



## New York State Education Department

### ***2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework***

#### **Rochester Academy Charter School**

**Renewal Site Visit Dates: November 17-18, 2021**

**Date of Report: April 1, 2022**

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**ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD**

**ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD**

## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Rochester Academy Charter School
<b>Board Chair</b>	William D. Middleton
<b>District of location</b>	Rochester City School
<b>Opening Date</b>	Fall 2008
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter: January 15, 2008 - June 30, 2012</li> <li>• First Renewal: July 1, 2012 - June 30, 2013</li> <li>• Second Renewal: July 1, 2013 - June 30, 2014</li> <li>• Third Renewal: July 1, 2014 - June 30, 2017</li> <li>• Fourth Renewal: July 1, 2017 - June 30, 2022</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 4, 6-12 / 750 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 12 / 816 students
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• <b>ES:</b> 310 Hinchey Road, Rochester, NY 14624- Private Space</li> <li>• <b>MS:</b> 841 Genesee Street, Rochester, NY 14611- Private Space</li> <li>• <b>HS:</b> 1757 Latta Road, Greece, NY 14612 - Private Space</li> </ul>
<b>Mission Statement</b>	<ul style="list-style-type: none"> <li>• <i>The mission of the Rochester Academy Charter School (RACS) is to provide students with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially, and emotionally.</i></li> </ul>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Provide students with the skills and experiences necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards</li> <li>• Provide a strong focus on Mathematics and Science and use national competitions and science fairs to motivate students.</li> <li>• Build a strong supervisory and monitoring system that will provide individualized attention to each student</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Provide broad tutoring services that will help students address learning needs and/or issues with specific content.</li> <li>• Build strong parent/student/school relationships</li> <li>• Require enhanced professional development for staff members</li> <li>• Build partnerships with community organizations and other educational institutions</li> </ul>
<p><b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)</p>	<ul style="list-style-type: none"> <li>• A revision to continue the long planned and natural continuation of the Regents-approved grade span to add Grade 5 to the school's currently approved K - Grade 4 and Grades 6 through 12 configuration and to increase enrollment from 750 students to 816 students.</li> <li>• A revision to amend the charter school's mission <b>from</b> "The mission of the Rochester Academy Charter School (RACS) is to provide students with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially, and emotionally" <b>to</b> "The mission of the Rochester Academy Charter School (RACS) is to prepare the whole child for a rapidly changing world by cultivating the knowledge, critical thinking skills and personal character to succeed in college or a career of choice. RACS is committed to creating an environment of respect and inclusion that both acknowledges and supports the diversity of the RACS school community."</li> <li>• A revision to add the school's vision as "We are committed to relentless intervention-doing whatever it takes to see every student graduate from RACS and move on to college or career intellectually prepared and emotionally secure for the challenges ahead."</li> <li>• A revision to <b>remove</b> the following Key Design Element from the school's charter: (1) "Provide a strong focus on Mathematics and Science and use national competitions</li> </ul>

	and science fairs to motivate students" and <b>replace it with</b> "Provide a focus on Mathematics and Science to encourage students to pursue college and/or careers in the STEM field" and (2) remove "Provide broad tutoring services that will help students address learning needs and/or issues with specific content" and replace with "Assess the needs of students and use research-based methods to intervene relentlessly to promote student success."
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**Noteworthy:** Rochester Academy Charter School (RACS) has added positions and moved some personnel internally to better fulfill its commitment to strong academic interventions that promote student success. Over the current charter term, academic outcomes and graduation rates that exceed the district of location, and, in some areas, that exceed the state, show the impact of the school’s efforts.

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

**Renewal Outcomes**

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

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

(a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the

Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**  
(b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

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

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
<b>Grade Configuration</b>	Grades 6 - 12	K - Grade 1, 6-12	K - Grade 2, 6-12	K - Grade 3, 6-12	K - Grade 4, 6-12
<b>Total Approved Enrollment</b>	420	552	618	684	750

### Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
<b>Grade Configuration</b>	K - Grade 12				
<b>Total Proposed Enrollment</b>	816	816	816	816	816

## METHODOLOGY

### Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO

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<sup>2</sup> This proposed chart was submitted by RACS in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day remote renewal site visit was conducted at RACS on November 17-18, 2021. The CSO team conducted interviews with the board of trustees, the school leadership team, the social emotional support team, the academic support team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers, students, and parents in spring 2021.

The team conducted twenty-three remote classroom observations in K - Grade 4 and Grades 6 - 11. The observations were approximately 20 minutes in length and conducted jointly with the elementary, middle and high school principals, the elementary assistant principal, and the secondary math coach. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2021-2022 organizational chart;**
- **2021-2022 master school schedules for elementary, middle and high schools;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School administered 2020 staff and parent return to school survey results;**
- **CSO 2021 Parent, Teacher, and Student Surveys and Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets (included in the 2020-2021 Annual Report);**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports for 2019-2020 and 2020-2021;**
- **RACS 2021 Renewal Pre-Visit Self-Evaluation;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **RACS 2021 renewal application;**
- **RACS 2019 Notices of Deficiency/Concern;**
- **RACS Teacher Institute Schedule, 2019-2020, 2021-2022; and**
- **RACS website.**

## BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
<b>Exceeds</b>	The school meets the performance benchmark; potential exemplar in this area.
<b>Meets</b>	The school generally meets the performance benchmark; few concerns are noted.
<b>Approaches</b>	The school does not meet the performance benchmark; a number of concerns are noted.
<b>Falls Far Below</b>	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 17-18, 2021 at RACS, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department  
2015 Charter School Performance Framework Rating<sup>3</sup>**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<p><b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p><b>Note: Due to the ongoing impact of the COVID-19 PANDEMIC-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</b></p>	<b>Meets</b>
	<p><b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p>	<b>Meets</b>
	<p><b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	<b>Meets</b>
<b>Organizational Soundness</b>	<p><b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	<b>Meets</b>
	<p><b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	<b>Meets</b>
	<p><b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	<b>Approaches</b>
	<p><b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<p><b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	<b>Approaches</b>
	<p><b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	<b>Approaches</b>
	<p><b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.</p>	<b>Approaches</b>

<sup>3</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

## **Summary of Findings**

- Rochester Academy Charter School (RACS) is in year 14 of operation and serves students in K-Grade 4 and Grades 6-12. During its current charter term, the school is rated in the following manner: meeting six benchmarks and approaching four benchmarks. A summary of those ratings is provided below.
  
- **Summary of Areas of Growth and Strengths:**

As shown in detail in Attachment 1, RACS students in all subgroups have a proficiency rate above the district of location on the 2018-2019 NYSTP 3-8 Assessments for both ELA and math and five of the nine annual high school Regents passing rates for 2020-2021 equaled the state's rates. By cohort, RACS Regents Exam results for ELA and math consistently surpass the state passing rates. The 4-year cohort graduation rate for RACS' students consistently exceeds the state graduation rate. In addition to growing staff to accommodate an additional grade each year over the charter term, RACS added support staff to provide in-class and supplemental instruction to meet the academic needs of its diverse student population. The school reconfigured its leadership structure to strengthen monitoring and oversight of instruction, assigning responsibility to the chief academic officer for ensuring coaches and administrators promote coherence in the curriculum and quality teaching across all classrooms. RACS maintains a stable financial condition and operates in a fiscally sound manner.
  
- **Summary of Areas in Need of Improvement:**

The RACS Board of Trustees demonstrates insufficient urgency to address the school's persistent challenges including the failure to meet enrollment targets for students with disabilities (SWDs) and English language learners (ELLs). Board members acknowledge that ongoing challenges in teacher recruitment and retention present a threat to the effective operation of the school's academic program. RACS has fostered only limited engagement with families, in part due to COVID-19 pandemic restrictions, and has not fulfilled its commitment to systematically solicit input from families and the community to inform program decisions. RACS is not in complete compliance with all state and federal regulations. RACS needs to strengthen its 3-8 academic proficiency outcomes as it is consistently far below that of the state.

### **Benchmark 1: Student Performance**

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

#### **Finding: Meets**

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

#### **Summative Evidence for Benchmark 1:**

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

The proficiency rates for RACS students in Grades 6, 7 and 8 on the 2018-2019 NYSTP 3-8 Assessments exceeded those of their peers in the district of location, while remaining below the state. Overall differentials to the state's proficiency rates ranged from -21 to -33 percentage points for all students in ELA, and from -20 to -39 for all students in math. Subgroups performed below the state proficiency rates for those grades, but by smaller percentage-point differentials. For the 2013 through 2017 cohorts, the Regents scores of RACS students exceeded the state in almost all areas except the 2015 and 2016 cohort scores in Global History. Five of the nine annual high school Regents passing rates for 2020-2021 equaled the state's rates. RACS four-, five-, and six-year cohort graduation rates exceeded the state. As of the most recently available data, 96 percent of RACS third year students were on track to graduate, exceeding the 85 percent target.

***See Attachment 1 for data tables and additional academic information.***

**Benchmark 2: Teaching and Learning**

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSLS.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

**Academic Program for Elementary School/Middle School/High School:**

- Elementary School:
  - Math: *Ready Math* adopted 2021-2022; replaces *Eureka* math;
  - ELA: American Reading Curriculum Core Curriculum (ARC); IRLA for intervention;

- Science, social studies: Teacher-designed scope and sequence aligned to the NYS standards and frameworks; integrated within the ARC reading curriculum
- Middle School:
  - ELA: locally developed scope and sequence based on the NYSLS and adapted from the *Engage NY* curriculum modules; adopted IRLA for intervention in 2021-2022;
  - Math: *Ready Math* adopted 2020-2021; replaces locally developed curriculum aligned with the NYS Learning Standards (NYSLS) and the *Engage NY* modules
- High School:
  - Math: NYS modules and NYSLS; added Intermediate Algebra course before Algebra II or Geometry; math electives; added an AP Calculus option using the AP curriculum;
  - English: *Engage NY* modules adapted to include culturally and linguistically relevant texts; intervention courses; electives including AP Language, AP Literature aligned with the AP standards;
  - Science and social studies: NYS Common Core framework for all science and social studies courses; electives change year to year; AP psychology elective

**Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):**

- SWDs:
  - Elementary, middle and high school: same curriculum as general education population, with added support of a consultant teacher (CT), assignment to an integrated co-teacher (ICOT) or resource room class based on the student’s individual education plan (IEP)
- ELLs:
  - Elementary, middle and high school: same curriculum as the general education students with modifications of materials and products under the guidance of an assigned English as a New Language (ENL) teacher who may push into classrooms after consultation with the classroom teacher

**Summative Evidence for Benchmark 2:**

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

1. Element: ***Curriculum:***

- **Indicator a:** According to the renewal application and interviews with the leadership and academic support teams, RACS uses curricula aligned to the NYSLS. In the past two years, RACS adopted new ELA and math curricula for the elementary grades including an intervention program for use in their academic intervention system (AIS). In the pre-visit self-evaluation, the school reported that middle school teachers develop the ELA curriculum locally, using the NYSLS and the *Engage NY* modules adapted to incorporate “culturally and linguistically relevant” texts. High school teachers define a scope and sequence for each course based on the Regents syllabi and the NYSLS or related national content standards.
- **Indicator b:** Lesson plans provided to the review team show varying levels of complexity. Elementary lesson plans emphasized grade-level skill development in mathematics and language and described differentiation through centers and small groups. Lesson plans for three of the middle school classes visited by the team described conceptual understanding expected from the lesson and the activities to be completed. High school lesson plans followed a common template

similar to the Know-Understand-Do (KUDO) outline noted in some of the middle school plans. The content of the Regents courses aligns with the standards in the Regents syllabi and the NYSLS. In many lesson plans, assessment of student mastery of the learning objective is listed as teacher observation of student work.

- **Indicator c:** The RACS renewal application explains that alignment of the curriculum at grade levels and between grades is the work of grade level team leaders and principals who meet with instructional coaches to review the scope and sequence for each subject area to ensure the lessons follow the curriculum. In the leadership team focus group, school leaders noted that the choice to use *Ready Math* at the middle school was partly an effort to establish vertical alignment with the elementary grades. Although the elementary school will not have the full K-Grade 5 configuration until 2022-2023, school leaders wanted to ensure programs in place will serve the full K-Grade 12 continuum. In the pre-visit self-evaluation, the school noted that the newly appointed chief academic officer (CAO) will work across this year to continue to vertically align the curriculum for all subject areas. The leadership team focus group interview confirmed that the middle school and high school content area department heads review lesson plans and ensure that course content is aligned with the planned scope and sequence and is implemented consistently across all classes, as described in the renewal application.
- **Indicator d:** According to the renewal application and interviews with teachers and the academic support team, RACS differentiates the curriculum to address gaps in student learning identified on benchmark and classroom assessments. Elementary classrooms use intentional grouping and centers to modify the materials provided or products expected based on student needs. In the renewal application, the school noted that teachers have some options to select materials suited to student interest and instructional needs including web-based programs. In the current charter term, the school modified its staffing to include AIS teachers and teaching assistants at the elementary level. In the middle school and high school, ICOT classes include a special educator who works alongside the classroom teacher to provide instruction to SWDs or any student needing support. The master schedule provided by the school shows that middle school students are assigned two 45-minute blocks in ELA daily, one for literacy and one for ELA. The ELA block is core grade level instruction while the literacy block is differentiated to address common remediation needs or enrichment. Similarly, middle school students are assigned one core math class and one 45-minute session in the math lab each day where they follow the individualized learning path in iReady with support from AIS teachers. The renewal application and the master high school schedule show a 90-minute block schedule for core courses in ELA and social studies which school leaders explained in the focus group interview allow students to complete their course work in one semester. In the focus group, teachers confirmed their varied approaches to differentiation, working together with the SPED co-teachers and academic support teachers.
- **Indicator e:** In the renewal application and leadership focus group, RACS notes that curriculum review and revision is an ongoing process. A review of the math and ELA/ reading curricula was completed in 2019-2020, leading to the adoption of *ARC* and *Ready Math*. Under the direction of the chief academic officer, a veteran staff member at RACS, the curriculum review process involves grade level team leaders, principals, and instructional coaches who review student outcomes to determine the effectiveness of the existing programs and to recommend changes. Teacher experience and expertise is also factored into the discussion when researching curriculum materials, favoring those curricula that can support novice instructors. In the middle school and high school, principals confer with content area department chairs and instructional coaches to review student outcomes and identify strengths and gaps in the core curricula and suggest revisions or additional electives.

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

- **Indicator a:** In the renewal application and leadership team focus group interview, school leaders defined the practices of high-quality instruction to include cooperative learning, inquiry, and problem-based learning techniques. In discussions with instructional leaders prior to the team's class observations, administrators and coaches noted they look for student to student interaction and discussion as examples of the school's common instructional practices. On the CSO 2021 Teacher Survey, 33 percent of responding teachers described high quality instruction as that which includes students engaging in problem solving and evaluating and analyzing content, descriptions similar to those of the instructional leaders. Across the 23 lessons observed by the CSO team, the team noted many instances of teachers directing students to discuss with their partners or groups. Valuable student to student discussion was most frequently noted in the high school classes, while less productive conversations occurred in the middle school and elementary classes. Conversations with the accompanying administrator after the lesson confirmed that the quality of student-to-student discussion did not meet expectations, and the administrator suggested that, during the preceding year of remote learning, students had not had time to develop a relationship with their peers that would make it comfortable for them to engage in group or pair discussions.
- **Indicator b:** Across the 23 lessons observed by the CSO team, elementary students were eagerly engaged in the lesson activities, and most high school students were attentive and involved in the tasks assigned. The team noted more variation in student engagement in the middle grades, noting that students were hesitant to engage in discussions with their peers as noted above. Small class sizes averaging fewer than 15 students with multiple adults providing instruction and support contributed to a safe and productive learning environment.

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

- **Indicator a:** In the renewal application and the leadership team focus group, the school lists an array of formative, diagnostic and summative assessments in use across the school. School-developed benchmark assessments are used for elementary students, and, according to the renewal application and leadership team interview, middle school teachers construct practice NYS tests using released items. In the leadership team focus group, school leaders explained that high school teachers model classroom tests and quizzes on the Regents items matching their course content. The school's Local Assessment Plan results showed participation rates of 84 percent for ELA and 85 percent for math. The school uses iReady for K-Grade 12 as a universal screen for RTI as well as an assessment tool for all grades in the fall, winter and spring in Math and Reading. K-Grade 8 use the iReady progress monitoring tool monthly to measure student growth toward targets. In addition, K-Grade 4 use the Independent Reading Level Assessment (IRLA) several times throughout the year as a secondary measure of student reading level. The school uses school-created, common benchmark assessments in mathematics in K-Grade 4.
- **Indicator b:** According to the renewal application, the school's pre-visit self-evaluation, as well as leadership and teacher focus groups, elementary principals and instructional coaches use quantitative data from benchmark, diagnostic, and classroom assessments to assign intervention services to selected students. Intervention support occurs during the school day in pull-out sections, as well as during "break academy" and summer school when students are grouped by common academic need and receive targeted tutoring to remediate learning gaps. The academic support team consisting of intervention teachers reported they reassess every five to six weeks as part of the school's response to intervention (RTI) cycle to check if the intervention process has been effective.

- **Indicator c:** The leadership team focus group interview confirmed that RACS uses quantitative data from the iReady system as well as classroom assessments and teacher observations to evaluate the effectiveness of the academic program. School leaders cited the recent changes in ELA/reading and math curricula as examples of the review and analysis of both quantitative and qualitative data to make program adjustments. They cited teachers' observations that the material in the *Engage NY* modules was challenging for entering sixth graders who may not have acquired the prerequisite skills from their prior schooling. The leadership team also noted the desire to maintain vertical coherence across the school as a factor in their decision to adopt Ready Math at the middle school grades.

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

- **Indicator a:** Several approaches to meeting the academic needs for all students are described in the renewal application and focus group interviews with the leadership team and the academic support team. As noted above, the school administers a common diagnostic assessment (iReady) in math and reading/ELA. The RACS renewal application and leadership team focus group described the structured use of those assessments to assign students to classes with a level of support matched to their needs. The master school schedule shows ICOT classes in core subjects which assign two educators to provide grade level instruction with targeted support. RACS deploys some special educators to "push-in" to classrooms when the consultant teacher (CT) model is suited to the student's IEP, while other students received additional help in pull out resource room classes led by certified special educators. In their focus group, the academic support team explained the RTI process brings students together during the school day to work on specific content area skills with an interventionist across a five-week cycle. The renewal application also states that the school increased the number of ENL staff to accommodate increasing need for services for ELLs which are provided in classes and in pull-out sessions. In addition to the services provided during the regular school day, the school offers intensive tutoring during the "break academies" and summer school, encouraging students with demonstrated academic deficiencies to participate in these optional services.
- **Indicator b:** According to the renewal application and leadership team focus group interview, the school modified its teacher schedule to facilitate communication between interventionists and classroom teachers. School leaders explained they added time in the daily schedule at the beginning of the day for elementary staff and at the end of the day for middle and high school teachers to meet with their grade level peers and the support teachers who work with their students. Participants in the leadership team focus group and teacher focus group explained that meetings are structured across the week according to a specific schedule, with grade level or department teams meeting one day, RTI/intervention teachers another day, and building level staff meetings assigned to a third day each week. The members of the academic support team explained that the instructional coaches join one or more of these meetings as part of a monthly cycle. In both grade level and RTI meetings, teachers review recent data to identify students falling behind and to develop a plan to provide additional support.

**Benchmark 3: Culture, Climate, and Family Engagement**

*The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> <li>a. The school communicates with and engages families with the school community.</li> <li>b. Teachers communicate with parents to discuss students’ strengths and needs.</li> <li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>d. The school has a systematic process for responding to family or community concerns.</li> <li>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> <li>a. The school has systems or programs in place to support the social-emotional needs of students.</li> <li>b. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</li> </ul>

**Summative Evidence for Benchmark 3:**

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

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

- **Indicator a:** According to the renewal application, RACS revised its approach to behavior management during the current charter term by increasing its use of restorative practices to replace punitive measures. The student handbook posted on the website includes a code of conduct defining students' rights and responsibilities as well as a description of infractions and consequences, the suspension policy, and the technology use policy. Parent responsibilities are also outlined in the handbook. Participants in the social-emotional support team focus group emphasized that the principles of restorative practice underly the work of counselors, social workers and the student care associates who monitor not only behavior but social and emotional well-being.
- **Indicator b:** The spring CSO 2021 Surveys resulted in a relatively small number of responses from RACS students (20, 8 percent), teachers (22, 33 percent), and parents (74, 10 percent), but of those responding, almost all agreed that the school is safe. In the renewal application, the leadership team focus group and the social-emotional support team interview, the school explained that the adoption of restorative practices and the deployment of student care associates to replace security practices and personnel used in the early years of the school's operation have created a positive and productive school climate while maintaining safety. RACS staff explained in the leadership team and social emotional support team focus group interviews that morning meeting in each elementary classroom and community circles in the middle and high school are strategies that teach students the values of respect, accountability, and responsibility that form the foundation of the school's culture. Members of the social emotional support team shared examples of how restorative practices have been applied successfully to resolve interpersonal disagreements among students as well as between staff and students and families and staff.
- **Indicator c:** According to the renewal application and interviews with the leadership team and the social-emotional support team, procedures are in place to ensure that the school environment is free from harassment and discrimination. In the CSO 2021 Teacher Survey and focus group interview, teachers explained that incidents of harassment or bullying are immediately reported to school leaders via the student information system and promptly investigated by an administrator. Members of the social-emotional support team described their strategies to engage students in discussions to resolve and remedy disputes aligned with the restorative practice model. In the focus group interview, student care associates explained they are charged with being the "eyes and ears" of the school, attentive to student behavior in common areas as well as classrooms in order to intercede to prevent disturbance.
- **Indicator d:** As observed by the CSO team, classroom environments at RACS are free from disruption and conducive to learning. Across the 23 lessons observed by the CSO team, students were respectful, obedient, and attentive to their tasks. No disruptions were evident even in the few classes in which students were not fully engaged in the content or lesson activity.

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

- **Indicator a:** According to the leadership team focus group interview and the renewal application, RACS communicates with families through surveys and informal conversations. School leaders explained that, due to pandemic restrictions, family events and gatherings have been cancelled over the past year, resuming somewhat in the current school year but with low in-person attendance. School leaders shared with the CSO team a parent survey designed to learn preferences for in-person and remote learning options which leaders used to inform their reopening plans.

- **Indicator b:** According to the renewal application, RACS teachers are expected to communicate with families to discuss students’ strengths and needs by email and phone. Both the academic support team focus group and teacher focus group participants described a yearly postcard challenge in which teachers share individual good news with families about the students as well as the Schoology tool described in the renewal application as ways to connect families with the school. In the leadership team focus group, school leaders noted that the school sends progress reports and report cards every five weeks to families detailing student academic progress to supplement the daily information about student assignments and classroom activities posted in Schoology. School leaders added that parents are engaged in discussions of their child’s strengths and needs and provided opportunities to involve their children in supplemental tutoring and remedial instruction during “break academies” and summer school. The renewal application also notes that teachers are expected to contact parents if a student is in danger of failing a course and administrators meet with parents when students are in danger of failing multiple classes.
- **Indicator c:** In the renewal application, RACS reports that it distributes annual surveys to parents to gauge satisfaction. In the leadership team focus group and board focus group, school leaders acknowledged they have altered their surveys to ask parents about satisfaction with the support they received during the recent period of remote learning and their preferences for in-person, hybrid, or remote instruction for the current school year. However, only 136 families returned the school’s survey, 19 percent of the potential, so reliable conclusions about family satisfaction cannot be determined. In the pre-visit self-evaluation, the school acknowledged the low participation of parents in surveys and school activities.
- **Indicator d:** The RACS renewal application refers to the procedures described in the school’s complaint policy as its process for responding to family or community concerns. The process outlines the sequence of steps to voice a concern starting at the classroom level and progressing to the board of trustees. In one anecdote shared by the social-emotional support team, a recent parent concern was addressed using the restorative practices strategies described above. The school reported no parent complaints requiring board involvement; however NYSED has received multiple informal complaints during the charter term, including allegations of bullying by teachers and staff, and concerns about the provision of services to students with disabilities.
- **Indicator e:** The RACS website includes a link to the latest available NYS Report Card (2018-2019) and screenshots highlighting the latest available graduation rate data. In the leadership team focus group, school leaders noted they do not disseminate school level data to parents or the community other than that provided in local newspapers. They explained parents receive their own child’s test results on NYS tests or on the local assessment when that information becomes available.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** According to the RACS renewal application and interviews with the leadership team and the social emotional support team, RACS relies on restorative practice strategies in common use across all grades to build a positive school culture and to support the social-emotional needs of students. A team of counselors and a social worker conduct weekly lessons from the *Second Steps* curriculum in the elementary and middle school grades. RACS employs three student care associates in each building who are responsible for engaging with students at arrival and dismissal and in common areas throughout the day to remain alert for indications of distress or concern. Members of the student support team design and coordinate plans to address individual as well as group issues.

- **Indicator b:** According to the leadership team and the student support team interviews and the renewal application, the school uses attendance and discipline referral data as indicators of student social-emotional well-being. Student support team members and building administrators collaborate to develop interventions for individual students or groups of students that employ a range of approaches suited to the incident of concern.
- **Indicator c:** In the focus group interview, student support team members explained that the team examines the impact of individual and group counseling sessions and restorative practice strategies in weekly meetings to assure that the school's strategies result in positive outcomes. According to the renewal application, school leaders track discipline and suspension data to assess the effectiveness of programs and practices that support student social-emotional well-being.

**Benchmark 4: Financial Condition**

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

**Finding: Meets**

**Summative Evidence for Benchmark 4:**

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

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

**Financial Condition**

Rochester Academy Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

**Overall Financial Outlook**

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Rochester Academy Charter School’s 2020-2021 composite score is 3.00.

**Composite Scores  
2016-2017 to 2020-2021**

<i>Year</i>	<i>Composite Score</i>
2016-2017	.88
2017-2018	1.98
2018-2019	2.66
2019-2020	3.00
2020-2021	3.00

### **Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

#### **Finding: Meets**

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

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

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

## Benchmark 6: Board Oversight and Governance

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

### Finding: Approaches

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

### Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has declined from a Meets rating on the 2020 mid-term site visit report to an Approaches on this renewal site visit report. Several areas that were cited in the mid-term report continue without improvement – board membership lacking legal and development expertise and a systemic means of policy review.

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

- **Indicator a:** In the board of trustees focus group interview, RACS board members described an informal process for recruiting new members to the board rather than a formal strategy. While the renewal application notes a need for a member with legal expertise, participants in the focus group identified development and fundraising expertise as the foremost need. Board members noted they rely on personal and professional relationships to identify potential candidates to serve on the board. Two recently added members have experience in county government and both have children who attend the school or are RACS graduates. Although the renewal application acknowledges a need to create a pipeline of potential board members, no coordinated plan to recruit and select individuals with expertise in the identified areas was described in the focus group interview or in the renewal application.
- **Indicator b:** The strategic plan submitted with the renewal documents and posted on the RACS website presents an overview of the school’s priorities across the current charter term, 2018-2022. The one-page document lists three aims related to the school’s mission statement followed by a bulleted list of proposed activities. Participants in the board of trustees focus group interview

stated they regularly monitor attainment of the school's goals, specific targets, timelines, benchmarks and measurable outcomes associated with the strategic plan, and the school shared documents detailing the strategic plan's implementation. In the focus group interview, board members confirmed that they work with this detailed document that lays out the plan's components.

- **Indicator c:** According to the RACS website, the renewal application and the board of trustees focus group interview, the RACS board oversees school management, fiscal operations, and academic progress through the work of three committees. The website lists academic excellence, development, and governance committees, while the board minutes also refer to a finance committee. Website biographies of board members list a community outreach committee and a finance and facilities committee not noted elsewhere. Committee responsibilities posted on the RACS website are the general definition of responsibilities for governance, development and academic committees created by the consulting organization, High Bar. Board minutes refer to regular reports from the academic excellence and the finance committees. In the renewal application, RACS noted that the annual board retreat includes committee reorganization, review of the by-laws, and open meeting laws.
- **Indicator d:** RACS renewal documents describe different processes for board review of school policies. One document states that the board reviews policies regularly, however, board minutes list policy review segments infrequently. The pre-visit self-evaluation indicates the board 'continuously' reviews policies. In the board focus group interview, board members said that policy review occurs in the governance committee when they are notified by school leaders of a change in regulation or practice that requires revisions. In the focus group interview, board members acknowledged they do not have a regular schedule or calendar for reviewing policies.
- **Indicator e:** As part of the renewal application, RACS provided a detailed description of the evaluation process for the school leader and board minutes refer to completion of a board self-evaluation. In the focus group interview, board members confirmed they complete a yearly evaluation using the tools provided by Board on Track and reported their most recent self-evaluation shows they are doing well on most areas except development/fundraising. A process for evaluating the work of consultants and program providers was not included in the renewal application or described in the focus group.
- **Indicator f:** In the focus group interview, board members indicated they rely on school administrators and the school's financial audit firm to maintain their awareness of their legal obligations, adding that they contract with a law firm on an as-needed basis and have relied on it for review of any policy changes. Board minutes mention review only of the Open Meetings Law and board bylaws. In the focus group interview, one member commented that the addition of a member with legal expertise would be helpful in alerting the board when legal review is warranted.

### **Benchmark 7: Organizational Capacity**

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

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> □N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

**Summative Evidence for Benchmark 7:**

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

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

- **Indicator a:** According to the renewal application and interviews with the leadership team and teachers, RACS revised its organizational structure to strengthen its ability to meet its academic goals. The school established the role of chief academic officer to ensure a coherent and consistent academic program as the school moves toward its full complement of grades. An additional assistant principal was added at the elementary school, assigning one assistant to academic oversight and the other to student social and emotional well-being. According to the renewal application and the school’s pre-visit self-evaluation, meetings of administrators and staff occur regularly in varying configurations to ensure clear communication and consistent focus on the school’s goals. Although fewer than half (33 percent) of the teachers responded to the spring

CSO 2021 Survey, 20 of the 22 teachers responding agreed that the school has an effective leadership team that fosters commitment to the school's mission and goals.

- **Indicator b:** In focus group interviews with teachers, leaders and board members, roles and responsibilities were defined in consistent language. According to teachers, the weekly schedule of regular meetings with instructional coaches, administrators, and social-emotional support staff reinforces awareness of each staff member's role in the organization and contributes to consistent implementation of the school's academic and social-emotional well-being programs. The regular promotion of veteran staff members to administrative and instructional support positions serves to retain knowledge of the organization's history and efforts and establishes a continuity of approach that strengthens the school's culture.
- **Indicator c:** Focus group interviews with teachers and school leaders, as well as with the academic and social-emotional support team, showed that regularly scheduled meetings by grade level, subject area, and building level foster effective communication across the school. Teachers reported they have opportunities to provide input into many school decisions, particularly those related to academics. They were involved in discussions of the proposed revision to the school's mission statement as part of a process identified as "RACS Mission and Vision Proposal," as develop by a consultant.
- **Indicator d:** In the leadership team focus group and in the renewal application, RACS reports that recruiting and hiring key personnel has been a challenge, particularly over the past year as pandemic restricts were in place. The staff roster provided to the CSO team lists 24 teachers newly hired for the current school year. According to school leaders in the focus group interview, some new hires were needed to provide staffing for the addition of fourth grade this year and several replaced teachers who were assigned to instructional leadership and coaching roles. Board members in the focus group indicated they are discussing various approaches to improve recruitment and retention of teachers including raising salaries. In the focus group, school leaders indicated that the commitment of the school to additional instructional support staff is in part a response to the necessity of hiring early career teachers. In the focus group, school leaders indicated that, when warranted based on formal and informal observations, teachers may be required to engage in an improvement plan under the mentorship and guidance of coaches and administrators.

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

- **Indicator a:** According to the RACS website, a number of academic positions remain unfilled as of November 2021, while operational, finance, and communication positions are staffed by long-term personnel. The renewal application lists a business manager and technology support staff serving all grades across the school. As of the current school year, each building is served by a counselor and the school is seeking to add an additional social worker for the middle school to complement the social-emotional support team. Participants in the leadership team focus group reported launching a teacher residency program in collaboration with a local teacher education institution to provide a pathway for prospective teachers.
- **Indicator b:** As noted above and reported by teachers and leaders in the focus group interviews, the regular schedule of weekly meetings includes time dedicated to collaboration between classroom teachers and special educators, ENL teachers, and AIS/ RTI teachers. In the focus group, teachers also noted they meet informally with those providing support for the students in their class. School leaders explained that the 45 additional minutes added to the daily teacher schedule provides structured time for collaborative planning and regular updates and assessment of the impact of interventions on student achievement and behavior.

- **Indicator c:** The teacher institute calendar provided by the school for the previous two years lists professional development sessions conducted over five days prior to school opening in September covering restorative justice practices as well as curriculum implementation guidance. Sessions include review of the school’s charter, mission, and key design elements. According to school leaders in the focus group interview, building administrators design and facilitate professional development for their staff during the weekly faculty meetings based on formal and informal observations by coaches and administrators. Although not all teachers responded to the CSO 2021 Teacher Survey, 16 of the 22 who did respond agreed that the staff has the requisite skills. As reported above, in the focus group school leaders acknowledged that additional instructional coaching was added to build the skills of the many early career teachers on the staff.
- **Indicator d:** In their focus group interviews, both teachers and school leaders confirmed that instructional quality is monitored by coaches and administrators using formal and informal evaluation tools. RACS provided a detailed description of the Danielson model used for the twice-yearly formal observation process. According to the leadership team focus group interview, instructional coaches and building administrators review their informal observation notes at their weekly grade level or department meetings with teachers and devise strategies for improvement on both an individual teacher basis as well as grade level or content area.
- **Indicator e:** According to the renewal application, RACS surveys teachers annually to gauge satisfaction. However, the only survey completed in the past year inquired about teachers’ preferences for returning to school when pandemic restrictions were lifted and did not include broader satisfaction questions. In the teacher focus group and the CSO 2021 Teacher Survey, teachers reported they have frequent opportunities to provide feedback to administrators at weekly staff meetings or one-on-one with leaders. In the leadership focus group interview, school leaders added that they interview teachers who resign to identify areas where they might strengthen the school’s ability to retain experienced staff. School leaders noted they use staff retention as a gauge of satisfaction.

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

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** N/A

## Benchmark 8: Mission and Key Design Elements

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

### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

### Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark has been consistent with an Approaches rating. Implementation of the key design elements did not improve significantly during the interim. For a school with a stated focus on science and mathematics, RACS has not yet demonstrated a robust program in these areas.

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

- **Indicator a:** Responses on the CSO 2021 Surveys reveal a wide-ranging understanding of the RACS mission. While only a small number of responses were obtained, 16 percent of parents responding indicated they didn’t know the mission. In the open response item, several teachers stated that the mission is to provide an alternative to district schools and to implement a rigorous instructional program with a STEM focus. In the renewal application, the school stated it has embarked on an effort to ensure parents know the mission. According to the pre-visit self-evaluation, RACS hired a consultant to engage stakeholders in discussions of the revised mission statement. This included results of a parent survey called “Parent Feedback” provided by the school. In focus group interviews and surveys, no stakeholders mentioned the “hands-on learning” included in the current school mission statement. The school has submitted a request to revise its current mission as part of the renewal application.
- **Indicator b:** RACS has taken steps to fully implement some of the key design elements in its current charter. The school has submitted a request to modify its key design elements starting in 2022-2023.
  - Provide students with the skills and experiences necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards
    - As shown in Attachment 1, based on the latest state data, RACS student score above their RCSD peers on NYS tests and, by cohort, exceed state averages on Regents’ exams.
  - Provide a strong focus on Mathematics and Science
    - According to the master schedule for 2021-2022 provided by the school, elementary students participate in STEAM (science, technology, engineering, arts, math) classes once each week, and sixth graders attend STEM (science, technology, engineering, math) classes weekly. According to the leadership focus group, RACS high school students can enroll in science electives, and some may participate in the Science and Technology Entry Program (STEP) in collaboration with Monroe Community College (MCC). In years prior to

- pandemic restrictions, RACS offered STEAM night for parents and field trips to science and health related sites. In the leadership focus group interview, school leaders noted they hire staff with specific STEM expertise. School leaders explained that hiring has been a challenge due to demand for teachers across the region and few qualified candidates.
- Build a strong supervisory and monitoring system that will provide individualized attention to each student
    - Comments in focus group interviews with the leadership team, teachers, and the academic support and social emotional support teams demonstrate that the school has increased its staffing to provide both academic support within the classroom and in pull-out and resource room settings as well as social-emotional support via the student care assistants, counselors and social worker. In their focus group interview, school leaders explained that the chief academic officer has defined grade level and school wide academic goals, and the iReady program creates individual learning pathways for each student. Under the guidance of the CAO, building administrators and instructional coaches work with teachers to monitor student progress regularly and modify learning paths as needed.
  - Provide broad tutoring services that will help students address learning needs and/or issues with specific content
    - In the leadership focus group and academic support focus group interviews, school staff explained that, in addition to in-school support using co-teachers, RTI and resource room interventionists, the school offers “break academy” and summer school opportunities for students to receive intensive and targeted tutoring. In some years, RACS high school students have been able to access services from the district to recover credits needed for graduation. Participants in the leadership team focus group noted that not all eligible students participate in the optional “break academy” or summer school opportunities, with some lacking the transportation needed to attend.
  - Build strong parent/student/school relationships
    - While the renewal application states that every member of the school community takes responsibility for growing and maintaining strong relationships with students, most strategies to establish strong relationships with parents occur on a one-to-one basis. In their focus group, members of the social-emotional support team describe their activities involving parents to develop intervention plans for students who violate the code of conduct, often using the restorative justice strategies mentioned earlier. While few students responded to the spring CSO 2021 Student Survey, 13 of the 20 students who responded agreed that they have at least one adult in the school they can talk with about their problems. In contrast, six of those 20 students disagreed with the statement, “teachers care about me,” and four of 20 disagreed that “the school has a positive impact on my life.” When asked if they would attend a different school if they could, five of the 20 students said ‘yes,’ and eight of 20 responded ‘maybe.’ In the renewal application, the school reported that it surveys students annually, but the school did not share the results of its recent student surveys with the CSO team as requested.
  - Require enhanced professional development for staff members
    - According to the renewal application and interviews with the leadership team and teachers, the primary professional development provided by the school occurs during the five-day summer institute prior to opening in September. Teachers and school leaders mentioned building level professional development during the 45-minute staff and department meetings and coaching sessions at grade level meetings as opportunities to provide additional training to build instructional skills and knowledge. RACS’ professional

development offerings are typical of those provided by most schools and do not represent an “enhanced” approach as suggested by the key design element.

- Build partnerships with community organizations and other educational institutions
  - In the renewal application and leadership team focus group interview, RACS lists the MCC STEP program and the provider of the after-school program as examples of its partnerships with community organizations and educational institutions. In the board focus group interview, members noted that they haven’t taken any concrete steps to identify appropriate partners with whom RACS should create formal partnerships.

**Benchmark 9: Enrollment, Recruitment, and Retention**

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.*

**Finding: Approaches**

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

**Summative Evidence for Benchmark 9:**

Over this charter term, the trajectory with regard to this benchmark has been consistent with an Approaches rating. The school continues to fail to meet the sub-group enrollment percentages demonstrated by the district of location for SWDs or ELLs; and has had a pattern of enrolling more students than its maximum authorized number.

1. Element: **Targets are met:** The NYSED data for 2020-2021 indicates that the retention rates of the school’s SWD, ELL, and ED subgroup population are +22, +27, and +23 percentage points above the Rochester CSD, respectively.
2. Element: **Targets are not met:**
  - **Indicator a:** For the 2020-2021 school year, the school was at 104 percent of its maximum authorized enrollment. The school was overenrolled in the 2017-2018, 2019-2020 and 2020-2021 school years. CSO discussed this with participants of the school leaders focus group during the site visit; and cautioned the school about continuing this pattern of overenrolling students. School leaders reported that past practice had shown that enrollment tended to drop after the beginning of a schoolyear, in part due to the high level of mobility of the population. CSO also noted this situation in its 2020-2021 Annual Report review. As shown on Attachment 1, RACS has met the enrollment target for economically disadvantaged (ED) students but has not made significant progress toward meeting the targets for enrolling SWDs or ELLs. Attachment 1 shows slight

increases in both the ELL and SWD subgroup populations from the 2019-2020 to the 2020-2021 school years. In 2020-2021, the school had 7 percent ELLs and 12 percent SWDs, still remaining far below the district of location's 19 percent and 23 percent, respectively.

- **Indicator b:** In the renewal application, RACS lists the following as strategies to recruit applicants from the target student populations:
  - school's website,
  - a public relations program,
  - an ambassador program,
  - community and school events, and
  - radio advertising
  - In the focus group, school leaders explained they used a weighted lottery for the first time in the most recent application cycle to increase the probability of selecting SWDs and ELLs from the pool of applicants. In the leadership focus group, school leaders explained that, while additional SWDs were selected in the lottery and offered admission, not all parents chose to enroll their SWD child at RACS. School leaders also explained in the focus group interview that in-person recruitment activities were reduced or canceled while pandemic restrictions were in place during 2020-2021.
  - In the board focus group interview, members confirmed that word of mouth and personal engagement have been the most effective recruiting methods as stated in the renewal application. In the focus group interview and the renewal application, school leaders reported they have made some program adjustments to attract SWD and ELL, including adding an ENL teacher to serve the increased enrollment of ELL students, and, early in the current charter term, hired their own special education coordinator who manages the implementation of three service models to provide the supports defined in the students' IEPs--consultant teaching, integrated co-teaching, and resource room. While the renewal application states that these changes have led to higher retention of SWDs, Table 1.b.i in Attachment 1 shows that, based on the latest available state data, RACS retains fewer SWDs than are retained by the district of location.
- **Indicator c:** According to the renewal application and the leadership team focus group interview, school leaders evaluated their recruitment and outreach strategies by comparing the enrollment and retention data for the current year with previous years. The renewal application included a description of specific strategies to gauge the impact of RACS programs and services on the recruitment or retention of SWD and ELL students. These include the hiring of special educators rather than depending on district employees and increasing the number of special educators, both of which enabled an increase in the continuum of services and increased the number of special education student as well as their retention numbers. ESOL enrollment was increased after the school approached community and faith-based organizations. One additional result of the comparison above was the discontinuation of television commercials as feedback from parents showed this strategy was not effective.

***See Attachment 1 for data tables and additional information.***

## Benchmark 10: Legal Compliance

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

### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory with regard to this benchmark has declined from a Meets on its 2020 mid-term site visit report to an Approaches on this renewal site visit. The school has either not submitted all required documents or has not submitted them in a timely manner. The school has continued its pattern of overenrolling students and having issues with fingerprint clearances.

- Element: **Legal Compliance:**
  - **Indicator a:** RACS has a mixed record of compliance with applicable state and federal laws, and provisions of its charter.
    - As noted in Benchmark 6, board members reported that they rely on school leaders, their financial audit firm, and a contracted legal service to maintain their awareness of changes in regulations affecting the governance of the school. Board minutes list a yearly review of FOIL and Open Meetings Laws at the board's annual meeting.
    - The school has a pattern of overenrolling students rather than adhering to its maximum authorized enrollment number. The school was overenrolled in the 2017-2018, 2019-2020 and 2020-2021 school years.
    - While the school appears to have begun to address its fingerprint clearance issues, it has had a pattern during its current charter term of having hires start work before they were cleared. The school appears to be making progress. In the 2018-2019 school year, 19 hires were cleared after the start date; in 2019-2020, two hires were cleared after the start date; and in 2020-2021, all hires were cleared prior to the start date.
    - In each year of the charter term the school has had at least one uncertified teacher who did not fall within any of the statutory categories, as required.
  - **Indicator b:** In February 2019, and as a result of the Notice of Deficiency issued by the CSO, RACS developed a Corrective Action Plan (CAP) to address its consistent enrollment of SWDs and ELLs below the district of location targets. In the focus group interview, board members

cited the addition of a weighted lottery as the primary strategy to resolve the deficiency. The school submitted a document after the first implementation of the weighted lottery in 2021 identified as “ELL and SWD Enroll Numbers,” which demonstrates growth in both categories.

- **Indicator c:** Over the current charter term, RACS has submitted revision requests to the Board of Regents and/or the Charter School Office for several significant changes. The school submitted material revision requests in its 2021 renewal application.

# 2022 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

ROCHESTER ACADEMY CHARTER SCHOOL

### BEDS Code

261600860910

### 2020-2021 Enrollment

714

### ESEA Accountability Designation (2019-2020):

This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

### Charter School Information

School District of Location:	ROCHESTER CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	20%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-12
Address:	841 GENESEE ST ROCHESTER NY 14611
Website:	www.racschool.com
RIC:	MONROE/M.A.A.R.S.
Regents Region:	FINGER LAKES REGION
Regent:	RUTH B. TURNER
Active Date:	7/1/2008
Authorizer:	NYS BOR
CEO:	MEHMET DEMIRTAS
CEO Phone:	(585) 467-9201
CEO Email:	demirtas@rochester-academy.org
BOT President:	WILLIAM MIDDLETON
BOT President Phone:	(585) 402-8133
BOT President Email:	wdmgss@rit.edu
Institution ID:	800000061097

### BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2015
Current Term:	7/1/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

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

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	714	74	10%
Student Survey (Grades 9-12)	260	20	8%
Teacher Survey	-	22	-

\*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

ROCHESTER ACADEMY CHARTER SCHOOL

2018-2019

ROCHESTER ACADEMY CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
K - 12	+/- 10	BUFFALO ACAD-SCI CHARTER SCHOOL	-28	-40	-40	-4
		Mean	-28	-40	-40	-4
		Mean	-28	-40	-40	-4

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

ROCHESTER ACADEMY CHARTER SCHOOL

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

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

Rochester Academy CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	26%	12%	-	27%	11%	7%	0%	11%
2016-2017	41%	14%	0%	40%	9%	0%	0%	10%
2017-2018	39%	26%	29%	39%	18%	0%	14%	19%
2018-2019	30%	9%	25%	30%	29%	21%	13%	28%

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

# 2022 NYSED Charter School Information Dashboard

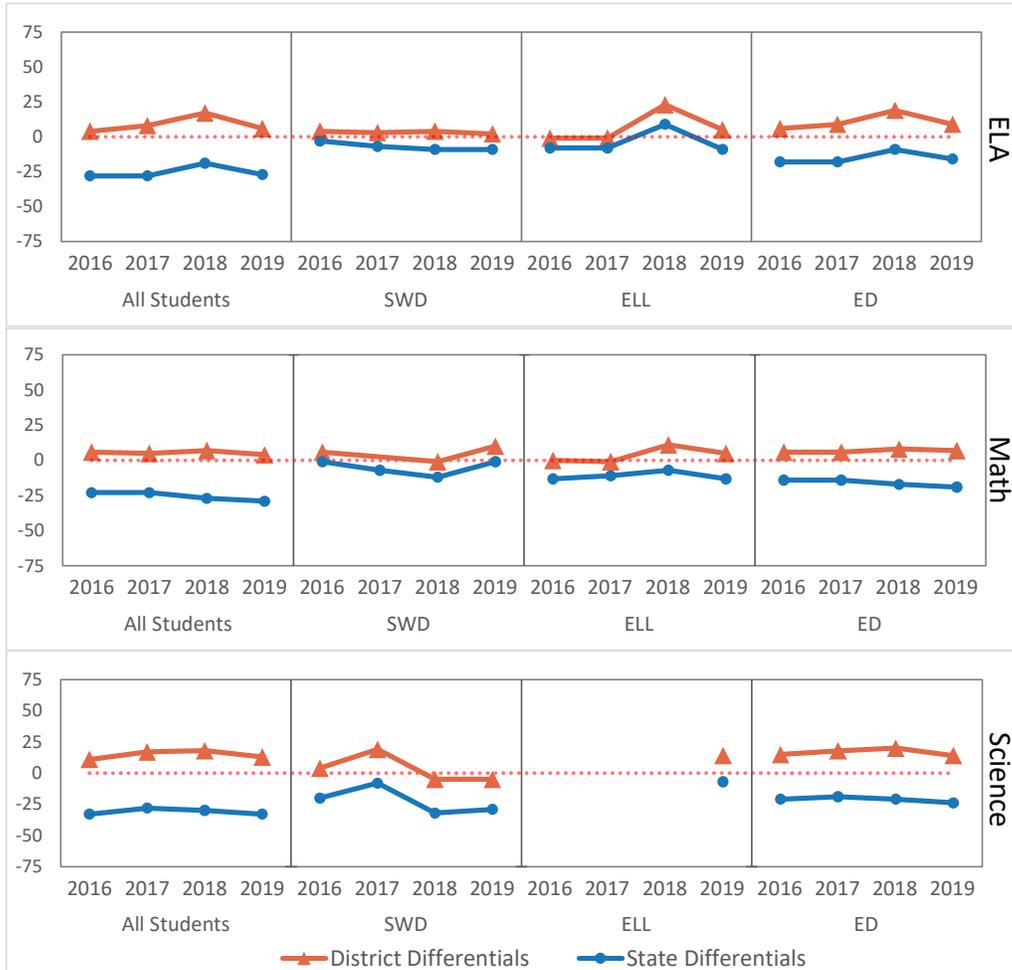
## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

##### Comparison of

##### Rochester Academy Charter School and Rochester City School District



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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	10%	6%	+4	38%	-28	8%	2%	+6	31%	-23	27%	16%	+11	60%	-33
	2016-2017	16%	8%	+8	44%	-28	8%	3%	+5	31%	-23	30%	13%	+17	58%	-28
	2017-2018	27%	10%	+17	46%	-19	13%	6%	+7	40%	-27	28%	10%	+18	58%	-30
	2018-2019	18%	12%	+6	45%	-27	13%	9%	+4	42%	-29	22%	9%	+13	55%	-33
SWD	2015-2016	5%	1%	+4	8%	-3	6%	0%	+6	7%	-1	11%	7%	+4	31%	-20
	2016-2017	5%	2%	+3	12%	-7	0%	0%	0	7%	-7	22%	3%	+19	30%	-8
	2017-2018	5%	1%	+4	14%	-9	0%	1%	-1	12%	-12	0%	5%	-5	32%	-32
	2018-2019	4%	2%	+2	13%	-9	12%	2%	+10	13%	-1	0%	5%	-5	29%	-29
ELL	2015-2016	0%	1%	-1	8%	-8	0%	0%	0	13%	-13	-	-	-	-	-
	2016-2017	0%	1%	-1	8%	-8	0%	1%	-1	11%	-11	-	-	-	-	-
	2017-2018	29%	6%	+23	20%	+9	14%	3%	+11	21%	-7	-	-	-	-	-
	2018-2019	10%	5%	+5	19%	-9	10%	5%	+5	23%	-13	20%	6%	+14	27%	-7
ED	2015-2016	10%	4%	+6	28%	-18	8%	2%	+6	22%	-14	29%	14%	+15	50%	-21
	2016-2017	16%	7%	+9	34%	-18	8%	2%	+6	22%	-14	30%	12%	+18	49%	-19
	2017-2018	27%	8%	+19	36%	-9	13%	5%	+8	30%	-17	28%	8%	+20	49%	-21
	2018-2019	19%	10%	+9	35%	-16	14%	7%	+7	33%	-19	22%	8%	+14	46%	-24

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### All Students Grade-Level Proficiency

		ELA					Math					Science				
		Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 6	2017-2018	33%	13%	+20	49%	-16	14%	9%	+5	44%	-30	-	-	-	-	-
	2018-2019	22%	14%	+8	47%	-25	8%	12%	-4	47%	-39	-	-	-	-	-
Grade 7	2015-2016	6%	5%	+1	35%	-29	4%	4%	0	36%	-32	-	-	-	-	-
	2016-2017	14%	7%	+7	42%	-28	11%	5%	+6	38%	-27	-	-	-	-	-
	2017-2018	13%	6%	+7	40%	-27	15%	6%	+9	41%	-26	-	-	-	-	-
	2018-2019	19%	10%	+9	40%	-21	17%	8%	+9	43%	-26	-	-	-	-	-
Grade 8	2015-2016	13%	6%	+7	41%	-28	11%	1%	+10	24%	-13	27%	16%	+11	60%	-33
	2016-2017	17%	9%	+8	45%	-28	4%	1%	+3	22%	-18	30%	13%	+17	58%	-28
	2017-2018	36%	11%	+25	48%	-12	11%	1%	+10	30%	-19	28%	10%	+18	58%	-30
	2018-2019	15%	11%	+4	48%	-33	13%	2%	+11	33%	-20	22%	9%	+13	55%	-33

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 6	2017-2018	0%	2%	-2	16%	-16	0%	2%	-2	14%	-14	-	-	-	-	-
	2018-2019	0%	3%	-3	15%	-15	0%	4%	-4	15%	-15	-	-	-	-	-
Grade 7	2015-2016	11%	0%	+11	7%	+4	0%	0%	0	8%	-8	-	-	-	-	-
	2016-2017	0%	0%	0	11%	-11	0%	0%	0	9%	-9	-	-	-	-	-
	2018-2019	11%	1%	+10	10%	+1	33%	2%	+31	12%	+21	-	-	-	-	-
Grade 8	2015-2016	0%	1%	-1	9%	-9	10%	0%	+10	6%	+4	11%	7%	+4	31%	-20
	2016-2017	11%	3%	+8	13%	-2	0%	0%	0	5%	-5	22%	3%	+19	30%	-8
	2017-2018	11%	2%	+9	16%	-5	0%	0%	0	9%	-9	0%	5%	-5	32%	-32
	2018-2019	0%	2%	-2	15%	-15	0%	1%	-1	10%	-10	0%	5%	-5	29%	-29

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS
<b>Grade 7</b>	2016-2017	0%	2%	-2	8%	-8	0%	1%	-1	12%	-12	-	-	-	-	-
<b>Grade 8</b>	2018-2019	20%	5%	+15	19%	+1	20%	1%	+19	21%	-1	20%	6%	+14	27%	-7

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Rochester Academy CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 6	2017-2018	33%	11%	+22	39%	-6	15%	8%	+7	32%	-17	-	-	-	-	-
	2018-2019	23%	12%	+11	37%	-14	8%	10%	-2	36%	-28	-	-	-	-	-
Grade 7	2015-2016	6%	4%	+2	25%	-19	4%	3%	+1	25%	-21	-	-	-	-	-
	2016-2017	15%	5%	+10	31%	-16	12%	3%	+9	26%	-14	-	-	-	-	-
	2017-2018	12%	5%	+7	31%	-19	14%	5%	+9	30%	-16	-	-	-	-	-
	2018-2019	20%	8%	+12	30%	-10	19%	6%	+13	32%	-13	-	-	-	-	-
Grade 8	2015-2016	13%	5%	+8	31%	-18	12%	1%	+11	19%	-7	29%	14%	+15	50%	-21
	2016-2017	17%	8%	+9	37%	-20	4%	1%	+3	18%	-14	30%	12%	+18	49%	-19
	2017-2018	38%	9%	+29	39%	-1	11%	1%	+10	25%	-14	28%	8%	+20	49%	-21
	2018-2019	15%	10%	+5	39%	-24	13%	1%	+12	28%	-15	22%	8%	+14	46%	-24

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

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

ROCHESTER ACADEMY CHARTER SCHOOL

### Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

#### Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Rochester Academy CS	NYS	Differential to NYS	Charter Total Tested	Rochester Academy CS	NYS	Differential to NYS	Charter Total Tested	Rochester Academy CS	NYS	Differential to NYS	Charter Total Tested	Rochester Academy CS	NYS	Differential to NYS
<b>Algebra I (Common Core)</b>	2017-2018	5	100%	90%	+10	-	-	-	-	-	-	-	-	5	100%	81%	+19
	2020-2021	6	67%	97%	-30	-	-	-	-	-	-	-	-	5	60%	94%	-34

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

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

### Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Rochester Academy CS	NYS	Differential to NYS	Charter Total Tested	Rochester Academy CS	NYS	Differential to NYS	Charter Total Tested	Rochester Academy CS	NYS	Differential to NYS	Charter Total Tested	Rochester Academy CS	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	67	51%	70%	-19	10	20%	46%	-26	10	30%	49%	-19	67	51%	63%	-12
	2017-2018	83	58%	64%	-6	9	33%	39%	-6	-	-	-	-	77	55%	56%	-1
	2018-2019	119	46%	66%	-20	21	19%	43%	-24	9	22%	50%	-28	117	46%	59%	-13
	2019-2020	99	90%	93%	-3	15	93%	90%	+3	7	86%	90%	-4	96	90%	92%	-2
	2020-2021	54	81%	97%	-16	11	100%	96%	+4	-	-	-	-	54	81%	97%	-16
Algebra II (Common Core)	2016-2017	30	53%	81%	-28	-	-	-	-	-	-	-	-	30	53%	70%	-17
	2017-2018	54	65%	82%	-17	-	-	-	-	-	-	-	-	52	63%	72%	-9
	2018-2019	36	67%	83%	-16	-	-	-	-	-	-	-	-	35	66%	72%	-6
	2019-2020	22	100%	99%	+1	-	-	-	-	-	-	-	-	20	100%	99%	+1
	2020-2021	50	100%	100%	0	-	-	-	-	-	-	-	-	49	100%	100%	0
English Language Arts (Common Core)	2016-2017	62	82%	84%	-2	6	50%	59%	-9	-	-	-	-	60	83%	77%	+6
	2017-2018	61	74%	79%	-5	8	25%	52%	-27	-	-	-	-	59	75%	70%	+5
	2018-2019	62	94%	84%	+10	-	-	-	-	-	-	-	-	60	95%	78%	+17
	2019-2020	51	94%	96%	-2	7	86%	91%	-5	-	-	-	-	50	94%	94%	0
	2020-2021	58	90%	99%	-9	10	70%	98%	-28	-	-	-	-	58	90%	99%	-9
Geometry (Common Core)	2016-2017	36	61%	63%	-2	-	-	-	-	-	-	-	-	36	61%	50%	+11
	2017-2018	14	43%	67%	-24	-	-	-	-	-	-	-	-	11	45%	54%	-9
	2018-2019	30	30%	70%	-40	-	-	-	-	-	-	-	-	27	33%	57%	-24
	2019-2020	34	88%	98%	-10	-	-	-	-	-	-	-	-	33	88%	97%	-9
	2020-2021	17	100%	100%	0	-	-	-	-	-	-	-	-	17	100%	100%	0
Global History	2019-2020	76	91%	98%	-7	12	92%	95%	-3	8	88%	95%	-7	75	91%	97%	-6
	2020-2021	59	100%	100%	0	9	100%	100%	0	-	-	-	-	58	100%	100%	0
Global History Transition	2017-2018	99	43%	73%	-30	10	30%	45%	-15	-	-	-	-	92	46%	62%	-16
	2018-2019	93	43%	62%	-19	11	0%	34%	-34	6	0%	36%	-36	92	43%	51%	-8
Living Environment	2016-2017	51	51%	96%	-21	9	0%	45%	-45	7	0%	37%	-37	51	51%	62%	-11
	2017-2018	73	67%	96%	-3	8	38%	44%	-6	-	-	-	-	66	65%	60%	+5
	2018-2019	64	72%	96%	+1	6	50%	45%	+5	-	-	-	-	62	74%	61%	+13
	2019-2020	72	96%	96%	0	9	100%	93%	+7	7	86%	94%	-8	71	96%	95%	+1
	2020-2021	48	96%	98%	-2	6	100%	97%	+3	6	100%	98%	+2	47	96%	98%	-2
Physical Setting/ Chemistry	2016-2017	14	43%	74%	-31	-	-	-	-	-	-	-	-	14	43%	61%	-18
	2017-2018	7	43%	72%	-29	-	-	-	-	-	-	-	-	7	43%	59%	-16
	2018-2019	20	50%	73%	-23	-	-	-	-	-	-	-	-	20	50%	60%	-10
	2019-2020	25	96%	98%	-2	-	-	-	-	-	-	-	-	23	96%	98%	-2
	2020-2021	28	100%	100%	0	-	-	-	-	-	-	-	-	28	100%	100%	0

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

Physical Setting/ Earth Science	2016-2017	91	29%	64%	-35	13	8%	40%	-32	6	0%	33%	-33	90	28%	53%	-25
	2017-2018	82	45%	68%	-23	7	29%	44%	-15	-	-	-	-	80	44%	58%	-14
	2018-2019	80	45%	64%	-19	14	14%	39%	-25	6	17%	37%	-20	78	44%	53%	-9
	2019-2020	85	88%	97%	-9	8	75%	95%	-20	5	100%	96%	+4	83	88%	96%	-8
	2020-2021	85	92%	98%	-6	17	94%	98%	-4	-	-	-	-	85	92%	98%	-6
Physical Setting/ Physics	2016-2017	9	22%	82%	-60	-	-	-	-	-	-	-	-	9	22%	73%	-51
US History and Government	2016-2017	52	31%	81%	-50	13	0%	55%	-55	7	0%	50%	-50	51	31%	73%	-42
	2017-2018	30	53%	81%	-28	-	-	-	-	-	-	-	-	29	52%	73%	-21
	2018-2019	52	63%	77%	-14	-	-	-	-	-	-	-	-	51	63%	67%	-4
	2019-2020	56	96%	97%	-1	6	83%	93%	-10	-	-	-	-	55	96%	95%	+1
	2020-2021	42	100%	100%	0	9	100%	100%	0	-	-	-	-	42	100%	100%	0

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

### Charter School

ROCHESTER ACADEMY CHARTER SCHOOL

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

#### Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Rochester Academy CS	NYS	Differential to NYS	Charter Total Cohort	Rochester Academy CS	NYS	Differential to NYS	Charter Total Cohort	Rochester Academy CS	NYS	Differential to NYS	Charter Total Cohort	Rochester Academy CS	NYS	Differential to NYS
ELA	2013 Cohort	60	93%	85%	+8	-	-	-	-	-	-	-	-	60	93%	80%	+13
	2014 Cohort	47	91%	84%	+7	-	-	-	-	-	-	-	-	43	91%	78%	+13
	2015 Cohort	45	96%	84%	+12	-	-	-	-	-	-	-	-	44	95%	79%	+16
	2016 Cohort	45	100%	88%	+12	-	-	-	-	-	-	-	-	45	100%	84%	+16
	2017 Cohort	47	96%	89%	+7	6	83%	69%	+14	-	-	-	-	47	96%	86%	+10
Global History	2013 Cohort	60	90%	78%	+12	-	-	-	-	-	-	-	-	60	90%	70%	+20
	2014 Cohort	47	83%	77%	+6	-	-	-	-	-	-	-	-	43	84%	69%	+15
	2015 Cohort	45	73%	78%	-5	-	-	-	-	-	-	-	-	44	73%	70%	+3
	2016 Cohort	45	78%	84%	-6	-	-	-	-	-	-	-	-	45	78%	80%	-2
	2017 Cohort	47	94%	87%	+7	6	100%	66%	+34	-	-	-	-	47	94%	84%	+10
Math	2013 Cohort	60	95%	85%	+10	-	-	-	-	-	-	-	-	60	95%	80%	+15
	2014 Cohort	47	91%	83%	+8	-	-	-	-	-	-	-	-	43	93%	77%	+16
	2015 Cohort	45	91%	84%	+7	-	-	-	-	-	-	-	-	44	91%	78%	+13
	2016 Cohort	45	98%	88%	+10	-	-	-	-	-	-	-	-	45	98%	85%	+13
	2017 Cohort	47	98%	90%	+8	6	100%	69%	+31	-	-	-	-	47	98%	88%	+10
Science	2013 Cohort	60	95%	84%	+11	-	-	-	-	-	-	-	-	60	95%	78%	+17
	2014 Cohort	47	89%	83%	+6	-	-	-	-	-	-	-	-	43	91%	76%	+15
	2015 Cohort	45	87%	83%	+4	-	-	-	-	-	-	-	-	44	86%	76%	+10
	2016 Cohort	45	98%	87%	+11	-	-	-	-	-	-	-	-	45	98%	83%	+15
	2017 Cohort	47	98%	90%	+8	6	100%	70%	+30	-	-	-	-	47	98%	87%	+11
US History	2013 Cohort	60	93%	81%	+12	-	-	-	-	-	-	-	-	60	93%	74%	+19
	2014 Cohort	47	91%	80%	+11	-	-	-	-	-	-	-	-	43	91%	72%	+19
	2015 Cohort	45	84%	79%	+5	-	-	-	-	-	-	-	-	44	84%	71%	+13
	2016 Cohort	45	93%	84%	+9	-	-	-	-	-	-	-	-	45	93%	79%	+14
	2017 Cohort	47	94%	85%	+9	6	100%	66%	+34	-	-	-	-	47	94%	81%	+13

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

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

#### Aggregate and Subgroup College and Career Readiness

		College and Career Readiness			ELA			Math		
		Rochester Academy CS	NYS	Differential to NYS	Rochester Academy CS	NYS	Differential to NYS	Rochester Academy CS	NYS	Differential to NYS
All Students	2012 Cohort	11%	43%	-32	48%	69%	-21	14%	46%	-32
	2013 Cohort	20%	39%	-19	67%	72%	-5	23%	41%	-18
	2014 Cohort	9%	29%	-20	64%	71%	-7	9%	30%	-21
	2015 Cohort	11%	34%	-23	60%	68%	-8	11%	36%	-25
ED	2012 Cohort	12%	29%	-17	50%	58%	-8	14%	33%	-19
	2013 Cohort	20%	27%	-7	67%	63%	+4	23%	29%	-6
	2014 Cohort	7%	18%	-11	60%	61%	-1	7%	19%	-12
	2015 Cohort	11%	22%	-11	59%	58%	+1	11%	24%	-13

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Rochester Academy CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Rochester Academy CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Rochester Academy CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Rochester Academy CS	NYS Graduation Rate	Differential to NYS
2013 Cohort	4 Year	60	92%	82%	+10	-	-	-	-	-	-	-	-	60	92%	76%	+16
	5 Year	60	93%	85%	+8	-	-	-	-	-	-	-	-	59	93%	80%	+13
	6 Year	60	93%	86%	+7	-	-	-	-	-	-	-	-	59	93%	82%	+11
2014 Cohort	4 Year	47	96%	83%	+13	-	-	-	-	-	-	-	-	43	95%	76%	+19
	5 Year	47	96%	86%	+10	-	-	-	-	-	-	-	-	43	95%	81%	+14
	6 Year	47	96%	87%	+9	-	-	-	-	-	-	-	-	43	95%	83%	+12
2015 Cohort	4 Year	45	98%	83%	+15	-	-	-	-	-	-	-	-	44	98%	77%	+21
	5 Year	45	98%	87%	+11	-	-	-	-	-	-	-	-	44	98%	82%	+16
	6 Year	45	98%	88%	+10	-	-	-	-	-	-	-	-	44	98%	84%	+14
2016 Cohort	4 Year	45	93%	85%	+8	-	-	-	-	-	-	-	-	45	93%	80%	+13
	5 Year	45	93%	88%	+5	-	-	-	-	-	-	-	-	45	93%	83%	+10
2017 Cohort	4 Year	47	94%	86%	+8	6	100%	65%	+35	-	-	-	-	47	94%	81%	+13

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

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

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

Rochester Academy CS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2014	47	39	83%	5	2	40%	-	-	-	47	39	83%
2015	45	35	78%	5	1	20%	-	-	-	44	34	77%
2016	51	45	88%	-	-	-	-	-	-	49	44	90%
2017	49	48	98%	6	6	100%	-	-	-	48	47	98%
2018	65	56	86%	12	9	75%	-	-	-	65	56	86%

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

ROCHESTER ACADEMY CHARTER SCHOOL

#### 1.a.i. Aggregate Enrollment:

#### Aggregate Enrollment: Reported vs Contracted - Target = 100%

Rochester Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	360	361	100%
2017-2018	420	423	101%
2018-2019	552	533	97%
2019-2020	618	644	104%
2020-2021	684	714	104%

#### 1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Rochester Academy CS	Rochester CSD	Differential to District	Rochester Academy CS	Rochester CSD	Differential to District	Rochester Academy CS	Rochester CSD	Differential to District
2016-2017	13%	20%	-7	6%	16%	-10	100%	88%	+12
2017-2018	11%	22%	-11	4%	19%	-15	99%	89%	+10
2018-2019	12%	21%	-9	4%	18%	-14	100%	89%	+11
2019-2020	7%	22%	-15	6%	18%	-12	100%	89%	+11
2020-2021	12%	23%	-11	7%	19%	-12	99%	89%	+10

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

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

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Rochester Academy CS	Rochester CSD	Differential to District	Rochester Academy CS	Rochester CSD	Differential to District	Rochester Academy CS	Rochester CSD	Differential to District	Rochester Academy CS	Rochester CSD	Differential to District
2016-2017	80%	82%	-2	87%	79%	+8	67%	79%	-12	79%	82%	-3
2017-2018	76%	84%	-8	70%	81%	-11	41%	82%	-41	76%	84%	-8
2018-2019	78%	84%	-6	75%	82%	-7	73%	81%	-8	78%	84%	-6
2019-2020	75%	86%	-11	73%	86%	-13	90%	85%	+5	75%	86%	-11
2020-2021	85%	63%	+22	79%	57%	+22	89%	62%	+27	85%	62%	+23

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

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

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

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2014 Cohort	4-Year	59	38	64%	-	-	-	-	-	-	51	32	63%
	5-Year	59	38	64%	-	-	-	-	-	-	51	32	63%
	6-Year	59	38	64%	-	-	-	-	-	-	51	32	63%
2015 Cohort	4-Year	63	32	51%	12	4	33%	7	3	43%	60	30	50%
	5-Year	63	32	51%	12	4	33%	7	3	43%	60	30	50%
	6-Year	63	32	51%	12	4	33%	7	3	43%	60	30	50%
2016 Cohort	4-Year	57	31	54%	-	-	-	-	-	-	57	31	54%
	5-Year	57	31	54%	-	-	-	-	-	-	57	31	54%
2017 Cohort	4-Year	57	33	58%	9	4	44%	-	-	-	52	32	62%

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

## Notes

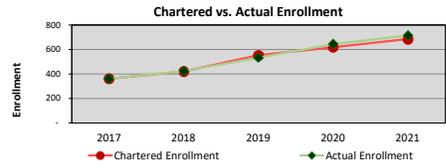
- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*



# Charter School Fiscal Accountability Summary

## ROCHESTER ACADEMY CHARTER SCHOOL

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	7-12	6-12	K-1, 6-12	K-2, 6-12	K-3, 6-12
Maximum Chartered Grades Served	K-4, 6-12				
Chartered Enrollment	360	420	552	618	684
Maximum Chartered Enrollment	750	750	750	750	750
Actual Enrollment	361	423	533	644	714



### ASSETS

#### Current Assets

Cash and Cash Equivalents	94,063	603,720	1,815,254	4,158,269	5,716,778
Grants and Contracts Receivable	65,242	88,551	92,160	314,537	705,926
Prepaid Expenses	99,551	167,551	166,802	222,149	362,118
Other Current Assets	264,581	155,914	101,481	436,236	230,112
<b>Total Current Assets</b>	<b>523,437</b>	<b>1,015,736</b>	<b>2,175,697</b>	<b>5,131,191</b>	<b>7,014,934</b>

#### Non-Current Assets

Property, Building and Equipment, net	2,949,558	2,835,894	2,793,824	2,669,942	4,261,002
Restricted Cash	-	-	80,335	86,376	89,420
Security Deposits	7,500	7,500	7,500	-	-
Other Non-Current Assets	-	-	-	-	-
<b>Total Non-Current Assets</b>	<b>2,957,058</b>	<b>2,843,394</b>	<b>2,881,659</b>	<b>2,756,318</b>	<b>4,350,422</b>
<b>Total Assets</b>	<b>3,480,495</b>	<b>3,859,130</b>	<b>5,057,356</b>	<b>7,887,509</b>	<b>11,365,356</b>

### LIABILITIES and NET ASSETS

#### Current Liabilities

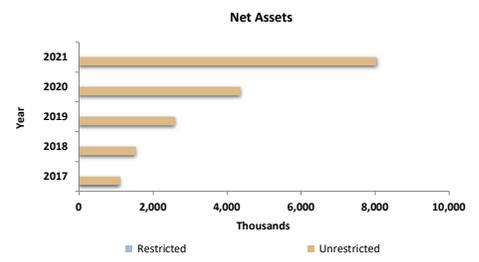
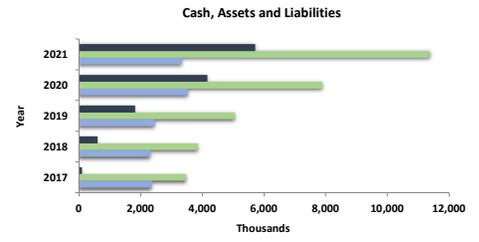
Accounts Payable and Accrued Expenses	-	-	88,602	38,384	233,945
Accrued Payroll and Payroll Taxes	379,234	465,997	612,299	747,523	897,548
Due to Related Parties	84,387	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	32,131	96,643	101,284	530,353	160,705
<b>Total Current Liabilities</b>	<b>495,752</b>	<b>562,640</b>	<b>802,185</b>	<b>1,316,260</b>	<b>1,292,198</b>

#### Long-Term Liabilities

Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	1,861,984	1,752,827	1,654,101	2,208,335	2,037,896
<b>Total Long-Term Liabilities</b>	<b>1,861,984</b>	<b>1,752,827</b>	<b>1,654,101</b>	<b>2,208,335</b>	<b>2,037,896</b>
<b>Total Liabilities</b>	<b>2,357,736</b>	<b>2,315,467</b>	<b>2,456,286</b>	<b>3,524,595</b>	<b>3,330,094</b>

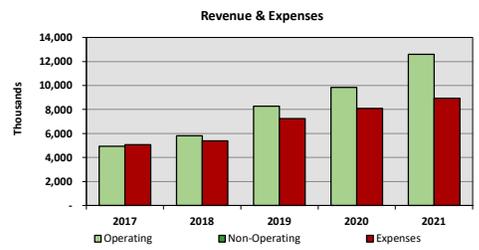
#### NET ASSETS

Unrestricted	1,122,759	1,543,663	2,601,070	4,362,914	8,035,262
Restricted	-	-	-	-	-
<b>Total Net Assets</b>	<b>1,122,759</b>	<b>1,543,663</b>	<b>2,601,070</b>	<b>4,362,914</b>	<b>8,035,262</b>
<b>Total Liabilities and Net Assets</b>	<b>3,480,495</b>	<b>3,859,130</b>	<b>5,057,356</b>	<b>7,887,509</b>	<b>11,365,356</b>



### OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed	4,444,094	5,434,989	7,253,982	8,686,666	9,705,164
State and Local Per Pupil Revenue - SPED	-	-	405,823	409,408	592,292
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	247,634	309,910	390,464	648,578	1,122,524
State and City Grants	190,144	35,246	196,698	65,940	69,029
Other Operating Income	61,190	19,581	43,732	36,663	1,116,104
<b>Total Operating Revenue</b>	<b>4,943,062</b>	<b>5,799,726</b>	<b>8,290,699</b>	<b>9,847,255</b>	<b>12,605,113</b>



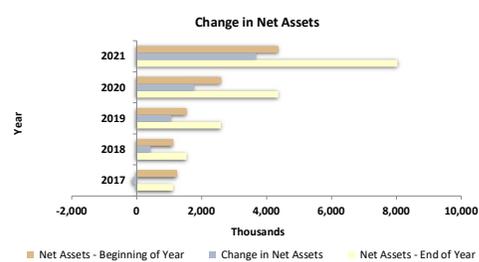
### EXPENSES

#### Program Services

Regular Education	3,802,091	4,106,535	5,213,373	6,000,200	6,560,597
Special Education	-	-	474,882	593,115	682,195
Other Expenses	-	-	-	-	-
<b>Total Program Services</b>	<b>3,802,091</b>	<b>4,106,535</b>	<b>5,688,255</b>	<b>6,593,315</b>	<b>7,242,792</b>

#### Supporting Services

Management and General	1,260,032	1,272,287	1,545,037	1,492,096	1,689,973
Fundraising	-	-	-	-	-
<b>Total Support Services</b>	<b>1,260,032</b>	<b>1,272,287</b>	<b>1,545,037</b>	<b>1,492,096</b>	<b>1,689,973</b>
<b>Total Expenses</b>	<b>5,062,123</b>	<b>5,378,822</b>	<b>7,233,292</b>	<b>8,085,411</b>	<b>8,932,765</b>
<b>Surplus/Deficit from Operations</b>	<b>(119,061)</b>	<b>420,904</b>	<b>1,057,407</b>	<b>1,761,844</b>	<b>3,672,348</b>



### SUPPORT AND OTHER REVENUE

Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Change in Net Assets</b>	<b>(119,061)</b>	<b>420,904</b>	<b>1,057,407</b>	<b>1,761,844</b>	<b>3,672,348</b>
<b>Net Assets - Beginning of Year</b>	<b>1,241,820</b>	<b>1,122,759</b>	<b>1,543,663</b>	<b>2,601,070</b>	<b>4,362,914</b>
<b>Net Assets - End of Year</b>	<b>1,122,759</b>	<b>1,543,663</b>	<b>2,601,070</b>	<b>4,362,914</b>	<b>8,035,262</b>

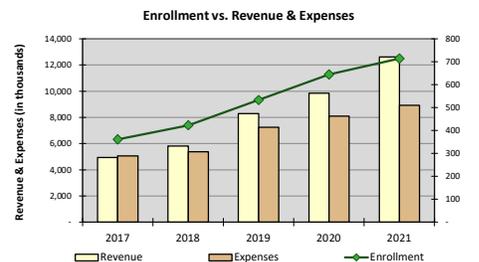
### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating	13,693	13,711	15,555	15,291	17,654
Support and Other Revenue	-	-	-	-	-
<b>Total Revenue</b>	<b>13,693</b>	<b>13,711</b>	<b>15,555</b>	<b>15,291</b>	<b>17,654</b>

#### Expenses - Per Pupil

Program Services	10,532	9,708	10,672	10,238	10,144
Management and General, Fundraising	3,490	3,008	2,899	2,317	2,367
<b>Total Expenses</b>	<b>14,023</b>	<b>12,716</b>	<b>13,571</b>	<b>12,555</b>	<b>12,511</b>
% of Program Services	75.1%	76.3%	78.6%	81.5%	81.1%
% of Management and Other	24.9%	23.7%	21.4%	18.5%	18.9%
<b>% of Revenue Exceeding Expenses</b>	<b>-2.4%</b>	<b>7.8%</b>	<b>14.6%</b>	<b>21.8%</b>	<b>41.1%</b>

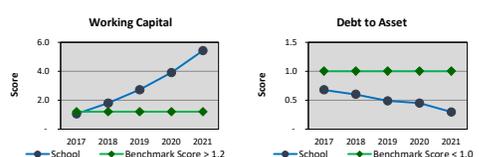


### FINANCIAL COMPOSITE SCORE

Composite Score	0.88	1.98	2.66	3.00	3.00
<b>BENCHMARK and FINDING:</b> Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	<b>Needs Monitoring</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>

### WORKING CAPITAL

Net Working Capital	27,685	453,096	1,373,512	3,814,931	5,722,736
Working Capital (Current) Ratio	1.1	1.8	2.7	3.9	5.4
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or greater than 1.2	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>

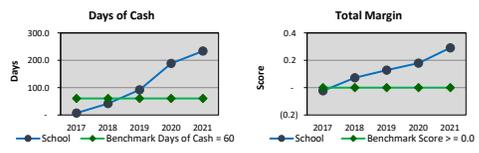


### DEBT TO ASSET

Debt to Asset Ratio	0.7	0.6	0.5	0.4	0.3
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or less than 1.0	<b>Meets Standard</b>				

### CASH POSITION

Days of Cash	6.8	41.0	91.6	187.7	233.6
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or greater than 60 days	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>



### TOTAL MARGIN

Total Margin Ratio	(0.0)	0.1	0.1	0.2	0.3
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or greater than 0.0	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>