

# Application: True North Rochester Preparatory Charter School

Eric O'Connor - eoconnor@rochesterprep.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

Completed Jul 26 2021

### [Instructions](#)

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### **a. SCHOOL NAME**

(Select name from the drop down menu)

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL 261600860906

**a1. Popular School Name**

Rochester Prep

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

ROCHESTER CITY SD

**d. DATE OF INITIAL CHARTER**

6/2006

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2006

**h. SCHOOL WEB ADDRESS (URL)**

[rochesterprep.uncommonschoools.org](http://rochesterprep.uncommonschoools.org)

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

1239

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

1291

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes

## 12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Uncommon Schools Inc.
PHYSICAL STREET ADDRESS	826 Broadway
CITY	New York
STATE	NY
ZIP CODE	10003
EMAIL ADDRESS	<a href="mailto:info@uncommonschoools.org">info@uncommonschoools.org</a>
CONTACT PERSON NAME	(No response)

## FACILITIES INFORMATION

### m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	Yes, 3 sites
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### School Site 1 (Primary)

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	630 Brooks Ave, Rochester, NY 14619	585-436-8629	Rochester	5-8	No

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Patrick Pastore			
Operational Leader	Tocarra Hughes			
Compliance Contact	Noelle Van der Tuin			
Complaint Contact	Patrick Pastore			
DASA Coordinator				
Phone Contact for After Hours Emergencies				

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

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**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 1 Certificate of Occupancy (COO)**

[COO\\_630Brooks.pdf](#)

**Filename:** COO\_630Brooks.pdf **Size:** 712.2 kB

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**Site 1 Fire Inspection Report**

[FireInsp\\_630Brooks.pdf](#)

**Filename:** FireInsp\_630Brooks.pdf **Size:** 3.1 MB

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**School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	899 Jay St, Rochester, NY 14610	585-235-0008	Rochester	K-4	No

**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Danielle Hinman			
Operational Leader	Brian Marciano			
Compliance Contact	Noelle Van der Tuin			
Complaint Contact	Danielle Hinman			
DASA Coordinator				
Phone Contact for After Hours Emergencies				

**m2b. Is site 2 in public (co-located) space or in private space?**

Private Space

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**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 2 Certificate of Occupancy (COO)**

[COO 899Jay.jpg](#)

**Filename:** COO 899Jay.jpg **Size:** 291.7 kB

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**Site 2 Fire Inspection Report**

[FireInsp 899Jay.pdf](#)

**Filename:** FireInsp 899Jay.pdf **Size:** 2.6 MB

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**School Site 3**

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**m3. SCHOOL SITES**

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	14 Mark St, Rochester, NY 14621	585-368-5111	Rochester	9-12	No

**m3a. Please provide the contact information for Site 3.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Edward Eckert			
Operational Leader	Jeffrey Allen			
Compliance Contact	Noelle Van der Tuin			
Complaint Contact	Edward Eckert			
DASA Coordinator				
Phone Contact for After Hours Emergencies				

**m3b. Is site 3 in public (co-located) space or in private space?**

Private Space

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**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 3 Certificate of Occupancy (COO)**

[14 Mark St COO - Fire Inspection.pdf](#)

**Filename:** 14 Mark St COO - Fire Inspection.pdf **Size:** 94.5 kB

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**Site 3 Fire Inspection Report**

[14 Mark St COO - Fire Inspection.pdf](#)

**Filename:** 14 Mark St COO - Fire Inspection.pdf **Size:** 94.5 kB

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

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**n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

(No response)

**ATTESTATIONS**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Elizabeth AlFayad
Position	Senior Associate Director for Data Reporting & Analysis
Phone/Extension	585-217-3821
Email	<a href="mailto:ealfayad@rochesterprep.org">ealfayad@rochesterprep.org</a>

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.**

**Responses Selected:**

Yes

**q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

**Responses Selected:**

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 19 2021

Thank you.



## Entry 3 Accountability Plan Progress Reports

Incomplete

### Instructions

### **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes**

only.

## Entry 4 - Audited Financial Statements

Incomplete

### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

### Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

### 3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2021-2022 Budget

**Incomplete**

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021.**

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## **Entry 6 - Board of Trustees Disclosure of Financial Interest Form**

**Completed** Aug 3 2021

### **Required of ALL Charter Schools by August 2**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

### **DFI Portfolio 21-22**

**Filename:** DFI Portfolio 21 22 v6FY3yi.pdf **Size:** 5.1 MB

## **Entry 7 BOT Membership Table**

**Completed** Jul 27 2021

### **Instructions**

### **Required of All charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## **Entry 7 BOT Table**

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

**1. 2020-2021 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Geoffrey Rosenberger		Chair	Finance, Development, Academic, Facilities	Yes	5	6/30/2019	6/30/2022	5 or less
2	Jim Ryan		Trustee/Member	Development, Finance, Facilities	Yes	5	6/30/2019	6/30/2022	5 or less
3	Rebecca Sumner		Vice Chair	Academic, Finance, Development	Yes	4	6/30/2018	6/30/2021	5 or less
4	Ron Zarrella		Treasurer	Finance, Development, Facilities	Yes	3	6/30/2018	6/30/2021	5 or less
5	Josh Phillips		Trustee/Member	none	Yes	2	6/30/2018	6/30/2021	5 or less

6	Ebony Miller-Wesley		Trustee/Member	Academic, Finance	Yes	1	1/10/2018	6/30/2021	5 or less
7	Jim Costanza		Trustee/Member	Academic, Facilities, Development	Yes	1	1/10/2018	6/30/2021	5 or less
8	Carlos Carballeda		Trustee/Member	none	Yes	1	3/24/2021	6/30/2024	5 or less
9	Langston McFadden		Trustee/Member	none	Yes	1	3/24/2021	6/30/2024	5 or less

**1a. Are there more than 9 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	9
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

### 3. Number of Board meetings held during 2020-2021

5

### 4. Number of Board meetings scheduled for 2021-2022

5

Thank you.

## Entry 8 Board Meeting Minutes

**Incomplete** Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

# Entry 9 Enrollment & Retention

Completed Aug 3 2021

## Instructions for submitting Enrollment and Retention Efforts

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

## Entry 9 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	The city of Rochester has the third highest poverty rate of all metropolitan areas in the US (US Census Bureau, 2020). In the 20-21 school year, 93.4% of our students resided within the Rochester City School District	In 2021-2022, we plan to continue to build upon the success we've had in recruiting students from the city of Rochester, which experiences a high level of poverty, particularly for children. We will continue to recruit students from the neighborhoods closest to our schools through targeted

Economically Disadvantaged

and 91.7% of our students lived in poverty. All of Rochester Prep's campuses are located in zip codes with significant portions of the population experiencing poverty or extreme poverty. We consistently work to recruit students from the neighborhoods closest to our schools through targeted recruitment mailings to families in surrounding zip codes. Overall, Rochester Prep has found that the best way to recruit new students is through word of mouth, particularly through the networks and connections of families with students already attending the school. The Rochester Prep application asks applicants "How did you hear about us?" and "Word of Mouth" is consistently the top response. This is true for recruitment of all students, including the target populations mentioned here. Therefore, Rochester Prep recognizes the importance of building relationships with the families of both current students and future students and places those efforts at the heart of all its recruitment and retention practices. Our Parent Ambassador and Family Champions program saw great success both through Zoom events and in-person once restrictions were lifted, creating positive connections between current families and prospective families.

recruitment mailings to families in surrounding zip codes. We are looking forward to resuming in-person recruitment events as local and state mandates allow. This includes general Kindergarten recruitment events hosted within the City of Rochester, events curated by E3 (an organization in Rochester promoting all charter schools and school choice), and our own standalone events. Overall, Rochester Prep has found that the best way to recruit new students is through word of mouth, particularly through the networks and connections of families with students already attending the school. The Rochester Prep application asks applicants "How did you hear about us?" and "Word of Mouth" is consistently the top response. This is true for recruitment of all students, including the target populations mentioned here. Therefore, Rochester Prep recognizes the importance of building relationships with the families of both current students and future students and places those efforts at the heart of all its recruitment and retention practices. We will continue our Parent Ambassador program and continue to use Zoom to hold Q&A sessions for prospective families where they can speak with Parent Ambassadors and school administrators to learn more about our school and the opportunities we provide.

## English Language Learners

The Director of Special Education for Rochester Prep supports the recruitment and retention of English Language Learners. To spread the word about Rochester Prep among this particular populations, we have placed bilingual advertisements on both the radio and in print. Directed emails were sent to two the two largest refugee support agencies in Rochester, the Catholic Family Center and Rochester Refugee Resettlement Services notifying them of Rochester Prep's application process, lottery date, and availability of ELL supports. Our application was available in Spanish and families could request other languages if needed. We held 20% of our lottery spots specifically for students identified as ELLs. As stated above, our strongest recruitment practice is asking current families to speak with their family and friends about Rochester Prep. Many if not most of our ELL families learn about us by word of mouth and we work to build strong relationships with our ELL families and encourage them to share the Rochester Prep opportunity within their communities. Our in-person recruitment efforts this year were tempered by the public health crisis and we were not able to attend or hold any of the in-person events that we normally would. However, we have not seen a significant difference in the percentage of ELLs enrolling in our schools due to the power of word of mouth from our

In 2021-2022, our Director of Special Education will continue to lead efforts to recruit ELLs, leveraging our relationships with current families to reach new students. We will maintain our existing relationship with the Catholic Family Center and Rochester Refugee Resettlement Services to inform recently arrived families about their school choice and the opportunities Rochester Prep provides. We will mail application postcards in multiple languages for the 21-22 school lottery. An Americorps Summer Associate that worked with us this summer collected a list of local religious community groups that often support immigrant and refugee populations - we will share information about our schools and application process with them directly. We are eager to resume in-person recruitment events if possible, but must wait for local and state guidance for all group gatherings. We will have Spanish-speaking staff at any in-person or remote recruitment events to immediately assist any prospective Spanish-speaking families. As we did last year, we will hold 20% of our lottery spots for ELL-identified students.

	current families.	
Students with Disabilities	<p>The Director of Special Education for Rochester Prep supports the recruitment and retention of students with disabilities. All of our recruiting materials include the fact that we support IEPs and 504 plans, indicating that students with disabilities are welcome and supported in our schools. The Director of Special Education presented at a New York Charter Association Parent Council meeting to discuss the supports Rochester Prep and Uncommon Schools (our CMO) provides to students across New York State. The Special Education team at each school meets directly with prospective families with IEPs/504s and provides individualized tours to address any enrollment concerns. Rochester Prep highlighted Special Education and Students with Disabilities on our social media channels, on our website, and on all of our recruitment materials.</p>	<p>In 21-22, our Director of Special Education will continue to lead efforts to recruit these populations, leveraging our relationships with current families to reach new students. The deeply personal family connections that we make with prospective families will continue, and we are looking forward to resuming more in-person recruitment events when local and state mandates allow. We plan to have a Special Education Coordinator or Social Worker at all live recruitment events so that we can directly answer any questions related to the services we provide for students with disabilities. We will continue our Parent Ambassador program and continue to use Zoom to hold Q&amp;A sessions for prospective families where they can speak with Parent Ambassadors and school administrators to learn more about our school and the opportunities we provide.</p>

**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that</p>	

Economically Disadvantaged

the parent or guardian come into the school to meet with our Principal and/or Director of Operations. This is to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to Rochester Prep. In this way, we attempt to understand the concerns of our families and help make the best decision for the child. Throughout the COVID-19 shutdown and transition to remote learning, we provided every student with their own Chromebook to use and a wifi hotspot to families who do not have internet connectivity. We ensured that every student had access to our remote learning platforms from day 1 of school, and made sure that those platforms were device agnostic - meaning that they could be accessed and navigated equally well from a laptop, Chromebook, tablet, or cell phone. We did this to ensure that a student's financial background had no affect on their ability to fully participate in remote schooling. We reopened our doors for in-person learning as soon as we were safely able to do so, inviting students back 2 days per week for several months, then ultimately 4 days per week through the end of the school year. Teachers held frequent Zoom conferences with parents, and continued weekly advisory calls to make sure that families

Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that the parent or guardian come into the school to meet with our Principal and/or Director of Operations. This is to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to Rochester Prep. In this way, we attempt to understand the concerns of our families and help make the best decision for the child. Most of these policies and practices are not new, and since we already have a strong enrollment and retention process for low income populations, we have focused most of our recent initiatives on students with disabilities and English Language Learners.

were supported holistically through COVID, as a safe, stable home life is vital for a student to succeed in remote learning. Our office teams helped to facilitate several dozen McKinney-Vento applications, including some students who relocated out of state due to the COVID crisis to ensure that students would not face any interruption in their education.

In the 20-21 school year we worked diligently to make sure that all of our families felt supported and confident throughout the public health crisis and transition to remote learning. We offered full translation of school emails and Zoom sessions in all languages, we provided every student with a Chromebook for remote learning and offered free wifi hotspots if families did not have internet connectivity. ELL students were offered the maximum 4 days per week in person when our school buildings reopened, compared to the 2 days per week for the general student population. We offered small group and individual sessions of language services in addition to supplement remote learning activities. Rochester Prep purchased additional features within our remote learning technology platforms to build in text reading features and tutoring functions to ensure that ELL students were able to access their school materials even in a remote environment. Rochester

Rochester Prep will continue many of the interventions

## English Language Learners

Prep expanded the ELL-focused professional development sessions and online training available to staff. ELL students who were not actively engaging in their online schoolwork received home visits from SPED teachers and social workers to identify struggles, serve as a resource, and ensure that students were not falling behind during the COVID-related closures. Our retention and grading policies were revised based on language barriers encountered during the COVID shutdown to help reduce the number of academic retentions within the ELL population. Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that the parent or guardian come into the school to meet with our Principal and/or Director of Operations. In the case of ELL students, we will also include the Director for Special Education and/or a teacher who has a particularly strong relationship with the family. We also ensure that if the family is uncomfortable communicating in English that a translator is available so that there is no possible miscommunication. We seek to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to

created last year to help retain ELL students, and will revise them as needed depending on whether students are attending classes in person or remotely. We will provide individualized supports for each ELL student, and monitor early in the year for COVID-related learning loss. We will continue provision of in person and virtual family connections, including interpretation & translation in the home language, and multilingual captioning of all video media. We are seeking to continue and expand our cross-regional ELL resources and PD sessions to that all of our staff build competent skills to serve our ELL families.

	<p>Rochester Prep. In this way, we attempt to understand the concerns of our families and help make the best decision for the child.</p>	
<p>Students with Disabilities</p>	<p>Rochester Prep worked diligently through the 20-21 school year to ensure that students with disabilities felt fully supported in the new remote learning environment. We provided Chromebooks to every student so they could access our online learning platforms and wifi hotspots to families who did not have internet connectivity. Students with disabilities were offered small group or individual Zoom sessions to help ensure that they were receiving learning materials in a way best suited for their particular needs. We purchased additional features within our remote learning technology platforms to build in text reading features and tutoring functions to provide an additional means of support. When our schools initially re-opened for in-person learning, students attended 2 days per week. However, we prioritized students with disabilities to receive 4 days per week of in-person instruction. We performed home visits for students with disabilities who were not actively engaged with online learning to ensure that we could help overcome any obstacles facing the family, provide support, and demonstrate our commitment to the student's success despite the</p>	<p>In the 21-22 school year, we will continue to provide individualized support and monitor our students with disabilities for COVID-related learning losses. We are implementing guided reading at the middle school level and SPED teachers will directly support this new initiative. We will continue to build upon our cross-regional resources and best practices for supporting students with disabilities and implement more targeted professional development sessions for staff members. In the weeks leading</p>

challenges of the remote environment. We also revised retention and grading policies related to disability types during COVID to reduce the number of academic retentions of students with disabilities. Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that the parent or guardian come into the school to meet with our Principal and/or Director of Operations. In the case of students with disabilities, we will also include the Director for Special Education and/or a teacher who has a particularly strong relationship with the family. We seek to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to Rochester Prep. In this way, we attempt to understand the concerns of our families and help make the best decision for the child.

up to the school year, social workers and special education coordinators will be performing home visits with the families of SWD who were not actively engaged at the end of the prior school year to establish relationships, set expectations, and identify any areas of need to ensure the family is fully supported in the coming year.

## **Entry 10 - Teacher and Administrator Attrition**

**Completed** Aug 3 2021

### **Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation**

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

### [Instructions](#)

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Completed** Jul 27 2021

### [Instructions for submitting School Calendar](#)

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **[SY21-22 Calendar](#)**

**Filename:** SY21 22 Calendar CHCQZti.pdf **Size:** 62.3 kB

# Entry 14 Links to Critical Documents on School Website

Completed Aug 3 2021

## Instructions

### Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## Form for Entry 14 Links to Critical Documents on School Website

**School Name: True North Rochester Preparatory Charter School**

### Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://www.newyorkcharters.org/charter-schools/true-north-rochester-prep-charter-school/">https://www.newyorkcharters.org/charter-schools/true-north-rochester-prep-charter-school/</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://rochesterprep.uncommonschoools.org/board-of-trustees/">https://rochesterprep.uncommonschoools.org/board-of-trustees/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://rochesterprep.uncommonschoools.org/board-of-trustees/">https://rochesterprep.uncommonschoools.org/board-of-trustees/</a>
3. Link to NYS School Report Card	<a href="https://data.nysed.gov/profile.php?instid=800000059516">https://data.nysed.gov/profile.php?instid=800000059516</a>
	<a href="https://e3rochester.org/wp-">https://e3rochester.org/wp-</a>

4. Lottery Notice announcing date of lottery	<a href="https://content/uploads/2021/03/2021-Lottery-Deadline-Press-Release.pdf">content/uploads/2021/03/2021-Lottery-Deadline-Press-Release.pdf</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/11/06200515/RP- - District-Safety-Plan_20-21.pdf">https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/11/06200515/RP- - District-Safety-Plan_20-21.pdf</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/11/11190346/RochesterPrep_SY2021_Handbook_vF.pdf">https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/11/11190346/RochesterPrep_SY2021_Handbook_vF.pdf</a>
7. Authorizer-Approved FOIL Policy	<a href="https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/10/07213509/FOIL-Policy.pdf">https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/10/07213509/FOIL-Policy.pdf</a>
8. Subject matter list of FOIL records	<a href="https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/10/07213509/FOIL-Policy.pdf">https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/10/07213509/FOIL-Policy.pdf</a>

Thank you.



## Entry 15 Staff Roster

**Incomplete** Hidden from applicant

### [INSTRUCTIONS](#)

#### **Required of Regents-Authorized Charter Schools ONLY**

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates

- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



## True North Rochester Preparatory Charter School

### 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 15, 2021

By Brian Marciano, Director of Operations (ES),  
Brenda Clark, Director of Operations (MS), and  
Jeffrey Allen, Director of Operations (HS)

899 Jay St, Rochester, NY 14611 (ES)  
630 Brooks Ave, Rochester, NY 14619 (MS)  
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(585) 236-0008 (ES)

(585) 436-8629 (MS)

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## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

The Directors of Operations prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Geoffrey Rosenberger	Chair	Finance, Development, Academic, Facilities
Rebecca Sumner	Vice Chair	Academic, Finance, Development
Ronald Zarella	Treasurer	Finance, Development, Facilities
James Ryan	Trustee	Development, Finance, Facilities
Joshua Phillips	Trustee	n/a
Ebony Miller-Wesley	Trustee	Academic, Finance
Carlos Caballada	Trustee	n/a
Langston McFadden	Trustee	n/a

Danielle (Bleecker) Hinman has served as the Principal of the Elementary School since 2019.

Patrick Pastore has served as the Principal of the Middle School since 2013.

Edward Eckert has served as the Principal of the High School since 2018.

## SCHOOL OVERVIEW

True North Rochester Preparatory Charter School (“Rochester Prep”) first opened in 2006 with the Brooks Campus Middle School serving grades 5-8. In 2010, the Jay Street Elementary School was opened, serving grades K-4. Finally, Rochester Prep High School opened in 2014, serving grades 9-12 and allowing students to truly have a continuous path from kindergarten to college. In the 2020-21 school year, these 3 schools served 1,319 students. Rochester Prep operates under the Uncommon Schools Charter Management Organization, which also operates two other charters in Rochester, True North Rochester Preparatory Charter School – West Campus and Rochester Prep Charter School 3.

The mission of Rochester Prep is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. All Rochester Prep students will demonstrate excellence in reading, writing, math, science, and history, while consistently exemplifying the virtues of diligence, integrity, responsibility, compassion, perseverance, and respect.

Rochester Prep ensures that students develop the skills, knowledge, and character necessary to grant them full access to opportunity and prosperity, including enrollment and success in college. The school features a rigorous academic program that guides students to meet the highest standards and at the same time develops young men and women of character and integrity.

Rochester Prep’s school design includes seven core components:

**1. Focus on Literacy.** Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Rochester Prep students, therefore, is tied to mastering this fundamental skill. In 2019-20, Rochester Prep provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

### Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1- grade, and for at least 30 minutes each night starting in 2- grade.
- Students write in every class and use the Writer’s Workshop method to cultivate creativity and voice.

### Grades 5-8

- Scholars have two hours and a half hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- mClass tested every student 2 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

### Grades 9-12

- Scholars have two and a half hours of daily reading instruction.
- The curricula address five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

**2. Target Curriculum Focused on Basic Skills.** Rochester Prep does not use an off-the-shelf curriculum. Rather, we use curricula developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Rochester Prep teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

**3. Assess Early and Often to Drive the Instructional Program.** The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of

continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Rochester Prep administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). In the 9-11 Grades, students take quarterly interim assessments in all core subjects, four SAT Diagnostics annually, and the PSAT. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually. Rochester Prep teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Rochester Prep also utilized the information to target content- and skills-driven tutoring and small-group instruction. Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our schools.

**4. Make More Time.** To provide students with a comprehensive, college preparatory education, Rochester Prep has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Additionally, the Rochester Prep school year starts approximately 2 weeks earlier than other public school districts in the area and ends 1-2 weeks later. In the 2020-21 school year, we began instruction on 8/31/20 and ended on 6/11/2021 due to COVID related staffing and childcare needs. We will be returning to our usual extended school year in the 2021-22 school year.

Rochester Prep students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening’s assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

**5. Emphasis on College.** For too many at-risk students, college only exists in the abstract. For Rochester Prep students, freshman year of college will be a natural extension of their educational experience at Rochester Prep.

Rochester Prep students begin talking about college on the first day of school as their homerooms are named after the alma maters of their teachers and Historically Black Colleges and Universities (HBCUs). Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Our College Access Team at the High School spends individual time with each student from freshman year forward to discuss college plans, application process, and financial aid, and ensures that students are in the best possible position to matriculate to and succeed in college. There is also an alumni support network in the regions where Uncommon Schools operates (Rochester, Albany, NYC, New Jersey, and Boston) that allows Rochester Prep graduates to receive personalized support while they are in college.

**6. Provide Structure and Order.** Students need a safe and orderly environment to be productive. In 2019-20, Rochester Prep created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations and immediate responses to negative or inappropriate behavior
- Rubric system that provided immediate feedback to classes at the end of each class each day.

**7. Insist on Family Involvement.** Rochester Prep's educational program is structured so that families must be involved in their child's academic pursuits. In 2019-20, our families:

- picked up their child's report card in person at the school one time, and had virtual report card conferences during the COVID-19 closure;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and emails;
- were notified at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

In compliance with state and local health department mandates, Rochester Prep began the 2020-21 school year with fully remote instruction. During Spring and Summer 2020, we distributed Chromebooks to students who did not have an internet enabled device at home, and wifi Hotspots to students who did not have internet access. By October of 2020, each Rochester Prep student had received a Chromebook from the school so that they did not need to share a device with a parent or sibling to complete their schoolwork. Uncommon Schools and Rochester Prep are now committed to continually providing a Chromebook for every student so that students can develop digital literacy skills, or easily switch back to remote learning should the need ever arise again in the future.

In late Fall 2020, Rochester Prep reopened for hybrid learning. General education students in grades K-8 physically came to campus 2 days per week, and 9-12 grade students attended 1 day per week. SPED and ELL students of all grade levels came in-person 4 days per week. All students participated in synchronous and asynchronous learning on the days that they were not physically in the school building. Parents also had the choice to keep their children fully remote for the 2020-21 school year.

## ENROLLMENT SUMMARY

### School Enrollment by Grade Level and School Year

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	88	88	89	91	90	87	89	77	74	93	76	27		989
2017-18	89	91	88	90	86	92	92	90	76	123	84	68	30	1099
2018-19	91	78	89	94	91	93	90	86	78	132	109	71	62	1164
2019-20	93	93	88	95	92	93	93	90	87	138	122	85	65	1234
2020-21	98	92	95	94	97	102	93	31	102	149	121	107	78	1319

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	62	0	62
2019-20	2016-17	2016	73	3	70
2020-21	2017-18	2017	85	2	83

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	62	0	62
2019-20	2016-17	2016	72	0	72
2020-21	2017-18	2017	85	2	83

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	0	0	0
2020-21	2016-17	2016	1	0	1

## PROMOTION POLICY

Rochester Prep has promotion requirements which are consistent with the State Commissioner's Part 100.5 Diploma Requirements. The promotion policy is broken down by school.

### Elementary School:

A student must earn promotion by demonstrating mastery of the essential knowledge and skills. Students may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a student's grades, standardized test scores, attendance, homework completion record and other measures. Rochester Prep looks thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions.

A student may be retained if he or she misses more than 10 days in a school year, has significant behavior problems that result in a lot of missed instruction time, or if the student has persistent trouble completing homework assignments.

Rochester Prep Elementary School's retention policy for the 20-21 school year was not affected and they were able to maintain the current structures in making promotion decisions.

### Middle School:

- Students will be promoted if they pass all core academic classes (English, Science, History and Math) with a 70% or higher and have less than 10 absences
- Students will automatically be considered for retention if they fail one or more classes
- Students will automatically be considered for retention if they are absent 10 or more times throughout the school year
- Final decisions for promotion or retention are made by the principal

Rochester Prep Middle School's promotion policy for the 20-21 school year was adjusted to account for the transition to remote learning in March 2020. The promotion and retention policies still maintain our high bar for academic achievement and remote work completion, while also being fair and mindful of the additional challenges of remote learning compared to Q1-Q3.

- The passing grade was lowered from 70% to 65% to support students who are not benefiting from daily in-person instruction.
- For final grades, averages will reflect the higher of their Q1-Q3 average or their Q1-Q4 average. Students who performed strongly from Q1-Q3 will not be disadvantaged by lower Q4 performance.
- Students will be considered for retention if they fail 2+ courses for the year. Failure for a course means that a student fails both the Q1-Q3 AND the Q1-Q4 averages or do not achieve a 70% remote learning work completion rate.

### High School

- Students who receive a final failing grade (below a 70) for a class, do not receive credit for that class. The final grade is based on individual quarter grades and a comprehensive final exam.
- When a student fails a single core course (English, Math, Science, History, Spanish), they may be required to make up the course through a summer program or an alternative method approved by the school.
- When a student fails two or more core courses, they will be required to repeat the grade. In subjects that require less than four years of credit (electives, digital art, college prep, physical education), students must make up the class in a subsequent school year.

Rochester Prep High School's promotion policy for the 20-21 school year was adjusted to account for the transition to remote learning in March 2020. The adjustments made match the aligned policies from previous years and also takes into account learning taking place remotely.

- To pass the year, a student must a grade for the course >70 and pass the final exam
- A student's year-end grade will be the higher of:
  - The average of Q1-Q3 grades; OR
  - The average of Q1-Q4 grades
- Students must pass a final exam for each course at the end of the year
  - Any student who earns above an 85 average for their Q1-Q4 grades will be exempt from taking the exam
  - Students will have multiple attempts to pass the final exam

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Students will be retained if they fail 3+ courses for the year. Failure for a course means that a student fails both the Q1-Q4 exams and the Q1-Q4 averages, regardless of their performance on the final exam.
- Students who fail 1-2 classes for the year will attend Summer Academy. A student will be retained if they:
  - Attend Summer Academy and fail to pass any of their Summer Academy course(s). Students must pass all of their Summer Academy courses to be promoted.

Each school within Rochester Prep identifies any student with extenuating challenges and proposes end of year options on a case by case basis.

### GOAL 1: HIGH SCHOOL GRADUATION

#### GOAL 1: HIGH SCHOOL GRADUATION

100% of students will graduate from Rochester Prep High School.

#### Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

#### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

#### RESULTS AND EVALUATION

The table below shows the percent of students in first and second year cohorts that earned the required number of credits in 2020-21. Rochester Prep met the absolute measure of percent promoted.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2020 21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	123	96.7%
2020	130	91.5%

## ADDITIONAL EVIDENCE

Our school continues to meet and exceed this measure year over year. Since our high school opened to 9<sup>th</sup> graders in the 2014-2015 school year, we have exceeded this measure. Students who fail ELA or Math are encouraged to attend our Summer Academy where they have the opportunity to recover course credit and be promoted to the next grade level. We ensure that students receive transportation and other support to attend Summer Academy so that they can gain the proficiency needed to move on to the next grade level. Students who fail a core course and do not successfully complete Summer Academy or do not have a 90% attendance rate at Summer Academy are not promoted.

### Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

## METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.**

## RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

The table below shows the percentage of students in their second year passing three or more Regents exams by cohort. Due to the COVID-19 public health crisis, students were exempted from Regents exams, but only earned the exemption if they had passed the corresponding course and would have been eligible to sit for the exam had it been offered. In the 2020-21 school year, we exceeded the 75% measure with 81.3% of second year students being exempted from three or more Regents exams. Even though our students did not have the opportunity to show what they had learned on the actual exams, the high number of students who performed well enough in their classes to qualify for the exams demonstrates that the school program is properly supporting student development.

# 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

## Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	124	74.8%
2018	2019-20	111	89.2%
2019	2020-21	123	81.3%

### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document above the graduation goal.

### RESULTS AND EVALUATION

Rochester Prep has met this measure every year since our first graduating cohort. The 2020-2021 school year was our 4<sup>th</sup> year of 12<sup>th</sup> grade instruction. Our 4<sup>th</sup> year graduation rate has increased steadily each of the past 3 years.

#### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	62	85.5%
2016	2019-20	72	88.9%
2017	2020-21	85	90.5%

#### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	0	N/A
2015	2019-20	0	N/A
2016	2020-21	1	100%

<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/cjai/multiple-pathways/>.

# 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

## METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

## RESULTS AND EVALUATION

Rochester Prep has consistently met the comparative graduation rate measure since our first graduating cohort. The 2017 cohort at Rochester Prep surpassed the Rochester City School District's graduation rate by over 22 percentage points. Nearly 91% of our 2017 cohort graduated in 4 years, while only 68% of RCSD's did the same.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	62	85.5%	2086	63%
2016	2019-20	72	88.9%	1984	68%
2017	2020-21	85	90.5%	1984	68%

## Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

## METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a**

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

### RESULTS AND EVALUATION

Rochester Prep High School does not offer alternative pathways to graduation.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In our 4<sup>th</sup> year with a graduating cohort, Rochester Prep High School achieved its High School graduation goal and met all associated measures.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

Rochester Prep High School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character

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- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum was updated and modified to work with remote and hybrid instruction during school year 2020-21 and we look forward to embarking upon a fully in-person curriculum during the 2021-22 school year. Our school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Testing early and often allows us to closely monitor student progress and create targeted interventions on specific subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in and complete a 4-year college education.

Students in grades eleven and twelve attend college readiness classes. Juniors meet weekly for classes and seniors meet two times per week. Through these classes, students explore college options, learn about financial aid and specialized programs, and receive assistance on all aspects of the college application process. Outside of college readiness class, students engage in programming including but not limited to college campus trips, in person and virtual visits with admissions

representatives at Rochester Prep, mock admissions interviews with college representatives, and trips to college fairs.

The college prep team offers family information nights covering topics ranging from financial aid to application strategies. After high school graduation, each student also is assigned an alumni success coach who supports students through college graduation, assisting with student life on campus, financial aid, and advising. The college team also offers SAT and Regents tutoring to students as needed.

Rochester Prep students also take advantage of our partnership with the Rochester Institute of Technology. Students may complete a capstone research project advised directly by RIT faculty, working with faculty and students on campus at RIT.

### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

### METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

### RESULTS AND EVALUATION

The effects of remote learning and the COVID-19 crisis can be seen in the college preparation indicators for our 2017 student cohort. While nearly 70% of our students did achieve at least 1 college preparation indicator, the achievement rate for each individual indicator trails previous

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

years. The 2016 cohort saw 39% of students achieve a 3 or higher on an AP exam and 66% of students achieve the SAT CCR benchmarks. Rochester Prep fell short of the 75% measure.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement Exam with a score of 3 or higher	76	29	38.2%
SAT CCR Benchmark achieved in Evidence Based Reading & Writing	76	40	52.6%
SAT CCR Benchmark achieved in Math	76	20	35.5%
Overall	77	53	68.8%

### ADDITIONAL EVIDENCE

While Rochester Prep did not meet the absolute measure, we believe that our lack of growth was due to the effects of COVID-19 learning loss and adapting to remote learning. In all other years, student performance in these indicators has shown improvement. Despite this setback for the 2017 cohort, they out performed the 2015 graduating cohort, which had 30% of students pass at least 1 Regents exam with a score of 3 or higher and 47% of students achieve the CCR Benchmark on their SATs.

#### Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

#### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

### RESULTS AND EVALUATION

Rochester Prep did not meet the measure and saw a drop in the number of graduates who matriculated into a two or four year program. Anecdotally, many students noted public-health related concerns as a reason for delaying enrollment this year. These numbers are based on reports from the National Student Clearinghouse. We work individually with all of our students to ensure that they apply to multiple colleges and respond to their college acceptance letters. We hold an annual Signing Day when students are able to publicly announce which university they have committed to or are planning to commit to. College attendance and completion is part and parcel of our culture. We assist students in making matriculation decisions based on a variety of factors, and provide alumni support, including in-person support for students who attend college in an area where Uncommon Schools operates (Rochester, Troy, Boston, NYC, Northern New Jersey, and Southern New Jersey).

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	57	49	85.9%
2016	2019-20	65	58	89.2%
2017	2020-21	77	50	64.9%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Rochester Prep did not meet the college preparedness nor matriculation rate measure this year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met
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### ACTION PLAN

Rochester Prep High School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum was updated and modified to work with remote and hybrid instruction during school year 2020-21 and we look forward to embarking upon a fully in-person curriculum during the 2021-22 school year. Our school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Testing early and often allows us to closely monitor student progress and create targeted interventions on specific subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

## GOAL 3: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

All students will become proficient in reading and writing of the English language.

75% of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English Language Arts examination for grades 3-8. Due to the shift to remote learning in March 2020, the goal is for 75% of students to attain proficiency on our internal assessments.

#### BACKGROUND

Rochester Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Rochester Prep created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

Rochester Prep's ELA program emphasizes both strong reading and strong writing. In reading, the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are three 50-minute long literacy blocks each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the three literacy blocks.

In the middle grades (5-8) rather than separating reading and writing, students have a 2-hour English class. This aligns more closely to the Common Core Learning Standards, whereby students' written work must be based on a text they have read.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

#### METHOD

Rochester Prep uses internally developed Interim Assessments and Final Examinations in addition to the criterion-referenced New York State exams in ELA. Given that a portion of our school year was delivered remotely and that a sizable portion of our students chose to remain fully remote even after in-person instruction resumed, Rochester Prep administered 1 of the typical 6 internally-

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

developed interval assessments for ELA in both Middle school and none in Elementary School. The interval assessments in ELA are aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans, and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded, and data shared so that teachers and administrators can develop action plans based on objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans, and the implementation of these plans.

After the interval assessments were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes.

Students in grades 3-8 also took the NYS ELA assessments, although score data is not available at the time of this report.

During remote learning, students used Google Classroom for ELA instruction. This consisted of watching pre-recorded videos and reading whole-class novels at the middle school level with daily deliverables. Teachers held office hours and tutored small groups of students. Students with support services continued to receive specialized instruction.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally developed

### RESULTS AND EVALUATION

Below is a table summarizing student performance on the 2020-21 interval assessments in ELA. 61% of students attained proficient or advanced status on the second assessment administration.

Grade Level	K	1	2	3	4	5	6	7	8
% Proficient or Advanced	N/A	N/A	N/A	N/A	N/A	55%	64%	60%	64%

Rochester Prep typically would closely analyze the Regents performance data for its 8th grade students but was not able to in the absence of testing this year. Rochester did not achieve the absolute measure of 75% proficiency on ELA interval evaluations. We are eager to have the opportunity to assess all students on our regular schedule in the 2021-22 school year so that we can have more robust data about student performance and target our classroom teaching methods to meet student needs.

### SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the absence of state testing, Rochester Prep compared student performance on the internally developed ELA interval assessments with that of other schools in the Uncommon Schools network.

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below outlines the percentage of Rochester Prep students achieving proficient or advanced status on interval assessment administration compared to the overall Uncommon Schools average. With the exception of 5th grade, Rochester Prep students outperformed their peers in ELA proficiency.

Grade Level	5	6	7	8
Rochester Prep % Proficient or Advanced	55%	64%	60%	64%
Uncommon Schools % Proficient or Advanced	57%	62%	57%	65%

Rochester Prep did not reach the goal of 75% of students achieving a proficient or advanced rating on the internal assessments.

### ACTION PLAN

Rochester Prep is continuing to improve ELA performance for its students. Our action steps relate to Remediation, Observation & Feedback, and Expansion.

*Remediation:* In grades 5, 6, 7 and 8, we will continue to have a tutoring block in the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year's NYS ELA exam (as available), internal interim assessments, and daily classroom assessments (called "Exit Tickets").

*Observation & Feedback:* ELA teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team at Rochester Prep has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

*Continuity:* Part of the school's action plan is to create a strong, continuous K-12 program for our students. Rochester Prep now has a full range of grade levels from K-8, meaning that we no longer have a large influx of students entering 5th grade from different schools. Our students have a stronger continuity of education and we are seeing that the developmental steps gained in the elementary grades lead to stronger performance and higher proficiency in the middle grades. We will continue to align our instructional approaches and performance metrics across grade spans so that we can better analyze student performance and respond to both individual and collective needs. This will continue into high school when the students from Rochester Prep Brooks Campus Middle School transition to Rochester Prep High School, which follows the same teaching methods.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

# 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

## RESULTS AND EVALUATION

In the 2020-2021 school year, we did not meet the absolute measure of 65% of students obtaining a Level 4 or higher on their Regents English examination and saw a 49.1% decrease from the previous year’s 4th year cohort. We anticipate that we will see growth with our return to full in-person learning for our students, as well as an anticipated larger cohort size sitting for the Regents exam this school year.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	84	0	27	32.1%
2016	2019-20	89	3	35	40.6%
2017	2020-21	88	1	18	20.5%

## ADDITIONAL EVIDENCE

In addition to the graduating cohort, we typically would have had 2 other cohorts take the Regents ELA examination this year. Without that opportunity, our data regarding percentage of students who have already attained Level 4 or higher is skewed lower than normal. We anticipate that performance levels for upcoming cohorts will continue to show growth as the past cohorts have.

Percent Achieving at Least Level 4 by Cohort and Year

	2018-19	2019-20	2020-21

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	114	18.4%	124	16.9%	85	20%
2018	124	17.7%	135	15.5%	109	18.3%
2019			134	N/A	123	N/A
2020					130	N/A

### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

In the 2018-2019 school year, our Fourth Year Cohort met the absolute measure of 80% of students scoring a Performance Level 3 or higher. In 2020-2021, our Fourth Year Cohort did not meet the performance measure by 9.8%.

Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score $(c)/(a-b)$
2015	2018-19	81	0	68	84%
2016	2019-20	89	3	66	76.7%
2017	2020-21	85	1	59	70.2%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

In addition to the graduating cohort, we typically would have had 2 other cohorts take the Regents ELA examination this year. Without that opportunity, our data regarding percentage of students who have already attained Level 3 or higher is skewed lower than normal. We anticipate that performance levels for upcoming cohorts will continue to show growth as the past cohorts have.

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	114	58%	124	53%	85	69.4%
2018	124	50%	135	45%	109	52.2%
2019			134	N/A	123	N/A
2020					130	N/A

#### Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

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### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

This information was not available at the time of completing this report.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	<b>N/A</b>
2016	2019-20	N/A	0	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

### Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

### RESULTS AND EVALUATION

This information was not available at the time of completing this report.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	<b>N/A</b>
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

## ACTION PLAN

The 2017 cohort of Rochester Prep High School is the school's fourth-ever graduating cohort. With the return to full in-person instruction this school year, we anticipate that future cohorts will have the added benefit of having been enrolled in Rochester Prep for longer periods of time, attaining higher levels of academic achievement along the way that will prepare them for high school level examinations. True North Rochester Preparatory Charter School is moving to a position where it will not enroll large numbers of students in Middle School and will mostly be enrolling new students at the Elementary School level. This continuity of education will lead to more positive results at the high school level in the future.

## GOAL 4: MATHEMATICS

### ELEMENTARY MATHEMATICS

#### Goal 4: Mathematics

#### BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our middle-grade students receive at least 90 minutes of math instruction per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Rochester Prep's Mathematics program emphasizes both strong computational procedures and problem-solving skills. At the elementary level there is one 65-minute block of math a day that focuses on number sense, number systems, and problem-solving. During this block, students chant, act out, and model math with activities and math manipulatives.

#### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Internally developed**

Rochester Prep typically uses data from the following assessments to ensure student proficiency in Mathematics:

- (1) Criterion-referenced New York State exams in Mathematics
- (6) Internally developed Interval Assessments in Mathematics
- (1) Internally developed Final Examination in Mathematics

During the 20-21 academic year, Rochester Prep was only able to use the internally developed Interval Assessments in Mathematics due to the COVID pandemic and shifts to remote & hybrid learning. Rochester Prep administered 1 of these Interval Assessments once students were able to

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return to school in a hybrid setting in February. These assessments were created to reflect the school’s scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Rochester Prep also utilized the information to target content- and skills-driven tutoring throughout the day in school beginning in March (due to closure for COVID).

During remote and hybrid learning Rochester Prep continued to have consistent Math instruction where remote scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Remote students were also able to attend live remote instruction. Students in our hybrid learning model were able to participate in both our traditional in-person instruction, and our remote offerings. Teachers provided weekly feedback on submitted written assignments. Both instructional models designed data driven instruction based on trends from the previous week’s lesson. Teachers determined the objective and tailored the lesson based on trends from the assignments submitted.

### RESULTS AND EVALUATION

*Based on data from the limited Interim Assessments administered in 2020-2021, we have not made progress towards our goals. Administering tests in a hybrid setting presented unique challenges with attendance and administering exams online for the first time. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022.*

Grade Level	K	1	2	3	4	5	6	7	8
% Proficient or Advanced	86%	69%	64%	53%	65%	66%	56%	57%	46%

### ADDITIONAL EVIDENCE

*Due to COVID, this data was not collected in 2019-2020 and 2020-2021. We look forward to being able to compare next year’s results with the previous three years’ to see a continued trajectory of growth.*

Percent of Students Enrolled in At Least their Second Year Achieving Proficiency		
2017-2018	2018-2019	2019-2020

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	% Proficient or Advanced	Number Tested	% Proficient or Advanced	Number Tested	% Proficient or Advanced	Number Tested
Grades 3-8	65%	357	66.4%	336	N/A	N/A

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the absence of state testing, Rochester Prep compared student performance on the internally-developed Mathematics interval assessments to that of other schools in the Uncommon Schools network. In all grade levels except for 3<sup>rd</sup>, Rochester Prep students scored considerably higher than their peers at other Uncommon Schools in New York State. Most notably 4<sup>th</sup> graders scored 6 points higher, 5<sup>th</sup> graders scored 10 points higher, and 7<sup>th</sup> graders scored 9 points higher. 3<sup>rd</sup> graders are the only group that scored lower than their peers by 2%.

Rochester Prep did not meet the absolute measure of 75% of students achieving a proficient or advanced proficient rating on the internal assessments.

### ACTION PLAN

Over the course of the past school year Uncommon Schools has made continuous changes to its program to ensure that its curriculum, schedule, and instruction best support student learning in math. Changes include: refining the Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-4 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising Interval Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA, even in a hybrid learning environment. We know that with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we continued to provide both real-time feedback and consistent feedback on written work submissions via teacher- led sessions on Zoom and comprehensive feedback on graded assignments. As a network, implemented small group instruction into the remote learning day. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collects these data and works with our principals and Assistant Superintendent to implement data-driven worksheets based on where our students need the most practice.

# 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**

### RESULTS AND EVALUATION

53.6% of the 2017 fourth-year cohort scored at least a Level 4 on a Regents Mathematics. This is significant growth over the previous two years, which saw 43.6% and 28.4% of students scoring at least Level 4. We did not meet the absolute measure but continue to make considerable growth in this measure.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	81	0	23	28.4%
2016	2019-20	89	2	38	43.6%
2017	2020-21	85	1	45	53.6%

### ADDITIONAL EVIDENCE

Our 2017, 2018, and 2019 cohorts are on a positive path to see at least 65% of students achieve a Level 4 or higher. We look forward to our students having the opportunity to take more Regents

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Mathematics examinations to achieve this measure and their current achievement levels already exceed that of past 4-year cohorts.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	122	54.9%	124	54%	85	52.9%
2018	135	60%	135	59%	109	64.2%
2019			134	47%	123	48.7%
2020					130	N/A

### Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

### RESULTS AND EVALUATION

95.2% of Rochester Prep students in the 2017 Fourth Year Accountability Cohort achieved at least a Level 3 on a Regents Mathematics examination. This well exceeds the 80% absolute measure.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

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2015	2018-19	81	0	69	85.2%
2016	2019-20	89	2	82	94.25
2017	2020-21	85	1	80	95.2%

### ADDITIONAL EVIDENCE

We have already met the 80% absolute measure for all four cohorts and are eager to see these numbers increase as our students have the opportunity to take more Regents Mathematics examinations in the coming years.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	122	95.1%	124	93.5%	85	94.1%
2018	135	92.6%	135	91.8%	109	90.8%
2019			134	87.3%	123	88.6%
2020					130	N/A

#### Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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The calculation of this measure is not required for 2020-21.

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

This information was not available at the time of the report submission.

#### Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

### RESULTS AND EVALUATION

This information was not available at the time of the report submission.

#### Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

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### Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>3</sup>

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Only the first two absolute measurement goals can be considered at this time. Rochester Prep did not meet the goal of 65% of students in the High School Accountability Cohort meeting or exceeding a Level 4 on a Regents Mathematics exam but did meet the second absolute measure of 80% of students meeting or exceeding Level 3 on a Regents Mathematics exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

<sup>3</sup> Based on the highest score for each student on the mathematics Regents exam

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Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
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### ACTION PLAN

We are aggressively pursuing Regents Mathematics proficiency. As mentioned previously, all Rochester Prep 8<sup>th</sup> graders take the Algebra 1 Regents Examination rather than the 8<sup>th</sup> grade state math tests. In 2016-17, 93% of 8<sup>th</sup> graders who took the Algebra 1 Regents passed the exam so we are encouraged that we will meet these measures as Rochester Prep High School continues to produce fourth year cohorts.

Math teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team at Rochester Prep has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

Furthermore, our teachers were once again exposed to regular "Cross Regional Professional Development," where they work with, learn and share best practices with instructional leaders from all Uncommon Schools.

## GOAL 5: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 5: Science

Each year, 75% percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district. The cancellation of state exams, the goal is the same with performing at proficiency on Rochester Prep's internal interim assessments.

### BACKGROUND

The science curriculum at Rochester Prep has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Rochester Prep continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

**METHOD**

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

During the shift to fully remote learning in March 2020, Rochester Prep Elementary students continued to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Reading	2 days a week, students watch a video and complete a task. 3 days a week, students complete passage practice tasks.
Math	2 days a week, students watch a video and complete a task. 3 days a week, students complete mixed review/problem-solving.

Students at Rochester Prep Middle school continued Science instruction 5 days a week in which the students completed an assigned science task.

**RESULTS AND EVALUATION**

Based on data from the interval assessments administered in 2020-2021, Rochester Prep did not meet the absolute measure of 75% of students achieving proficiency in science. We saw a decrease in science proficiency from the previous year due to COVID learning loss, but we are looking forward to the results in the coming year.

Grade Level	5	6	7	8
% Proficient or Advanced	58%	75%	75%	45%

In the absence of state testing, Rochester Prep compared student performance on the internally developed Science interval assessments with that of other schools in the Uncommon Schools network. Rochester Prep students performed on par compared to the other Uncommon Schools regions.

## SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Based on the results of the internally-developed interim assessments, Rochester Prep did not meet the goal of 75% of students achieving proficiency.

## ACTION PLAN

Rochester Prep plans to do the following things to ensure that students continue to progress in this measure:

- Implement the Reading Taxonomy and Science Taxonomy techniques in all Science classes to continue to improve teaching practices in these classes
- Continue to prepare our 8th grade students for the Living Environment Regents in June
- Continue to use fourth, fifth and sixth grade science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade
- Encourage collaboration between science and literacy teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during non-fiction lessons. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts. In addition, Science and Writing teachers will continue to collaborate to give students practice in research and non-fiction writing.
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the science curriculum continues to reinforce essential math and reading comprehension skills. The class schedule was created with these periods in mind. Each of these teachers has at least one period a week that they can meet with their counterpart to discuss these skills. As mentioned previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

## METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered **exam(s)**. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

### RESULTS AND EVALUATION

Rochester Prep High School has surpassed the absolute measure with 88.3% of our fourth-year cohort students achieving a 65 or higher on a Regents Science examination. Our students begin taking Science Regents exams in 8<sup>th</sup> grade, which gives them the opportunity to demonstrate proficiency early and often before their graduation.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>4</sup>**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	81	0	76	<b>93.8%</b>
2016	2019-20	89	0	74	83%
2017	2020-21	88	2	76	88.3%

### ADDITIONAL EVIDENCE

Students in the 2017 and 2018 cohorts have met the absolute measure with greater than 75% of students passing a Science Regents exam. Students in the 2019 cohort have only had one exam administration opportunity, and over 72% have passed. The 2020 cohort has not yet had an opportunity to take a science Regents. We are fully confident that the 2019 and 2020 cohorts will see similar achievement outcomes in science when they are given the opportunity to take these exams.

**Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	122	86.1%	124	84.6%	88	86.3%
2018	135	86.7%	135	85.9%	109	88%
2019			134	72.3%	123	72.3%
2020					130	n/a

### Goal 5: Comparative Measure

<sup>4</sup> Based on the highest score for each student on any science Regents exam

## 2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### SOCIAL STUDIES

#### Goal 6: Social Studies

Students will demonstrate of mastery of skills and knowledge in Social Studies.

#### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

Students in the 2016 and 2017 cohorts only had the opportunity to sit for the US History Regents in Spring 2019. We have not administered the US History Regents since then. We believe that if they had more opportunities to take this exam, they would have performed on par with the 2015 cohort. Rochester Prep did not meet the absolute measure for high school social studies achievement.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	56	0	47	<b>84%</b>
2016	2019-20	89	0	64	71.2%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	88	1	53	60.9%
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### EVALUATION

The 2017 fourth year cohort was short of the absolute measure by 14%. This is due to the fact they missed two possible administration periods of this exam due to COVID.

### ADDITIONAL EVIDENCE

In 2017, Rochester Prep administered the US History Regents starting in 9<sup>th</sup> grade. In 2018, the policy changed and we began administering the exam to 10<sup>th</sup> graders and higher. This means that students in the 2018 cohort and beyond have not had the opportunity to take the US History Regents exam due to COVID test cancellations. We plan to administer the US History Regents to all 10<sup>th</sup> through 12<sup>th</sup> graders in the 21-22 school year.

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	121	57%	124	55.6%	88	60%
2018	n/a	n/a	n/a	n/a	109	n/a
2019			n/a	n/a	123	n/a
2020					130	n/a

### Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

## RESULTS AND EVALUATION

Rochester Prep has been deemed to be in Good Standing in school year 2020-2021.

## ADDITIONAL EVIDENCE

Rochester Prep has been deemed to be in Good Standing for each of the past 3 years and beyond.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	True North Rochester Preparatory Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Chris Ahn
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Shelby L. Stenson
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	



**TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL**

**Statement of Activities  
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 17,597,599	\$ -	\$ 17,597,599	\$ 16,929,705
Students with disabilities	865,089	-	865,089	738,652
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	1,003,763	-	1,003,763	792,920
Federal - Other	803,714	-	803,714	133,897
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	323,845	-	323,845	855,338
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>20,594,010</b>	<b>-</b>	<b>20,594,010</b>	<b>19,450,512</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 14,823,082	\$ -	\$ 14,823,082	\$ 14,695,250
Special Education	780,163	-	780,163	612,303
Other Programs	-	-	-	-
Total Program Services	15,603,245	-	15,603,245	15,307,553
Management and general	2,181,950	-	2,181,950	2,086,468
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>17,785,195</b>	<b>-</b>	<b>17,785,195</b>	<b>17,394,021</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>2,808,815</b>	<b>-</b>	<b>2,808,815</b>	<b>2,056,491</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 602,193	\$ -	\$ 602,193	\$ 861,501
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	7,183	-	7,183	135,003
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>609,376</b>	<b>-</b>	<b>609,376</b>	<b>996,504</b>
<b>CHANGE IN NET ASSETS</b>	<b>3,418,191</b>	<b>-</b>	<b>3,418,191</b>	<b>3,052,995</b>
NET ASSETS BEGINNING OF YEAR	11,792,406	-	11,792,406	8,739,411
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 15,210,597</b>	<b>\$ -</b>	<b>\$ 15,210,597</b>	<b>\$ 11,792,406</b>

**TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 6,807,214	\$ 5,409,631
Revenues from School Districts	-	-
Accounts Receivable	(300,336)	536,437
Due from School Districts	-	-
Depreciation	2,233,553	1,608,034
Grants Receivable	(2,030,190)	33,343
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(554,120)	245,701
Accounts Payable	811,345	(683,954)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(236,983)	236,983
Interest payments	-	-
Bad debt expense	26,770	30,445
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 6,757,253</b>	<b>\$ 7,416,620</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(2,281,789)	(4,019,473)
Other	(8,005,292)	(1,570,441)
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (10,287,081)</b>	<b>\$ (5,589,914)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ (3,529,828)</b>	<b>\$ 1,826,706</b>
Cash at beginning of year	5,776,326	3,949,620
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 2,246,498</b>	<b>\$ 5,776,326</b>

**TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	33.00	1,984,178	104,430	-	2,088,608	-	752,675	752,675	2,841,283	2,695,130
Instructional Personnel	113.00	5,318,504	279,921	-	5,598,425	-	-	-	5,598,425	5,157,778
Non-Instructional Personnel	2.00	52,250	2,750	-	55,000	-	31,881	31,881	86,881	63,281
Total Salaries and Staff	148.00	7,354,932	387,101	-	7,742,033	-	784,556	784,556	8,526,589	7,916,189
Fringe Benefits & Payroll Taxes		1,388,582	73,083	-	1,461,665	-	168,862	168,862	1,630,527	1,421,117
Retirement		185,224	9,749	-	194,973	-	-	-	194,973	147,992
Management Company Fees		2,006,567	105,609	-	2,112,176	-	372,736	372,736	2,484,912	2,316,071
Legal Service		-	-	-	-	-	22,790	22,790	22,790	18,800
Accounting / Audit Services		-	-	-	-	-	31,326	31,326	31,326	30,619
Other Purchased / Professional / Consulting Services		285,156	15,008	-	300,164	-	48,528	48,528	348,692	514,197
Building and Land Rent / Lease / Facility Finance Interest		283,009	14,895	-	297,904	-	-	-	297,904	396,364
Repairs & Maintenance		619,314	32,596	-	651,910	-	-	-	651,910	672,025
Insurance		-	-	-	-	-	195,057	195,057	195,057	218,281
Utilities		115,740	6,092	-	121,832	-	152,492	152,492	274,324	233,292
Supplies / Materials		155,647	8,192	-	163,839	-	-	-	163,839	256,111
Equipment / Furnishings		8,018	422	-	8,440	-	6,302	6,302	14,742	22,748
Staff Development		293,224	15,433	-	308,657	-	-	-	308,657	476,939
Marketing / Recruitment		16,396	863	-	17,259	-	-	-	17,259	35,291
Technology		199,148	10,482	-	209,630	-	72,754	72,754	282,384	212,056
Food Service		383,779	20,199	-	403,978	-	-	-	403,978	671,658
Student Services		212,725	11,196	-	223,921	-	-	-	223,921	616,862
Office Expense		310,463	16,340	-	326,803	-	270,106	270,106	596,909	585,471
Depreciation		1,005,158	52,903	-	1,058,061	-	5,011	5,011	1,063,072	547,010
OTHER		-	-	-	-	-	51,430	51,430	51,430	84,928
<b>Total Expenses</b>		<b>\$ 14,823,082</b>	<b>\$ 780,163</b>	<b>\$ -</b>	<b>\$ 15,603,245</b>	<b>\$ -</b>	<b>\$ 2,181,950</b>	<b>\$ 2,181,950</b>	<b>\$ 17,785,195</b>	<b>\$ 17,394,021</b>

**TRUE NORTH ROCHESTER PREPARATORY  
CHARTER SCHOOL**

**ROCHESTER, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**OTHER FINANCIAL INFORMATION**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2021**

**(With Comparative Totals for 2020)**

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## INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
True North Rochester Preparatory Charter School

### **Report on the Financial Statements**

We have audited the accompanying statement of financial position of True North Rochester Preparatory Charter School as of June 30, 2021, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of True North Rochester Preparatory Charter School as of June 30, 2021, and changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

**Report on Summarized Comparative Information**

We have previously audited True North Rochester Preparatory Charter School's June 30, 2020 financial statements, and we expressed an unmodified opinion on those financial statements in our report dated October 23, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statement from which they are derived.

**Other Report Required by Governmental Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2021 on our consideration of True North Rochester Preparatory Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 20, 2021

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals for 2020)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 2,006,393	\$ 5,536,325
Money market funds	8,700,128	9,694,836
Grants and contracts receivable	3,306,457	1,276,267
Accounts receivable	914,198	640,632
Prepaid expenses and other current assets	<u>958,029</u>	<u>403,909</u>
TOTAL CURRENT ASSETS	15,885,205	17,551,969
<u>PROPERTY AND EQUIPMENT</u> , net of accumulated depreciation of \$9,491,899 and \$7,258,346, respectively	6,353,143	6,304,907
<u>MONEY MARKET FUNDS - DESIGNATED FOR CAPITAL PROJECTS</u>	9,000,000	-
<u>ESCROW ACCOUNT</u>	<u>240,105</u>	<u>240,001</u>
TOTAL ASSETS	<u>\$ 31,478,453</u>	<u>\$ 24,096,877</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 1,908,226	\$ 1,096,881
Deferred revenue	<u>-</u>	<u>236,983</u>
TOTAL LIABILITIES	1,908,226	1,333,864
<u>NET ASSETS</u>		
Without donor restrictions:		
Undesignated	20,570,227	22,763,013
Designated for capital projects	<u>9,000,000</u>	<u>-</u>
TOTAL NET ASSETS	<u>29,570,227</u>	<u>22,763,013</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 31,478,453</u>	<u>\$ 24,096,877</u>

The accompanying notes are an integral part of the financial statements.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2021  
 (With Comparative Totals for 2020)

	Year ended June 30,	
	2021	2020
Revenue, gains and other support:		
Public school district		
Resident student enrollment	\$ 35,334,434	\$ 33,231,198
Students with disabilities	1,231,654	1,090,520
Grants and contracts:		
Federal - Title and IDEA	2,119,318	1,414,917
Federal - Other	1,503,887	457,324
Food service/child nutrition program	<u>650,657</u>	<u>1,719,634</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	40,839,950	37,913,593
Expenses:		
Program services:		
Regular education	29,439,755	28,757,590
Special education	<u>1,078,460</u>	<u>899,290</u>
TOTAL PROGRAM SERVICES	30,518,215	29,656,880
Management and general	<u>4,293,609</u>	<u>3,911,106</u>
TOTAL OPERATING EXPENSES	<u>34,811,824</u>	<u>33,567,986</u>
SURPLUS FROM SCHOOL OPERATIONS	6,028,126	4,345,607
Support and other revenue:		
Contributions:		
Foundations	755,192	881,893
Miscellaneous income	<u>23,896</u>	<u>182,131</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>779,088</u>	<u>1,064,024</u>
CHANGE IN NET ASSETS	6,807,214	5,409,631
Net assets without donor restrictions at beginning of year	<u>22,763,013</u>	<u>17,353,382</u>
NET ASSETS AT END OF YEAR	<u>\$ 29,570,227</u>	<u>\$ 22,763,013</u>

The accompanying notes are an integral part of the financial statements.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021  
(With Comparative Totals for 2020)

	No. of Positions	June 30,					2020 Total
		2021			Support Services		
		Regular education	Special education	Total	Management and General	Total	
Personnel services costs:							
Administrative staff personnel	61	\$ 3,728,715	\$ 140,033	\$ 3,868,748	\$ 1,503,018	\$ 5,371,766	\$ 4,870,487
Instructional personnel	225	10,776,718	391,313	11,168,031	-	11,168,031	10,353,528
Non-instructional personnel	3	52,250	2,750	55,000	71,708	126,708	100,074
Total salaries and staff	289	14,557,683	534,096	15,091,779	1,574,726	16,666,505	15,324,089
Fringe benefits and payroll taxes		2,789,059	101,664	2,890,723	341,148	3,231,871	2,747,993
Retirement		345,533	13,020	358,553	-	358,553	305,704
Management fees		4,057,267	147,460	4,204,727	742,009	4,946,736	4,502,285
Legal service		-	-	-	76,261	76,261	37,600
Accounting and audit services		-	-	-	62,652	62,652	61,240
Other professional and consulting services		541,886	20,247	562,133	96,428	658,561	874,249
Building and land rent		574,604	20,846	595,450	-	595,450	788,980
Repairs and maintenance		1,142,715	43,278	1,185,993	-	1,185,993	1,186,261
Insurance		-	-	-	390,114	390,114	377,358
Utilities		225,250	8,327	233,577	260,517	494,094	414,939
Supplies and materials		358,175	12,325	370,500	-	370,500	487,544
Equipment/Furnishings		26,829	806	27,635	25,679	53,314	75,535
Professional development		573,160	21,146	594,306	-	594,306	862,297
Marketing and recruitment		33,309	1,208	34,517	-	34,517	71,293
Technology		481,720	16,248	497,968	145,843	643,811	407,765
Food service		771,477	28,111	799,588	-	799,588	1,383,965
Student services		345,080	13,897	358,977	-	358,977	1,005,278
Office expense		470,312	19,602	489,914	471,829	961,743	936,252
Depreciation and amortization		2,145,696	76,179	2,221,875	11,678	2,233,553	1,608,034
Other		-	-	-	94,725	94,725	109,325
		<u>\$ 29,439,755</u>	<u>\$ 1,078,460</u>	<u>\$ 30,518,215</u>	<u>\$ 4,293,609</u>	<u>\$ 34,811,824</u>	<u>\$ 33,567,986</u>

The accompanying notes are an integral part of the financial statements.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021  
(With Comparative Totals for 2020)

	June 30,	
	2021	2020
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 6,807,214	\$ 5,409,631
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	2,233,553	1,608,034
Bad debt expense	26,770	30,445
Changes in certain assets and liabilities affecting operations:		
Accounts receivable	(300,336)	536,437
Grants and other receivables	(2,030,190)	33,343
Prepaid expenses and other current assets	(554,120)	245,701
Accounts payable and accrued expenses	811,345	(683,954)
Deferred revenue	<u>(236,983)</u>	<u>236,983</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	6,757,253	7,416,620
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(2,281,789)	(4,019,473)
Purchases of money market funds	(8,005,292)	(4,594,816)
Decrease in note receivable - related party	<u>-</u>	<u>3,024,375</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(10,287,081)</u>	<u>(5,589,914)</u>
NET (DECREASE) INCREASE IN CASH AND ESCROW ACCOUNT	(3,529,828)	1,826,706
Cash and escrow account at beginning of year	<u>5,776,326</u>	<u>3,949,620</u>
CASH AND ESCROW ACCOUNT AT END OF YEAR	<u>\$ 2,246,498</u>	<u>\$ 5,776,326</u>
Reconciliation of cash and cash in escrow account reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	\$ 2,006,393	\$ 5,536,325
Escrow account	<u>240,105</u>	<u>240,001</u>
Total cash and escrow account shown in the statement of cash flows	<u>\$ 2,246,498</u>	<u>\$ 5,776,326</u>

The accompanying notes are an integral part of the financial statements.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

True North Rochester Preparatory Charter School (the “Charter School”), is an educational corporation operating as a charter school in Rochester, New York. On June 27, 2006, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. On February 18, 2014, the Charter School entered into an amended and restated renewal charter agreement which included the addition of Rochester Prep Charter School 3 through July 31, 2019. On January 26, 2016 the Charter School was granted a five year renewal for all schools through July 31, 2021. On October 6, 2020 the Charter School was granted a five year renewal for all schools through July 21, 2026.

The Charter School’s mission is to prepare all students to enter and succeed in college through effort, achievement and the content of their character.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

These classes of net assets are defined as follows:

*Net Assets With Donor Restrictions* – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. There were no net assets with donor restrictions at June 30, 2021 and 2020.

*Net Assets Without Donor Restrictions* – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current net assets without donor restrictions for specific purposes, projects or investment.

Revenue recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition. The Charter School’s public school district resident student enrollment and student with disabilities revenue qualifies as exchange transactions and the revenues are recognized over time.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

The following table summarizes accounts receivable from educational programing at their respective statement of financial position dates:

	<u>June 30,</u>		
	<u>2021</u>	<u>2020</u>	<u>2019</u>
Accounts receivable	\$ 914,198	\$ 458,815	\$ 968,297

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions received are recorded in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as revenue without donor restrictions.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There were no amounts related to deferred revenue at June 30, 2021 and 2020. The Charter School typically fully expends their grants within the fiscal year with only minor amounts carrying forward to future periods.

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to \$250,000. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash management

The cash management program is maintained in accordance with the Charter School's Cash Management and Investment Policy. The goals of this policy are the preservation of principal, the maintenance of liquidity, and to obtain a competitive return on investment subject to prevailing market conditions and safe and sound investment practices. The policy was adopted by the Board in March 2019, as of June 30, 2021 and 2020, all funds are held in money market funds. As the policy is put into place, the funds will be separated into the following three portfolios:

- The operating portfolio will be invested in short-term instruments to fund the daily operating needs of the Charter School and fund any capital outlays anticipated in the next 2 months. This portfolio will consist of no less than two months' worth of operating expenses and shall be continuously invested in readily available funds such as money market funds or bank deposits.
- The reserve portfolio, if sufficient funds are available, will be invested in short-term instruments to fund daily operating needs and capital outlays within the next twelve months. Assets within this portfolio will be permitted to have investments maturing in one year or less.
- The strategic portfolio, if sufficient funds are available, will be invested to fund operating needs anticipated over the next three years. This portfolio allows for investments with stated maturities of up to three years from the purchase date. Maturities are to be laddered to ensure flexibility of and access to funds in this portfolio.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Grants, contracts and accounts receivables

Receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2021 or 2020.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to ten years.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

Construction in progress is stated at cost. No provision for depreciation is made on construction in progress until such time as the relevant assets are completed and put into use.

Escrow account

The Charter School maintains cash in an escrow account in accordance with the terms of their charter agreement. The escrow is restricted to fund legal and other costs in the event of dissolution of the Charter School.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2018 through June 30, 2021 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed. In addition, the Charter School received donated transportation services from certain local school districts. The Charter School was unable to determine a value for these services.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2020

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

Functional allocation of expenses

The costs of programs and supporting services activities have been summarized on a functional basis in the statement of activities. The statements of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

New accounting pronouncements

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Charter School is currently evaluating the provisions of this update to determine the impact it will have on the Charter School's financial statements.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 20, 2021, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted except as disclosed in Note N.

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. ("USI"), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. In the most recently amended agreement dated July 1, 2019, the Charter School agreed to a five-year term which is renewable yearly following the initial term. Under the agreement, the Charter School pays USI a service fee of 13.5% of all recurring public revenue less facilities expenses for all schools. Recurring public revenue is defined as annual public entitlement aid including core and tuition which includes general, SPED and State special funding and all ESSA funding which includes Title I, Title IIA, IID, III, IV, V and IDEA funding. Facilities expense includes building expenses (leases, taxes), utilities, maintenance and furniture and fixtures, and excludes building related expenditures which are capitalized and amortized/depreciated.

The fee incurred for the years ended June 30, 2021 and 2020 was \$4,946,736 and \$4,502,285, respectively. At June 30, 2021 and 2020, approximately \$86,300 and \$29,000, respectively, was included in accounts receivable relating to USI, primarily from grants passed through USI. At June 30, 2021 and 2020, approximately \$927,000 and \$574,600, respectively, was included in accounts payable related to this fee and other expenses incurred by USI on behalf of the Charter School, due to USI.

The Charter School leases its Rochester Prep Middle School facilities from True North Rochester Real Estate LLC, a wholly owned subsidiary of Rochester Prep Foundation which is an entity controlled by USI (Brooks Avenue location). The lease agreement expired in July 2011 and was renewable in four successive periods of five years. Rent for this lease was calculated based on a formula of certain expenses of the landlord. The Charter School is currently leasing the property on a month to month basis. At June 30, 2021 there was no receivable relating to True North Rochester Real Estate LLC. At June 30, 2020, approximately \$54,000, was included in accounts receivable relating to True North Rochester Real Estate LLC, for overpayments related to the Brooks Avenue location.

The Charter School leases its Rochester Prep Elementary School facilities from True North Rochester Real Estate Ames Street, LLC, a wholly-owned subsidiary of Rochester Prep Foundation which is an entity controlled by USI (Jay Street location). A new lease agreement was negotiated in March 2016. The lease agreement would have expired in August 2022 but would have terminated if the Charter School's charter was not renewed. Rent for this lease was initially approximately \$28,300 per month for the initial four months and then decreased to a monthly rate of \$23,268 until the termination of the lease. The Charter School was also responsible for all other expenses relating to the property and must remain in compliance with a certain financial covenant. The lease contained a purchase option whereby the Charter School could purchase the property at any time during the lease term at a purchase price equal to the aggregate outstanding principal amount, and accrued and unpaid interest on all security documents as of the date the Charter School sends the election notice to the landlord. This lease was replaced effective July 1, 2020 by a new lease agreement discussed later in this note.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

Effective February 18, 2016, the Charter School began leasing space for its Rochester Prep – West Campus Middle School from Rochester Chili Avenue, LLC, a wholly-owned subsidiary of Rochester Prep Foundation which is an entity controlled by USI. The agreement required the School remain in compliance with a financial covenant and would have expired August 2022. The Charter School was responsible for all other expenses related to the property. Required monthly payments under the agreement were \$32,894 beginning on May 1, 2016 through June 30, 2016 and then decreased to \$20,394 for the remaining term. The lease contained a purchase option whereby the Charter School could purchase the property at any time during the lease term at a purchase price equal to the aggregate outstanding principal amount, and accrued and unpaid interest on all security documents as of the date the Charter School sends the election notice to the landlord. This lease was replaced effective July 1, 2020 by a new lease agreement discussed later in this note.

Effective July 1, 2016, the Charter School began leasing space for its second Rochester Prep Elementary School and its Rochester Prep – West Campus Elementary School from True North St. Jacob Street, LLC, a wholly-owned subsidiary of Rochester Prep Foundation which is an entity controlled by USI. The agreement required the School remain in compliance with a financial covenant and would have expired in July 2021. The Charter School was responsible for all other expenses related to the property. Required payments vary over the term of the lease ranging from \$10,238 to \$11,190. The lease contained a purchase option whereby the Charter School could purchase the property at any time during the lease term at a purchase price equal to the aggregate outstanding principal amount, and accrued and unpaid interest on all security documents as of the date the Charter School sends the election notice to the landlord. This lease was replaced effective July 1, 2020 by a new lease agreement discussed later in this note.

Effective October 1, 2016, the Charter School began leasing space for a future location of its West Campus Elementary School from True North Andrews Street, LLC, a wholly owned subsidiary of Rochester Prep Foundation which is an entity controlled by USI. The agreement required the School remain in compliance with a financial covenant and would have expired July 1, 2021. The Charter School was responsible for all other expenses related to the property. Payments under the agreement were \$10,033 from October 1, 2016 through June 1, 2017 then decreasing to monthly payments ranging from \$7,684 to \$8,396 through July 1, 2021. The lease contained a purchase option whereby the Charter School could purchase the property at any time during the lease term at a purchase price equal to the aggregate outstanding principal amount, and accrued and unpaid interest on all security documents as of the date the Charter School sends the election notice to the landlord. This lease was replaced effective July 1, 2020 by a new lease agreement discussed later in this note.

At June 30, 2021 and 2020, the Charter School was in compliance with its financial covenants referred to above. Including certain expenses, rent expense incurred for the years ended June 30, 2021 and 2020 relating to the above leases was approximately \$722,979 and \$786,000, respectively.

During 2019, the Charter School advanced \$3,000,000 to USI in connection with the development of a property to be leased to the Charter School. The loan carried an interest rate of 2.5% and matured on the earlier of January 31, 2020 or within ten days of USI or the related realty company obtaining financing from a bank. USI fully repaid the loan during the year ended June 30, 2020.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

During June 2020, the Charter School amended its lease with True North Andrews Street, LLC to include additional commitments to advance \$393,000 and \$3,000,000, to the site. This commitment will be used to fund continued construction and renovations at the site. As of June 30, 2021 and 2020, the full amount of these payments had been made or accrued and they were included in part as construction in progress or leasehold improvements.

Effective July 1, 2020, the Charter School amended its lease with True North Andrews Street, LLC to include an additional commitment to advance \$550,000, to the site. This commitment will be used to fund continued construction and renovations at the site. This commitment remains outstanding at June 30, 2021 and 2020.

Effective July 1, 2020, the Charter School entered into new lease agreements with True North St. Jacob Street, LLC, True North Real Estate Ames Street, LLC, True North Rochester Mark Street, LLC, Rochester Chili Avenue, LLC, and True North Andrews Street, LLC. The new lease agreements replace the existing agreements, have a start date of July 1, 2020 and have a forty-year term, expiring on June 30, 2060. Two five-year extensions are available upon expiration of the initial term. As part of a bond financing arrangement, True North St. Jacob Street, LLC, True North Real Estate Ames Street, LLC, True North Rochester Mark Street, LLC, Rochester Chili Avenue, LLC, and True North Andrews Street, LLC assigned the leases and the related cash flows to Monroe County Industrial Development Corporation who also holds a mortgage on the properties. Further, the lease agreements do contain both financial and non-financial covenants which must be met by the Charter School. Bond proceeds of approximately \$30,000,000 were utilized for the acquisition of a new facility to house the high school as well as for renovations to this property and existing properties.

The Charter School was granted a purchase option in the new lease agreements which is calculated as 87.25% of all remaining rental payments discounted to the present value using a rate of 2.93%. The intent of the calculation, as acknowledged by all parties, is to have the price of the purchase option approximate the outstanding principal of the bond. All related expenditures of the bond settlement and other expenses related to the properties would also be added to the purchase price.

Required monthly payments are summarized below:

	July 2021 through May 2022	June 2022 through June 2060
True North Jacobs Street, LLC	\$ 6,241	\$ 7,565
True North Rochester Real Estate Ames Street, LLC	11,914	14,442
True North Rochester Mark Street, LLC	100,103 *	121,551
Rochester Chili Avenue, LLC	9,220	11,175
True North Andrews Street, LLC	14,184	17,193
Total required monthly payment	<u>\$ 141,662</u>	<u>\$ 171,926</u>

\* - no payments are required until August 2021

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

The future minimum lease payments for the Charter School to related parties are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 1,630,100
2023	2,063,100
2024	2,063,100
2025	2,063,100
2026	2,063,100
Thereafter	<u>70,145,400</u>
	<u>\$ 80,027,900</u>

NOTE C: LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Cash	\$ 2,006,393	\$ 5,536,325
Money market funds	8,700,128	9,694,836
Grants and contracts receivable	3,306,457	1,276,267
Accounts receivable	<u>914,198</u>	<u>640,632</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 14,927,176</u>	<u>\$ 17,148,060</u>

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service, as well as the conduct of services undertaken to support those activities, to be general expenditures. In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal years 2021 and 2020.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE D: SCHOOL FACILITY

Effective June 12, 2019, the Charter School signed an agreement for a new location at 400 Andrews Street in Rochester, NY. The term of this lease ended on June 12, 2021. Rent expense was approximately \$28,000 during the years ended June 30, 2021 and 2020.

NOTE E: FAIR VALUE MEASUREMENTS

Accounting principles establishes a frame work for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 Measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1- Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

Level 2 - Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2021 or 2020.

*Mutual Funds:* Valued at the daily closing price as reported by the fund. Mutual funds held by the Charter School are actively traded open-end mutual funds that are registered with the U.S. Securities and Exchange Commission. These funds are required to report their daily net asset value and to transact at that price.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE E: FAIR VALUE MEASUREMENTS, Cont'd

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Plan believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table sets forth by level, within the fair value hierarchy, the Charter School's assets at fair value as of June 30, 2021 and 2020:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
<u>June 30, 2021</u>				
Mutual funds:				
Money market funds	\$ 8,700,128	\$ -	\$ -	\$ 8,700,128
Money makket funds designated for capital projects	<u>9,000,000</u>	<u>-</u>	<u>-</u>	<u>9,000,000</u>
Total assets at fair value	<u>\$ 17,700,128</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 17,700,128</u>
 <u>June 30, 2020</u>				
Mutual funds:				
Money market funds	\$ 9,694,836	\$ -	\$ -	\$ 9,694,836
Total assets at fair value	<u>\$ 9,694,836</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9,694,836</u>

NOTE F: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>Year Ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
Furniture and fixtures	\$ 730,183	\$ 669,029
Computer equipment and software	5,351,296	3,822,879
Leasehold improvements	9,665,023	5,618,310
Construction in process	<u>98,540</u>	<u>3,453,034</u>
	15,845,042	13,563,252
Less accumulated depreciation and amortization	<u>9,491,899</u>	<u>7,258,345</u>
	<u>\$ 6,353,143</u>	<u>\$ 6,304,907</u>

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE F: PROPERTY AND EQUIPMENT, Cont'd

Construction in progress at June 30, 2020 consists of costs related to leasehold improvements at the Andrews Street site and multiple small improvements projects. No depreciation was taken until these assets are placed in service. Construction in progress at June 30, 2021 consists of costs related to multiple small improvement projects. No depreciation will be taken until these assets are placed in service.

NOTE G: COMMITMENTS

The Charter School leases office equipment under non-cancelable lease agreements expiring at various dates through February 2026. The approximate future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 614,000
2023	513,000
2024	444,000
2025	160,000
2026	<u>29,000</u>
	<u>\$ 1,760,000</u>

NOTE H: RETIREMENT PLAN

The Charter School participates in a defined contribution 403(b) plan covering most employees through a USI plan. For employees who have less than 2 years of service, the Charter School matches employees' contributions up to the lesser of 3% of gross payroll or \$3,500. For employees who have 2 to 3 years of service, the Charter School will match up to the lesser of 4% of gross payroll or \$4,000. For employees who have 4 years of service or more, the Charter School will match up to the lesser of 5% of gross payroll or \$5,000. The Charter School's total contribution to the Plan for the years ended June 30, 2021 and 2020 approximated \$359,000 and \$306,000, respectively.

NOTE I: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE J: CONCENTRATIONS

At June 30, 2021 and 2020, approximately 75% and 66%, respectively, of receivables are due from New York State. In addition at June 30, 2021, 19% of receivable are due from one school district.

During the years ended June 30, 2021 and 2020, 90% and 91%, respectively, of total revenue, gains and other support came from per-pupil funding provided by New York State through the school districts in which the students reside. The per-pupil rate is set annually by the state based on the school district in which the Charter School's students are located.

NOTE K: NET ASSETS

Net assets are as follows:

	June 30,	
	<u>2021</u>	<u>2020</u>
Undesignated	\$ 14,217,084	\$ 16,458,106
Designated for capital projects	9,000,000	-
Invested in property and equipment	<u>6,353,143</u>	<u>6,304,907</u>
	<u>\$ 29,570,227</u>	<u>\$ 22,763,013</u>

NOTE L: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE M: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus (the “COVID-19 outbreak”) and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School’s financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2022.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$1,237,631 of revenue relative to ESSER grants during the year ended June 30, 2021.

NOTE N: ROCHESTER PREP MIDDLE SCHOOL

In August 2021, Rochester Prep Middle School (MS3) opened serving grade 5. By August 2024 the school will expand to serve grades 5-8.

**TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL**

**OTHER FINANCIAL INFORMATION**

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees  
True North Rochester Preparatory Charter School

We have audited the financial statements of True North Rochester Preparatory Charter School as of and for the year ended June 30, 2021, and we have issued our report thereon dated October 20, 2021, which expressed an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the 2021 financial statements as a whole. The 2021 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the 2021 financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the 2021 financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the 2021 financial statements or to the 2021 financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2021, as a whole.

We have also audited the financial statements of True North Rochester Preparatory Charter School as of and for the year ended June 30, 2020, and our report thereon dated October 23, 2020, expressed an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the 2020 financial statements as a whole. The 2020 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the 2020 financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the 2020 financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the 2020 financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2020, as a whole.

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 20, 2021

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF ROCHESTER PREP, WEST CAMPUS AND ROCHESTER PREP SCHOOL 3 ACTIVITIES

YEAR ENDED JUNE 30, 2021

	<u>Rochester Prep</u>	<u>West Campus</u>	<u>Rochester Prep School 3</u>	<u>Total</u>
Revenue, gains and other support:				
Public school district				
Resident student enrollment	\$ 17,597,599	\$ 11,521,762	\$ 6,215,073	\$ 35,334,434
Students with disabilities	865,089	214,949	151,616	1,231,654
Grants and contracts				
Federal - Title and IDEA	1,003,763	741,111	374,444	2,119,318
Federal - Other	803,714	466,514	233,659	1,503,887
Food service/child nutrition program	323,845	212,851	113,961	650,657
TOTAL REVENUE, GAINS, AND OTHER SUPPORT	<u>20,594,010</u>	<u>13,157,187</u>	<u>7,088,753</u>	<u>40,839,950</u>
Personnel services costs:				
Administrative staff personnel	2,841,283	1,718,029	812,454	5,371,766
Instructional personnel	5,598,425	3,582,600	1,987,006	11,168,031
Non-instructional personnel	86,881	39,827	-	126,708
TOTAL STAFF AND SALARIES	<u>8,526,589</u>	<u>5,340,456</u>	<u>2,799,460</u>	<u>16,666,505</u>
Fringe benefits and payroll taxes	1,630,527	1,135,413	465,931	3,231,871
Retirement	194,973	115,661	47,919	358,553
Management fees	2,484,912	1,598,975	862,849	4,946,736
Legal service	22,790	35,091	18,380	76,261
Accounting and audit services	31,326	20,886	10,440	62,652
Other professional and consulting services	348,692	213,950	95,919	658,561
Building and land rent	297,904	195,887	101,659	595,450
Repairs and maintenance	651,910	330,653	203,430	1,185,993
Insurance	195,057	124,975	70,082	390,114
Utilities	274,324	153,994	65,776	494,094
Supplies and materials	163,839	130,912	75,749	370,500
Equipment/Furnishings	14,742	19,024	19,548	53,314
Professional development	308,657	183,158	102,491	594,306
Marketing and recruitment	17,259	11,508	5,750	34,517
Technology	282,384	207,722	153,705	643,811
Food service	403,978	236,770	158,840	799,588
Student services	223,921	116,315	18,741	358,977
Office expense	596,909	262,128	102,706	961,743
Depreciation and amortization	1,063,072	661,191	509,290	2,233,553
Other	51,430	24,222	19,073	94,725
TOTAL EXPENSES	<u>17,785,195</u>	<u>11,118,891</u>	<u>5,907,738</u>	<u>34,811,824</u>
SURPLUS FROM SCHOOL OPERATIONS	<u>2,808,815</u>	<u>2,038,296</u>	<u>1,181,015</u>	<u>6,028,126</u>
Support and other revenue:				
Contributions:				
Foundations	602,193	102,186	50,813	755,192
Miscellaneous income	7,183	16,182	531	23,896
TOTAL SUPPORT AND OTHER REVENUE	<u>609,376</u>	<u>118,368</u>	<u>51,344</u>	<u>779,088</u>
CHANGE IN NET ASSETS	<u>\$ 3,418,191</u>	<u>\$ 2,156,664</u>	<u>\$ 1,232,359</u>	<u>\$ 6,807,214</u>

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF ELEMENTARY SCHOOL, MIDDLE SCHOOL, AND HIGH SCHOOL ACTIVITIES BY CHARTER

YEAR ENDED JUNE 30, 2021

	West Campus			Rochester Prep				Rochester Prep School 3	
	Middle School	Elementary School	Total	High School	Middle School	Elementary School	Total	Elementary School	Total
Revenue, gains and other support									
Public school district									
Resident student enrollment	\$ 5,131,121	\$ 6,390,641	\$ 11,521,762	\$ 6,105,651	\$ 5,196,909	\$ 6,295,039	\$ 17,597,599	\$ 6,215,073	\$ 35,334,434
Students with disabilities	160,675	54,274	214,949	274,735	422,291	168,063	865,089	151,616	1,231,654
Grants and contracts									
Federal - Title and IDEA	127,663	613,448	741,111	365,616	193,100	445,047	1,003,763	374,444	2,119,318
Federal - Other	261,735	204,779	466,514	223,028	279,098	301,588	803,714	233,659	1,503,887
Food service/child nutrition program	98,865	113,986	212,851	110,994	98,865	113,986	323,845	113,961	650,657
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,780,059	7,377,128	13,157,187	7,080,024	6,190,263	7,323,723	20,594,010	7,088,753	40,839,950
Personnel services costs:									
Administrative staff personnel	833,081	884,948	1,718,029	1,082,388	751,107	1,007,788	2,841,283	812,454	5,371,766
Instructional personnel	1,438,016	2,144,584	3,582,600	2,040,813	1,498,406	2,059,206	5,598,425	1,987,006	11,168,031
Non-instructional personnel	-	39,827	39,827	55,000	31,881	-	86,881	-	126,708
TOTAL STAFF AND SALARIES	2,271,097	3,069,359	5,340,456	3,178,201	2,281,394	3,066,994	8,526,589	2,799,460	16,666,505
Fringe benefits and payroll taxes	470,010	665,403	1,135,413	557,551	433,388	639,588	1,630,527	465,931	3,231,871
Retirement	46,007	69,654	115,661	82,756	44,454	67,763	194,973	47,919	358,553
Management fees	690,012	908,963	1,598,975	860,294	748,843	875,775	2,484,912	862,849	4,946,736
Legal service	16,709	18,382	35,091	4,830	13,546	4,414	22,790	18,380	76,261
Accounting and audit services	10,443	10,443	20,886	10,440	10,443	10,443	31,326	10,440	62,652
Other professional and consulting services	106,979	106,971	213,950	129,895	109,375	109,422	348,692	95,919	658,561
Building and land rent	87,103	108,784	195,887	102,017	87,103	108,784	297,904	101,659	595,450
Repairs and maintenance	169,232	161,421	330,653	227,497	159,627	264,786	651,910	203,430	1,185,993
Insurance	54,892	70,083	124,975	70,082	54,892	70,083	195,057	70,082	390,114
Utilities	79,711	74,283	153,994	117,116	87,368	69,840	274,324	65,776	494,094
Supplies and materials	40,362	90,550	130,912	100,611	30,368	32,860	163,839	75,749	370,500
Equipment/Furnishings	5,143	13,881	19,024	4,312	1,350	9,080	14,742	19,548	53,314
Professional development	62,435	120,723	183,158	105,879	84,458	118,320	308,657	102,491	594,306
Marketing and recruitment	5,754	5,754	11,508	5,750	5,754	5,755	17,259	5,750	34,517
Technology	78,579	129,143	207,722	105,005	33,331	144,048	282,384	153,705	643,811
Food service	100,891	135,879	236,770	69,116	171,489	163,373	403,978	158,840	799,588
Student services	28,960	87,355	116,315	195,533	5,880	22,508	223,921	18,741	358,977
Office expense	88,222	173,906	262,128	239,785	154,947	202,177	596,909	102,706	961,743
Depreciation and amortization	211,028	450,163	661,191	616,852	186,283	259,937	1,063,072	509,290	2,233,553
Other	10,905	13,317	24,222	34,617	13,065	3,748	51,430	19,073	94,725
TOTAL EXPENSES	4,634,474	6,484,417	11,118,891	6,818,139	4,717,358	6,249,698	17,785,195	5,907,738	34,811,824
SURPLUS FROM SCHOOL OPERATIONS	1,145,585	892,711	2,038,296	261,885	1,472,905	1,074,025	2,808,815	1,181,015	6,028,126
Support and other revenue:									
Contributions:									
Foundations	50,843	51,343	102,186	498,507	50,843	52,843	602,193	50,813	755,192
Miscellaneous income	1,641	14,541	16,182	494	1,659	5,030	7,183	531	23,896
TOTAL SUPPORT AND OTHER REVENUE	52,484	65,884	118,368	499,001	52,502	57,873	609,376	51,344	779,088
CHANGE IN NET ASSETS	\$ 1,198,069	\$ 958,595	\$ 2,156,664	\$ 760,886	\$ 1,525,407	\$ 1,131,898	\$ 3,418,191	\$ 1,232,359	\$ 6,807,214

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES – WEST CAMPUS

	No. of Positions	June 30,					2020
		2021					
		Regular education	Special education	Total	Support Services Management and General	Total	
Personnel services costs:							
Administrative staff personnel	18	\$ 1,201,583	\$ 24,522	\$ 1,226,105	\$ 491,924	\$ 1,718,029	\$ 1,533,580
Instructional personnel	71	3,510,948	71,652	3,582,600	-	3,582,600	3,656,191
Non-instructional personnel	1				39,827	39,827	36,793
Total salaries and staff	90	4,712,531	96,174	4,808,705	531,751	5,340,456	5,226,564
Fringe benefits and payroll taxes		990,671	20,218	1,010,889	124,524	1,135,413	1,005,441
Retirement		113,348	2,313	115,661	-	115,661	123,548
Management fees		1,331,946	27,183	1,359,129	239,846	1,598,975	1,514,047
Legal service	-	-	-	-	35,091	35,091	12,536
Accounting and audit services		-	-	-	20,886	20,886	20,415
Other professional and consulting services		178,622	3,645	182,267	31,683	213,950	249,640
Building and land rent		191,969	3,918	195,887	-	195,887	270,765
Repairs and maintenance		324,040	6,613	330,653	-	330,653	327,262
Insurance		-	-	-	124,975	124,975	116,009
Utilities		84,526	1,725	86,251	67,743	153,994	142,491
Supplies and materials		128,294	2,618	130,912	-	130,912	174,552
Equipment/Furnishings		10,323	211	10,534	8,490	19,024	32,018
Professional development		179,495	3,663	183,158	-	183,158	257,129
Marketing and recruitment		11,278	230	11,508	-	11,508	24,551
Technology		149,766	3,056	152,822	54,900	207,722	141,711
Food service		232,035	4,735	236,770	-	236,770	499,109
Student services		113,989	2,326	116,315	-	116,315	357,312
Office expense		130,847	2,670	133,517	128,611	262,128	251,375
Depreciation and amortization		645,589	13,175	658,764	2,427	661,191	596,082
Other		-	-	-	24,222	24,222	13,859
		<u>\$ 9,529,269</u>	<u>\$ 194,473</u>	<u>\$ 9,723,742</u>	<u>\$ 1,395,149</u>	<u>\$ 11,118,891</u>	<u>\$ 11,356,416</u>

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES – ROCHESTER PREP

	June 30,						2020
	2021						
	No. of Positions	Program Services		Total	Support Services		
Regular education		Special education	Management and General		Total		
Personnel services costs:							
Administrative staff personnel	33	\$ 1,984,178	\$ 104,430	\$ 2,088,608	\$ 752,675	\$ 2,841,283	\$ 2,695,130
Instructional personnel	113	5,318,504	279,921	5,598,425	-	5,598,425	5,157,778
Non-instructional personnel	2	52,250	2,750	55,000	31,881	86,881	63,281
Total salaries and staff	148	7,354,932	387,101	7,742,033	784,556	8,526,589	7,916,189
Fringe benefits and payroll taxes		1,388,582	73,083	1,461,665	168,862	1,630,527	1,421,117
Retirement		185,224	9,749	194,973	-	194,973	147,992
Management fees		2,006,567	105,609	2,112,176	372,736	2,484,912	2,316,071
Legal service		-	-	-	22,790	22,790	18,800
Accounting and audit services		-	-	-	31,326	31,326	30,619
Other professional and consulting services		285,156	15,008	300,164	48,528	348,692	514,197
Building and land rent		283,009	14,895	297,904	-	297,904	396,364
Repairs and maintenance		619,314	32,596	651,910	-	651,910	672,025
Insurance		-	-	-	195,057	195,057	218,281
Utilities		115,740	6,092	121,832	152,492	274,324	233,292
Supplies and materials		155,647	8,192	163,839	-	163,839	256,111
Equipment/Furnishings		8,018	422	8,440	6,302	14,742	22,748
Professional development		293,224	15,433	308,657	-	308,657	476,939
Marketing and recruitment		16,396	863	17,259	-	17,259	35,291
Technology		199,148	10,482	209,630	72,754	282,384	212,056
Food service		383,779	20,199	403,978	-	403,978	671,658
Student services		212,725	11,196	223,921	-	223,921	616,862
Office expense		310,463	16,340	326,803	270,106	596,909	585,471
Depreciation and amortization		1,005,158	52,903	1,058,061	5,011	1,063,072	547,010
Other		-	-	-	51,430	51,430	84,928
		<u>\$ 14,823,082</u>	<u>\$ 780,163</u>	<u>\$ 15,603,245</u>	<u>\$ 2,181,950</u>	<u>\$ 17,785,195</u>	<u>\$ 17,394,021</u>

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES – ROCHESTER PREP SCHOOL 3

	No. of Positions	June 30,					2020
		2021					
		Program Services		Support Services		Total	
Regular education	Special education	Total	Management and General	Total	Total		
Personnel services costs:							
Administrative staff personnel	10	\$ 542,954	\$ 11,081	\$ 554,035	\$ 258,419	\$ 812,454	\$ 641,777
Instructional personnel	41	1,947,266	39,740	1,987,006	-	1,987,006	1,539,559
Non-instructional personnel	-						
Total salaries and staff	51	2,490,220	50,821	2,541,041	258,419	2,799,460	2,181,336
Fringe benefits and payroll taxes		409,806	8,363	418,169	47,762	465,931	321,435
Retirement		46,961	958	47,919	-	47,919	34,164
Management fees		718,754	14,668	733,422	129,427	862,849	672,167
Legal service	-	-	-	-	18,380	18,380	6,264
Accounting and audit services		-	-	-	10,440	10,440	10,206
Other professional and consulting services		78,108	1,594	79,702	16,217	95,919	110,412
Building and land rent		99,626	2,033	101,659	-	101,659	121,851
Repairs and maintenance		199,361	4,069	203,430	-	203,430	186,974
Insurance		-	-	-	70,082	70,082	43,068
Utilities		24,984	510	25,494	40,282	65,776	39,156
Supplies and materials		74,234	1,515	75,749	-	75,749	56,881
Equipment/Furnishings		8,488	173	8,661	10,887	19,548	20,769
Professional development		100,441	2,050	102,491	-	102,491	128,229
Marketing and recruitment		5,635	115	5,750	-	5,750	11,451
Technology		132,806	2,710	135,516	18,189	153,705	53,998
Food service		155,663	3,177	158,840	-	158,840	213,198
Student services		18,366	375	18,741	-	18,741	31,104
Office expense		29,002	592	29,594	73,112	102,706	99,406
Depreciation and amortization		494,949	10,101	505,050	4,240	509,290	464,942
Other		-	-	-	19,073	19,073	10,538
		<u>\$ 5,087,404</u>	<u>\$ 103,824</u>	<u>\$ 5,191,228</u>	<u>\$ 716,510</u>	<u>\$ 5,907,738</u>	<u>\$ 4,817,549</u>

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

Name: R. Carlos Carballada

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
 Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?  Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write None. Please note that if you answered Yes to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

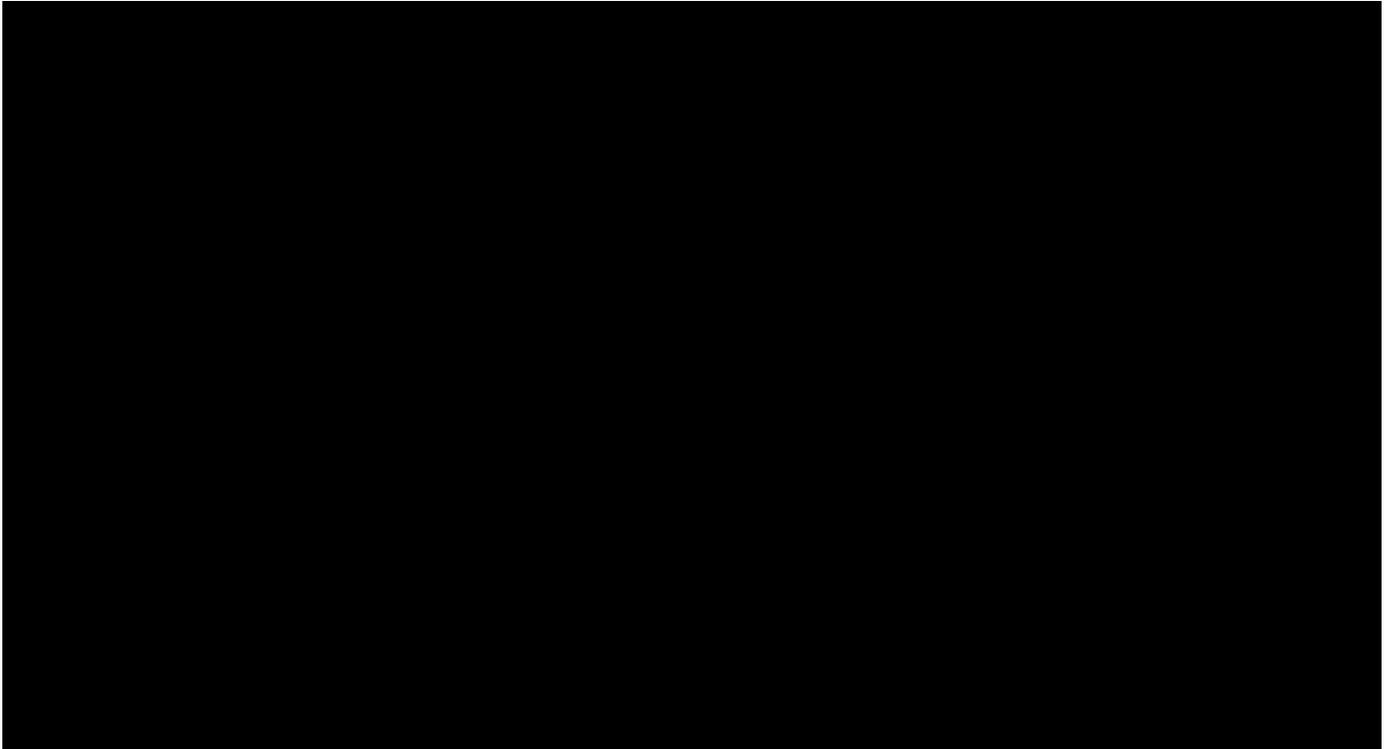
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None

Signature *R. Carlos Carballada*

Date 08/03/2021

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

Name: James Costanza

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
 Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?  Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

none

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

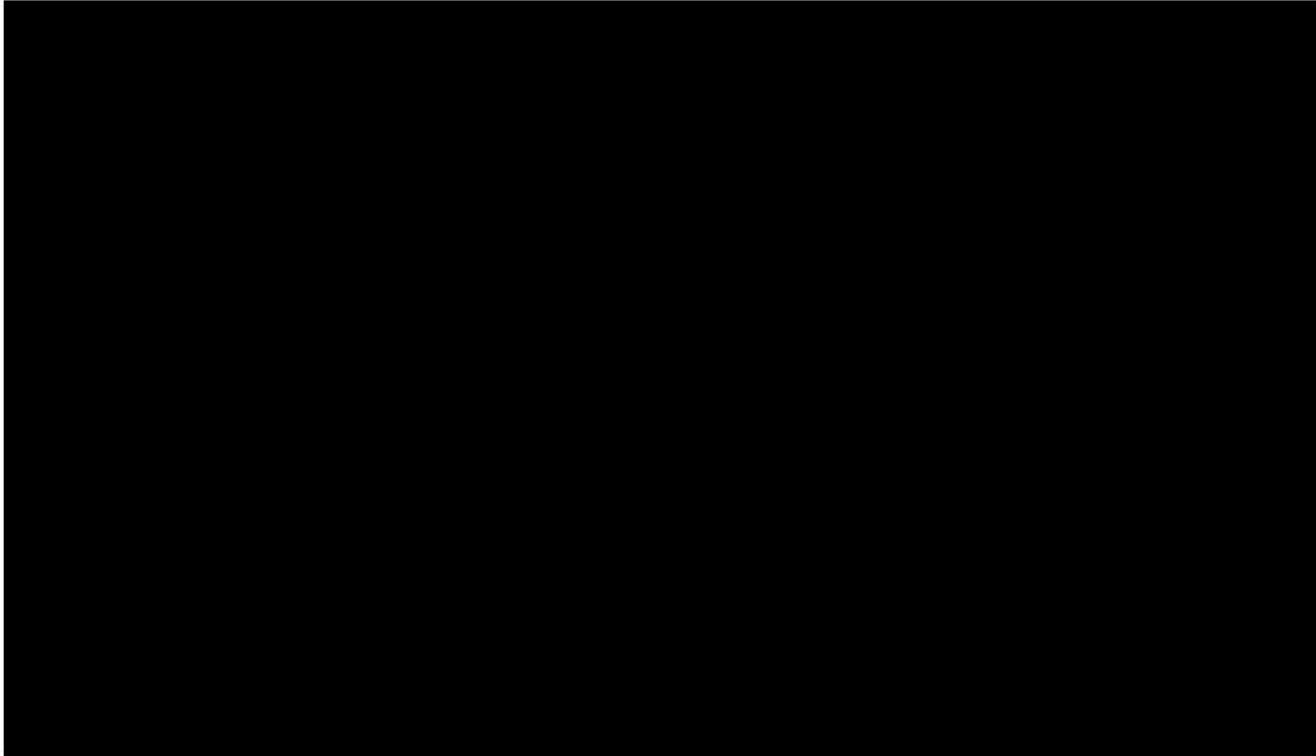
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
none	none	none	none	none

Signature **James Costanza** Digitally signed by James Costanza  
Date: 2021.07.13 13:44:42 -04'00' Date **07/13/2021**

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of*



*last revised 04/2021*

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

Name: Langston McFadden

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
 Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?  Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write None. Please note that if you answered Yes to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
N/A	N/A	N/A	N/A

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

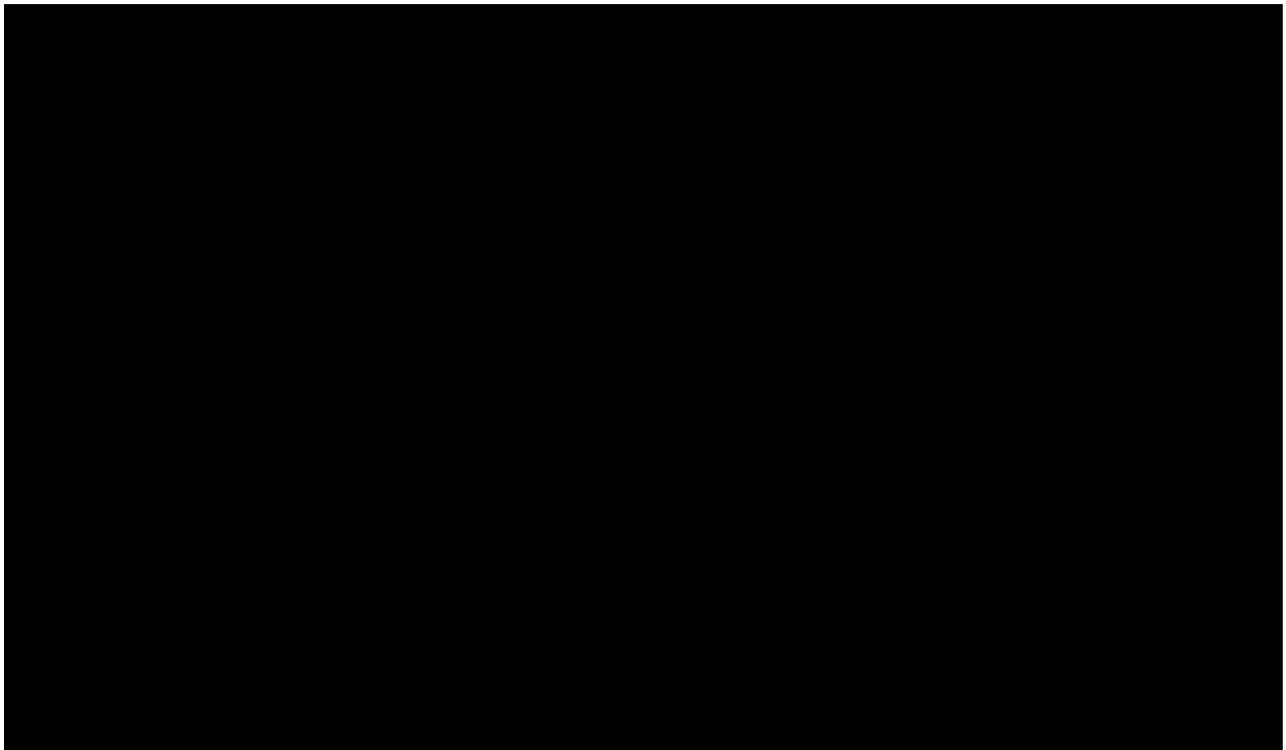
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

Langston D.  
Signature McFadden

 Digitally signed by Langston D. McFadden  
Date: 2021.07.27 13 01:40 -04'00'

Date 07/27/2021

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



*last revised 04/2021*

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

**Name:** Ebony Miller-Wesley

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

**True North Rochester Preparatory Charter School**

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
 Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?  Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
N/A	N/A	N/A	N/A

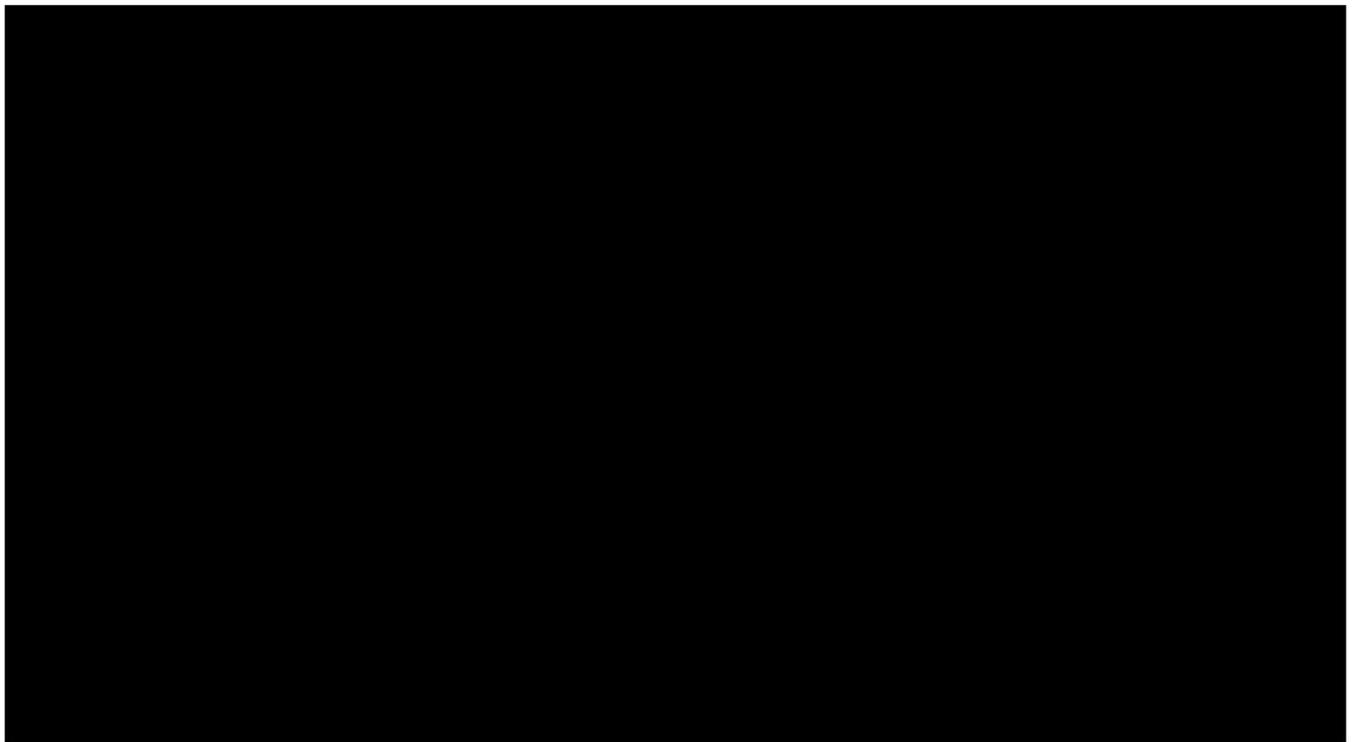
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

Signature 

Date 8/1/21

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

Name: Joshua J. Phillips

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
 Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?  Yes  No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?  Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

I was the former Chief Operating Officer and a Managing Director at Uncommon Schools from 2008-2018.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

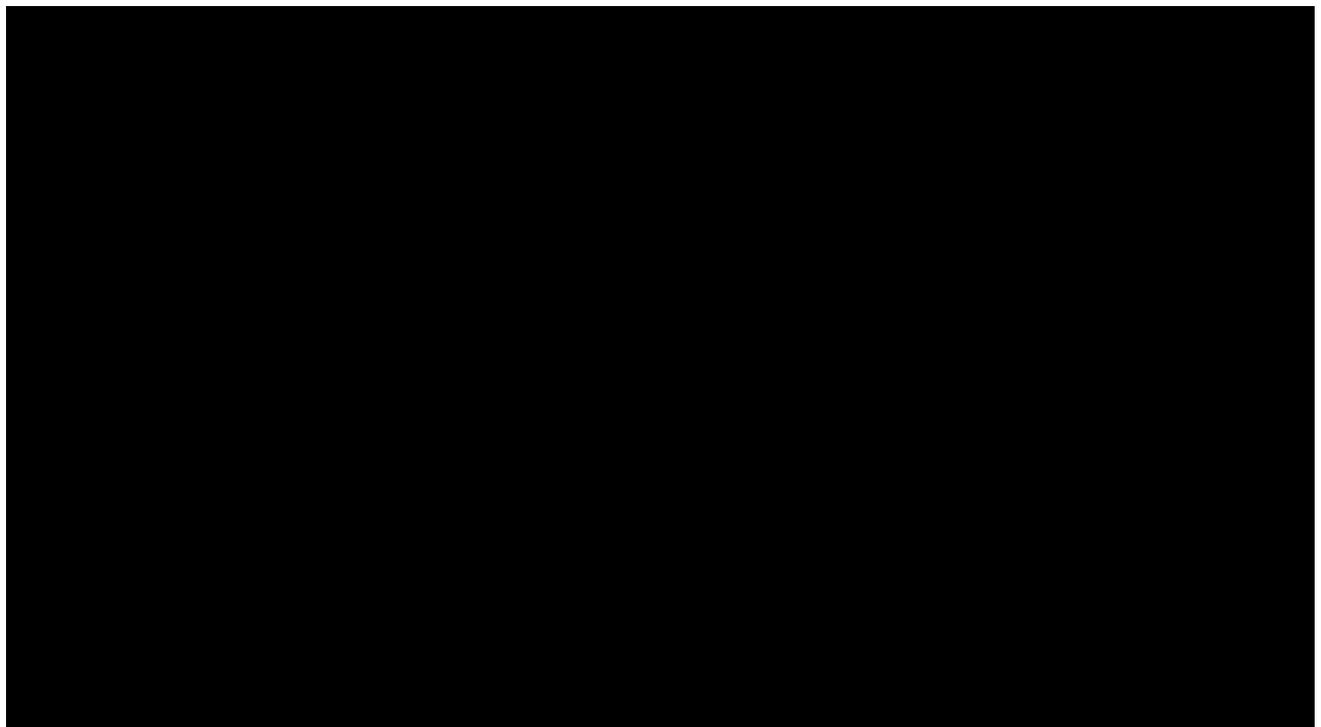
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	Not Applicable		

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None**.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Change Summer	Summer Camp Program for Uncommon Schools	~500 campers attend camp	Joshua Phillips, CEO of Change Summer	I recuse myself from any conversations related to Change Summer and Camp Uncommon.

**Signature** Joshua J. Phillips Digitally signed by Joshua J. Phillips  
Date: 2021.08.02 17:10:26 -04'00'
**Date** 08/02/2021

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



*last revised 04/2021*

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

Name: Geoffrey Rosenberger

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Chair, Ex Officio Member of Finance/Audit, Development, Academic and Real Estate Committees

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
 Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?  Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?  Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE	NONE	NONE	NONE

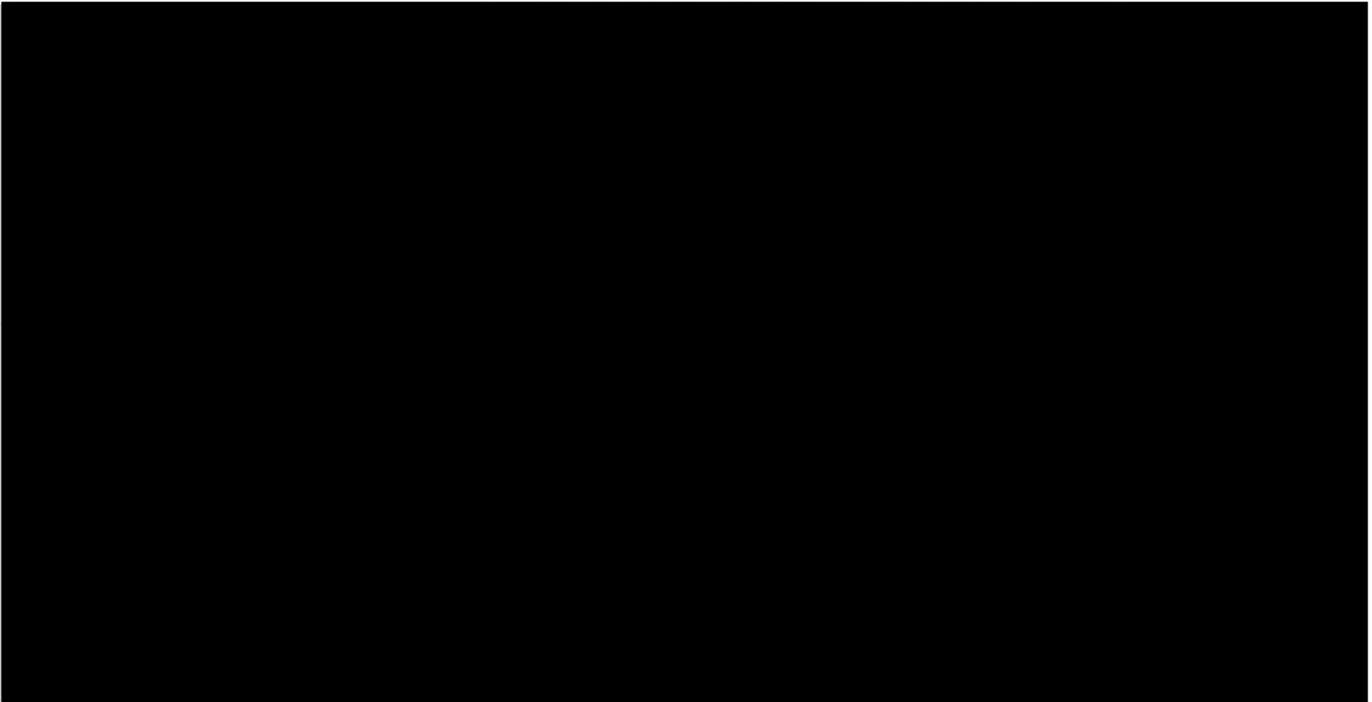
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE	NONE	NONE	NONE	NONE

Signature *Debbie Lounsbury*

Date 07/21/2021

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



*last revised 04/2021*

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

Name: JAMES D RYAN JR

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

True North Rochester Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

CHAIR DEVELOPMENT COMMITTEE, NEWBORN FACILITIES, ENHANCED and STUDENT COMM.

2. Are you an ~~employee~~ of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related ~~by blood or marriage~~, to any person employed by the school?  
 Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal ~~adoption/guardianship~~, to any student currently enrolled in the school?  Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could ~~otherwise benefit~~ from your participation as a board member of this school?  Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?  Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

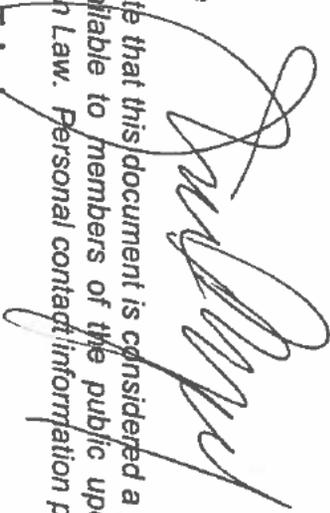
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write None. Please note that if you answered Yes to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	<i>None</i>		

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

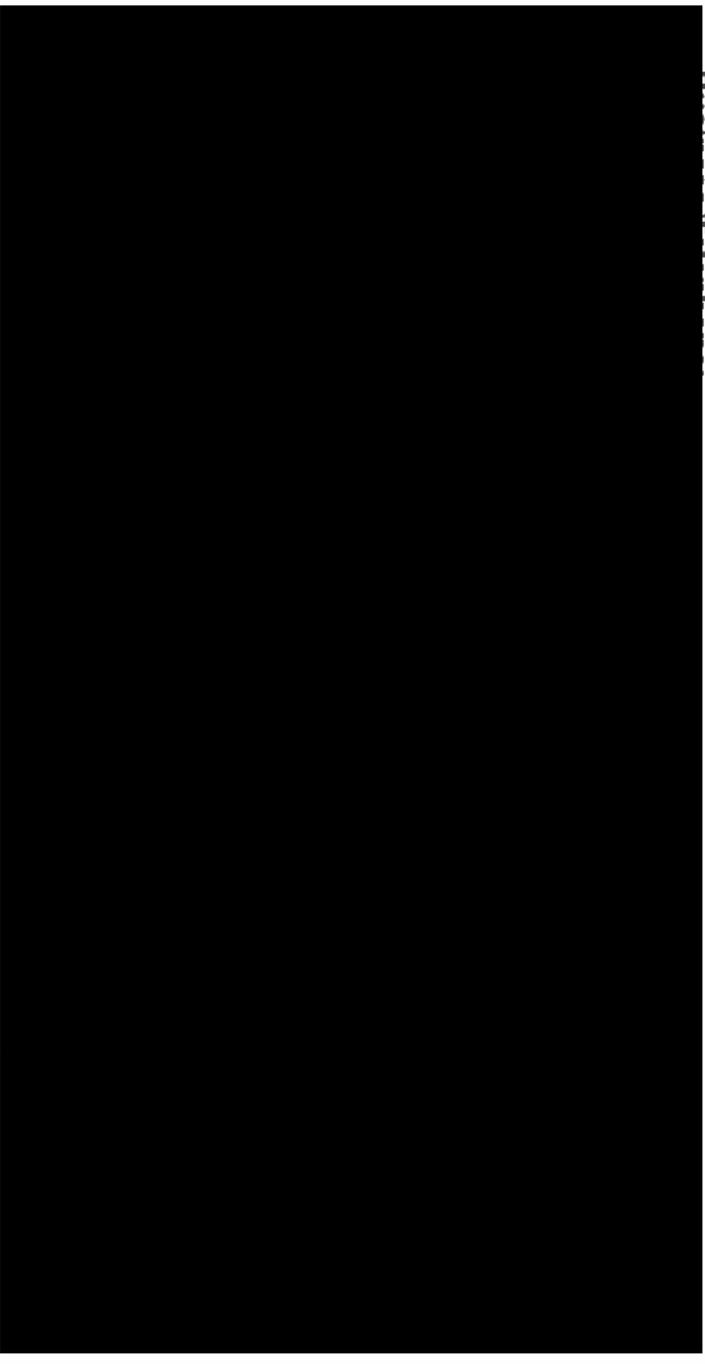
**Signature**



**Date**

7/9/21

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

**Name:** Rebecca Sumner

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

**True North Rochester Preparatory Charter School**

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board vice-chair; Chair, Academic Committee

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
 Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?  Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?  Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	None		

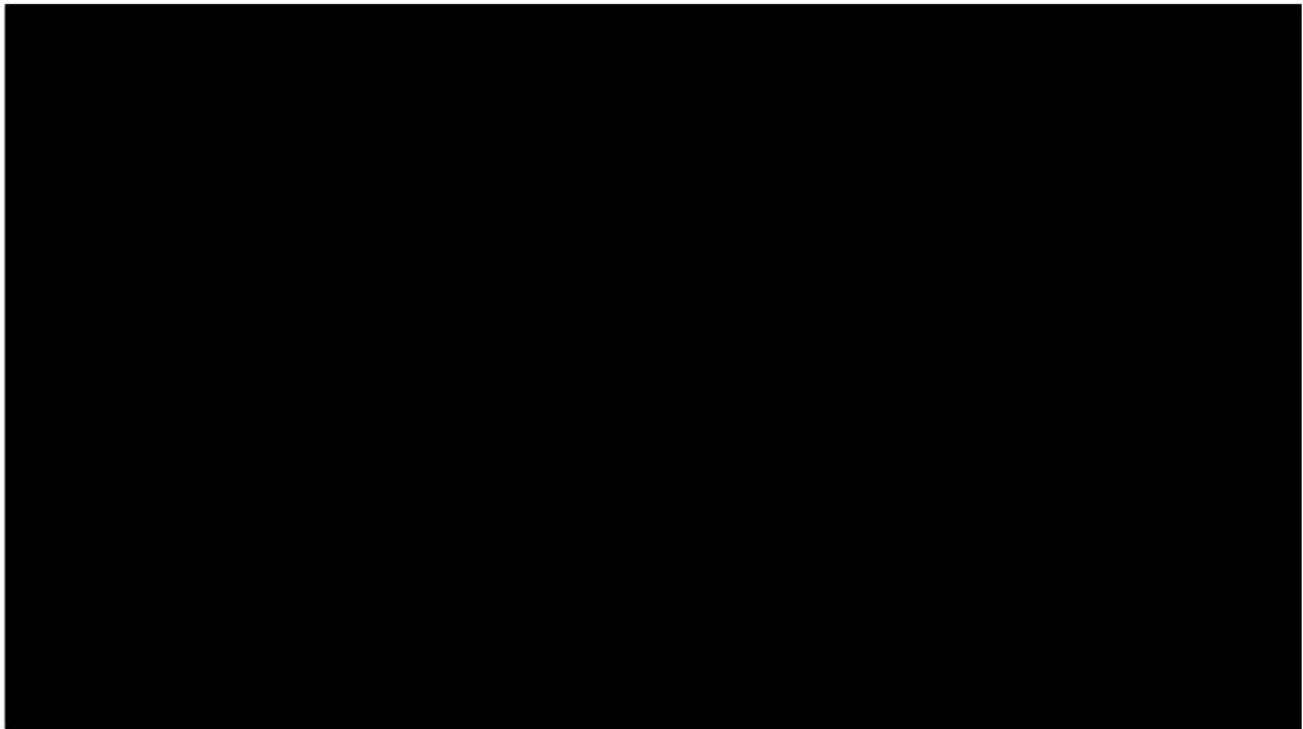
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
	None			

Signature 

Date 7/27/2021

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*last revised 04/2021*

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

Name: Ronald L. Zarrella

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

**True North Rochester Preparatory Charter School**

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chair, Finance Committee and Facilities Committee

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
 Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?  Yes  No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?  Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	None		

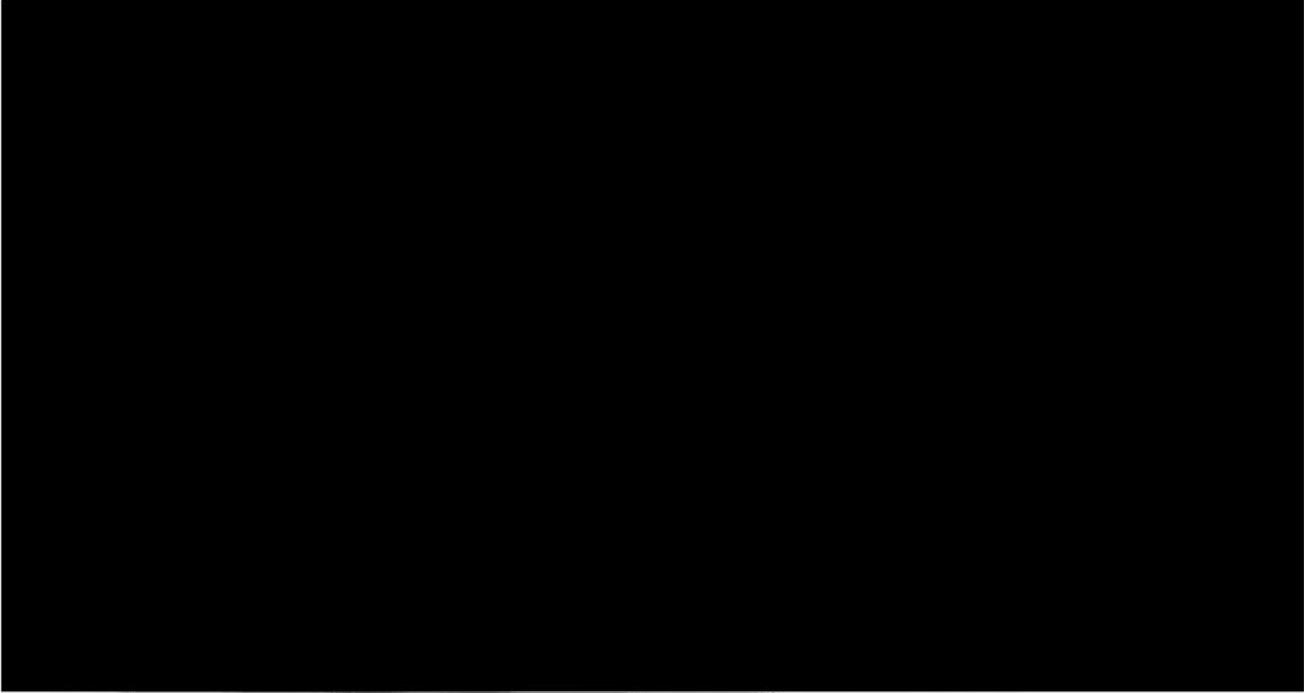
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

**Signature** *Ronald L. Zauelle*

**Date** 07/09/2021

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



# Fire Alarm Inspection and Testing Report

Date: 07-10-20

Time: \_\_\_\_\_

Inspection Job \_\_\_\_\_

**SERVICE ORGANIZATION**

Name: Johnson Controls Security Solutions LLC  
 Address: 90 Goodway  
 Representative: RICHARD M HERZIK  
 License No: [REDACTED]  
 Telephone: \_\_\_\_\_

**PROPERTY NAME (USER)**

Name: TRUE NORTH - ROCK PREP.  
 Address: 630 BROOKS AVE  
 Owner Contact: \_\_\_\_\_  
 Telephone: \_\_\_\_\_

**MONITORING ENTITY**

Contact: JCI  
 Telephone: [REDACTED]  
 Monitoring Account Ref No (CS#): \_\_\_\_\_

**APPROVING AGENCY**

Contact: CITY OF ROCHESTER  
 Telephone: \_\_\_\_\_

**TYPE TRANSMISSION**

- McCulloh
- Multiplex
- Digital
- Reserve Priority
- RF
- Other (Specify): \_\_\_\_\_
- AlarmNet
- Telular
- AAGard

**SERVICE**

- Weekly
- Monthly
- Bimonthly
- Quarterly
- Semiannually
- Annually
- Other (Specify): \_\_\_\_\_

Control Unit Manufacturer: Ademco / fire-tec  
 Circuit Styles: B / 4  
 Number of Circuits: 2 / 3  
 Software Rev.: 2.5  
 Last Date System Had Any Service Performed: \_\_\_\_\_  
 Last Date that Any Software or Configuration Was Revised: \_\_\_\_\_

Model No: U1STA 128 / MS 9050

**ALARM-INITIATING DEVICES AND CIRCUIT INFORMATION**

Quantity of Devices Installed	Circuit Style	Quantity of Devices Tested	
<u>9</u>	<u>4</u>	<u>9</u>	Manual Fire Alarm Boxes
<u>4</u>	<u>4</u>	<u>4</u>	Ion Detectors
			Photo Detectors ( <u>Beam Detectors</u> )
			Duct Detectors
			Heat Detectors
			Waterflow Switches
			Supervisory Switches
<u>1</u>	<u>B</u>	<u>1</u>	Other (Specify): <u>Sump pump</u>

Alarm verification feature is:  Disabled  Enabled

# Fire Alarm Inspection and Testing Report

## ALARM NOTIFICATION APPLIANCES and CIRCUIT INFORMATION

Quantity of Appliances Installed	Circuit Style	Quantity of Appliances Tested	
<u>3</u>	<u>4</u>	<u>3</u>	Bells
			Horns <u>1 Strobe</u>
			Chimes
			Strobes
			Speakers
			Other (Specify): _____

No. of alarm notification appliance circuits: 2

Are circuits monitored for integrity?  Yes  No

## SUPERVISORY SIGNAL-INITIATING DEVICES and CIRCUIT INFORMATION

Qty of Devices Installed	Circuit Style	Qty of Devices Tested		Qty of Devices Installed	Circuit Style	Qty of Devices Tested	
			Building Temp.				Fire Pump/Pump Controller Trbl
			Site Water Temp.				Fire Pump Low Fuel
			Site Water Level				Generator In Auto Position
			Fire Pump Power				Generator or Controller Trouble
			Fire Pump Running				Switch Transfer
			Fire Pump Auto Position				Generator Engine Running
			Other (Specify): _____				

## SIGNALING LINE CIRCUITS

See NFPA 72 section for Protected Premises Fire Alarm Systems, Performance of Signaling Line Circuits (SLC), table for Performance of Signaling Line Circuits for Class and Style

Quantity and style of signaling line circuits connected to system:

Quantity: 3 Style(s): 4

## SYSTEM POWER SUPPLIES

(a) Primary (Main): Nominal Voltage: 120vac Amps: 20

Overcurrent Protection: Type: CB Amps: 20

Location (of Primary Supply Panelboard): Server Room

Disconnecting Means Locations: Panel AC # 33

(b) Secondary (Standby): 120vac Storage Battery: Amp-Hr. Rating: \_\_\_\_\_

Calculated capacity in 7 Amp-Hrs to operate system for 8 hours

Engine-driven generator dedicated to fire alarm system: \_\_\_\_\_

Location of fuel storage: \_\_\_\_\_

## BATTERY TYPE

Dry Cell  Nickel-Cadmium  Sealed Lead-Acid  Lead-Acid  Other (Specify): \_\_\_\_\_

(c) Emergency or standby system used as a backup to primary power supply, instead of using a secondary power supply:

Emergency system described in NFPA 70, Article 700:  Legally required standby described in NFPA 70, Article 701:

Optional standby system described in NFPA 70, Article 702, which also meets the performance requirements of Article 700 or 701:

# Fire Alarm Inspection and Testing Report

## PRIOR TO ANY TESTING

### NOTIFICATIONS ARE MADE

	Yes	No	Who	Time
Monitoring Entity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
Building Occupants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
Building Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
AHJ Notified of Any Impairments	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

## SYSTEM TESTS and INSPECTIONS

Type	Visual	Functional	Comments
Control Unit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Interface Equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Lamps/LEDs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Fuses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Primary Power Supply	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Trouble Signals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Disconnect Switches	<input type="checkbox"/>	<input type="checkbox"/>	_____
Ground-Fault Monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____

## SECONDARY POWER

Type	Visual	Functional	Comments
Battery Condition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Lead Voltage		<input checked="" type="checkbox"/>	_____
Discharge Test		<input type="checkbox"/>	_____
Charger Test		<input checked="" type="checkbox"/>	_____
Specific Gravity		<input type="checkbox"/>	_____

## TRANSIENT SUPPRESSORS

TRANSIENT SUPPRESSORS	<input checked="" type="checkbox"/>		_____
REMOTE ANNUNCIATORS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	_____

## NOTIFICATION APPLIANCES

Type	Visual	Functional	Comments
Audible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Visible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Speakers	<input type="checkbox"/>	<input type="checkbox"/>	_____
Voice Clarity		<input type="checkbox"/>	_____

## INITIATING and SUPERVISORY DEVICE TESTS and INSPECTIONS

Loc. & S/N	Device Type	Visual	Functional	Factory Setting	Measured Setting	Pass	Fail
TRUCK NORTH	Pulls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	_____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
↓	Beams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	_____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Sump	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	_____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	TBl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	_____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Fire Alarm Inspection and Testing Report

## EMERGENCY COMMUNICATIONS EQUIPMENT

Visual      Functional

Phone Set	<input type="checkbox"/>	<input type="checkbox"/>
Phone Jacks	<input type="checkbox"/>	<input type="checkbox"/>
Off-Hook Indicator	<input type="checkbox"/>	<input type="checkbox"/>
Amplifier(s)	<input type="checkbox"/>	<input type="checkbox"/>
Tone Generator(s)	<input type="checkbox"/>	<input type="checkbox"/>
Call-In Signal	<input type="checkbox"/>	<input type="checkbox"/>
System Performance	<input type="checkbox"/>	<input type="checkbox"/>

Comments

## COMBINATION SYSTEMS

Visual      Device Operation      Simulated Operation

Fire Extinguisher Monitoring Device/System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carbon Monoxide Detector/System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## INTERFACE EQUIPMENT

Visual      Device Operation      Simulated Operation

(Specify) <u>Door holders</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SPECIAL HAZARD SYSTEMS

Visual      Device Operation      Simulated Operation

(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Special Procedure: \_\_\_\_\_

Comments: \_\_\_\_\_

## SUPERVISING STATION MONITORING

Yes      No

Time

Comments

Alarm Signal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Alarm Restoration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Trouble Signal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Supervisory Signal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Supervisory Restoration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____

## NOTIFICATIONS THAT TESTING IS COMPLETE

Yes      No

Time

Who

Building Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Monitoring Agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Building Occupants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	_____

The following did not operate correctly (See Service Job): \_\_\_\_\_

Service Job#: \_\_\_\_\_

System restored to normal operation: Date: \_\_\_\_\_

Time: \_\_\_\_\_

On monitored alarm systems, I tested, and if necessary, connected the telephone line seizure feature to ensure it is working correctly.  Yes  No  
 THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE NFPA STANDARDS.

Name of Inspector: Richard M. Herzik Date: 07-10-20 Time: \_\_\_\_\_

Signature: \_\_\_\_\_

Name of Owner or Representative: JOEL PANASTI WICZ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Signature: \_\_\_\_\_





# SERVICE REQUEST

FORWARD TO YOUR ACCOUNTS PAYABLE DEPARTMENT

BOOK

Licensed by the NYS Department of State

TASK/CAL

PERM #

PROJECT

90 Goodway Drive  
Rochester NY 14623  
P 585-475-1710 F 585-475-1898  
NYS License

NAME Rochester Prep  
 ADDRESS (OR ATTENTION OF)  
 ADDRESS 899 JAY Street  
 CITY Rochester STATE NY ZIP 14611  
 TR ARRIVAL DATE 07/15/20 BILL  NON-BILL  SERV. COMPL.  ACE CODE NAT. ACCT.  
 NAME (BILL TO)  
 ADDRESS  
 CITY STATE ZIP

CUSTOMER PURCHASE ORDER		
LABOR - REG. <u>115</u>	LABOR - OT	LABOR - DT
TRAVEL - REG. <u>5</u>	TRAVEL - OT	TRAVEL - DT
MIN.	INSP. MONTH	
PHONE		MILES

"PUT CUSTOMER STAMP ON ALL 3 PAGES"

**WE STRONGLY RECOMMEND IMMEDIATE CORRECTION OF ANY DEFICIENCIES/IMPAIRMENTS IDENTIFIED. WE URGE YOU TO NOTIFY THE LOCAL AUTHORITY HAVING JURISDICTION AND YOUR INSURANCE CARRIER WITHOUT DELAY.**  
 Johnson Controls, proposes to furnish the work, and/or materials hereinafter described, subject to the terms and conditions outlined below.

I authorize Johnson Controls to proceed with the work as agreed to and outlined below:

Customer signature Ann Wall

Date 7/15/20

PAYMENT TERMS  
 Time and Material  Price Not to Exceed \$ \_\_\_\_\_  
 DEPOSIT \$ \_\_\_\_\_ BALANCE DUE \$ \_\_\_\_\_  
 IMMEDIATE  COD  NET 10   
 Fixed Price of \$ \_\_\_\_\_  
 BILLABLE  NON-BILLABLE

SCOPE OF WORK / PROBLEM CODE Per Quote - Install 4007ES, Annunciator 1 PSD, Tie in old existing peripherals, remove old dialer and tie phone lines to new Dact.

WORK PERFORMED / RESOLUTION CODE  
Removed old FACP. Mounted 4007 FACP + document box. Wired new Panel. Tested system and system bypasses. Confirmed signals were received with central station. Panel is normal and online. Install is complete. Found one failed horn/strobe located in hall near FACP. Replaced device. Trained customer on FACP.

GRP	PRODUCT I.D.	SERIAL # / DESCRIPTION	QTY.	COST	NO.	USG.	UNIT PRICE
	<u>4906-71127</u>	<u>Horn Strobe</u>	<u>1</u>				

SYSTEM TYPE/LOCATION CONTACT NAME TOTALS

**IMPORTANT NOTICE TO CUSTOMER**

Customer acknowledges and agrees to the terms and conditions on the reverse side of this Service Request, agrees that the services have been completed to Customer's satisfaction and that the system is in good working order and repair, unless services performed were of a temporary nature, in which case Customer acknowledges that part of customer's system may have been bypassed or is otherwise inoperable until service can be completed. CUSTOMER'S ATTENTION IS DIRECTED TO THE LIMITATION OF LIABILITY, WARRANTY, INDEMNITY AND OTHER CONDITIONS ON THE REVERSE SIDE.

**CUSTOMER ACCEPTANCE**  
Ann Wall  
 (Customer Acceptance)  
Ann Wall  
 (Print Name)

**JOHNSON CONTROLS FIRE PROTECTION LP**  
Douglas Sutero  
 (Johnson Controls Representative)  
Douglas Sutero  
 (Print Name)



# SERVICE REQUEST

FORWARD TO YOUR ACCOUNTS PAYABLE DEPARTMENT

BOOK #

Licensed by the NYS Department of State

TASK/CALL

PERMISE #

PROJECT

90 Goodway Drive  
Rochester NY 14623  
P 585-475-1710 F 585-475-1898  
NYS License

NAME Rochester Prep  
 ADDRESS (OR ATTENTION OF)  
 ADDRESS 899 Jay St  
 CITY Rochester STATE NY ZIP 14611  
 TR ARRIVAL DATE 07/15/20 BILL  NON-BILL.  SERV. COMPL. Yes ACE CODE NAT. ACCT.  
 NAME (BILL TO)  
 ADDRESS  
 CITY STATE ZIP

CUSTOMER PURCHASE ORDER		
LABOR - REG. <u>7.5</u>	LABOR - OT	LABOR - DT
TRAVEL - REG. <u>3</u>	TRAVEL - OT	TRAVEL - DT
MIN.	INSP. MONTH	
PHONE		MILES

"PUT CUSTOMER STAMP ON ALL 3 PAGES"

**WE STRONGLY RECOMMEND IMMEDIATE CORRECTION OF ANY DEFICIENCIES/IMPAIRMENTS IDENTIFIED. WE URGE YOU TO NOTIFY THE LOCAL AUTHORITY HAVING JURISDICTION AND YOUR INSURANCE CARRIER WITHOUT DELAY.**  
 Johnson Controls, proposes to furnish the work, and/or materials hereinafter described, subject to the terms and conditions outlined below.

I authorize Johnson Controls to proceed with the work as agreed to and outlined below:

Customer signature

Date

**PAYMENT TERMS**

Time and Material

Price Not to Exceed \$

IMMEDIATE

COD

NET 10

DEPOSIT \$

BALANCE DUE \$

BILLABLE

NON-BILLABLE

**SCOPE OF WORK / PROBLEM CODE**

Install one 4007ES in place of the existing 4005. Replace the annunciator and add a smoke above the panel.

**WORK PERFORMED / RESOLUTION CODE**

Installed all parts as per quote. Confirmed that the city box on site is no longer in service, tested system after programming found one W/S that didn't function. Replace that tested system with customer as well as provided training. System is back to normal.

GRP	PRODUCT I.D.	SERIAL # / DESCRIPTION	QTY.	COST	NO.	USG.	UNIT PRICE
SYSTEM TYPE/LOCATION			CONTACT NAME		TOTALS		

**IMPORTANT NOTICE TO CUSTOMER**

Customer acknowledges and agrees to the terms and conditions on the reverse side of this Service Request, agrees that the services have been completed to Customer's satisfaction and that the system is in good working order and repair, unless services performed were of a temporary nature, in which case Customer acknowledges that part of customer's system may have been bypassed or is otherwise inoperable until service can be completed. CUSTOMER'S ATTENTION IS DIRECTED TO THE LIMITATION OF LIABILITY, WARRANTY, INDEMNITY AND OTHER CONDITIONS ON THE REVERSE SIDE.

**CUSTOMER ACCEPTANCE**

(Customer Acceptance)

(Print Name)

**JOHNSON CONTROLS FIRE PROTECTION LP**

(Johnson Controls Representative)

(Print Name)

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All rights reserved  
Service Request Form

July 9, 2021

To Whom It May Concern:

Rochester Prep High School will be moving into its new location at 14 Mark Street, Rochester NY 14621 in August 2021. The Certificate of Occupancy and Fire Inspection will be conducted prior to the official opening of the school, however they will not be completed by the time this Annual Report is due on August 3rd. I can gladly supply the COO and Fire Inspection once they are completed.

Sincerely,

Elizabeth AlFayad  
Senior Associate Director, Data Reporting & Analysis  
Uncommon Schools | Rochester Prep  
[ealfayad@rochesterprep.org](mailto:ealfayad@rochesterprep.org)  
(585) 217-3821 (cell)

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Rochester Prep Elementary School Jay Campus 899 Jay Street Rochester, NY 14611 T: 585 235 0008 F: 585 235 0014	Rochester Prep Elementary School 3 85 St. Jacob Street Rochester, NY 14621 T: 585 368 5110 F: 585 467 4155	Rochester Prep Elementary School West Campus 85 St. Jacob Street Rochester, NY 14621 T: 585 368 5100 F: 585 467 4155	Rochester Prep Middle School Brooks Campus 630 Brooks Avenue Rochester, NY 14619 T: 585 436 8629 F: 585 436 5985	Rochester Prep Middle School West Campus 432 Chili Avenue Rochester, NY 14611 T: 585 368 5090 F: 585 368 5091	Rochester Prep High School 305 Andrews Street Rochester, NY 14604 P: 585 368 5111 F: 585 423 9625
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CITY OF ROCHESTER

CERTIFICATE NO.: 70716  
DATE ISSUED: JUNE 8, 2006  
EXPIRATION: NOT APPLICABLE  
LEGAL USE: SCHOOL

CASE NO.: 376321

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**CERTIFICATE OF OCCUPANCY**

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**PROPERTY LOCATION: 0630 BROOKS AV**

This is to certify that the above property may be legally occupied in the following manner:

**BRICK 3 STORIES  
CERTIFICATE FOR SCHOOL**

This Certificate is issued and based on the application made by:  
**ERIC PATCHKE, (OWNER'S AGENT), ON JANUARY 10, 2006**

The Certificate of Occupancy remains in effect for a period of five years from the date of issuance unless otherwise noted and must be renewed not later than the expiration date of this Certificate.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

**NET CODE COORDINATOR**

*Gary Kirkmire*

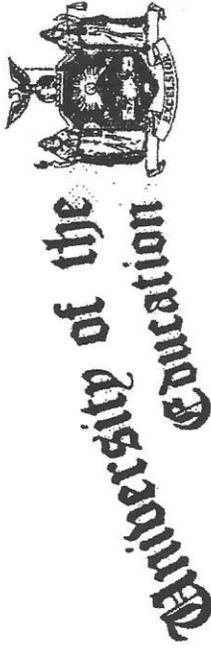
**NOTICE AND DISCLAIMER**

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE, BY ENHANCING THE CITY'S HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.

**LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.**

EEO Employer/Handicapped

*Gary Kirkmire 428-6520 - NO Δ USE*



State of New York  
Department

# CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY  
261600010000-8071  
#54 FLOWER CITY SCHOOL 3-4  
630 BROOKS AVE  
ROCHESTER

N Y 14619

DISTRICT  
ROCHESTER CITY SD  
SUPERINTENDENT  
MANUEL J. RIVERA  
131 W BROAD ST  
ROCHESTER

N Y 146141187

DATE EXPIRES: 110106

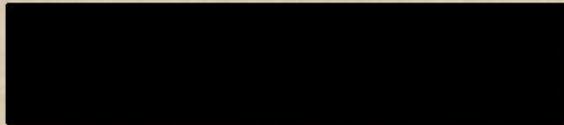
OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED



CITY OF ROCHESTER

CERTIFICATE NO.: 78480  
DATE ISSUED: JANUARY 22, 2010  
EXPIRATION: NOT APPLICABLE  
LEGAL USE: SCHOOL



CERTIFICATE OF OCCUPANCY

PROPERTY LOCATION: [REDACTED] AMES ST

**This is to certify that the above property may be legally occupied in the following manner:**

BRICK 3 STORIES \*\*\*AKA 899 JAY STREET\*\*\*  
CERTIFICATE FOR CHARTER SCHOOL {50,000 SQUARE FEET}

**This Certificate is issued and based on the application made by:**

ERIC R. PATCHKE, {OWNER'S AGENT}, ON JANUARY 14, 2010

**The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above and must be renewed, if applicable, no later than that expiration date of this Certificate.**

**This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.**

CODE COMPLIANCE COORDINATOR

NOTICE AND DISCLAIMER

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LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

EEO Employer/Handicapped

**2021-2022 Regional Staff Calendar**

Updated 06.15.21

Summer Shutdown - All Campuses Closed  
 \*Summer Success Academy Exception  
 End of Summer Success Academy

6/21-7/16
23

July '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

7 School Days

3	New Teachers Begin
5	Returning Teachers Begin
11-12	Rochester Roadshow
19	K Induction Day - Full Day
19	5th Grade Induction Day - Half-Day
19	12th Grade Open House
20	K & 5th Induction Day, HS Open House
23	First Day K-12

Sustainability 1/2 Day  
 Labor Day (School Closed)

3
6

September '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21 School Days

October '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 School Days

8	Sustainability 1/2 Day
11	Indigenous People's Day (School Closed)
13	PSATs (HS Only - Grades 9-11)
28	SATs (HS Only - Grade 12)
26-29	HS Quarterly Exams
29	End of Quarter One

Veteran's Day (School Closed)  
 Thanksgiving (School Closed)

11
24-26

November '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

18 School Days

December '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 School Days

17	Sustainability 1/2 Day
20-31	K-8 Winter Break (School Closed)
12/20-1/4	HS Winter Break (School Closed)

HS PD Day (Staff Report)  
 Sustainability 1/2 Day  
 MLK Day (School Closed)  
 HS Quarterly Exams  
 End of Quarter Two  
 NYS Regents Exams (HS Only)

3
14
17
18-21
21
25-28

January '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 School Days ES/MS  
 19 School Days HS

February '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

15 School Days ES/MS  
 14 School Days HS

18	Sustainability 1/2 Day (HS Only Closed)
21	President's Day (School Closed)
22-25	February Break

SATs (HS Only - Grade 11)  
 Sustainability 1/2 Day  
 NYS ELA Exams (3-8)/  
 HS Quarterly Exams

2
4
29-31

March '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

23 School Days

April '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15 School Days

1	HS Quarterly Exams End of Quarter Three
8	Sustainability 1/2 Day
15-21	Rochester Prep Spring Break
26	SATs (HS Only - Grade 11)
26-28	NYS Math Exams (3-7)

Sustainability 1/2 Day (HS Only Closed)  
 Memorial Day (School Closed)

27
30

May '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 School Days ES/MS  
 20 School Days HS

June '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

8 School Days ES/MS  
 12 School Days HS

10	Last Day K-8 (if 1 or less weather closings)
15-24	NYS Regents Exams
16	Last Day High School
20	Juneteenth Observed (All Offices Closed)
13-14	K-8 Inclement Weather Makeup Days (if 2 or more emergency weather closings)

**Note Concerning Differences with RCSD:**

The following are days which Rochester Prep Schools will differ with Rochester Central School District (RCSD). As always, Rochester Prep will offer transportation on the days when RCSD is off, but Rochester Prep is in session. Rochester Prep Schools are in session, but Rochester City Schools are off: August 23-September 7, November 2, November 5 (RCSD 1/2 day, Rochester Prep full day), April 11 (RCSD 1/2 day, Rochester Prep full day), April 12, May 11 (RCSD 1/2 day, Rochester Prep full day), May 12