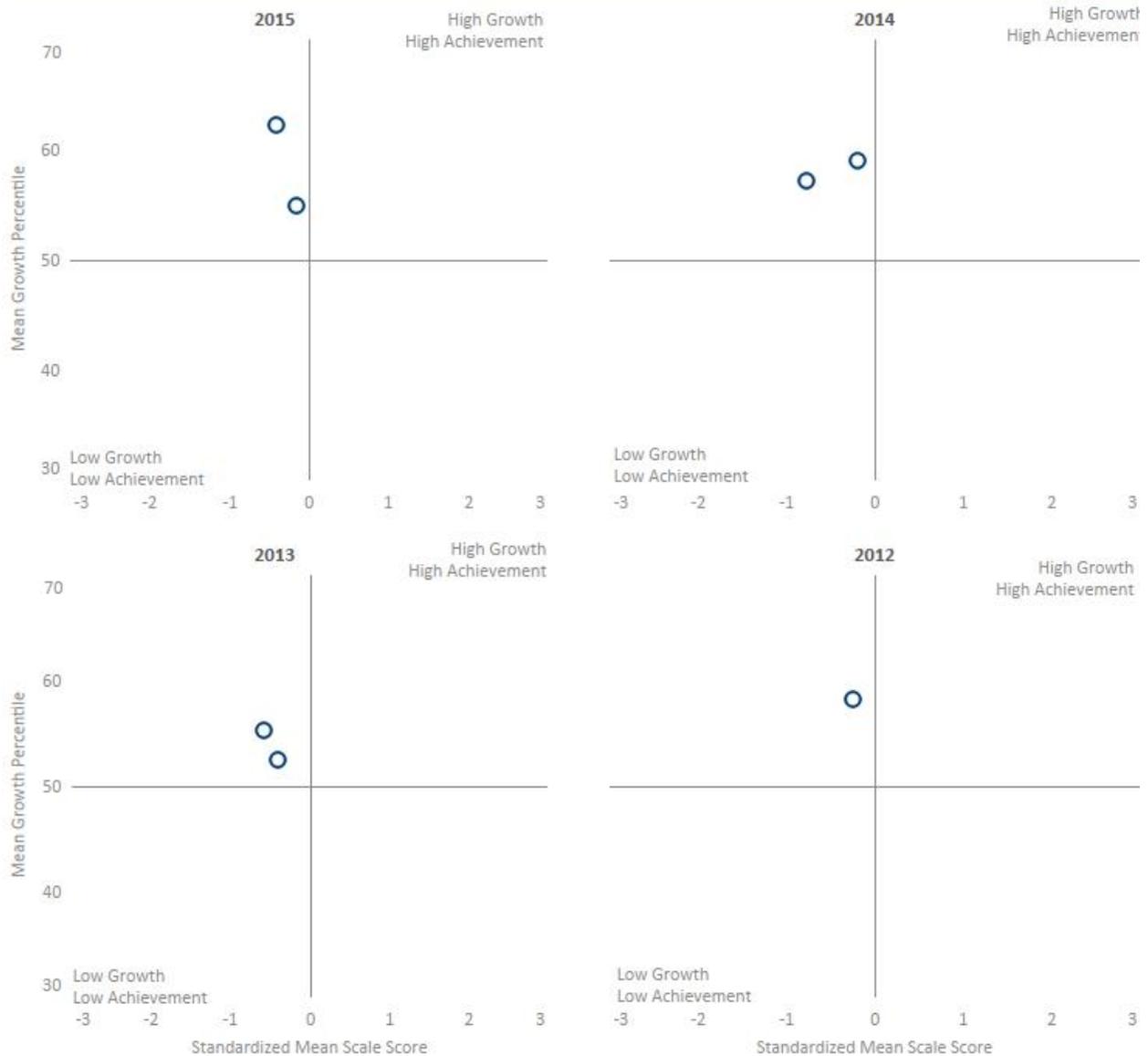
Comparison data from the local school district are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX E: EDUCATION CORPORATION OVERVIEW

ELA Growth and Achievement: 2011-12 through 2014-15

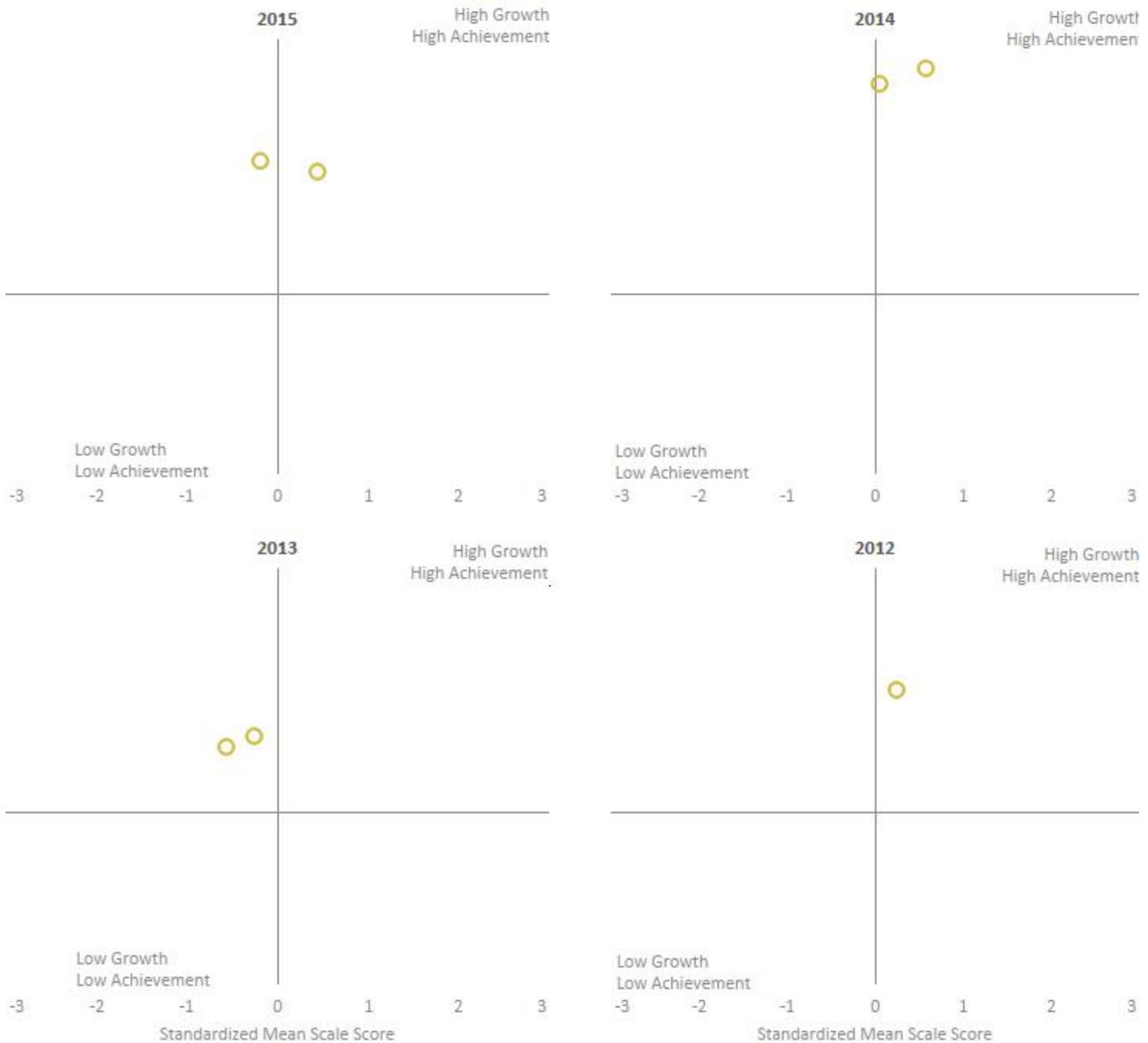


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Math Growth and Achievement: 2011-12 through 2014-15

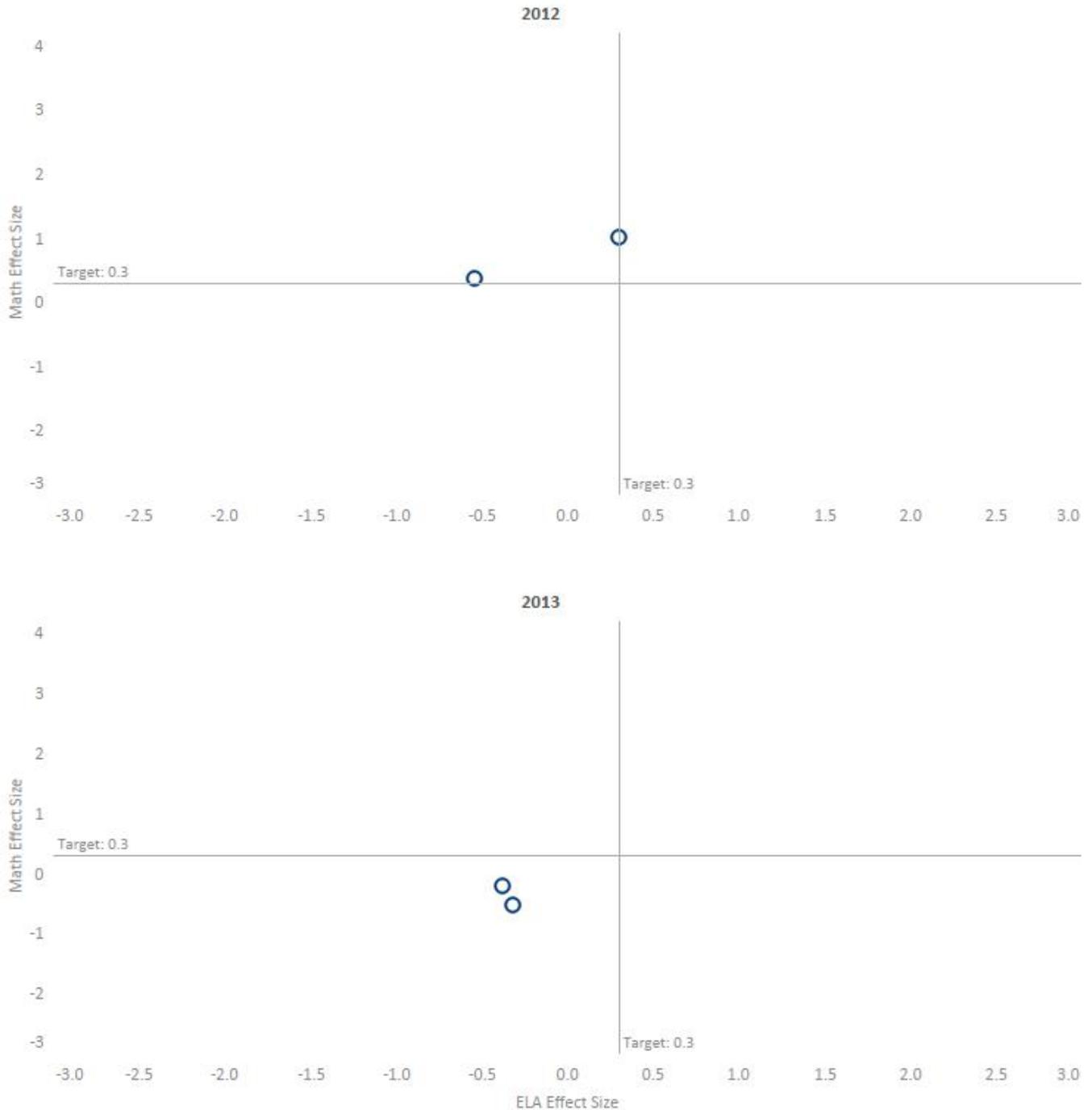


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

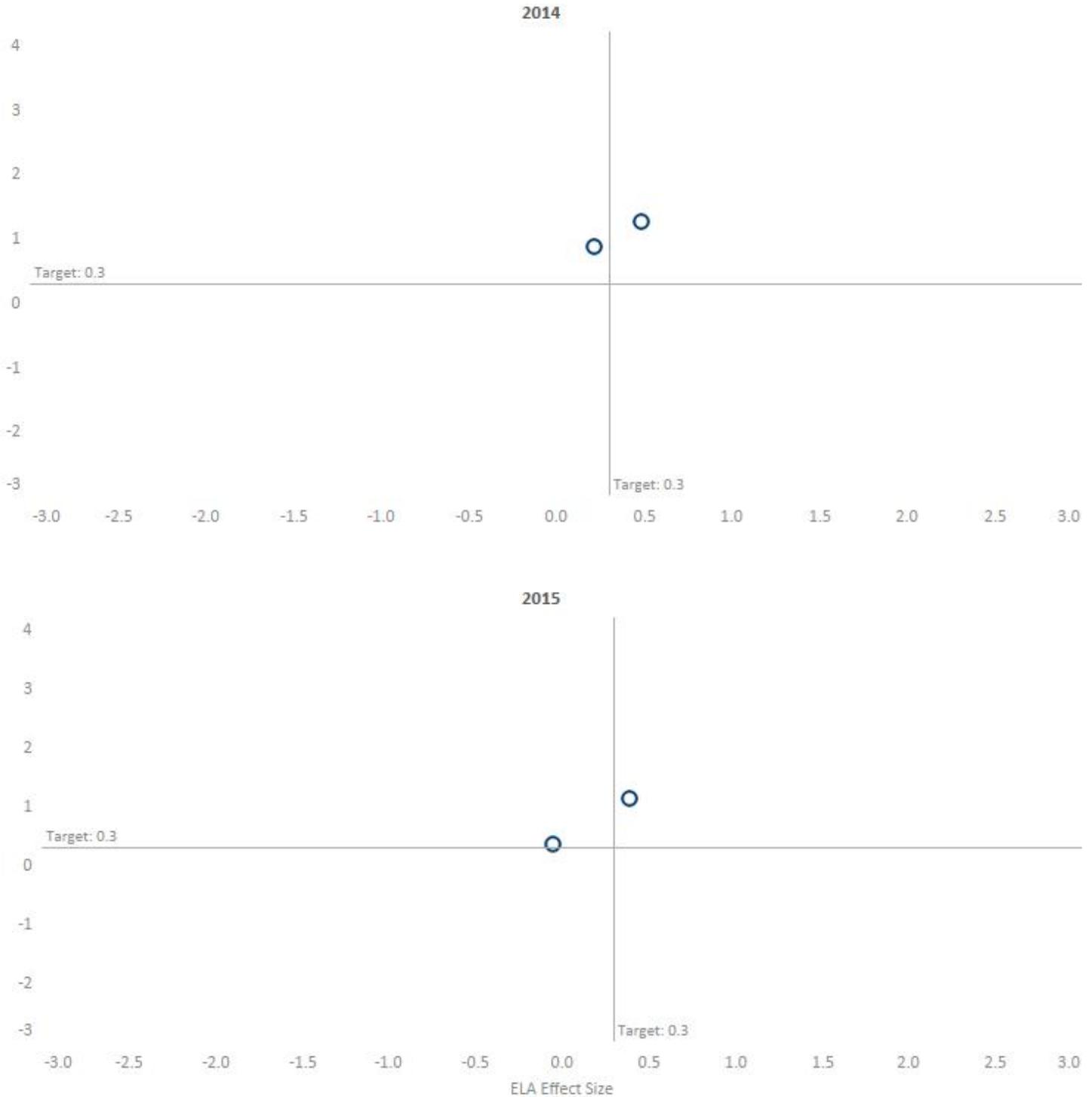
ELA and Math Effect Size Scatter Plots: 2011-12 and 2012-13



The charts compare a school's ELA and math Effect Sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

ELA and Math Effect Size Scatter Plots: 2013-14 and 2014-15

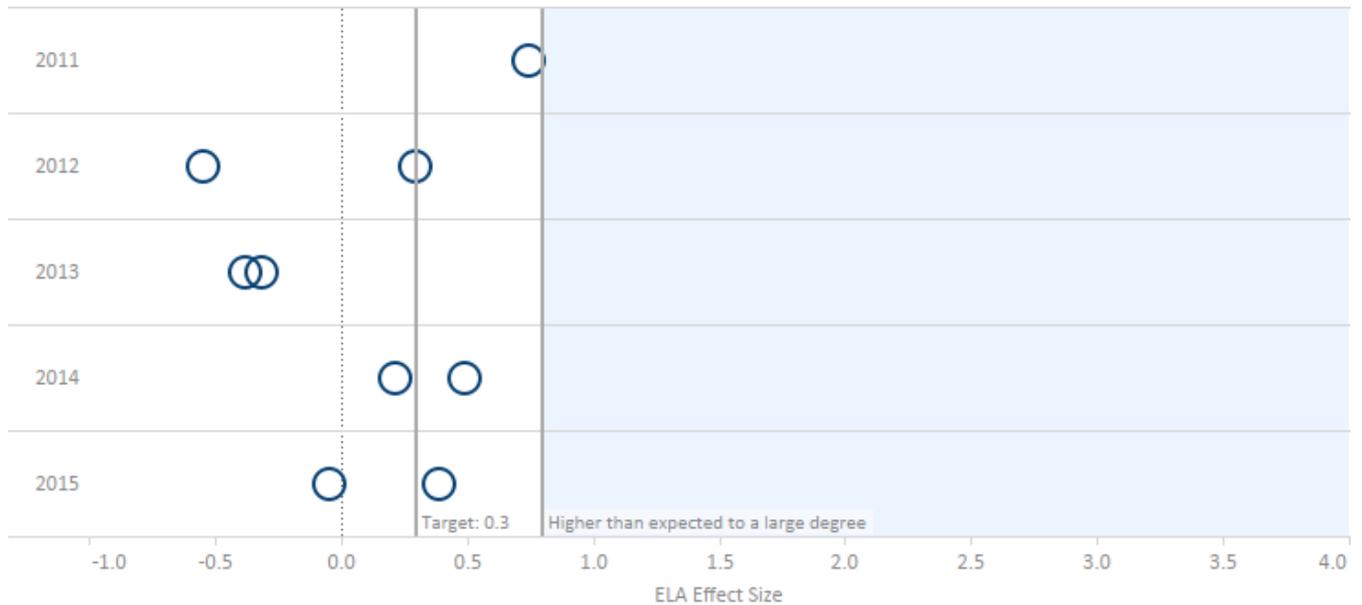


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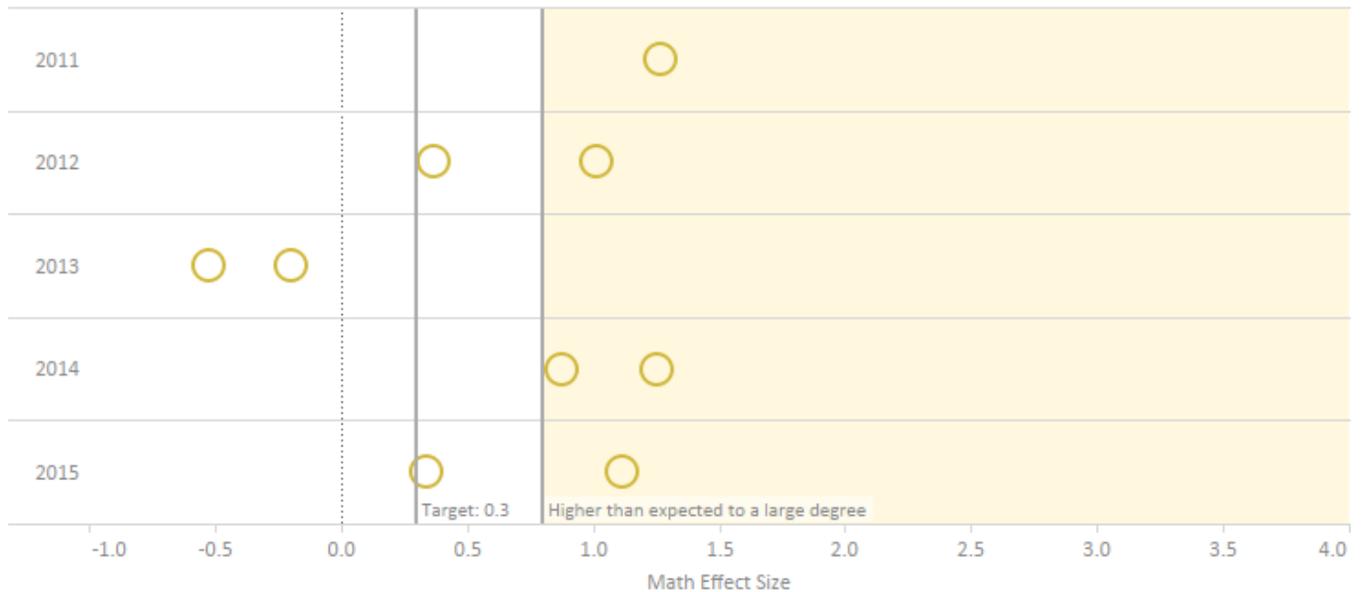
APPENDIX E: EDUCATION CORPORATION OVERVIEW

ELA and Math Effect Size Dot Plots: 2010-11 through 2014-15

ELA Effect Size by Year and School



Math Effect Size by Year and School

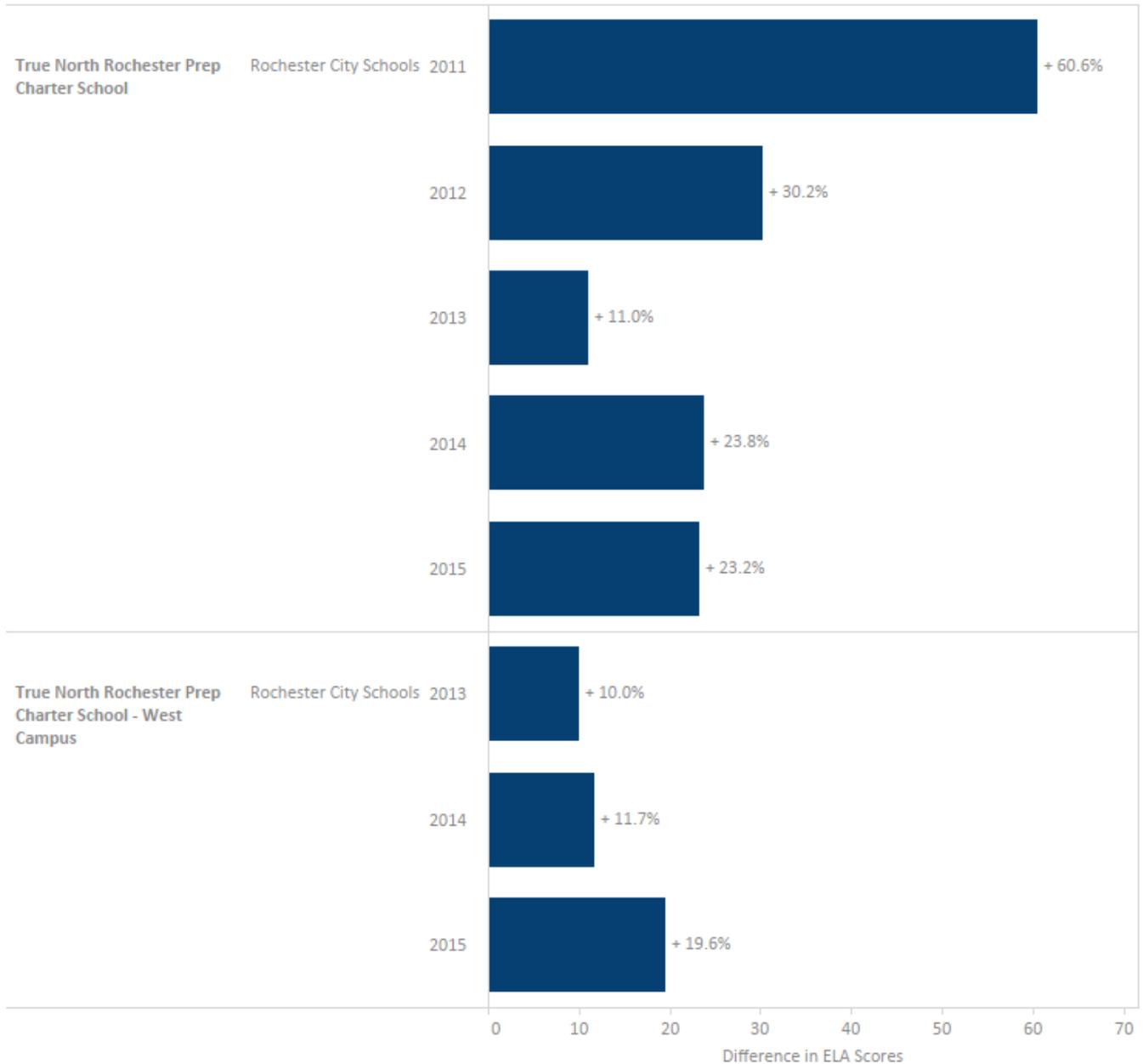


The charts illustrate the comparative Effect Size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Difference between schools and district scores: 2010-11 through 2014-15

Difference between ELA School and District Scores

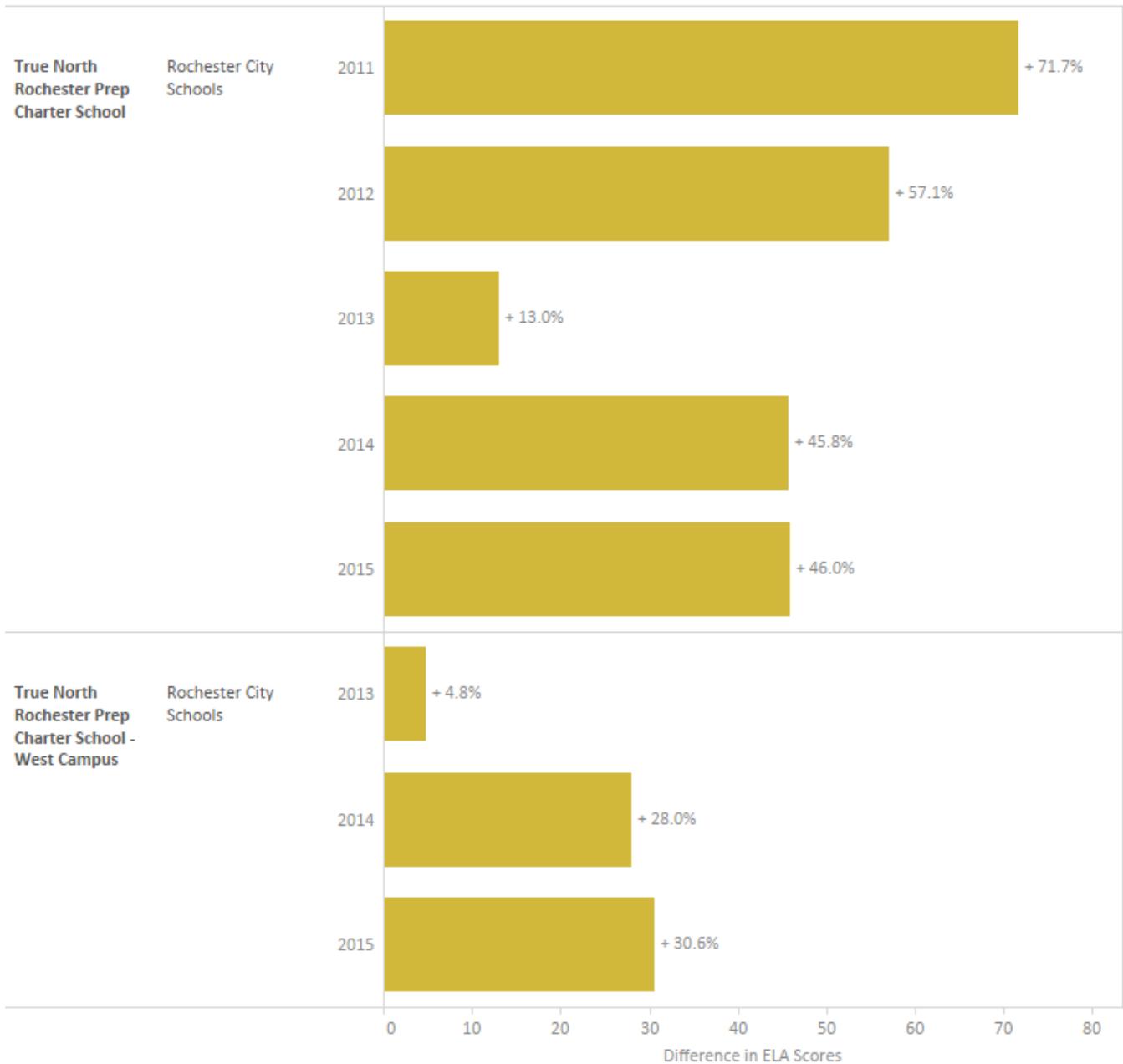


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Difference between schools and district scores: 2010-11 through 2014-15

Difference between Math School and District Scores



District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

Appendix F

Education Corporation Fiscal Dashboard

APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



True North Rochester Preparatory Charter School (Merged)

SCHOOL INFORMATION					
BALANCE SHEET					
Assets					
Current Assets					
	2010-11	2011-12	2012-13	MERGED 2013-14	MERGED 2014-15
Cash and Cash Equivalents - GRAPH 1	-	-	-	2,758,340	3,387,873
Grants and Contracts Receivable	-	-	-	725,317	853,535
Accounts Receivable	-	-	-	-	257,083
Prepaid Expenses	-	-	-	136,089	208,635
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	3,619,746	4,707,126
Property, Building and Equipment, net	-	-	-	1,539,584	1,442,499
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	5,159,330	6,149,625
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	936,432	845,513
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	35,000
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	936,432	880,513
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	936,432	880,513
Net Assets					
Unrestricted	-	-	-	4,222,898	5,269,112
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	4,222,898	5,269,112
Total Liabilities and Net Assets	-	-	-	5,159,330	6,149,625
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	-	13,771,989	16,688,183
Students with Disabilities	-	-	-	349,567	451,700
Grants and Contracts					
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	-	1,997,420	2,114,075
Federal - Other	-	-	-	140,305	410,860
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	-	16,259,281	19,664,818
Expenses					
Regular Education	-	-	-	12,854,012	15,657,818
SPED	-	-	-	789,179	303,111
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	-	13,643,191	15,960,929
Management and General	-	-	-	1,837,564	2,746,502
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	-	15,480,755	18,707,431
Surplus / (Deficit) From School Operations	-	-	-	778,526	957,387
Support and Other Revenue					
Contributions	-	-	-	2,869	88,827
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	26,030	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	28,899	88,827
Total Unrestricted Revenue	-	-	-	16,288,180	19,753,645
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	-	16,288,180	19,753,645
Change in Net Assets					
Net Assets - Beginning of Year - GRAPH 2	-	-	-	807,425	1,046,214
Prior Year Adjustment(s)	-	-	-	3,415,473	4,222,898
Net Assets - End of Year - GRAPH 2	-	-	-	4,222,898	5,269,112

APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



True North Rochester Preparatory Charter School (Merged)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	-	717,011	711,405
Instructional Personnel	-	-	-	6,771,954	8,204,244
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	7,488,965	8,915,649
Fringe Benefits & Payroll Taxes	-	-	-	1,626,086	1,931,683
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	1,280,475	1,543,691
Building and Land Rent / Lease	-	-	-	354,056	467,888
Staff Development	-	-	-	532,090	607,862
Professional Fees, Consultant & Purchased Services	-	-	-	50,983	144,537
Marketing / Recruitment	-	-	-	-	-
Student Supplies, Materials & Services	-	-	-	1,712,134	2,056,142
Depreciation	-	-	-	504,452	515,304
Other	-	-	-	1,931,514	2,524,675
Total Expenses	-	-	-	15,480,755	18,707,431

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	-	1,038	1,180
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	-	-	1,151	1,354
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District: Rochester City School District
Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

	2010-11	2011-12	2012-13	2013-14	2014-15
	-	-	-	-	-
	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

	2010-11	2011-12	2012-13	2013-14	2014-15
Operating	-	-	-	14,126	14,525
Other Revenue and Support	-	-	-	25	66
TOTAL - GRAPH 3	-	-	-	14,151	14,590

Expenses

	2010-11	2011-12	2012-13	2013-14	2014-15
Program Services	-	-	-	11,853	11,789
Management and General, Fundraising	-	-	-	1,596	2,029
TOTAL - GRAPH 3	-	-	-	13,450	13,818
% of Program Services	0.0%	0.0%	0.0%	88.1%	85.3%
% of Management and Other	0.0%	0.0%	0.0%	11.9%	14.7%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	5.2%	5.6%

Average -
5 Yrs.
OR Charter
Term

14,325
45
14,371

11,821
1,813
13,634
86.7%
13.3%
5.4%

Student to Faculty Ratio

-	-	-	-	-
---	---	---	---	---

Faculty to Admin Ratio

-	-	-	-	-
---	---	---	---	---

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

2010-11	2011-12	2012-13	2013-14	2014-15
0.0	0.0	0.0	3.0	3.0
N/A	N/A	N/A	Fiscally Strong	Fiscally Strong

3.0
Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

2010-11	2011-12	2012-13	2013-14	2014-15
0	0	0	2,683,314	3,826,613
0.0%	0.0%	0.0%	16.5%	19.4%
0.0	0.0	0.0	3.9	5.3
N/A	N/A	N/A	LOW	LOW
N/A	N/A	N/A	Excellent	Excellent

3,254,964
17.9%
4.6
LOW
Excellent

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

2010-11	2011-12	2012-13	2013-14	2014-15
0.0	0.0	0.0	3.7	5.1
N/A	N/A	N/A	LOW	LOW
N/A	N/A	N/A	Excellent	Excellent

4.4
LOW
Excellent

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

2010-11	2011-12	2012-13	2013-14	2014-15
0.0	0.0	0.0	0.2	0.1
N/A	N/A	N/A	LOW	LOW
N/A	N/A	N/A	Excellent	Excellent

0.2
LOW
Excellent

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

2010-11	2011-12	2012-13	2013-14	2014-15
0.0	0.0	0.0	2.1	2.2
N/A	N/A	N/A	MEDIUM	MEDIUM
N/A	N/A	N/A	Good	Good

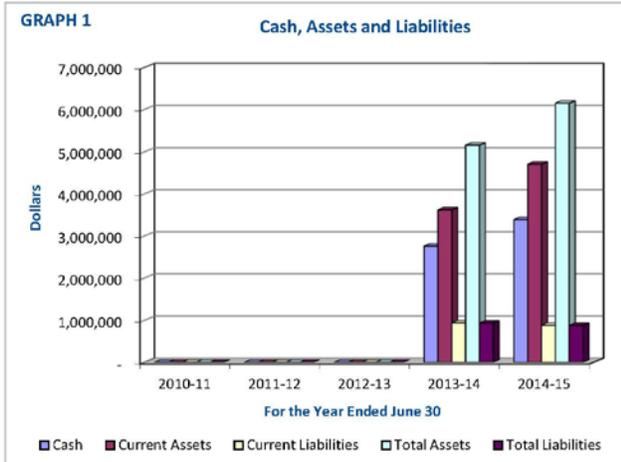
2.2
MEDIUM
Good

APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD

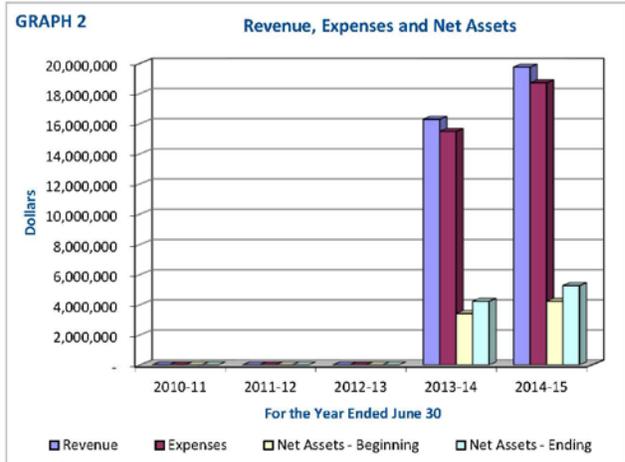


Charter Schools Institute
The State University of New York

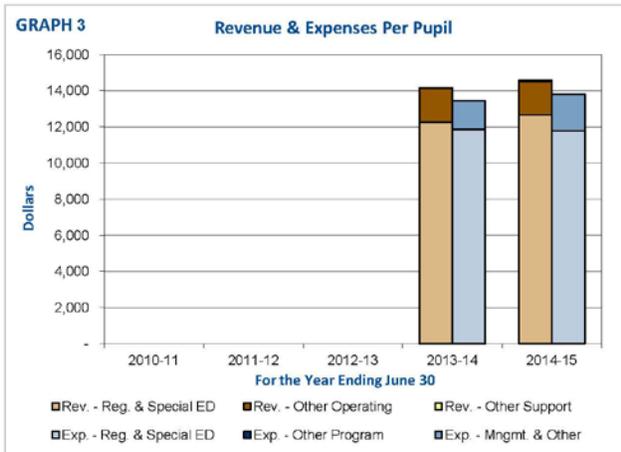
True North Rochester Preparatory Charter School (Merged)



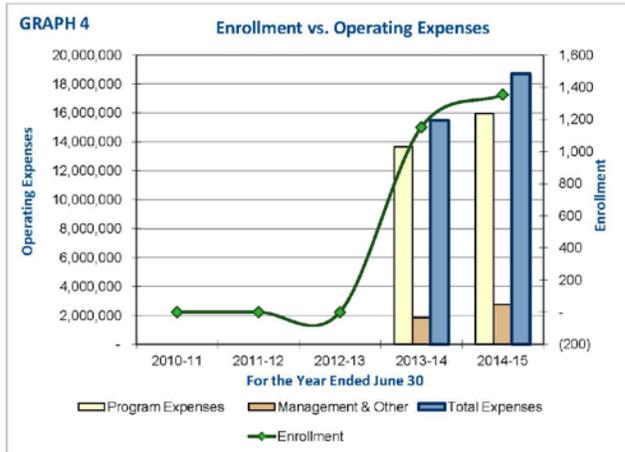
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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 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.

APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD

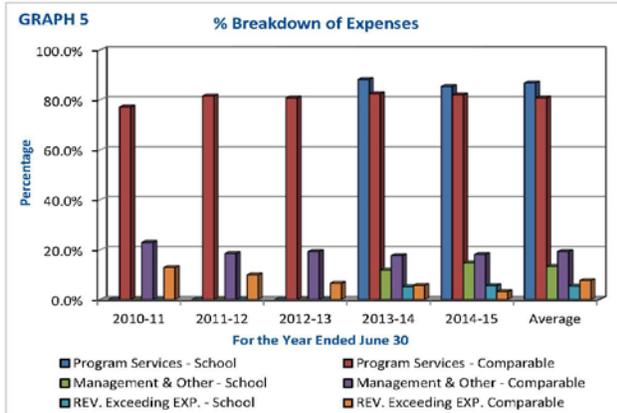


Charter Schools Institute
The State University of New York

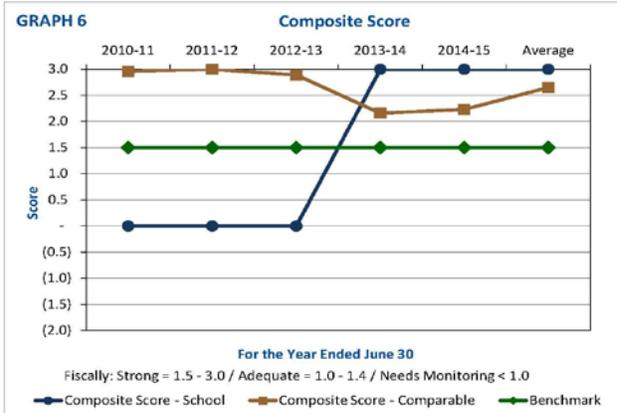
True North Rochester Preparatory Charter School (Merged)

Comparable School, Region or Network: Western & Central NY Schools

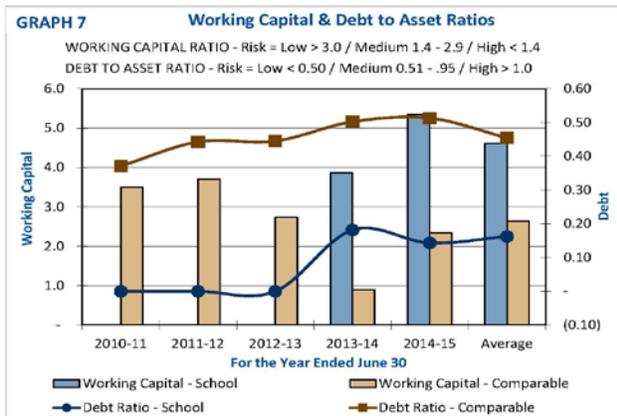
* Average = Average - 5 Yrs. OR Charter Term



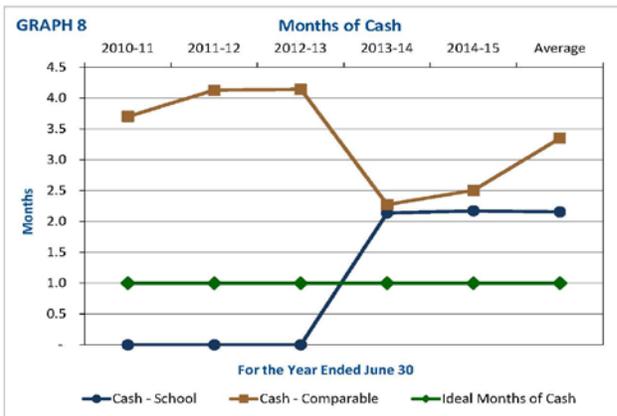
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio 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.