

# Application: True North Troy Preparatory Charter School

Sara Wilcox - sara.wilcox@troyprep.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Jun 28 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 TROY PREPARATORY CHARTER SCHOOL 491700860931

**a1. Popular School Name**

Troy 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**

TROY SD

**d. DATE OF INITIAL CHARTER**

8/2008

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2008

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

<https://troyprep.uncommonschools.org/>

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

890

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

730

**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

## I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Uncommon Schools
PHYSICAL STREET ADDRESS	RHF 826 Broadway, 9th Floor
CITY	New York
STATE	NY
ZIP CODE	10003
EMAIL ADDRESS	<a href="mailto:bpeiser@uncommonschoools.org">bpeiser@uncommonschoools.org</a>
CONTACT PERSON NAME	Brett Peiser

## FACILITIES INFORMATION

### m. FACILITIES

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

	Yes, 2 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	2 Polk Street	518-445-3100	Troy	5-12	No

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Maisie Wright			
Operational Leader	Johanna Martin			
Compliance Contact	Johanna Martin			
Complaint Contact	Johanna Martin			
DASA Coordinator	Courtney Mariita			
Phone Contact for After Hours Emergencies	Johanna Martin			

**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)**

[Certificate of Occupancy Polk St.pdf](#)

**Filename:** Certificate of Occupancy Polk St.pdf **Size:** 146.8 kB

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**Site 1 Fire Inspection Report**

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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	3055 6th Ave, Troy, NY 12180	518-279-5999	Troy	K-4	No

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jamila Hammett			
Operational Leader	Julia MacMillan			
Compliance Contact	Johanna Martin			
Complaint Contact	Johanna Martin			
DASA Coordinator	Courtney Mariita			
Phone Contact for After Hours Emergencies	Johanna Martin			

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

Private Space

**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)**

[Certificate of Occupancy 6th Ave.pdf](#)

**Filename:** Certificate of Occupancy 6th Ave.pdf **Size:** 290.2 kB

**Site 2 Fire Inspection Report**

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

**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	Sara Wilcox
Position	Director of School Support
Phone/Extension	518-694-2401
Email	<a href="mailto:sara.wilcox@troyprep.org">sara.wilcox@troyprep.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**

A large, stylized handwritten signature in black ink on a light gray background. The signature starts with a large loop on the left, followed by a series of peaks and valleys, ending with a long, horizontal tail stroke.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is more compact and angular than the first one, with several sharp turns and a horizontal line across the middle.

**Date**

Jun 16 2021

**Thank you.**



## **Entry 3 Accountability Plan Progress Reports**

**Completed** Feb 11 2022

**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.**

## **2020-21-Accountability-Plan-Progress-Report-Troy Prep\_Final**

**Filename:** 2020 21 Accountability Plan Progr geiDW0z.docx **Size:** 181.8 kB

## **Entry 4 - Audited Financial Statements**

**Completed** Feb 11 2022

### **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.**

## **TRUE NORTH TROY PREPARATORY CHARTER SCHOOL - 06**

**Filename:** TRUE NORTH TROY PREPARATORY CHARTE 05V4TXc.pdf **Size:** 461.4 kB

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

**Completed** Feb 11 2022

### **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.**

## **2020-21-Audited-Financial-Statement-TNTP**

**Filename:** 2020 21 Audited Financial Statement TNTP.xlsx **Size:** 176.8 kB

## **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

<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**

**Completed** Jun 28 2021

**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.**

### **[2021-22-Budget-and-Quarterly-Report-Template\\_TNTP](#)**

**Filename:** 2021 22 Budget and Quarterly Repor UfYUbCd.xlsx **Size:** 541.1 kB

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

**Completed** Aug 2 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.

## [Jeff Buell](#)

**Filename:** J. Buell.pdf **Size:** 167.5 kB

## [Bob Bellafiore](#)

**Filename:** B.Bellafiore.pdf **Size:** 1.9 MB

## [S](#)

**Filename:** S. Kabir.pdf **Size:** 274.1 kB

## [H](#)

**Filename:** H. LaVine.pdf **Size:** 1.1 MB

## [J](#)

**Filename:** J. Bonilla.pdf **Size:** 299.2 kB

## Entry 7 BOT Membership Table

**Completed** Jun 28 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	Position on the	Commit tee	Voting Member	Number of Terms	Start Date of	End Date of	Board Meeting
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		Address	Board	Affiliations	Per By-Laws (Y/N)	Served	Current Term (MM/DD/YYYY)	Current Term (MM/DD/YYYY)	s Attended During 2020-2021
1	Robert Bellafore		Chair	Finance	Yes	3	6/30/2018	6/30/2021	10
2	Jeff Buell		Treasurer	Finance	Yes	4	6/30/2018	6/30/2021	8
3	Heather LaVine		Trustee/Member	Governance Chair	Yes	2	6/30/2018	6/30/2021	10
4	Joe Bonilla		Vice Chair	N/A	Yes	2	6/30/2019	6/30/2022	8
5	Sharif Kabir		Trustee/Member	Finance	Yes	1	9/20/2019	6/30/2022	10
6	Barb McCandless		Trustee/Member	Finance Chair	Yes	3	6/30/2020	6/30/2023	9
7	Doug LeMov		Secretary		Yes	4	6/30/2018	6/30/2021	5 or less
8	Drey Martone		Trustee/Member	Academic Affairs Chair	Yes	2	6/30/2018	6/30/2021	10

**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	7
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

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

10

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

8

Thank you.

**Entry 8 Board Meeting Minutes**

**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** Jun 28 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.

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## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	Troy Prep continues to recruit in low income housing facilities to engage economically disadvantaged students. For our Kindergarten lottery, Free and Reduced Price Lunch is a preference over other students.	Troy Prep will continue to recruit and canvass in the low income housing facilities.
English Language Learners	Troy Prep offers a preference to those who are English Language Learners and Multilingual Learners during our Kindergarten lottery.	Troy Prep will continue to offer a preference to those who are English Language Learners and Multilingual Learners during our Kindergarten Lottery.
Students with Disabilities	Troy Prep offers students with disabilities services and provides the opportunity to speak with our Special Education Coordinator when we have families who inquire about Troy Prep.	Troy Prep will continue to offer these services to students with disabilities. We will continue to work with the school districts to ensure students with disabilities are receiving all necessary services. We will continue to have meetings with potential families and our special education coordinator.

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	All of our students receive free meals which includes breakfast, lunch and snack every day. We provide financial assistance to families who do not have the means necessary to purchase uniform items. We provide all	We will continue to provide free meals for all of our students which includes breakfast, lunch and snack every day. We will continue to provide assistance to families who do not have the means to purchase uniform items. We are switching uniform vendors to make items more

Economically Disadvantaged	<p>school supplies for all students. We provide support for families and students. Our social worker works closely with students and families to ensure they are receiving the support that they need.</p>	<p>easily accessible to families. We will continue to provide school supplies for all students. We provide support families and students through school leaders and staff as well as our social worker. We have a Social Emotional Learning Curriculum that will be taught in the 2021-2022 school year.</p>
English Language Learners	<p>Our students who are ELL and Multilingual Learners receive services through our school. We continue to provide our students with supports through our SPED department.</p>	<p>We will continue to have our students who are ELL and Multilingual Learners receive services through our school. We continue to provide our students with supports through our SPED department.</p>
Students with Disabilities	<p>Our students with disabilities receive services through our special education department. We have SpEd teachers who both push in to classrooms as well as pull out in small group settings. We accommodate our students in accordance with their IEP and offer modifications on homework and classwork as necessary. Our SpEd Director works closely with teachers and families to ensure they are receiving support and services that match their disability. Students also receive services from their home school district where they will come directly to the school to provide these services. Our SpEd Director works closely with the home school district liaison to ensure that our students are getting support.</p>	<p>We plan on continuing our retention efforts in 2021-2022 which consists of the following: Our students with disabilities receive services through our special education department. We have SpEd teachers who both push in to classrooms as well as pull out in small group settings. We accommodate our students in accordance with their IEP and offer modifications on homework and classwork as necessary. Our SpEd Director works closely with teachers and families to ensure they are receiving support and services that match their disability. Students also receive services from their home school district where they will come directly to the school to provide these services. Our SpEd Director works closely with the home school district liaison to ensure that our students are getting support.</p>

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## Entry 10 - Teacher and Administrator Attrition

Completed Jun 28 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/ospa/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)	
Total Category B: not to exceed 5	0

**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** Jun 28 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.**

### **Troy Prep 21-22 Calendar Families Final**

**Filename:** Troy Prep 21 22 Calendar Families Final.pdf **Size:** 68.6 kB

# Entry 14 Links to Critical Documents on School Website

Completed Jun 28 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 Troy Preparatory Charter School

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**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://troyprep.uncommonschoools.org/family-resources/">https://troyprep.uncommonschoools.org/family-resources/</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://troyprep.uncommonschoools.org/board-of-trustees/">https://troyprep.uncommonschoools.org/board-of-trustees/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://troyprep.uncommonschoools.org/board-of-trustees/">https://troyprep.uncommonschoools.org/board-of-trustees/</a>
3. Link to NYS School Report Card	<a href="https://data.nysed.gov/profile.php?instid=800000061096">https://data.nysed.gov/profile.php?instid=800000061096</a>
4. Lottery Notice announcing date of lottery	<a href="https://troyprep.uncommonschoools.org/enroll/">https://troyprep.uncommonschoools.org/enroll/</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://troyprep.uncommonschoools.org/family-resources/">https://troyprep.uncommonschoools.org/family-resources/</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://troyprep.uncommonschoools.org/family-resources/">https://troyprep.uncommonschoools.org/family-resources/</a>
7. Authorizer-Approved FOIL Policy	<a href="https://troyprep.uncommonschoools.org/family-resources/">https://troyprep.uncommonschoools.org/family-resources/</a>
8. Subject matter list of FOIL records	<a href="https://troyprep.uncommonschoools.org/family-resources/">https://troyprep.uncommonschoools.org/family-resources/</a>

**Thank you.**





## **True North Troy Prep Charter School**

### **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 13th, 2021

By Johanna Martin & Sara Wilcox

2 Polk Street  
Troy, NY 12180

518-445-3100



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Johanna Martin, Associate Chief Operating Officer, and Sara Wilcox, Director of School Support 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)
Robert Bellafiore	Board Chair	Finance
Jeff Buell	Treasurer/Secretary	Finance
Heather LaVine	Trustee	Governance
Joe Bonilla	Vice Chair	None
Sharif Kabir	Trustee	Finance
Vacant	Vacant	Vacant
Vacant	Vacant	Vacant

- **Jamila Hammett has served as the Instructional Leader of the Elementary School program since 2019.**
- **Nicole Cox has served as the Instructional Leader of the Middle School program 2020.**
- **Preethy Gowrinathan has served as the Instruction Leader of the High School program since 2020.**

## SCHOOL OVERVIEW

Troy Preparatory Charter School is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. Troy Prep Charter School opened in August 2009. In 2020-21, the school served 760 students in grades K-12. During the 2020-2021 school year, Troy Prep was a K-12 school with its first graduating senior class. Troy Prep is open to all students in the surrounding communities. Troy Prep's student population consists of approximately 65% African American, 22% Hispanic, 1% Asian, 1% American Indian, 1% Native Hawaiian and 12% Caucasian students. Approximately eighty five percent of Troy Prep students qualify for free or reduced-price lunch. Students from 16 district across the Capitol District attend Troy Prep, including: Troy, Lansingburgh, Albany, Averill Park, Brunswick-Brittonkill, Cohoes, Green Island, East Greenbush, Hudson, North Colonie, Rensselaer, Saratoga, Schenectady, Shenendehowa, South Colonie and Watervliet

Troy Preparatory Charter School's school design includes seven core components.

**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 Troy Prep students, therefore, is tied to mastering this fundamental skill. In 2020-2021, Troy 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<sup>st</sup> grade, and for at least 30 minutes each night starting in 2<sup>nd</sup> 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.
- 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.
- STAR tested every student 3 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Grades 9-12

- Scholars have two and a half hours of daily reading instruction.
- The curricula addresses 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.

**Target Curriculum Focused on Basic Skills.** Troy Preparatory Charter School does not use an off-the-shelf curriculum. Rather, Troy Prep uses curriculum 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. Troy 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.

**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, Troy 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 school year, even with remote students virtually. Troy 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Troy Preparatory Charter School 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. Troy Prep provides its students with every possible opportunity to learn.

Troy 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.

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

Troy Prep students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. 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.

**Insist on Family Involvement.** Troy Prep's educational program is structured so that families must be involved in their child's academic pursuits. In 2020-21, Troy Prep families:

- received their child's report card through a virtual report card conference where they met one on one with their child's advisor virtually;
- discuss with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance via phone calls;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- 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

### **Instructional Modalities due to COVID-19**

During the continued school closure due to COVID-19, Troy Prep continued remote learning for all our students through October 2020. During this time full remote instruction was offered for all K-12 students, which was similar to the remote learning program offered in the spring. During this time, elementary schools received remote instruction in Reading, Writing, Math, Science and History. Middle School scholars received remote instruction in ELA, Math, History and Science. They utilized the five key components of learning for the remote launch of the school year:

**Instructional Videos:** Scholars will watch engaging and informative videos throughout the week

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

that introduce new content.

**Student Packets and Deliverables:** Scholars will complete their daily work packets and deliverables on paper or via Google Classroom based on grade level. Each day, scholars will have a deliverable per each subject block that they will submit to their teacher directly or via Google Classroom based on grade level.

**Independent Reading:** Scholars will engage with high-quality books at their reading level for 20-30 minutes daily through K-4 and 5-8 reading platforms that will be accessible from any device.

**Teacher Office Hours:** Teachers will provide daily office hours Monday–Thursday for additional support. Office hour specifics will be shared by schools and teachers.

**Teacher/Parent Check-Ins:** Teachers will schedule check-ins with scholars and families at least once per week, and answer any questions about the scholar’s work. K-4 students had packets to complete. Students were required to watch recorded instruction videos and submit a set of work deliverables each week. Assignments were submitted directly to the teachers. Students utilized Zoom to attend office hours and have weekly check-ins with teachers. During remote instruction, grades 5-8 continues to access work through Google Classroom. In addition, each week they watched previously recorded instructional videos and submitted work deliverables for each subject area.

By late fall, Troy Prep was at a 1:1 student to Chromebook ratio.

### K-8 Hybrid Learning

Beginning October 5th, 2020, students and their families had the option to continue remote instruction or opt into hybrid learning. In grades K-8, students attending in-person learning on a hybrid basis where they attended at least 2 days per week which consisted of either Monday and Wednesday, or Tuesday and Thursday. Special Education students also had the opportunity to attend 4 days per week, Monday through Thursday. All students had asynchronous learning on Friday’s. Students in grades 9-12 who opted into hybrid learning attended in-person learning 4 days per week, consisting of Monday through Thursday, with synchronous learning on Friday’s. All students who continued remote learning instruction attended classes through Zoom with their subject teacher.

In-person and remote instruction relied on paper and online platforms, including Zoom and Google Classroom, where scholars accessed interactive, online curriculum for the majority of their independent instruction.

In-Person Days focused on instruction that students will most benefit from having in person, such as text-based discussion.

In addition to our instructional curriculum, the hybrid learning model also introduced non-instructional specials and wellness curriculum to support scholars in prioritizing their well-being mentally, physically, and emotionally. This included components of Performing Arts, Physical Education and wellness lessons along with in-person activities adhering to our health and safety procedures.

Troy Prep High School students who attended in-person hybrid learning, attended school Monday through Thursday, and attended remote instruction on Friday’s. Students were enrolled in all of the classes they would have been enrolled in previously, including electives, whether they were remote

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

or in-person. Troy Prep High School maximized the benefits of in-person days both in classroom teaching and learning, and in the opportunities to socialize and connect as a community to support student socioemotional wellness.

### **Mental Health, Behavioral, and Emotional Support Services and Programs**

In its continued and expanding effort to support students in need of additional mental health, behavioral and emotional support, Uncommon Schools Troy Prep had the following three centralized priorities for school year 2020-21.

1. Centralized Sharing of Wellness Resources - Schools will include a "Wellness Corner" in weekly communications to families and staff that has both student and teacher-facing wellness resources and activities. These resources will be organized by an assigned "Wellness Lesson" of the month. Wellness Corner will also be added to a "Virtual Calming Room Website" which will be found on all Uncommon Schools' websites.
2. Streamlined Systems for Wellness Service Referral/Documentation - A "Student Wellness Referral and Tracker" tool will be utilized to identify any and all supports that students may need. This will allow teachers and staff to submit a referral directly to social workers and/or counselors who can determine the appropriate next steps.
3. Explicit Wellness Instruction - Teachers will be provided with lesson plans specific to their gradespan that align with the monthly Wellness Lesson and will teach those lessons monthly - either remotely or in-person. These lessons will be incorporated into the curriculum exploring intellectual, physical, emotional, social, and spiritual wellness. The objective is to provide students with safe spaces to explore their emotions during these challenging times and take care of their whole selves.

In addition, before the start of the 2020-21 school year, Uncommon Schools Social Worker Supervisors conducted two days of virtual professional development for all school-based social workers and counselors on the following topics:

- Trauma - Fostering Resilient Learners & Trauma Sensitive Classrooms
- Social Emotional Learning (SEL)
- Wellness
- Grief, Loss, and Anxiety

In the 2021-2022 school year, Uncommon Schools and Troy Prep is developing and implementing a social emotional learning curriculum that will be worked into all student's instruction.

Uncommon's focus as we head into 2021-2022 is to reverse 100% of COVID-related learning loss by June 2022. Uncommon Schools and Troy Prep have created a K-12 instruction model that will meet the academic and social-emotional needs of our students using five key pillars.

1. **Staff and Student Wellness**
2. **Prioritize Reading Instruction in K-6**
3. **Small Group Instruction Focused on Accelerating Student Learning**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 4. Streamlined Assessment

### 5. Integrated Technology

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	62	59	62	62	61	61	61	51	51					530
2017-18	63	64	64	64	60	64	62	58	39	42				580
2018-19	64	64	63	64	62	63	63	61	55	43	38			640
2019-20	66	66	65	62	64	67	63	65	61	51	35	27		692
2020-21	64	66	66	63	66	67	68	69	65	72	42	25	27	760

## 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			
2019-20	2016-17	2016			
2020-21	2017-18	2017	18	0	18

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

#### 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			
2019-20	2016-17	2016			
2020-21	2017-18	2017	18	0	18

#### 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			
2019-20	2015-16	2015			
2020-21	2016-17	2016	7	0	7

### PROMOTION POLICY

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

#### Troy Prep Elementary:

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,



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

homework completion record and other measures. Troy 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.

Troy Prep Elementary Schools retention policy for the 19-20 school year was not affected and they were able to maintain the current structures in making promotion decisions.

### **Troy Prep 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 of 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

Troy Prep Middle Schools promotion policy for the 19-20 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.

### **Troy Prep 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.

Troy Prep High Schools promotion policy for the 19-20 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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
- Students will be retained if they fail 3+ courses for the year. Failure for a course means that a student fails both the Q1-Q 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 Troy Prep would identify any student with extenuating challenges and propose end of year options on a case by case basis.

### GOAL 1: HIGH SCHOOL GRADUATION

#### GOAL 1: HIGH SCHOOL GRADUATION

All students will complete 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.

To receive a Troy Prep High School Diploma, scholars must meet the following minimum requirements. These requirements are more rigorous than state requirements so that scholars may be more competitive in the college admissions process and be prepared for college level courses.

- Pass 25 weight bearing course credits in required courses
- Pass five Regents exams; 1 in each content area +1 additional in any content

*Required Classes and Credits*

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

All Troy Prep scholars must complete the minimum 25 required course credits as outlined below. One weight bearing credit is a least 120 seat hours. All courses listed below will be given a letter grade and carry GPA and credit weight.

Content	Credits	Grade	Course Title	Frequency
English	4	9 <sup>th</sup>	English I	6-7x/week, at least 50 min per day, all 4 years, 1 credit per year
		10 <sup>th</sup>	Pre-AP English Literature or AP English Literature and Composition	
		11 <sup>th</sup>	English III or AP English Language and Composition	
		12 <sup>th</sup>	English Elective or AP English options	
Math	4	9 <sup>th</sup>	Algebra I or Geometry	6-7x/week, at least 50 min per day, all 4 years, 1 credit per year
		10 <sup>th</sup>	Geometry or Algebra II	
		11 <sup>th</sup>	Algebra II or Pre-AP Calculus	
		12 <sup>th</sup>	Pre-AP Calculus, AP Calculus AB, or AP Calculus BC	
History	3	9 <sup>th</sup>	Pre-AP World History	5x/week, at least 50 min per day, 3 years, 1 credit per year
		10 <sup>th</sup>	AP World History or World History II	
		11 <sup>th</sup>	AP US History or US History I	
		12 <sup>th</sup>	AP Seminar, AP Research, or History electives	
Science	3	9 <sup>th</sup>	Pre-AP Biology	5-6x/week, at least 50 min per day, 3 years, 1 credit per year
		10 <sup>th</sup>	Pre-AP Chemistry	
		11 <sup>th</sup>	AP Biology, AP Chemistry, AP Physics 1, Physics	
		12 <sup>th</sup>	AP Biology, AP Chemistry, AP Physics 1, or AP Environmental Science	

Credit Equivalences
1 Troy Prep Credit = 2 NYS Credits

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

93% of Troy Prep High School students were promoted in the 2018 cohort. 84% of Troy Prep High School students were promoted in the 2019 cohort. 78% of Troy Prep High School students were promoted in the 2020 cohort.

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	51	84%
2020	85	78%

### ADDITIONAL EVIDENCE

Our school continues to meet and exceed this measure year over year. For the past three years, we have had over 75% promotion in our first and second year cohorts.

#### 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

As evidenced by looking at 2016, 2017, and 2018 cohorts in their second year, we are exceeding the measure of 75% of students passing at least three different New York State Regents Exams required for graduation. At the end of their second year, 75% of the 2017 cohort had passed 3 or more Regents exams, and 92% of the 2018 cohort and 77% of the 2019 cohort had done the same based on the NYSED allowed regents exemptions given COVID-19.

Looking at future data, we expect to continue to meet and exceed this goal. Most of our students take and pass two Regents exams in the 8- grade (Living Environment and Algebra I). Those who do not pass those exams, will be required to re-take the exam a second time in their 9- grade year.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

When students are enrolled in 9<sup>th</sup> grade, all students take the ELA Regents Exam, and about 50% take the Geometry Regents Exam. By prioritizing Regents exams in the 8<sup>th</sup> and 9<sup>th</sup> grades, we are able to ensure that at least 75% of students meet and exceed our goal of 3 passing Regents exams by the end of the 10<sup>th</sup> grade. While there are still unknowns given COVID-19 as we enter School Year 2020-21, we are confident that whether or not students take Regents or submit for exemptions, we will continue to see the same growth over the course of the next year.

### 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	20	75%
2018	2019-20	28	92%
2019	2020-21	56	77%

### 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

We are extremely pleased with our graduation rate for our first four year cohort. 100% of students have graduated.

### 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		
2016	2019-20		
2017	2020-21	17	94%

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

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

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

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Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19		
2015	2019-20		
2016	2020-21	7	100%

### 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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### 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				
2016	2019-20				
2017	2020-21	24	96%	1577	89%

### 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->

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[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 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

At this time, Troy Prep Charter School did not have 2017 cohort students in an alternative graduation pathway program.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A			
N/A			
N/A			
Overall			

Pathway Exam Passing Rate  
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19		
2016	2019-20		
2017	2020-21		

### ADDITIONAL EVIDENCE

At this time, Troy Prep Charter School did not have 2017 cohort students in an alternative graduation pathway program.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In our 1st year with a graduating cohort, Troy Prep Charter School achieved its High School graduation goals.

Type	Measure	Outcome
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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.	Achieved
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.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
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.	Not Applicable
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.	Not Applicable

### ACTION PLAN

Troy Prep Charter 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 has been updated and modified to work with remote and hybrid instruction during school year 20-21. The 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



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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.
- 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.
- At the end of the school day, teachers will host Office Hours or small group tutoring for students who need additional support. Students will be able to continue engaging in extracurricular activities, including Projects and Clubs like Speech, Debate, and Robotics.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Students will be prepared for the rigorous nature of college by the end of high school.

### 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

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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

46% of students in the 2017 Cohort passed an Advanced Placement exam with a score of 3 or higher. This percentage does not exceed the absolute measure of 75% of graduating students.

Troy Prep Charter School does not offer courses in partnership with a college or university, nor does the school offer the required foreign language instruction required to pass a foreign language Regents exam. Rather than adhere to the Advanced Regents program, students take AP-aligned classes outside the scope of the Regents curriculum.

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	23	11	46%
Achieving the college and career readiness benchmark on the SAT	21	12	57%
Overall	23	16	70%

#### 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

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

### 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

Troy Prep has a matriculation rate of 80%, exceeding the goal of 75%. This is due to our hardworking college counselor and extremely low counselor to student ratio (approximately 25:1). This is our first year of graduating seniors.

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	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A
2017	2020-21	25	20	80%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Troy Prep Charter School achieved 1 of 2 High School Graduation goals. Furthermore, the school exceeded the New York State benchmark of 75% matriculating in a two- or four-year college.

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

### ACTION PLAN

Troy Prep Charter 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 had been updated and modified to work with remote and hybrid instruction during this school year. The 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.
- 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.
- At the end of the school day, teachers will host Office Hours or small group tutoring for students who need additional support. Students will be able to continue engaging in extracurricular activities, including Projects and Clubs like Speech, Debate, and Robotics.

### GOAL 3: ENGLISH LANGUAGE ARTS

#### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

##### Goal 3: English Language Arts

Students will achieve mastery of skills in English Language Arts

#### BACKGROUND

Troy 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. During the 2013-2014 school year, Troy Prep began to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards. Troy Prep continued to refine this process during the 2018-2019 academic year.

Each academic year, Troy Prep uses three to four formative assessments in ELA, each 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 produced so that teachers and administrators can develop action plans based upon 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.

Troy Prep's elementary school ELA program emphasizes both strong reading and strong writing. The reading program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are 3 literacy blocks each day that are 45 minutes (K-2) and 50 minutes (3-4). 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 grades K-2 and 50 minutes in grades 3-4, in addition to the 3 literacy blocks. Troy Prep Middle School creates a scope and sequence for ELA and divides the year units, each culminating in a formal assessment. Troy Prep Middle School conducts an hour ELA block.

Every year Troy Prep provides teachers with an intense training program where we instruct teaching and student behavior management techniques and strategies to employ in their classrooms and throughout the school. We achieve complete consistency throughout the school with regard to behavior and academic standards.

Additionally, all staff members meet each Friday to review the past week's progress, refine teaching practice, and finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

#### METHOD

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

- Criterion-referenced New York State exams in English Language Arts

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- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts

During the 20-21 academic year, Troy Prep was only able to use Internally developed Interim Assessments in English Language Arts. Troy Prep administered 3 internally developed and aligned Interim Assessments. These assessments were created to reflect the school's scope and sequence in English Language Arts, and to mirror the style and scope of the New York State ELA 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. These exams were given to all students regarding of their learning preference, whether they were in-person hybrid learning or remote learning.

While remote learning continued for all students through October, Troy Prep continued to have consistent ELA instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran ELA teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments as well as passage practice tasks. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted. Students were also encouraged to engage in independent reading for 1 hour a week.

Troy Prep transitioned to hybrid learning in early October, where students had the option to attend in person hybrid learning at least twice a week or complete remote learning. During remote learning days, all students continued to attend live classes through Zoom just as if they were in the classroom.

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

### RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022. Students in Grades 5-8 took 2 interim assessments during the 2020-2021 school year. All students, regardless if they were attending in-person hybrid or remote learning took these assessments. Those students who were remote only learning for the 2020-2021 school year, were administered these assessments remotely. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. These numbers are consistent with those assessments that were completed during the 19-20 school year,

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where they attended more in-person learning. We are pleased with the results and we are particularly impressed with our 6<sup>th</sup> and 8<sup>th</sup> grade cohorts.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>2</sup>	Number Tested	Percent Proficient	Number Tested
5	44%	63	47%	58
6	51%	62	52%	50
7	35%	63	33%	54
8	57%	56	57%	54
All	47%	244	47%	216

### ADDITIONAL CONTEXT AND EVIDENCE

Troy Prep has moved toward meeting the Absolute Measure each year since 2015-2016, taking a minor step back in 2018-19. In both 2015-2016 and 2016-17, 48% of students met the absolute measure in ELA. In 2017-2018 57% of students met the absolute measure in ELA. In 2018-19 55% of students met the absolute measure. Troy Prep attributes this growth to the fact that students who began at Troy Prep as Kindergarteners have reached grade levels that are assessed by New York State. 5<sup>th</sup> Grade has traditionally been an intake year for Troy Prep, with many students starting multiple grade levels behind. As such, 5<sup>th</sup> grade has posted the weakest results in the past. In 2017-18 and 2018-19, Troy Prep's fifth and sixth grade was made up of students from Troy Prep Elementary grades. While we were not able to see our results on a NYS ELA exam, are students results on the 2020-21 interim assessments are in line with those of the results from interim assessments in 2019-2020, which consisted of more in-person learning for all students. The Middle School scores are also consistent with those state test results in 2018-19, even showing a higher percentage in 5<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> Grade.

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

Typically, Troy Prep's English Language Arts goal is to have 75 percent 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. While we were unable to take the NYS exams in 19-20, and only hybrid students taking the NYS exam in 20-21, our goal is to improve upon our results last year. We were able to assess this throughout our interim assessments. On the most recent interim assessment, an average of 47% of students in grades 5-8 scored advanced or proficient. While we did not meet our goal of beating 55% from 2018-19, and a minor decrease from the last interim assessment in 19-20, our 6<sup>th</sup> and 8<sup>th</sup> grade cohorts had particularly strong results.

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<sup>2</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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### ACTION PLAN

Troy Prep continues to refine improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Troy Prep continues to make changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Troy Prep's instructional leaders feel that these ongoing changes improved upon a strong program and led to increased student learning in ELA.

School leaders acknowledge that there is much work to be done in the area of ELA performance, especially as we transition from remote learning to full in person learning in the 21-22 school year. Our goal is to analyze and compare our results to ensure that we are working to identify and act accordingly to fill in learning loss and gaps that were attributed to COVID-19 and remote learning.

We continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continue independent practice, students will be able to refine their skills in both Math and ELA. As we transition back to full in-person learning, we will continue to provide both real-time feedback and consistent feedback on written work submissions comprehensive feedback on graded assignments. As a network, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May. 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 collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

To reverse the COVID-related learning loss in ELA, Uncommon Schools and Troy Prep have new pillars of the 2021-2022 instructional model which incorporates additional focuses on ELA instruction. This includes prioritizing reading instruction in grades K-6. Troy Prep will also strategically embed small group instruction into our K-8 instructional models in order to meet every student where they are. Troy Prep's assessment and response to data will be streamlined to regularly gather data and effectively reteach while maximizing instructional time.

### 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.

### 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**



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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

The 2017 cohort had 10 students (45%) pass English Regents with a score of 75 or higher. We did not have any students sit for the English Regents exam. We had 3 students who were exempted from the English Regents with no valid score.

This does not exceed the goal of 65% of students passing the English Language Arts Common Core Regents Exam with a score of 75% or higher. Our 2018 cohort had 41% of it's students pass with a level 4 with 11 students exempt from the English Regents with no valid score. Our 2019 cohort did not have any students previously sit for the English Regents and had 43 students exempt from the English Regents with no valid score. Our 2020 cohort did not have any students sit previously for the English Regents and had 42 students exempt from the English Regents with no valid score.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>3</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		0		
2016	2019-20		0		
2017	2020-21	25	3	10	45%

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	22	27%	24	N/A	25	45%
2018	36	31%	30	30%	30	41%
2019			51	N/A	52	N/A
2020					60	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.

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

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### 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

The 2017 cohort had 17 students pass the English Regents. This does not meet the goal of 80% of students in the cohort will score at or above a level 3. We are excited to continue to monitor our progress with future cohorts of students. We did not have any students sit for the English Regents exam. We had 3 students in the 2017 cohort who were exempted with no valid score. Our 2018 cohort had 41% of it's students pass with a level 4 with 11 students exempt from the English Regents with no valid score. Our 2019 cohort did not have any students previously sit for the English Regents and had 43 students exempt from the English Regents with no valid score. Our 2020 cohort did not have any students sit previously for the English Regents and had 42 students exempt from the English Regents with no valid score.

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		0		
2016	2019-20				
2017	2020-21	25	3	17	77%

### ADDITIONAL EVIDENCE

Our 2018 cohort had 82% of its students pass with a level 3 and there were an additional 11 students exempt from the English Regents with no valid score. Our 2019 cohort did not have any students previously sit for the English Regents and had 43 students exempt from the English Regents with no valid score. Our 2020 cohort did not have any students sit previously for the English Regents and had 42 students exempt from the English Regents with no valid score.

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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	11	45%	24	N/A	25	77%
2018	37	59%	30	30%	30	82%
2019			51	78%	52	N/A
2020					60	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.

### 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.

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### 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

We do not have information for all of our students in the 2017 cohort and their results on the grade 8 ELA test. Based off of the information that we have,

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		0		
2016	2019-20		0		
2017	2020-21	8	1	2	29%

### 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

Of the 8 students in the 2017 cohort that were are aware of not being proficient in the 8th grade for English language arts exams, 86% were received at least a level 3 by their fourth year accountability cohort. We did not have any students sit for the 2020-21 English Language Arts Regents exam.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade	Number Exempted with No Valid Score	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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		(a)	(b)		
2015	2018-19		0		
2016	2019-20				
2017	2020-21	8	1	6	86%

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

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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 Achieved
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 Achieved
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.	Not Achieved
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.	Achieved

### ACTION PLAN

- 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 make 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.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

## GOAL 4: MATHEMATICS

### ELEMENTARY MATHEMATICS

#### Goal 4: Mathematics

#### BACKGROUND

Troy 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, Troy Prep middle school created a scope and sequence for math and divided the year into units, each culminating in a formal assessment. During the 2020-2021 school year, Troy Prep continued to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards.

Partnering with Uncommon Schools, Troy Prep designed yearly assessments in math, 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 produced so that teachers and administrators develop action plans based upon 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.

Troy Prep elementary school's mathematics program emphasizes both strong computational procedures and problem-solving skills. The math program at Troy Prep takes arithmetic concepts

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and breaks them down to concrete, step-by-step approaches toward solving problems. At Troy Prep, math instruction incorporates a rigorous balance between mechanics and problem solving.

In grades K-2, there is one 55-minute block of math a day and in grades 3-4, there is a 95-minute block 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. In the afternoon in grades K-2 students are provided with an additional 20 minute “Math Meeting” where concepts from earlier lessons are reinforced and retaught when necessary. Grades 5-8 have two-hour blocks of math Monday-Thursday. During the 2020-2021 school year, Troy Prep continued Math instruction through remote learning until the beginning of October 2020. When hybrid learning launched, students who were either remote or in person received the same lessons with the same assignments. When students were remote, they engaged in instruction from their Math teachers via Zoom. Students had assignments that were due through Google Classroom.

Every year we provide our teachers with an intense three-week training program where we instruct teaching and student behavior management techniques and strategies to employ in their classrooms and throughout the school. We achieve complete consistency throughout the school with regard to behavior and academic standards. During the 2020-2021 school year, these trainings were provided remotely with an emphasis on remote instruction to help our students succeed.

Additionally, all staff members meet each Friday to review the past week’s progress, refine teaching practice, and finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

To reverse the COVID-related learning loss in Math, Uncommon Schools and Troy Prep have new pillars of the 2021-2022 instructional model which incorporates additional focuses on Math instruction. This includes the opportunity to strengthen and deepen key mathematical practices. Troy Prep will also strategically embed small group instruction into our K-8 instructional models in order to meet every student where they are. Troy Prep’s assessment and response to data will be streamlined to regularly gather data and effectively reteach while maximizing instructional time. There will be an additional focus on Middle School Math.

### METHOD

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

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

During the 20-21 academic year, Troy Prep was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March of 2019, and shifted to optional hybrid learning in 20-21. Troy Prep administered 2 internally developed and aligned Interim Assessments to both Elementary School students and Middle School students. 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

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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 whether the students were in-person during hybrid learning or entirely remote.

During remote learning that continued through the beginning of October, 2020, Troy Prep continued to have consistent Math instruction where 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. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

Troy Prep shifted to Hybrid learning in the beginning of October, 2020 where limited class sizes attended in-person learning through a hybrid schedule. This consisted of students attending in-person learning at least twice a week, but as much as four times a week. Approximately 40% of our Middle and Elementary School students continued remote learning through the entire 2020-2021 school year. These students continued to receive the same instruction as those who were attending in-person learning through Zoom. Students received instruction through their classroom teacher through Zoom with deliverables for all students due in Google Classroom.

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

### RESULTS AND EVALUATION

The below is data from the most recent Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2020-2021. Both our Elementary and Middle School students took 2 interim assessments during the 2020-21 school year. The chart below represents the percentage of students who are advanced or proficient on their most recent interim assessment. We are particularly impressed with our 5th and 8th grade cohorts.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>4</sup>	Number Tested	Percent Proficient	Number Tested

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<sup>4</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.



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3	38%	56	39%	51
4	39%	59	39%	57
5	59%	63	60%	58
6	45%	62	50%	52
7	52%	54	51%	47
8	54%	56	57%	51
All	48%	350	49%	316

### ADDITIONAL EVIDENCE

#### Performance on a Regents Mathematics Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Algebra I	93%	89
8	2018-19	Algebra I	86%	86
8	2019-2020	Algebra I	66% Exempt	59
8	2020-21	Algebra I	48% Exempt	60

The chart above represents the percentage of Troy Prep's 8th grade cohort who passed the Algebra 1 regents with a score of 65. From our 2019-2020 8th grade cohort, 66% of Troy Prep 8<sup>th</sup> grade students were exempt from the 2019-2020 Algebra I Regents Exam. From our 2020-21 8<sup>th</sup> grade cohort, 48% of students were exempt from the 2020-21 Algebra I Regents Exam.

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Troy Prep did not achieve the goal of having an average of 75% of all tested students score proficient on the most recent interim assessment. Troy Prep averaged 48% of students scored advanced or proficient on their most recent interim assessment, with 49% of students in their second year scoring advanced or proficient.

### ACTION PLAN

Troy Prep has not met its math accountability goals for school year 2020-21, as well as taken a step back compared to its previous performance.

Over the course of the past school year, Uncommon Schools has made continuous changes to its program in order to ensure that its curriculum, schedule, and instruction best support student learning in math, while accommodating and shifting to Remote Learning. Changes include: switching from Saxon math to a 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-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master

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material throughout the school year; revising quarterly Interim 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. We know 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 strive to continue 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, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May, resuming in the 2021-22 school year. 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 collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scop and sequences as well as provide real-time feedback in-person as we shift back during the 2021-2022 school year. We feel that our students will benefit from returning to in-person learning and resuming the small group instruction for our students.

### 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.**

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### RESULTS AND EVALUATION

Of the 2017 cohort, 87% of students have passed at Mathematics Regents with Performance Level of 4 and 10 students have been exempt from the exam by their fourth year. We did not have any students sit for the 2021 Regents Exam. Of the 2018 cohort, 13 students were exempt from the Mathematics regents, and 82% of students achieving a level 4. Of the 2019 cohort, 23 students were exempt from the Mathematics regents and 69% receiving a level 4. Of the 2020 cohort, 43 students were exempt from the Mathematics regents and this cohort never sat for an examination.

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	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	25	10	13	87%

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					25	87%
2018	39	59%	30	83%	30	82%
2019			51	86%	52	69%
2020					60	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

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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

Of the 2017 Cohort, 90% of students have scored at or above Level 3 or received an exemption on a Regents Mathematics Exam.

This measure was met and exceeded, for the 2020-2021 school year.

Of the 2018 cohort, 13 students were exempt from the Mathematics regents, and 91% of students achieved a level 3. Of the 2019 cohort, 16 students were exempt from the Mathematics regents and 89% receiving a level 4. Of the 2020 cohort, 43 students were exempt from the Mathematics regents and this cohort never sat for an examination.

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)
2015	2018-19		0		
2016	2019-20				
2017	2020-21	25	4	19	90%

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					25	90%
2018					30	91%
2019					52	89%
2020					60	N/A

Goal 4: Absolute Measure



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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.

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

Troy Prep students do not take the New York State 8<sup>th</sup> Grade Mathematics Exam, therefore there are no numbers to compare in column a.

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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		0		
2016	2019-20				
2017	2020-21				

### 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

Troy Prep students do not take the New York State 8<sup>th</sup> Grade Mathematics Exam, therefore there are no numbers to compare in column a.

### Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>5</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		0		
2016	2019-20				
2017	2020-21				

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The 2017 Accountability Cohort of Troy Prep Charter School met and exceeded 2 of 2 of the mathematics goals for school year 2020-2021. The school will update the report as the district comparison data becomes available.

<sup>5</sup> Based on the highest score for each student on the mathematics Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Achieved
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.	Achieved
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
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

### ACTION PLAN

- 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 make 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.

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- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.
- High school students will be returning to full in-person learning in the 2021-2022 school year.

### 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. Since the shift to remote learning in March 2020, the goal is the same with performing at proficiency on Troy Prep's internal interim assessments.

#### BACKGROUND

The science curriculum at Troy 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.

Troy 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.

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 and into early October 2020, Troy 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



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based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Troy Prep transitioned to option in-person hybrid learning in early October, 2020. During that time, students who opted into in-person hybrid learning attended school at least twice a week, up to four times a week. During this time, they resumed their in-person science instruction. For remote students, and during remote days, students attended Zoom Science instruction with their Science teacher. Students had assignments that were completed through Google Classroom.

### METHOD

The school administered two internal interim Science assessments in the 2020-21 school year.

### RESULTS AND EVALUATION

Troy Prep students took 2 rounds of internal Interim Assessments that were compared to other Uncommon Schools in our network.

During Troy Prep's first round of internal Interim Assessments, students in 8th grade scored an 1% lower than the Uncommon Schools average.

Troy Prep students in 8th grade outperformed were consistent with the Uncommon Schools average by on their second interim assessment, with 49% of students scoring proficient or advanced proficient. 50% of students who were in their second year scored either proficient or advanced proficient.

Troy Prep did not meet the goal of students scoring at proficiency on our internal interim assessments.

### ADDITIONAL CONTEXT AND EVIDENCE

Troy Prep has met the Absolute Measure each year since 2015-2016 in Grade 4 Science. In 2016-2017, 94% of students met the absolute measure in Science. In 2017-18, 95% of students met the absolute measure. In 2018-19, 84% of students met the absolute measure. These students have received high-quality Science instruction since starting at Troy Prep in Kindergarten, which attributes to the strong results each year.

Troy Prep has historically met the 8th grade measure. In 2016-17, 92% of 2nd year students passed the Living Environment Regents exam. In 2018-19, 78% of 2nd year students passed the exam. 65% of students earned an exemption from the Living Environments Regents.

### SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Troy Prep did not achieve their Science goals for the 2020-21 school year. While 4th grade students did not take assessments directly in Science in the 2019-2020 school year, the 8th grade students did not perform at or above proficiency on their 2 internal interim Assessments.

### ACTION PLAN

While Troy Prep has been pleased with its 4<sup>th</sup> grade science results in the past, we acknowledge that

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

there is always room for improvement, especially given the 20-21 8<sup>th</sup> grade internal Interim Assessment results. Troy 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 did not administer any exams in 2020-21 school year. 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.

**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.**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Troy Prep Charter School had 94% of students in the 2017 cohort passed the Living Environment Regents with a score of 65 or higher with 7 who were exempt from the exam. Students did not sit for the living environment exam.

This measure was met and exceeded, for the 2020-2021 school year.

Of the 2018 cohort, 90% of students passed the Living Environment Regents with a score of 65 or higher with 10 students exempt with no valid score. The 2017 cohort had 81% of students pass with 16 exempt and the 2020 cohort had 44 students exempt with no valid score. No students sat for the exam.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>6</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		0		
2016	2019-20				
2017	2020-21	25	7	17	94%

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					25	94%
2018	44	84%	30	77%	30	90%
2019			51	27%	52	81%
2020					60	N/A

#### Goal 5: Comparative Measure

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.

### GOAL 6: SOCIAL STUDIES

#### Goal 6: Social Studies

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

<sup>6</sup> Based on the highest score for each student on any science Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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

The 2017 cohort had 15 students exempt with no valid score. We did not have any students sit for the History Regents exam in 2020-21 school year or in previous years.

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		0		
2016	2019-20				
2017	2020-21	25	16	N/A	N/A

### EVALUATION

Troy Prep Charter School had 16 students exempt with no valid score in the 2017 cohort. They had not previously sat for this exam. 22 students exempt in the 2018 cohort.

### ADDITIONAL EVIDENCE

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			32	19%	25	92%
2018					30	N/A



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2019					52	N/A
2020					60	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 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 Global History exam by the completion of their fourth year in the cohort.

## METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had 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

The 2017 cohort had a 92% pass rate on the Global History Regents with 13 students exempt with no valid score. We did not have any students sit for the exam in the 2020-2021 school year.

Global 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		0		
2016	2019-20				
2017	2020-21	25	13	11	92%

## EVALUATION

Based on the data shared in the table above the measure was met, with 92% of students achieving proficiency or passing the Global History exam by the completion of their fourth year in the 2017

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

cohort. 32 students in the 2019 cohort were exempt from the Global History exam with no valid score

### ADDITIONAL EVIDENCE

Global 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					25	92%
2018			30	83%		
2019					52	N/A
2020						

#### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Troy Prep's 2020-2021 ESSA Accountability Status is "Good Standing"

Troy Prep met the ESSA measurement of its accountability plan.

### ADDITIONAL EVIDENCE

Troy Prep has been a school in "Good Standing" in every year that the school has been operational.

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 Troy 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	



## ASSETS

## 2019-20

- Cash and cash equivalents
- Grants and contracts receivable
- Accounts receivables
- Prepaid expenses
- Contributions and other receivables

\$	4,289,907	\$	2,373,306
	569,363		260,035
	610,095		1,135,375
	118,602		218,233
	-		-

<b>TOTAL CURRENT ASSETS</b>	<b>5,587,967</b>	<b>3,986,949</b>
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1,513,962 1,428,614

76,462	76,327
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<b>TOTAL ASSETS</b>	<b>7,178,391</b>	<b>5,491,890</b>
---------------------	------------------	------------------

Accounts payable and accrued expenses  
Accrued payroll and benefits  
Deferred Revenue  
Current maturities of long-term debt  
Short Term Debt - Bonds, Notes Payable  
Other

\$	652,404	\$	380,338
	-		-
	-		-
	-		-
	-		-
	-		-

<b>TOTAL CURRENT LIABILITIES</b>	<b>652,404</b>	<b>380,338</b>
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Deferred Rent  
All other long-term debt and notes payable, net current maturities

<b>TOTAL LONG-TERM LIABILITIES</b>	<b>-</b>	<b>-</b>
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<b>TOTAL LIABILITIES</b>	<b>652,404</b>	<b>380,338</b>
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Without Donor Restrictions  
With Donor Restrictions

6,525,987	5,111,552
-	-

<b>TOTAL NET ASSETS</b>	<b>6,525,987</b>	<b>5,111,552</b>
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<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>7,178,391</b>	<b>5,491,890</b>
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CK - Should be zero	-	-
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**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL**

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

	<b>2020-21</b>			<b>2019-20</b>
	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	<b>Total</b>	<b>Total</b>
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 11,175,056	\$ -	\$ 11,175,056	\$ 10,309,833
Students with disabilities	440,123	-	440,123	408,946
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	282,040	-	282,040	296,223
Federal - Other	389,493	-	389,493	71,917
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	209,613	-	209,613	527,187
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>12,496,325</b>	<b>-</b>	<b>12,496,325</b>	<b>11,614,106</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 9,037,305	\$ -	\$ 9,037,305	\$ 9,594,672
Special Education	376,554	-	376,554	399,778
Other Programs	-	-	-	-
Total Program Services	9,413,859	-	9,413,859	9,994,450
Management and general	1,843,241	-	1,843,241	1,579,707
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>11,257,100</b>	<b>-</b>	<b>11,257,100</b>	<b>11,574,157</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>1,239,225</b>	<b>-</b>	<b>1,239,225</b>	<b>39,949</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 166,442	\$ -	\$ 166,442	\$ 138,730
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	8,768	-	8,768	27,647
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>175,210</b>	<b>-</b>	<b>175,210</b>	<b>166,377</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,414,435</b>	<b>-</b>	<b>1,414,435</b>	<b>206,326</b>
NET ASSETS BEGINNING OF YEAR	5,111,552	-	5,111,552	4,905,226
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 6,525,987</b>	<b>\$ -</b>	<b>\$ 6,525,987</b>	<b>\$ 5,111,552</b>

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

	<b>2020-21</b>	<b>2019-20</b>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 1,414,435	\$ 206,326
Revenues from School Districts	-	-
Accounts Receivable	463,712	(808,238)
Due from School Districts	-	-
Depreciation	441,175	421,364
Grants Receivable	(309,328)	48,668
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	99,631	161,333
Accounts Payable	272,066	(172,171)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Bad debt expense	61,568	89,916
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 2,443,259</b>	<b>\$ (52,802)</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(526,523)	(221,237)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (526,523)</b>	<b>\$ (221,237)</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>\$ 1,916,736</b>	<b>\$ (274,039)</b>
Cash at beginning of year	2,449,633	2,723,672
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 4,366,369</b>	<b>\$ 2,449,633</b>

**TRUE NORTH TROY 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	Management and			Total	
						Fund-raising	General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	29.00	1,106,529	46,105	-	1,152,634	-	910,762	910,762	2,063,396	1,927,742
Instructional Personnel	58.00	2,987,601	124,483	-	3,112,084	-	-	-	3,112,084	2,951,235
Non-Instructional Personnel	2.00	45,486	1,895	-	47,381	-	-	-	47,381	47,548
Total Salaries and Staff	89.00	4,139,616	172,483	-	4,312,099	-	910,762	910,762	5,222,861	4,926,525
Fringe Benefits & Payroll Taxes		828,100	34,504	-	862,604	-	180,684	180,684	1,043,288	1,009,424
Retirement		108,304	4,513	-	112,817	-	23,564	23,564	136,381	116,704
Management Company Fees		1,189,283	49,553	-	1,238,836	-	218,618	218,618	1,457,454	1,299,539
Legal Service		-	-	-	-	-	49,354	49,354	49,354	37,155
Accounting / Audit Services		-	-	-	-	-	19,350	19,350	19,350	24,911
Other Purchased / Professional / Consulting Services		184,911	7,705	-	192,616	-	43,135	43,135	235,751	221,844
Building and Land Rent / Lease / Facility Finance Interest		803,012	33,459	-	836,471	-	-	-	836,471	837,112
Repairs & Maintenance		385,140	16,048	-	401,188	-	-	-	401,188	417,415
Insurance		-	-	-	-	-	147,794	147,794	147,794	140,753
Utilities		78,027	3,251	-	81,278	-	43,977	43,977	125,255	139,248
Supplies / Materials		70,548	2,940	-	73,488	-	-	-	73,488	149,529
Equipment / Furnishings		1,621	68	-	1,689	-	1,211	1,211	2,900	24,238
Staff Development		126,012	5,250	-	131,262	-	-	-	131,262	263,300
Marketing / Recruitment		9,479	395	-	9,874	-	-	-	9,874	25,450
Technology		106,311	4,430	-	110,741	-	76,061	76,061	186,802	165,985
Food Service		265,068	11,044	-	276,112	-	-	-	276,112	500,615
Student Services		224,074	9,336	-	233,410	-	-	-	233,410	552,977
Office Expense		39,274	1,636	-	40,910	-	111,080	111,080	151,990	206,887
Depreciation		419,420	17,476	-	436,896	-	4,279	4,279	441,175	421,364
OTHER		59,105	2,463	-	61,568	-	13,372	13,372	74,940	93,182
Total Expenses		\$ 9,037,305	\$ 376,554	\$ -	\$ 9,413,859	\$ -	\$ 1,843,241	\$ 1,843,241	\$ 11,257,100	\$ 11,574,157



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

Charter School Name:	True North Troy 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:	
School Fiscal Contact Phone:	
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Shelby L. Stenson
School Audit Contact Email:	
School Audit Contact Phone:	

**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
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**And, if applicable:**

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	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
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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	

## ASSETS

## 2019-20

- Cash and cash equivalents
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- Accounts receivables
- Prepaid expenses
- Contributions and other receivables

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	610,095		1,135,375
	118,602		218,233
	-		-

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1,513,962 1,428,614

76,462	76,327
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<b>TOTAL ASSETS</b>	<b>7,178,391</b>	<b>5,491,890</b>
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Accrued payroll and benefits  
Deferred Revenue  
Current maturities of long-term debt  
Short Term Debt - Bonds, Notes Payable  
Other

\$	652,404	\$	380,338
	-		-
	-		-
	-		-
	-		-
	-		-

<b>TOTAL CURRENT LIABILITIES</b>	<b>652,404</b>	<b>380,338</b>
----------------------------------	----------------	----------------

Deferred Rent  
All other long-term debt and notes payable, net current maturities

<b>TOTAL LONG-TERM LIABILITIES</b>	<b>-</b>	<b>-</b>
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<b>TOTAL LIABILITIES</b>	<b>652,404</b>	<b>380,338</b>
--------------------------	----------------	----------------

Without Donor Restrictions  
With Donor Restrictions

6,525,987	5,111,552
-	-

<b>TOTAL NET ASSETS</b>	<b>6,525,987</b>	<b>5,111,552</b>
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<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>7,178,391</b>	<b>5,491,890</b>
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CK - Should be zero	-	-
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**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL**

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

	<b>2020-21</b>			<b>2019-20</b>
	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	<b>Total</b>	<b>Total</b>
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 11,175,056	\$ -	\$ 11,175,056	\$ 10,309,833
Students with disabilities	440,123	-	440,123	408,946
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	282,040	-	282,040	296,223
Federal - Other	389,493	-	389,493	71,917
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	209,613	-	209,613	527,187
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>12,496,325</b>	<b>-</b>	<b>12,496,325</b>	<b>11,614,106</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 9,037,305	\$ -	\$ 9,037,305	\$ 9,594,672
Special Education	376,554	-	376,554	399,778
Other Programs	-	-	-	-
Total Program Services	9,413,859	-	9,413,859	9,994,450
Management and general	1,843,241	-	1,843,241	1,579,707
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>11,257,100</b>	<b>-</b>	<b>11,257,100</b>	<b>11,574,157</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>1,239,225</b>	<b>-</b>	<b>1,239,225</b>	<b>39,949</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 166,442	\$ -	\$ 166,442	\$ 138,730
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	8,768	-	8,768	27,647
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>175,210</b>	<b>-</b>	<b>175,210</b>	<b>166,377</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,414,435</b>	<b>-</b>	<b>1,414,435</b>	<b>206,326</b>
NET ASSETS BEGINNING OF YEAR	5,111,552	-	5,111,552	4,905,226
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 6,525,987</b>	<b>\$ -</b>	<b>\$ 6,525,987</b>	<b>\$ 5,111,552</b>

**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL**

**Statement of Cash Flows**

**as of June 30, 2021**

	<b>2020-21</b>	<b>2019-20</b>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 1,414,435	\$ 206,326
Revenues from School Districts	-	-
Accounts Receivable	463,712	(808,238)
Due from School Districts	-	-
Depreciation	441,175	421,364
Grants Receivable	(309,328)	48,668
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	99,631	161,333
Accounts Payable	272,066	(172,171)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Bad debt expense	61,568	89,916
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	\$ 2,443,259	\$ (52,802)
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(526,523)	(221,237)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	\$ (526,523)	\$ (221,237)
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	\$ -	\$ -
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	\$ 1,916,736	\$ (274,039)
Cash at beginning of year	2,449,633	2,723,672
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	\$ 4,366,369	\$ 2,449,633



**TRUE NORTH TROY 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	Management and			Total	
						Fund-raising	General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	29.00	1,106,529	46,105	-	1,152,634	-	910,762	910,762	2,063,396	1,927,742
Instructional Personnel	58.00	2,987,601	124,483	-	3,112,084	-	-	-	3,112,084	2,951,235
Non-Instructional Personnel	2.00	45,486	1,895	-	47,381	-	-	-	47,381	47,548
Total Salaries and Staff	89.00	4,139,616	172,483	-	4,312,099	-	910,762	910,762	5,222,861	4,926,525
Fringe Benefits & Payroll Taxes		828,100	34,504	-	862,604	-	180,684	180,684	1,043,288	1,009,424
Retirement		108,304	4,513	-	112,817	-	23,564	23,564	136,381	116,704
Management Company Fees		1,189,283	49,553	-	1,238,836	-	218,618	218,618	1,457,454	1,299,539
Legal Service		-	-	-	-	-	49,354	49,354	49,354	37,155
Accounting / Audit Services		-	-	-	-	-	19,350	19,350	19,350	24,911
Other Purchased / Professional / Consulting Services		184,911	7,705	-	192,616	-	43,135	43,135	235,751	221,844
Building and Land Rent / Lease / Facility Finance Interest		803,012	33,459	-	836,471	-	-	-	836,471	837,112
Repairs & Maintenance		385,140	16,048	-	401,188	-	-	-	401,188	417,415
Insurance		-	-	-	-	-	147,794	147,794	147,794	140,753
Utilities		78,027	3,251	-	81,278	-	43,977	43,977	125,255	139,248
Supplies / Materials		70,548	2,940	-	73,488	-	-	-	73,488	149,529
Equipment / Furnishings		1,621	68	-	1,689	-	1,211	1,211	2,900	24,238
Staff Development		126,012	5,250	-	131,262	-	-	-	131,262	263,300
Marketing / Recruitment		9,479	395	-	9,874	-	-	-	9,874	25,450
Technology		106,311	4,430	-	110,741	-	76,061	76,061	186,802	165,985
Food Service		265,068	11,044	-	276,112	-	-	-	276,112	500,615
Student Services		224,074	9,336	-	233,410	-	-	-	233,410	552,977
Office Expense		39,274	1,636	-	40,910	-	111,080	111,080	151,990	206,887
Depreciation		419,420	17,476	-	436,896	-	4,279	4,279	441,175	421,364
OTHER		59,105	2,463	-	61,568	-	13,372	13,372	74,940	93,182
Total Expenses		\$ 9,037,305	\$ 376,554	\$ -	\$ 9,413,859	\$ -	\$ 1,843,241	\$ 1,843,241	\$ 11,257,100	\$ 11,574,157

**TRUE NORTH TROY PREPARATORY**  
**CHARTER SCHOOL**

**TROY, 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 Troy Preparatory Charter School

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

We have audited the accompanying financial statements of True North Troy Preparatory Charter School, which comprise the statement of financial position 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 Troy Preparatory Charter School as of June 30, 2021, and the 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 Troy Preparatory Charter School's June 30, 2020 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 26, 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 financial statements from which it has been derived.

**Other Report Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2021 on our consideration of True North Troy 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 26, 2021

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals for 2020)

<u>ASSETS</u>	June 30,	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 4,289,907	\$ 2,373,306
Grants and contracts receivable	569,363	260,035
Accounts receivable	610,095	1,135,375
Prepaid expenses	<u>118,602</u>	<u>218,233</u>
TOTAL CURRENT ASSETS	5,587,967	3,986,949
<u>PROPERTY AND EQUIPMENT, NET</u>	1,513,962	1,428,614
<u>ESCROW ACCOUNT</u>	<u>76,462</u>	<u>76,327</u>
TOTAL ASSETS	<u>\$ 7,178,391</u>	<u>\$ 5,491,890</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 652,404	\$ 380,338
<u>NET ASSETS</u> , without donor restrictions	<u>6,525,987</u>	<u>5,111,552</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 7,178,391</u>	<u>\$ 5,491,890</u>

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

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

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

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 11,175,056	\$ 10,309,833
Students with disabilities	440,123	408,946
Grants and contracts:		
Federal - Title and IDEA	282,040	296,223
Federal - Other	389,493	71,917
Food service/child nutrition program	209,613	527,187
TOTAL REVENUE, GAINS AND OTHER SUPPORT	<u>12,496,325</u>	<u>11,614,106</u>
Expenses:		
Program services:		
Regular education	9,037,305	9,594,672
Special education	376,554	399,778
TOTAL PROGRAM SERVICES	<u>9,413,859</u>	<u>9,994,450</u>
Management and general	1,843,241	1,579,707
TOTAL OPERATING EXPENSES	<u>11,257,100</u>	<u>11,574,157</u>
SURPLUS FROM SCHOOL OPERATIONS	1,239,225	39,949
Support and other revenue:		
Contributions:		
Foundations	166,442	138,730
Miscellaneous income	8,768	27,647
TOTAL SUPPORT AND OTHER REVENUE	<u>175,210</u>	<u>166,377</u>
CHANGE IN NET ASSETS	1,414,435	206,326
Net assets without donor restrictions at beginning of year	<u>5,111,552</u>	<u>4,905,226</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS AT END OF YEAR	<u>\$ 6,525,987</u>	<u>\$ 5,111,552</u>

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

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

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

		June 30,					
		2021					2020
	No. of Positions	Program Services			Support Services		Total
		Regular education	Special education	Total	Management and General	Total	
Personnel services costs:							
Administrative staff personnel	26	\$ 1,106,529	\$ 46,105	\$ 1,152,634	\$ 910,762	\$ 2,063,396	\$ 1,927,742
Instructional personnel	56	2,987,601	124,483	3,112,084	-	3,112,084	2,951,235
Non-instructional personnel	2	45,486	1,895	47,381		47,381	47,548
Total salaries and staff	84	4,139,616	172,483	4,312,099	910,762	5,222,861	4,926,525
Fringe benefits and payroll taxes		828,100	34,504	862,604	180,684	1,043,288	1,009,424
Retirement		108,304	4,513	112,817	23,564	136,381	116,704
Management fees		1,189,283	49,553	1,238,836	218,618	1,457,454	1,299,539
Legal service		-	-	-	49,354	49,354	37,155
Accounting and audit services		-	-	-	19,350	19,350	24,911
Other professional and consulting services		184,911	7,705	192,616	43,135	235,751	221,844
Building and land rent		803,012	33,459	836,471	-	836,471	837,112
Repairs and maintenance		385,140	16,048	401,188	-	401,188	417,415
Insurance		-	-	-	147,794	147,794	140,753
Utilities		78,027	3,251	81,278	43,977	125,255	139,248
Supplies and materials		70,548	2,940	73,488	-	73,488	149,529
Equipment/Furnishings		1,621	68	1,689	1,211	2,900	24,238
Professional development		126,012	5,250	131,262	-	131,262	263,300
Marketing and recruitment		9,479	395	9,874	-	9,874	25,450
Technology		106,311	4,430	110,741	76,061	186,802	165,985
Food service		265,068	11,044	276,112	-	276,112	500,615
Student services		224,074	9,336	233,410	-	233,410	552,977
Office expense		39,274	1,636	40,910	111,080	151,990	206,887
Depreciation and amortization		419,420	17,476	436,896	4,279	441,175	421,364
Other		59,105	2,463	61,568	13,372	74,940	93,182
		<u>\$ 9,037,305</u>	<u>\$ 376,554</u>	<u>\$ 9,413,859</u>	<u>\$ 1,843,241</u>	<u>\$ 11,257,100</u>	<u>\$ 11,574,157</u>

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



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

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

	June 30,	
	<u>2021</u>	<u>2020</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 1,414,435	\$ 206,326
Adjustments to reconcile change in net assets to net cash provided from (used for) operating activities:		
Bad debt expense	61,568	89,916
Depreciation and amortization	441,175	421,364
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(309,328)	48,668
Accounts receivable	463,712	(808,238)
Prepaid expenses	99,631	161,333
Accounts payable and accrued expenses	<u>272,066</u>	<u>(172,171)</u>
NET CASH PROVIDED FROM (USED FOR) OPERATING ACTIVITIES	2,443,259	(52,802)
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(526,523)</u>	<u>(221,237)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(526,523)</u>	<u>(221,237)</u>
NET INCREASE (DECREASE) IN CASH AND RESTRICTED CASH	1,916,736	(274,039)
Cash and restricted cash at beginning of year	<u>2,449,633</u>	<u>2,723,672</u>
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 4,366,369</u>	<u>\$ 2,449,633</u>
Reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	\$ 4,289,907	\$ 2,373,306
Escrow account	<u>76,462</u>	<u>76,327</u>
Total cash and restricted cash shown in the statement of cash flows	<u>\$ 4,366,369</u>	<u>\$ 2,449,633</u>

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

# TRUE NORTH TROY 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 Troy Preparatory Charter School (the “Charter School”), is an educational corporation operating as a charter school in Troy, New York. On March 11, 2008, 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. During the year ended June 30, 2019, the charter, which was set to expire on July 31, 2019, was approved for a full-term renewal for a period of five years to commence August 1, 2019.

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 TROY 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 NY'S 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	\$ 610,095	\$ 1,128,882	\$ 251,841

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.

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.

TRUE NORTH TROY 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

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to \$250,000 at each institution. 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.

Escrow account

A savings account is held by the Charter School as an escrow account in accordance with the terms of their charter agreement. The amount in escrow as of June 30, 2021 and 2020 was \$76,462 and \$76,327, respectively. The escrow account is restricted to fund legal and other costs should the Charter School cease operations and dissolve.

Grants, accounts receivable, and contracts receivables

Grants, accounts receivable, and contracts 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 as bad debt expense or 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 are 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.

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. The Charter School received donated transportation and other services from the local school district. The Charter School was unable to determine a value for these services.

TRUE NORTH TROY 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 the 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.

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.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 26, 2021, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

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.

Under the previous agreement and for the year ended June 30, 2020, the Charter School paid a service fee equal to 8% for the Troy Prep Elementary School program and the Troy Prep Middle School program and 10% for the Troy Prep High School program, of all public school district revenue plus all other public entitlement spending receivable for the fiscal year.

The fees incurred for the years ended June 30, 2021 and 2020 were approximately \$1,457,000 and \$1,300,000, respectively. Approximately \$346,000 and \$186,000 were included in accounts payable, relating to USI for management fees and other expenses incurred by USI on behalf of the School, at June 30, 2021 and 2020, respectively. Approximately \$36,000 and \$6,000 was included in accounts receivable from USI relating to grants being passed through USI at June 30, 2021 and 2020, respectively.

On June 24, 2021, the Charter School and USI signed a mutual termination of the master service agreement effective July 1, 2022.

Effective August 1, 2011, the Charter School signed a lease agreement with True North Tyler Street, LLC, a wholly-owned subsidiary of USI. The lease requires monthly payments of \$42,175 through July 2036.

Effective October 7, 2014, the Charter School signed a lease with True North Troy Real Estate, LLC, a wholly-owned subsidiary of USI for a parking lot. The lease requires yearly payments of \$5,750 through February 2018. After that point in time, the lease shall automatically be renewed for periods of five years, not to extend beyond July 2036. The rent for the option periods will total \$1 per year, however the parties may subsequently determine to modify this by mutual agreement, no later than 90 days prior to the expiration of the lease. In the current year, the agreement automatically renewed and no other rent payment was agreed upon, therefore the basic rent for the five-year option period will be \$1 per year.

Effective July 1, 2017, the Charter School signed a lease with True North River Street, LLC, a wholly-owned subsidiary of USI. The lease requires annual payments of \$40,000 through June 2018. Effective July 1, 2018, the annual rent increased to \$330,000 and is payable over the lease term which includes five automatic renewal periods for five years each through June 30, 2044.

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

Future minimum payments on these leases are as follows assuming all renewals are selected:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 836,100
2023	836,100
2024	836,100
2025	836,100
2026	836,100
Thereafter	11,043,175
	<u>\$ 15,223,675</u>

Including real estate taxes paid, rent expense incurred was \$836,471 and \$837,112 for the years ended June 30, 2021 and June 30, 2020, respectively.

NOTE C: LIQUIDITY AND AVAILABILITY

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.

Financial assets available for general expenditure, that is, without donor or other 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	\$ 4,289,907	\$ 2,373,306
Grants and contracts receivable	569,363	260,035
Accounts receivable, net	610,095	1,135,375
	<u>\$ 5,469,365</u>	<u>\$ 3,768,716</u>

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30,	
	2021	2020
Furniture and fixtures	\$ 334,014	\$ 334,014
Computers and software	1,829,010	1,324,664
Leasehold improvements	1,681,562	1,659,384
Construction in Progress	30,000	30,000
	3,874,586	3,348,062
Less accumulated depreciation and amortization	2,360,624	1,919,448
	<u>\$ 1,513,962</u>	<u>\$ 1,428,614</u>

NOTE E: 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 \$136,400 and \$116,700, respectively.

NOTE F: CONCENTRATIONS

At June 30, 2021 approximately 77% of accounts receivable was due from two school districts. At June 30, 2020 approximately 64% of accounts receivable was due from two school districts. 88% and 100% of grants and contracts receivable were due from New York State as of June 30, 2021 and 2020, respectively.

During the years ended June 30, 2021 and 2020, 93% and 92%, respectively, of total revenues, gains and other support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE G: 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.

At the year ended June 30, 2018, there was amounts approximating \$825,000 due from the Lansingburgh Central School District which were included in the accounts receivable balance. Historically the Charter School has had difficulty collecting receivables directly from this district and has needed to file intercepts with New York State to collect the amounts due directly from the New York State Education Department. During the year ended June 30, 2019, the Charter School was able to settle these collectability issues through filing intercepts with the New York State Education Department. During the year ended June 30, 2019, the New York State Education Department authorized a total of \$588,466 to be deducted from state funds appropriated to Lansingburgh Central School District and be paid directly to the Charter School for amounts due from the 2017-2018 school year and approximately \$37,000 was received from the 2016-2017 school year. The remaining outstanding balance of approximately \$200,000 owed from Lansingburgh Central Schools was written off. However, on September 17, 2019, Lansingburgh Central School District filed a lawsuit against the New York State Education Department to recover the intercepts paid to the Charter School. Any action to recover any amounts recorded through the intercept process will be vigorously litigated by the Charter School.

Amount receivable from Lansingburgh Central School District at June 30, 2021 of approximately \$138,000 are related to the fiscal year ending June 30, 2021. The Charter School wrote off approximately \$62,000 related to receivables from Lansingburgh Central School District during fiscal year ending June 30, 2021. No other amount receivable remain outstanding from Lansingburgh Central School District for fiscal year ending June 30, 2021. Management expects payments to be made in full either from the District or via the intercept process.

Amounts receivable from Lansingburgh Central School District at June 30, 2020 of approximately \$62,000 are related to the fiscal year ending June 30, 2019. An additional \$324,000 is due from Lansingburgh Central School District at June 30, 2020 related to the fiscal year ending June 30, 2020.

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE H: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements through August 2024. The future minimum payments on these agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 38,025
2023	18,410
2024	10,384
2025	413
	<u>\$ 67,232</u>

NOTE I: 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.

NOTE J: 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 \$233,283 of revenue relative to ESSER grants during the year ended June 30, 2021.

NOTE K: CHARTER SCHOOL MERGER

On June 24, 2021 the Charter School’s Board of Trustees voted to approve and authorize the merger with KIPP Albany Community Charter Schools effective July 1, 2022. KIPP Albany Community Charter Schools will be the surviving education corporation.

**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL**

**OTHER FINANCIAL INFORMATION**

## INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees  
True North Troy Preparatory Charter School

We have audited the financial statements of True North Troy Preparatory Charter School as of and for the year ended June 30, 2021, and we have issued our report thereon dated October 26, 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 Troy Preparatory Charter School as of and for the year ended June 30, 2020, and our report thereon dated October 26, 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, Barw & Co. LLP*

Rochester, New York  
October 26, 2021

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

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

YEAR ENDED JUNE 30, 2021

	<u>High School</u>	<u>Middle School</u>	<u>Elementary School</u>	<u>Total</u>
Revenues, gains and other support:				
Public school district				
Resident student enrollment	\$ 2,397,365	\$ 3,913,748	\$ 4,863,943	\$ 11,175,056
Students with disabilities	140,639	163,105	136,379	440,123
Grants and contracts:				
Federal - Title and IDEA	57,535	81,093	143,412	282,040
Federal - Other	67,686	158,778	163,029	389,493
Food service/child nutrition program	<u>35,989</u>	<u>71,661</u>	<u>101,963</u>	<u>209,613</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	2,699,214	4,388,385	5,408,726	12,496,325
Personnel services costs:				
Administrative staff personnel	640,968	773,605	648,823	2,063,396
Instructional personnel	668,315	1,019,906	1,423,863	3,112,084
Non-instructional personnel	<u>-</u>	<u>-</u>	<u>47,381</u>	<u>47,381</u>
TOTAL STAFF AND SALARIES	1,309,283	1,793,511	2,120,067	5,222,861
Fringe benefits and payroll taxes	227,427	366,269	449,592	1,043,288
Retirement	28,969	46,152	61,260	136,381
Management fees	307,270	516,496	633,688	1,457,454
Legal service	16,996	17,000	15,358	49,354
Accounting and audit services	6,450	6,450	6,450	19,350
Other professional and consulting services	73,644	83,988	78,119	235,751
Building and land rent	164,421	298,524	373,526	836,471
Repairs and maintenance	130,776	132,154	138,258	401,188
Insurance	29,559	51,728	66,507	147,794
Utilities	43,824	42,811	38,620	125,255
Supplies and materials	31,751	18,871	22,866	73,488
Equipment/Furnishings	257	2,062	581	2,900
Professional development	32,945	46,455	51,862	131,262
Marketing and recruitment	3,288	3,288	3,298	9,874
Technology	37,319	40,828	108,655	186,802
Food service	87,589	57,033	131,490	276,112
Student services	187,778	14,669	30,963	233,410
Office expense	39,385	48,349	64,256	151,990
Depreciation and amortization	121,302	123,177	196,696	441,175
Other	<u>4,611</u>	<u>42,216</u>	<u>28,113</u>	<u>74,940</u>
TOTAL EXPENSES	<u>2,884,844</u>	<u>3,752,031</u>	<u>4,620,225</u>	<u>11,257,100</u>
(DEFICIT) SURPLUS FROM SCHOOL OPERATIONS	<u>(185,630)</u>	<u>636,354</u>	<u>788,501</u>	<u>1,239,225</u>
Support and other revenue:				
Contributions:				
Foundations	166,442	-	-	166,442
Miscellaneous income	<u>2,844</u>	<u>2,944</u>	<u>2,980</u>	<u>8,768</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>169,286</u>	<u>2,944</u>	<u>2,980</u>	<u>175,210</u>
CHANGE IN NET ASSETS	<u>\$ (16,344)</u>	<u>\$ 639,298</u>	<u>\$ 791,481</u>	<u>\$ 1,414,435</u>

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

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

YEAR ENDED JUNE 30, 2020

	<u>High School</u>	<u>Middle School</u>	<u>Elementary School</u>	<u>Total</u>
Revenue, gains and other support:				
Public school district				
Resident student enrollment	\$ 1,657,764	\$ 3,712,913	\$ 4,939,156	\$ 10,309,833
Students with disabilities	107,412	139,215	162,319	408,946
Grants and contracts:				
Federal - Title and IDEA	90,746	47,031	158,446	296,223
Federal - Other	17,951	17,984	35,982	71,917
Food service/child nutrition program	<u>130,199</u>	<u>177,644</u>	<u>219,344</u>	<u>527,187</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	2,004,072	4,094,787	5,515,247	11,614,106
Personnel services costs:				
Administrative staff personnel	624,193	667,950	635,599	1,927,742
Instructional personnel	570,013	981,711	1,399,511	2,951,235
Non-instructional personnel	<u>-</u>	<u>-</u>	<u>47,548</u>	<u>47,548</u>
TOTAL STAFF AND SALARIES	1,194,206	1,649,661	2,082,658	4,926,525
Fringe benefits and payroll taxes	232,970	344,427	432,027	1,009,424
Retirement	21,639	43,443	51,622	116,704
Management fees	209,193	463,828	626,518	1,299,539
Legal service	12,384	12,384	12,387	37,155
Accounting and audit services	8,303	8,304	8,304	24,911
Other professional and consulting services	71,955	67,537	82,352	221,844
Building and land rent	142,371	308,627	386,114	837,112
Repairs and maintenance	112,130	114,327	190,958	417,415
Insurance	26,791	49,776	64,186	140,753
Utilities	56,506	49,421	33,321	139,248
Supplies and materials	74,191	45,505	29,833	149,529
Equipment/Furnishings	13,493	2,092	8,653	24,238
Professional development	90,827	68,959	103,514	263,300
Marketing and recruitment	10,969	7,060	7,421	25,450
Technology	55,026	48,276	62,683	165,985
Food service	68,310	201,542	230,763	500,615
Student services	209,255	186,667	157,055	552,977
Office expense	50,477	72,077	84,333	206,887
Depreciation and amortization	106,695	113,340	201,329	421,364
Other	<u>1,428</u>	<u>1,373</u>	<u>90,381</u>	<u>93,182</u>
TOTAL EXPENSES	<u>2,769,119</u>	<u>3,858,626</u>	<u>4,946,412</u>	<u>11,574,157</u>
(DEFICIT) SURPLUS FROM SCHOOL OPERATIONS	<u>(765,047)</u>	<u>236,161</u>	<u>568,835</u>	<u>39,949</u>
Support and other revenue:				
Contributions				
Foundations	133,397	2,666	2,667	138,730
Miscellaneous income	<u>-</u>	<u>-</u>	<u>27,647</u>	<u>27,647</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>133,397</u>	<u>2,666</u>	<u>30,314</u>	<u>166,377</u>
CHANGE IN NET ASSETS	<u>\$ (631,650)</u>	<u>\$ 238,827</u>	<u>\$ 599,149</u>	<u>\$ 206,326</u>

**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL**

**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees  
True North Troy Preparatory Charter School

We have audited, 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, the financial statements of True North Troy Preparatory Charter School, which comprise the statement of financial position 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, and have issued our report thereon dated October 26, 2021.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered True North Troy Preparatory Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of True North Troy Preparatory Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of True North Troy Preparatory Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether True North Troy Preparatory Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 26, 2021

**TRUE NORTH TROY PREPARATORY**  
**CHARTER SCHOOL**

**TROY, 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 Troy Preparatory Charter School

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

We have audited the accompanying financial statements of True North Troy Preparatory Charter School, which comprise the statement of financial position 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 Troy Preparatory Charter School as of June 30, 2021, and the 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 Troy Preparatory Charter School's June 30, 2020 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 26, 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 financial statements from which it has been derived.

**Other Report Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2021 on our consideration of True North Troy 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 26, 2021

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals for 2020)

<u>ASSETS</u>	June 30,	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 4,289,907	\$ 2,373,306
Grants and contracts receivable	569,363	260,035
Accounts receivable	610,095	1,135,375
Prepaid expenses	<u>118,602</u>	<u>218,233</u>
TOTAL CURRENT ASSETS	5,587,967	3,986,949
<u>PROPERTY AND EQUIPMENT, NET</u>	1,513,962	1,428,614
<u>ESCROW ACCOUNT</u>	<u>76,462</u>	<u>76,327</u>
TOTAL ASSETS	<u>\$ 7,178,391</u>	<u>\$ 5,491,890</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 652,404	\$ 380,338
<u>NET ASSETS</u> , without donor restrictions	<u>6,525,987</u>	<u>5,111,552</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 7,178,391</u>	<u>\$ 5,491,890</u>

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

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

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

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 11,175,056	\$ 10,309,833
Students with disabilities	440,123	408,946
Grants and contracts:		
Federal - Title and IDEA	282,040	296,223
Federal - Other	389,493	71,917
Food service/child nutrition program	209,613	527,187
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,496,325	11,614,106
Expenses:		
Program services:		
Regular education	9,037,305	9,594,672
Special education	376,554	399,778
TOTAL PROGRAM SERVICES	9,413,859	9,994,450
Management and general	1,843,241	1,579,707
TOTAL OPERATING EXPENSES	11,257,100	11,574,157
SURPLUS FROM SCHOOL OPERATIONS	1,239,225	39,949
Support and other revenue:		
Contributions:		
Foundations	166,442	138,730
Miscellaneous income	8,768	27,647
TOTAL SUPPORT AND OTHER REVENUE	175,210	166,377
CHANGE IN NET ASSETS	1,414,435	206,326
Net assets without donor restrictions at beginning of year	5,111,552	4,905,226
NET ASSETS WITHOUT DONOR RESTRICTIONS AT END OF YEAR	<u>\$ 6,525,987</u>	<u>\$ 5,111,552</u>

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

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

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

		June 30,					
		2021					2020
	No. of Positions	Program Services			Support Services		Total
		Regular education	Special education	Total	Management and General	Total	
Personnel services costs:							
Administrative staff personnel	26	\$ 1,106,529	\$ 46,105	\$ 1,152,634	\$ 910,762	\$ 2,063,396	\$ 1,927,742
Instructional personnel	56	2,987,601	124,483	3,112,084	-	3,112,084	2,951,235
Non-instructional personnel	2	45,486	1,895	47,381		47,381	47,548
Total salaries and staff	84	4,139,616	172,483	4,312,099	910,762	5,222,861	4,926,525
Fringe benefits and payroll taxes		828,100	34,504	862,604	180,684	1,043,288	1,009,424
Retirement		108,304	4,513	112,817	23,564	136,381	116,704
Management fees		1,189,283	49,553	1,238,836	218,618	1,457,454	1,299,539
Legal service		-	-	-	49,354	49,354	37,155
Accounting and audit services		-	-	-	19,350	19,350	24,911
Other professional and consulting services		184,911	7,705	192,616	43,135	235,751	221,844
Building and land rent		803,012	33,459	836,471	-	836,471	837,112
Repairs and maintenance		385,140	16,048	401,188	-	401,188	417,415
Insurance		-	-	-	147,794	147,794	140,753
Utilities		78,027	3,251	81,278	43,977	125,255	139,248
Supplies and materials		70,548	2,940	73,488	-	73,488	149,529
Equipment/Furnishings		1,621	68	1,689	1,211	2,900	24,238
Professional development		126,012	5,250	131,262	-	131,262	263,300
Marketing and recruitment		9,479	395	9,874	-	9,874	25,450
Technology		106,311	4,430	110,741	76,061	186,802	165,985
Food service		265,068	11,044	276,112	-	276,112	500,615
Student services		224,074	9,336	233,410	-	233,410	552,977
Office expense		39,274	1,636	40,910	111,080	151,990	206,887
Depreciation and amortization		419,420	17,476	436,896	4,279	441,175	421,364
Other		59,105	2,463	61,568	13,372	74,940	93,182
		<u>\$ 9,037,305</u>	<u>\$ 376,554</u>	<u>\$ 9,413,859</u>	<u>\$ 1,843,241</u>	<u>\$ 11,257,100</u>	<u>\$ 11,574,157</u>

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



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

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

	June 30,	
	<u>2021</u>	<u>2020</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 1,414,435	\$ 206,326
Adjustments to reconcile change in net assets to net cash provided from (used for) operating activities:		
Bad debt expense	61,568	89,916
Depreciation and amortization	441,175	421,364
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(309,328)	48,668
Accounts receivable	463,712	(808,238)
Prepaid expenses	99,631	161,333
Accounts payable and accrued expenses	<u>272,066</u>	<u>(172,171)</u>
NET CASH PROVIDED FROM (USED FOR) OPERATING ACTIVITIES	2,443,259	(52,802)
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(526,523)</u>	<u>(221,237)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(526,523)</u>	<u>(221,237)</u>
NET INCREASE (DECREASE) IN CASH AND RESTRICTED CASH	1,916,736	(274,039)
Cash and restricted cash at beginning of year	<u>2,449,633</u>	<u>2,723,672</u>
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 4,366,369</u>	<u>\$ 2,449,633</u>
Reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	\$ 4,289,907	\$ 2,373,306
Escrow account	<u>76,462</u>	<u>76,327</u>
Total cash and restricted cash shown in the statement of cash flows	<u>\$ 4,366,369</u>	<u>\$ 2,449,633</u>

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

# TRUE NORTH TROY 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 Troy Preparatory Charter School (the “Charter School”), is an educational corporation operating as a charter school in Troy, New York. On March 11, 2008, 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. During the year ended June 30, 2019, the charter, which was set to expire on July 31, 2019, was approved for a full-term renewal for a period of five years to commence August 1, 2019.

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 TROY 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 NY'S 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:

	June 30,		
	2021	2020	2019
Accounts receivable	\$ 610,095	\$ 1,128,882	\$ 251,841

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.

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.

TRUE NORTH TROY 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

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to \$250,000 at each institution. 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.

Escrow account

A savings account is held by the Charter School as an escrow account in accordance with the terms of their charter agreement. The amount in escrow as of June 30, 2021 and 2020 was \$76,462 and \$76,327, respectively. The escrow account is restricted to fund legal and other costs should the Charter School cease operations and dissolve.

Grants, accounts receivable, and contracts receivables

Grants, accounts receivable, and contracts 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 as bad debt expense or 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 are 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.

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. The Charter School received donated transportation and other services from the local school district. The Charter School was unable to determine a value for these services.

TRUE NORTH TROY 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 the 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.

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.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 26, 2021, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

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.

Under the previous agreement and for the year ended June 30, 2020, the Charter School paid a service fee equal to 8% for the Troy Prep Elementary School program and the Troy Prep Middle School program and 10% for the Troy Prep High School program, of all public school district revenue plus all other public entitlement spending receivable for the fiscal year.

The fees incurred for the years ended June 30, 2021 and 2020 were approximately \$1,457,000 and \$1,300,000, respectively. Approximately \$346,000 and \$186,000 were included in accounts payable, relating to USI for management fees and other expenses incurred by USI on behalf of the School, at June 30, 2021 and 2020, respectively. Approximately \$36,000 and \$6,000 was included in accounts receivable from USI relating to grants being passed through USI at June 30, 2021 and 2020, respectively.

On June 24, 2021, the Charter School and USI signed a mutual termination of the master service agreement effective July 1, 2022.

Effective August 1, 2011, the Charter School signed a lease agreement with True North Tyler Street, LLC, a wholly-owned subsidiary of USI. The lease requires monthly payments of \$42,175 through July 2036.

Effective October 7, 2014, the Charter School signed a lease with True North Troy Real Estate, LLC, a wholly-owned subsidiary of USI for a parking lot. The lease requires yearly payments of \$5,750 through February 2018. After that point in time, the lease shall automatically be renewed for periods of five years, not to extend beyond July 2036. The rent for the option periods will total \$1 per year, however the parties may subsequently determine to modify this by mutual agreement, no later than 90 days prior to the expiration of the lease. In the current year, the agreement automatically renewed and no other rent payment was agreed upon, therefore the basic rent for the five-year option period will be \$1 per year.

Effective July 1, 2017, the Charter School signed a lease with True North River Street, LLC, a wholly-owned subsidiary of USI. The lease requires annual payments of \$40,000 through June 2018. Effective July 1, 2018, the annual rent increased to \$330,000 and is payable over the lease term which includes five automatic renewal periods for five years each through June 30, 2044.

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

Future minimum payments on these leases are as follows assuming all renewals are selected:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 836,100
2023	836,100
2024	836,100
2025	836,100
2026	836,100
Thereafter	11,043,175
	<u>\$ 15,223,675</u>

Including real estate taxes paid, rent expense incurred was \$836,471 and \$837,112 for the years ended June 30, 2021 and June 30, 2020, respectively.

NOTE C: LIQUIDITY AND AVAILABILITY

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.

Financial assets available for general expenditure, that is, without donor or other 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	\$ 4,289,907	\$ 2,373,306
Grants and contracts receivable	569,363	260,035
Accounts receivable, net	610,095	1,135,375
	<u>\$ 5,469,365</u>	<u>\$ 3,768,716</u>

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30,	
	2021	2020
Furniture and fixtures	\$ 334,014	\$ 334,014
Computers and software	1,829,010	1,324,664
Leasehold improvements	1,681,562	1,659,384
Construction in Progress	30,000	30,000
	3,874,586	3,348,062
Less accumulated depreciation and amortization	2,360,624	1,919,448
	<u>\$ 1,513,962</u>	<u>\$ 1,428,614</u>

NOTE E: 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 \$136,400 and \$116,700, respectively.

NOTE F: CONCENTRATIONS

At June 30, 2021 approximately 77% of accounts receivable was due from two school districts. At June 30, 2020 approximately 64% of accounts receivable was due from two school districts. 88% and 100% of grants and contracts receivable were due from New York State as of June 30, 2021 and 2020, respectively.

During the years ended June 30, 2021 and 2020, 93% and 92%, respectively, of total revenues, gains and other support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE G: 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.

At the year ended June 30, 2018, there was amounts approximating \$825,000 due from the Lansingburgh Central School District which were included in the accounts receivable balance. Historically the Charter School has had difficulty collecting receivables directly from this district and has needed to file intercepts with New York State to collect the amounts due directly from the New York State Education Department. During the year ended June 30, 2019, the Charter School was able to settle these collectability issues through filing intercepts with the New York State Education Department. During the year ended June 30, 2019, the New York State Education Department authorized a total of \$588,466 to be deducted from state funds appropriated to Lansingburgh Central School District and be paid directly to the Charter School for amounts due from the 2017-2018 school year and approximately \$37,000 was received from the 2016-2017 school year. The remaining outstanding balance of approximately \$200,000 owed from Lansingburgh Central Schools was written off. However, on September 17, 2019, Lansingburgh Central School District filed a lawsuit against the New York State Education Department to recover the intercepts paid to the Charter School. Any action to recover any amounts recorded through the intercept process will be vigorously litigated by the Charter School.

Amount receivable from Lansingburgh Central School District at June 30, 2021 of approximately \$138,000 are related to the fiscal year ending June 30, 2021. The Charter School wrote off approximately \$62,000 related to receivables from Lansingburgh Central School District during fiscal year ending June 30, 2021. No other amount receivable remain outstanding from Lansingburgh Central School District for fiscal year ending June 30, 2021. Management expects payments to be made in full either from the District or via the intercept process.

Amounts receivable from Lansingburgh Central School District at June 30, 2020 of approximately \$62,000 are related to the fiscal year ending June 30, 2019. An additional \$324,000 is due from Lansingburgh Central School District at June 30, 2020 related to the fiscal year ending June 30, 2020.

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE H: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements through August 2024. The future minimum payments on these agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 38,025
2023	18,410
2024	10,384
2025	413
	<u>\$ 67,232</u>

NOTE I: 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.

NOTE J: 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 \$233,283 of revenue relative to ESSER grants during the year ended June 30, 2021.

NOTE K: CHARTER SCHOOL MERGER

On June 24, 2021 the Charter School’s Board of Trustees voted to approve and authorize the merger with KIPP Albany Community Charter Schools effective July 1, 2022. KIPP Albany Community Charter Schools will be the surviving education corporation.

**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL**

**OTHER FINANCIAL INFORMATION**

## INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees  
True North Troy Preparatory Charter School

We have audited the financial statements of True North Troy Preparatory Charter School as of and for the year ended June 30, 2021, and we have issued our report thereon dated October 26, 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 Troy Preparatory Charter School as of and for the year ended June 30, 2020, and our report thereon dated October 26, 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, Barw & Co. LLP*

Rochester, New York  
October 26, 2021

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

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

YEAR ENDED JUNE 30, 2021

	<u>High School</u>	<u>Middle School</u>	<u>Elementary School</u>	<u>Total</u>
Revenues, gains and other support:				
Public school district				
Resident student enrollment	\$ 2,397,365	\$ 3,913,748	\$ 4,863,943	\$ 11,175,056
Students with disabilities	140,639	163,105	136,379	440,123
Grants and contracts:				
Federal - Title and IDEA	57,535	81,093	143,412	282,040
Federal - Other	67,686	158,778	163,029	389,493
Food service/child nutrition program	35,989	71,661	101,963	209,613
TOTAL REVENUE, GAINS AND OTHER SUPPORT	<u>2,699,214</u>	<u>4,388,385</u>	<u>5,408,726</u>	<u>12,496,325</u>
Personnel services costs:				
Administrative staff personnel	640,968	773,605	648,823	2,063,396
Instructional personnel	668,315	1,019,906	1,423,863	3,112,084
Non-instructional personnel	<u>-</u>	<u>-</u>	<u>47,381</u>	<u>47,381</u>
TOTAL STAFF AND SALARIES	<u>1,309,283</u>	<u>1,793,511</u>	<u>2,120,067</u>	<u>5,222,861</u>
Fringe benefits and payroll taxes	227,427	366,269	449,592	1,043,288
Retirement	28,969	46,152	61,260	136,381
Management fees	307,270	516,496	633,688	1,457,454
Legal service	16,996	17,000	15,358	49,354
Accounting and audit services	6,450	6,450	6,450	19,350
Other professional and consulting services	73,644	83,988	78,119	235,751
Building and land rent	164,421	298,524	373,526	836,471
Repairs and maintenance	130,776	132,154	138,258	401,188
Insurance	29,559	51,728	66,507	147,794
Utilities	43,824	42,811	38,620	125,255
Supplies and materials	31,751	18,871	22,866	73,488
Equipment/Furnishings	257	2,062	581	2,900
Professional development	32,945	46,455	51,862	131,262
Marketing and recruitment	3,288	3,288	3,298	9,874
Technology	37,319	40,828	108,655	186,802
Food service	87,589	57,033	131,490	276,112
Student services	187,778	14,669	30,963	233,410
Office expense	39,385	48,349	64,256	151,990
Depreciation and amortization	121,302	123,177	196,696	441,175
Other	4,611	42,216	28,113	74,940
TOTAL EXPENSES	<u>2,884,844</u>	<u>3,752,031</u>	<u>4,620,225</u>	<u>11,257,100</u>
(DEFICIT) SURPLUS FROM SCHOOL OPERATIONS	<u>(185,630)</u>	<u>636,354</u>	<u>788,501</u>	<u>1,239,225</u>
Support and other revenue:				
Contributions:				
Foundations	166,442	-	-	166,442
Miscellaneous income	2,844	2,944	2,980	8,768
TOTAL SUPPORT AND OTHER REVENUE	<u>169,286</u>	<u>2,944</u>	<u>2,980</u>	<u>175,210</u>
CHANGE IN NET ASSETS	<u>\$ (16,344)</u>	<u>\$ 639,298</u>	<u>\$ 791,481</u>	<u>\$ 1,414,435</u>

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

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

YEAR ENDED JUNE 30, 2020

	<u>High School</u>	<u>Middle School</u>	<u>Elementary School</u>	<u>Total</u>
Revenue, gains and other support:				
Public school district				
Resident student enrollment	\$ 1,657,764	\$ 3,712,913	\$ 4,939,156	\$ 10,309,833
Students with disabilities	107,412	139,215	162,319	408,946
Grants and contracts:				
Federal - Title and IDEA	90,746	47,031	158,446	296,223
Federal - Other	17,951	17,984	35,982	71,917
Food service/child nutrition program	<u>130,199</u>	<u>177,644</u>	<u>219,344</u>	<u>527,187</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	2,004,072	4,094,787	5,515,247	11,614,106
Personnel services costs:				
Administrative staff personnel	624,193	667,950	635,599	1,927,742
Instructional personnel	570,013	981,711	1,399,511	2,951,235
Non-instructional personnel	<u>-</u>	<u>-</u>	<u>47,548</u>	<u>47,548</u>
TOTAL STAFF AND SALARIES	1,194,206	1,649,661	2,082,658	4,926,525
Fringe benefits and payroll taxes	232,970	344,427	432,027	1,009,424
Retirement	21,639	43,443	51,622	116,704
Management fees	209,193	463,828	626,518	1,299,539
Legal service	12,384	12,384	12,387	37,155
Accounting and audit services	8,303	8,304	8,304	24,911
Other professional and consulting services	71,955	67,537	82,352	221,844
Building and land rent	142,371	308,627	386,114	837,112
Repairs and maintenance	112,130	114,327	190,958	417,415
Insurance	26,791	49,776	64,186	140,753
Utilities	56,506	49,421	33,321	139,248
Supplies and materials	74,191	45,505	29,833	149,529
Equipment/Furnishings	13,493	2,092	8,653	24,238
Professional development	90,827	68,959	103,514	263,300
Marketing and recruitment	10,969	7,060	7,421	25,450
Technology	55,026	48,276	62,683	165,985
Food service	68,310	201,542	230,763	500,615
Student services	209,255	186,667	157,055	552,977
Office expense	50,477	72,077	84,333	206,887
Depreciation and amortization	106,695	113,340	201,329	421,364
Other	<u>1,428</u>	<u>1,373</u>	<u>90,381</u>	<u>93,182</u>
TOTAL EXPENSES	<u>2,769,119</u>	<u>3,858,626</u>	<u>4,946,412</u>	<u>11,574,157</u>
(DEFICIT) SURPLUS FROM SCHOOL OPERATIONS	<u>(765,047)</u>	<u>236,161</u>	<u>568,835</u>	<u>39,949</u>
Support and other revenue:				
Contributions				
Foundations	133,397	2,666	2,667	138,730
Miscellaneous income	<u>-</u>	<u>-</u>	<u>27,647</u>	<u>27,647</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>133,397</u>	<u>2,666</u>	<u>30,314</u>	<u>166,377</u>
CHANGE IN NET ASSETS	<u>\$ (631,650)</u>	<u>\$ 238,827</u>	<u>\$ 599,149</u>	<u>\$ 206,326</u>

**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL**

**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees  
True North Troy Preparatory Charter School

We have audited, 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, the financial statements of True North Troy Preparatory Charter School, which comprise the statement of financial position 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, and have issued our report thereon dated October 26, 2021.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered True North Troy Preparatory Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of True North Troy Preparatory Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of True North Troy Preparatory Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether True North Troy Preparatory Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 26, 2021



## **True North Troy Prep Charter School**

### **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 13th, 2021

By Johanna Martin & Sara Wilcox

2 Polk Street  
Troy, NY 12180

518-445-3100

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Johanna Martin, Associate Chief Operating Officer, and Sara Wilcox, Director of School Support 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)
Robert Bellafiore	Board Chair	Finance
Jeff Buell	Treasurer/Secretary	Finance
Heather LaVine	Trustee	Governance
Joe Bonilla	Vice Chair	None
Sharif Kabir	Trustee	Finance
Vacant	Vacant	Vacant
Vacant	Vacant	Vacant

- **Jamila Hammett has served as the Instructional Leader of the Elementary School program since 2019.**
- **Nicole Cox has served as the Instructional Leader of the Middle School program 2020.**
- **Preethy Gowrinathan has served as the Instruction Leader of the High School program since 2020.**

## SCHOOL OVERVIEW

Troy Preparatory Charter School is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. Troy Prep Charter School opened in August 2009. In 2020-21, the school served 760 students in grades K-12. During the 2020-2021 school year, Troy Prep was a K-12 school with its first graduating senior class. Troy Prep is open to all students in the surrounding communities. Troy Prep's student population consists of approximately 65% African American, 22% Hispanic, 1% Asian, 1% American Indian, 1% Native Hawaiian and 12% Caucasian students. Approximately eighty five percent of Troy Prep students qualify for free or reduced-price lunch. Students from 16 district across the Capitol District attend Troy Prep, including: Troy, Lansingburgh, Albany, Averill Park, Brunswick-Brittonkill, Cohoes, Green Island, East Greenbush, Hudson, North Colonie, Rensselaer, Saratoga, Schenectady, Shenendehowa, South Colonie and Watervliet

Troy Preparatory Charter School's school design includes seven core components.

**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 Troy Prep students, therefore, is tied to mastering this fundamental skill. In 2020-2021, Troy 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<sup>st</sup> grade, and for at least 30 minutes each night starting in 2<sup>nd</sup> 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.
- 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.
- STAR tested every student 3 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Grades 9-12

- Scholars have two and a half hours of daily reading instruction.
- The curricula addresses 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.

**Target Curriculum Focused on Basic Skills.** Troy Preparatory Charter School does not use an off-the-shelf curriculum. Rather, Troy Prep uses curriculum 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. Troy 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.

**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, Troy 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 school year, even with remote students virtually. Troy 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Troy Preparatory Charter School 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. Troy Prep provides its students with every possible opportunity to learn.

Troy 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.

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

Troy Prep students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. 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.

**Insist on Family Involvement.** Troy Prep's educational program is structured so that families must be involved in their child's academic pursuits. In 2020-21, Troy Prep families:

- received their child's report card through a virtual report card conference where they met one on one with their child's advisor virtually;
- discuss with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance via phone calls;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- 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

### **Instructional Modalities due to COVID-19**

During the continued school closure due to COVID-19, Troy Prep continued remote learning for all our students through October 2020. During this time full remote instruction was offered for all K-12 students, which was similar to the remote learning program offered in the spring. During this time, elementary schools received remote instruction in Reading, Writing, Math, Science and History. Middle School scholars received remote instruction in ELA, Math, History and Science. They utilized the five key components of learning for the remote launch of the school year:

**Instructional Videos:** Scholars will watch engaging and informative videos throughout the week

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

that introduce new content.

**Student Packets and Deliverables:** Scholars will complete their daily work packets and deliverables on paper or via Google Classroom based on grade level. Each day, scholars will have a deliverable per each subject block that they will submit to their teacher directly or via Google Classroom based on grade level.

**Independent Reading:** Scholars will engage with high-quality books at their reading level for 20-30 minutes daily through K-4 and 5-8 reading platforms that will be accessible from any device.

**Teacher Office Hours:** Teachers will provide daily office hours Monday–Thursday for additional support. Office hour specifics will be shared by schools and teachers.

**Teacher/Parent Check-Ins:** Teachers will schedule check-ins with scholars and families at least once per week, and answer any questions about the scholar’s work. K-4 students had packets to complete. Students were required to watch recorded instruction videos and submit a set of work deliverables each week. Assignments were submitted directly to the teachers. Students utilized Zoom to attend office hours and have weekly check-ins with teachers. During remote instruction, grades 5-8 continues to access work through Google Classroom. In addition, each week they watched previously recorded instructional videos and submitted work deliverables for each subject area.

By late fall, Troy Prep was at a 1:1 student to Chromebook ratio.

### **K-8 Hybrid Learning**

Beginning October 5th, 2020, students and their families had the option to continue remote instruction or opt into hybrid learning. In grades K-8, students attending in-person learning on a hybrid basis where they attended at least 2 days per week which consisted of either Monday and Wednesday, or Tuesday and Thursday. Special Education students also had the opportunity to attend 4 days per week, Monday through Thursday. All students had asynchronous learning on Friday’s. Students in grades 9-12 who opted into hybrid learning attended in-person learning 4 days per week, consisting of Monday through Thursday, with synchronous learning on Friday’s. All students who continued remote learning instruction attended classes through Zoom with their subject teacher.

In-person and remote instruction relied on paper and online platforms, including Zoom and Google Classroom, where scholars accessed interactive, online curriculum for the majority of their independent instruction.

In-Person Days focused on instruction that students will most benefit from having in person, such as text-based discussion.

In addition to our instructional curriculum, the hybrid learning model also introduced non-instructional specials and wellness curriculum to support scholars in prioritizing their well-being mentally, physically, and emotionally. This included components of Performing Arts, Physical Education and wellness lessons along with in-person activities adhering to our health and safety procedures.

Troy Prep High School students who attended in-person hybrid learning, attended school Monday through Thursday, and attended remote instruction on Friday’s. Students were enrolled in all of the classes they would have been enrolled in previously, including electives, whether they were remote

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

or in-person. Troy Prep High School maximized the benefits of in-person days both in classroom teaching and learning, and in the opportunities to socialize and connect as a community to support student socioemotional wellness.

### **Mental Health, Behavioral, and Emotional Support Services and Programs**

In its continued and expanding effort to support students in need of additional mental health, behavioral and emotional support, Uncommon Schools Troy Prep had the following three centralized priorities for school year 2020-21.

1. Centralized Sharing of Wellness Resources - Schools will include a “Wellness Corner” in weekly communications to families and staff that has both student and teacher-facing wellness resources and activities. These resources will be organized by an assigned “Wellness Lesson” of the month. Wellness Corner will also be added to a “Virtual Calming Room Website” which will be found on all Uncommon Schools’ websites.
2. Streamlined Systems for Wellness Service Referral/Documentation - A “Student Wellness Referral and Tracker” tool will be utilized to identify any and all supports that students may need. This will allow teachers and staff to submit a referral directly to social workers and/or counselors who can determine the appropriate next steps.
3. Explicit Wellness Instruction - Teachers will be provided with lesson plans specific to their gradespan that align with the monthly Wellness Lesson and will teach those lessons monthly - either remotely or in-person. These lessons will be incorporated into the curriculum exploring intellectual, physical, emotional, social, and spiritual wellness. The objective is to provide students with safe spaces to explore their emotions during these challenging times and take care of their whole selves.

In addition, before the start of the 2020-21 school year, Uncommon Schools Social Worker Supervisors conducted two days of virtual professional development for all school-based social workers and counselors on the following topics:

- Trauma - Fostering Resilient Learners & Trauma Sensitive Classrooms
- Social Emotional Learning (SEL)
- Wellness
- Grief, Loss, and Anxiety

In the 2021-2022 school year, Uncommon Schools and Troy Prep is developing and implementing a social emotional learning curriculum that will be worked into all student’s instruction.

Uncommon’s focus as we head into 2021-2022 is to reverse 100% of COVID-related learning loss by June 2022. Uncommon Schools and Troy Prep have created a K-12 instruction model that will meet the academic and social-emotional needs of our students using five key pillars.

1. **Staff and Student Wellness**
2. **Prioritize Reading Instruction in K-6**
3. **Small Group Instruction Focused on Accelerating Student Learning**



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 4. Streamlined Assessment

### 5. Integrated Technology

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	62	59	62	62	61	61	61	51	51					530
2017-18	63	64	64	64	60	64	62	58	39	42				580
2018-19	64	64	63	64	62	63	63	61	55	43	38			640
2019-20	66	66	65	62	64	67	63	65	61	51	35	27		692
2020-21	64	66	66	63	66	67	68	69	65	72	42	25	27	760

## 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			
2019-20	2016-17	2016			
2020-21	2017-18	2017	18	0	18

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

#### 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			
2019-20	2016-17	2016			
2020-21	2017-18	2017	18	0	18

#### 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			
2019-20	2015-16	2015			
2020-21	2016-17	2016	7	0	7

### PROMOTION POLICY

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

#### Troy Prep Elementary:

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,

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

homework completion record and other measures. Troy 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.

Troy Prep Elementary Schools retention policy for the 19-20 school year was not affected and they were able to maintain the current structures in making promotion decisions.

### **Troy Prep 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 of 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

Troy Prep Middle Schools promotion policy for the 19-20 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.

### **Troy Prep 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.

Troy Prep High Schools promotion policy for the 19-20 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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
- Students will be retained if they fail 3+ courses for the year. Failure for a course means that a student fails both the Q1-Q3 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 Troy Prep would identify any student with extenuating challenges and propose end of year options on a case by case basis.

### GOAL 1: HIGH SCHOOL GRADUATION

#### GOAL 1: HIGH SCHOOL GRADUATION

All students will complete 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.

To receive a Troy Prep High School Diploma, scholars must meet the following minimum requirements. These requirements are more rigorous than state requirements so that scholars may be more competitive in the college admissions process and be prepared for college level courses.

- Pass 25 weight bearing course credits in required courses
- Pass five Regents exams; 1 in each content area +1 additional in any content

*Required Classes and Credits*

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

All Troy Prep scholars must complete the minimum 25 required course credits as outlined below. One weight bearing credit is a least 120 seat hours. All courses listed below will be given a letter grade and carry GPA and credit weight.

Content	Credits	Grade	Course Title	Frequency
English	4	9 <sup>th</sup>	English I	6-7x/week, at least 50 min per day, all 4 years, 1 credit per year
		10 <sup>th</sup>	Pre-AP English Literature or AP English Literature and Composition	
		11 <sup>th</sup>	English III or AP English Language and Composition	
		12 <sup>th</sup>	English Elective or AP English options	
Math	4	9 <sup>th</sup>	Algebra I or Geometry	6-7x/week, at least 50 min per day, all 4 years, 1 credit per year
		10 <sup>th</sup>	Geometry or Algebra II	
		11 <sup>th</sup>	Algebra II or Pre-AP Calculus	
		12 <sup>th</sup>	Pre-AP Calculus, AP Calculus AB, or AP Calculus BC	
History	3	9 <sup>th</sup>	Pre-AP World History	5x/week, at least 50 min per day, 3 years, 1 credit per year
		10 <sup>th</sup>	AP World History or World History II	
		11 <sup>th</sup>	AP US History or US History I	
		12 <sup>th</sup>	AP Seminar, AP Research, or History electives	
Science	3	9 <sup>th</sup>	Pre-AP Biology	5-6x/week, at least 50 min per day, 3 years, 1 credit per year
		10 <sup>th</sup>	Pre-AP Chemistry	
		11 <sup>th</sup>	AP Biology, AP Chemistry, AP Physics 1, Physics	
		12 <sup>th</sup>	AP Biology, AP Chemistry, AP Physics 1, or AP Environmental Science	

Credit Equivalences
1 Troy Prep Credit = 2 NYS Credits

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

93% of Troy Prep High School students were promoted in the 2018 cohort. 84% of Troy Prep High School students were promoted in the 2019 cohort. 78% of Troy Prep High School students were promoted in the 2020 cohort.

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	51	84%
2020	85	78%

### ADDITIONAL EVIDENCE

Our school continues to meet and exceed this measure year over year. For the past three years, we have had over 75% promotion in our first and second year cohorts.

#### 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

As evidenced by looking at 2016, 2017, and 2018 cohorts in their second year, we are exceeding the measure of 75% of students passing at least three different New York State Regents Exams required for graduation. At the end of their second year, 75% of the 2017 cohort had passed 3 or more Regents exams, and 92% of the 2018 cohort and 77% of the 2019 cohort had done the same based on the NYSED allowed regents exemptions given COVID-19.

Looking at future data, we expect to continue to meet and exceed this goal. Most of our students take and pass two Regents exams in the 8<sup>th</sup> grade (Living Environment and Algebra I). Those who do not pass those exams, will be required to re-take the exam a second time in their 9<sup>th</sup> grade year.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

When students are enrolled in 9<sup>th</sup> grade, all students take the ELA Regents Exam, and about 50% take the Geometry Regents Exam. By prioritizing Regents exams in the 8<sup>th</sup> and 9<sup>th</sup> grades, we are able to ensure that at least 75% of students meet and exceed our goal of 3 passing Regents exams by the end of the 10<sup>th</sup> grade. While there are still unknowns given COVID-19 as we enter School Year 2020-21, we are confident that whether or not students take Regents or submit for exemptions, we will continue to see the same growth over the course of the next year.

### 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	20	75%
2018	2019-20	28	92%
2019	2020-21	56	77%

### 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

We are extremely pleased with our graduation rate for our first four year cohort. 100% of students have graduated.

### 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		
2016	2019-20		
2017	2020-21	17	94%

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

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19		
2015	2019-20		
2016	2020-21	7	100%

### 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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### 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				
2016	2019-20				
2017	2020-21	24	96%	1577	89%

### 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->



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

[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 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

At this time, Troy Prep Charter School did not have 2017 cohort students in an alternative graduation pathway program.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A			
N/A			
N/A			
Overall			

Pathway Exam Passing Rate  
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19		
2016	2019-20		
2017	2020-21		

### ADDITIONAL EVIDENCE

At this time, Troy Prep Charter School did not have 2017 cohort students in an alternative graduation pathway program.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In our 1st year with a graduating cohort, Troy Prep Charter School achieved its High School graduation goals.

Type	Measure	Outcome
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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Achieved
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.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
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.	Not Applicable
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.	Not Applicable

### ACTION PLAN

Troy Prep Charter 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 has been updated and modified to work with remote and hybrid instruction during school year 20-21. The 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

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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.
- 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.
- At the end of the school day, teachers will host Office Hours or small group tutoring for students who need additional support. Students will be able to continue engaging in extracurricular activities, including Projects and Clubs like Speech, Debate, and Robotics.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Students will be prepared for the rigorous nature of college by the end of high school.

### 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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

46% of students in the 2017 Cohort passed an Advanced Placement exam with a score of 3 or higher. This percentage does not exceed the absolute measure of 75% of graduating students.

Troy Prep Charter School does not offer courses in partnership with a college or university, nor does the school offer the required foreign language instruction required to pass a foreign language Regents exam. Rather than adhere to the Advanced Regents program, students take AP-aligned classes outside the scope of the Regents curriculum.

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	23	11	46%
Achieving the college and career readiness benchmark on the SAT	21	12	57%
Overall	23	16	70%

#### 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

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

### 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

Troy Prep has a matriculation rate of 80%, exceeding the goal of 75%. This is due to our hardworking college counselor and extremely low counselor to student ratio (approximately 25:1). This is our first year of graduating seniors.

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	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A
2017	2020-21	25	20	80%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Troy Prep Charter School achieved 1 of 2 High School Graduation goals. Furthermore, the school exceeded the New York State benchmark of 75% matriculating in a two- or four-year college.

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

### ACTION PLAN

Troy Prep Charter 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 had been updated and modified to work with remote and hybrid instruction during this school year. The 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.
- 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.
- At the end of the school day, teachers will host Office Hours or small group tutoring for students who need additional support. Students will be able to continue engaging in extracurricular activities, including Projects and Clubs like Speech, Debate, and Robotics.

### GOAL 3: ENGLISH LANGUAGE ARTS

#### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

##### Goal 3: English Language Arts

Students will achieve mastery of skills in English Language Arts

#### BACKGROUND

Troy 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. During the 2013-2014 school year, Troy Prep began to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards. Troy Prep continued to refine this process during the 2018-2019 academic year.

Each academic year, Troy Prep uses three to four formative assessments in ELA, each 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 produced so that teachers and administrators can develop action plans based upon 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.

Troy Prep's elementary school ELA program emphasizes both strong reading and strong writing. The reading program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are 3 literacy blocks each day that are 45 minutes (K-2) and 50 minutes (3-4). 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 grades K-2 and 50 minutes in grades 3-4, in addition to the 3 literacy blocks. Troy Prep Middle School creates a scope and sequence for ELA and divides the year units, each culminating in a formal assessment. Troy Prep Middle School conducts an hour ELA block.

Every year Troy Prep provides teachers with an intense training program where we instruct teaching and student behavior management techniques and strategies to employ in their classrooms and throughout the school. We achieve complete consistency throughout the school with regard to behavior and academic standards.

Additionally, all staff members meet each Friday to review the past week's progress, refine teaching practice, and finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

#### METHOD

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

- Criterion-referenced New York State exams in English Language Arts

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- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts

During the 20-21 academic year, Troy Prep was only able to use Internally developed Interim Assessments in English Language Arts. Troy Prep administered 3 internally developed and aligned Interim Assessments. These assessments were created to reflect the school's scope and sequence in English Language Arts, and to mirror the style and scope of the New York State ELA 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. These exams were given to all students regarding of their learning preference, whether they were in-person hybrid learning or remote learning.

While remote learning continued for all students through October, Troy Prep continued to have consistent ELA instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran ELA teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments as well as passage practice tasks. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted. Students were also encouraged to engage in independent reading for 1 hour a week.

Troy Prep transitioned to hybrid learning in early October, where students had the option to attend in person hybrid learning at least twice a week or complete remote learning. During remote learning days, all students continued to attend live classes through Zoom just as if they were in the classroom.

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

### RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022. Students in Grades 5-8 took 2 interim assessments during the 2020-2021 school year. All students, regardless if they were attending in-person hybrid or remote learning took these assessments. Those students who were remote only learning for the 2020-2021 school year, were administered these assessments remotely. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. These numbers are consistent with those assessments that were completed during the 19-20 school year,



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where they attended more in-person learning. We are pleased with the results and we are particularly impressed with our 6<sup>th</sup> and 8<sup>th</sup> grade cohorts.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>2</sup>	Number Tested	Percent Proficient	Number Tested
5	44%	63	47%	58
6	51%	62	52%	50
7	35%	63	33%	54
8	57%	56	57%	54
All	47%	244	47%	216

### ADDITIONAL CONTEXT AND EVIDENCE

Troy Prep has moved toward meeting the Absolute Measure each year since 2015-2016, taking a minor step back in 2018-19. In both 2015-2016 and 2016-17, 48% of students met the absolute measure in ELA. In 2017-2018 57% of students met the absolute measure in ELA. In 2018-19 55% of students met the absolute measure. Troy Prep attributes this growth to the fact that students who began at Troy Prep as Kindergarteners have reached grade levels that are assessed by New York State. 5<sup>th</sup> Grade has traditionally been an intake year for Troy Prep, with many students starting multiple grade levels behind. As such, 5<sup>th</sup> grade has posted the weakest results in the past. In 2017-18 and 2018-19, Troy Prep's fifth and sixth grade was made up of students from Troy Prep Elementary grades. While we were not able to see our results on a NYS ELA exam, are students results on the 2020-21 interim assessments are in line with those of the results from interim assessments in 2019-2020, which consisted of more in-person learning for all students. The Middle School scores are also consistent with those state test results in 2018-19, even showing a higher percentage in 5<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> Grade.

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

Typically, Troy Prep's English Language Arts goal is to have 75 percent 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. While we were unable to take the NYS exams in 19-20, and only hybrid students taking the NYS exam in 20-21, our goal is to improve upon our results last year. We were able to assess this throughout our interim assessments. On the most recent interim assessment, an average of 47% of students in grades 5-8 scored advanced or proficient. While we did not meet our goal of beating 55% from 2018-19, and a minor decrease from the last interim assessment in 19-20, our 6<sup>th</sup> and 8<sup>th</sup> grade cohorts had particularly strong results.

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<sup>2</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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### ACTION PLAN

Troy Prep continues to refine improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Troy Prep continues to make changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Troy Prep's instructional leaders feel that these ongoing changes improved upon a strong program and led to increased student learning in ELA.

School leaders acknowledge that there is much work to be done in the area of ELA performance, especially as we transition from remote learning to full in person learning in the 21-22 school year. Our goal is to analyze and compare our results to ensure that we are working to identify and act accordingly to fill in learning loss and gaps that were attributed to COVID-19 and remote learning.

We continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continue independent practice, students will be able to refine their skills in both Math and ELA. As we transition back to full in-person learning, we will continue to provide both real-time feedback and consistent feedback on written work submissions comprehensive feedback on graded assignments. As a network, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May. 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 collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

To reverse the COVID-related learning loss in ELA, Uncommon Schools and Troy Prep have new pillars of the 2021-2022 instructional model which incorporates additional focuses on ELA instruction. This includes prioritizing reading instruction in grades K-6. Troy Prep will also strategically embed small group instruction into our K-8 instructional models in order to meet every student where they are. Troy Prep's assessment and response to data will be streamlined to regularly gather data and effectively reteach while maximizing instructional time.

### 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.

### 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**

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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

The 2017 cohort had 10 students (45%) pass English Regents with a score of 75 or higher. We did not have any students sit for the English Regents exam. We had 3 students who were exempted from the English Regents with no valid score.

This does not exceed the goal of 65% of students passing the English Language Arts Common Core Regents Exam with a score of 75% or higher. Our 2018 cohort had 41% of it's students pass with a level 4 with 11 students exempt from the English Regents with no valid score. Our 2019 cohort did not have any students previously sit for the English Regents and had 43 students exempt from the English Regents with no valid score. Our 2020 cohort did not have any students sit previously for the English Regents and had 42 students exempt from the English Regents with no valid score.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>3</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		0		
2016	2019-20		0		
2017	2020-21	25	3	10	45%

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	22	27%	24	N/A	25	45%
2018	36	31%	30	30%	30	41%
2019			51	N/A	52	N/A
2020					60	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.

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

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### 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

The 2017 cohort had 17 students pass the English Regents. This does not meet the goal of 80% of students in the cohort will score at or above a level 3. We are excited to continue to monitor our progress with future cohorts of students. We did not have any students sit for the English Regents exam. We had 3 students in the 2017 cohort who were exempted with no valid score. Our 2018 cohort had 41% of it's students pass with a level 4 with 11 students exempt from the English Regents with no valid score. Our 2019 cohort did not have any students previously sit for the English Regents and had 43 students exempt from the English Regents with no valid score. Our 2020 cohort did not have any students sit previously for the English Regents and had 42 students exempt from the English Regents with no valid score.

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		0		
2016	2019-20				
2017	2020-21	25	3	17	77%

### ADDITIONAL EVIDENCE

Our 2018 cohort had 82% of its students pass with a level 3 and there were an additional 11 students exempt from the English Regents with no valid score. Our 2019 cohort did not have any students previously sit for the English Regents and had 43 students exempt from the English Regents with no valid score. Our 2020 cohort did not have any students sit previously for the English Regents and had 42 students exempt from the English Regents with no valid score.



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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	11	45%	24	N/A	25	77%
2018	37	59%	30	30%	30	82%
2019			51	78%	52	N/A
2020					60	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.

### 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.

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### 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

We do not have information for all of our students in the 2017 cohort and their results on the grade 8 ELA test. Based off of the information that we have,

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		0		
2016	2019-20		0		
2017	2020-21	8	1	2	29%

#### 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

Of the 8 students in the 2017 cohort that were are aware of not being proficient in the 8th grade for English language arts exams, 86% were received at least a level 3 by their fourth year accountability cohort. We did not have any students sit for the 2020-21 English Language Arts Regents exam.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade	Number Exempted with No Valid Score	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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		(a)	(b)		
2015	2018-19		0		
2016	2019-20				
2017	2020-21	8	1	6	86%

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

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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 Achieved
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 Achieved
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.	Not Achieved
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.	Achieved

### ACTION PLAN

- 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 make 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.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

## GOAL 4: MATHEMATICS

### ELEMENTARY MATHEMATICS

#### Goal 4: Mathematics

#### BACKGROUND

Troy 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, Troy Prep middle school created a scope and sequence for math and divided the year into units, each culminating in a formal assessment. During the 2020-2021 school year, Troy Prep continued to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards.

Partnering with Uncommon Schools, Troy Prep designed yearly assessments in math, 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 produced so that teachers and administrators develop action plans based upon 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.

Troy Prep elementary school's mathematics program emphasizes both strong computational procedures and problem-solving skills. The math program at Troy Prep takes arithmetic concepts



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and breaks them down to concrete, step-by-step approaches toward solving problems. At Troy Prep, math instruction incorporates a rigorous balance between mechanics and problem solving.

In grades K-2, there is one 55-minute block of math a day and in grades 3-4, there is a 95-minute block 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. In the afternoon in grades K-2 students are provided with an additional 20 minute “Math Meeting” where concepts from earlier lessons are reinforced and retaught when necessary. Grades 5-8 have two-hour blocks of math Monday-Thursday. During the 2020-2021 school year, Troy Prep continued Math instruction through remote learning until the beginning of October 2020. When hybrid learning launched, students who were either remote or in person received the same lessons with the same assignments. When students were remote, they engaged in instruction from their Math teachers via Zoom. Students had assignments that were due through Google Classroom.

Every year we provide our teachers with an intense three-week training program where we instruct teaching and student behavior management techniques and strategies to employ in their classrooms and throughout the school. We achieve complete consistency throughout the school with regard to behavior and academic standards. During the 2020-2021 school year, these trainings were provided remotely with an emphasis on remote instruction to help our students succeed.

Additionally, all staff members meet each Friday to review the past week’s progress, refine teaching practice, and finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

To reverse the COVID-related learning loss in Math, Uncommon Schools and Troy Prep have new pillars of the 2021-2022 instructional model which incorporates additional focuses on Math instruction. This includes the opportunity to strengthen and deepen key mathematical practices. Troy Prep will also strategically embed small group instruction into our K-8 instructional models in order to meet every student where they are. Troy Prep’s assessment and response to data will be streamlined to regularly gather data and effectively reteach while maximizing instructional time. There will be an additional focus on Middle School Math.

### METHOD

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

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

During the 20-21 academic year, Troy Prep was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March of 2019, and shifted to optional hybrid learning in 20-21. Troy Prep administered 2 internally developed and aligned Interim Assessments to both Elementary School students and Middle School students. 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

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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 whether the students were in-person during hybrid learning or entirely remote.

During remote learning that continued through the beginning of October, 2020, Troy Prep continued to have consistent Math instruction where 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. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

Troy Prep shifted to Hybrid learning in the beginning of October, 2020 where limited class sizes attended in-person learning through a hybrid schedule. This consisted of students attending in-person learning at least twice a week, but as much as four times a week. Approximately 40% of our Middle and Elementary School students continued remote learning through the entire 2020-2021 school year. These students continued to receive the same instruction as those who were attending in-person learning through Zoom. Students received instruction through their classroom teacher through Zoom with deliverables for all students due in Google Classroom.

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

### RESULTS AND EVALUATION

The below is data from the most recent Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2020-2021. Both our Elementary and Middle School students took 2 interim assessments during the 2020-21 school year. The chart below represents the percentage of students who are advanced or proficient on their most recent interim assessment. We are particularly impressed with our 5th and 8th grade cohorts.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>4</sup>	Number Tested	Percent Proficient	Number Tested

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<sup>4</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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3	38%	56	39%	51
4	39%	59	39%	57
5	59%	63	60%	58
6	45%	62	50%	52
7	52%	54	51%	47
8	54%	56	57%	51
All	48%	350	49%	316

### ADDITIONAL EVIDENCE

#### Performance on a Regents Mathematics Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Algebra I	93%	89
8	2018-19	Algebra I	86%	86
8	2019-2020	Algebra I	66% Exempt	59
8	2020-21	Algebra I	48% Exempt	60

The chart above represents the percentage of Troy Prep's 8th grade cohort who passed the Algebra 1 regents with a score of 65. From our 2019-2020 8th grade cohort, 66% of Troy Prep 8<sup>th</sup> grade students were exempt from the 2019-2020 Algebra I Regents Exam. From our 2020-21 8<sup>th</sup> grade cohort, 48% of students were exempt from the 2020-21 Algebra I Regents Exam.

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Troy Prep did not achieve the goal of having an average of 75% of all tested students score proficient on the most recent interim assessment. Troy Prep averaged 48% of students scored advanced or proficient on their most recent interim assessment, with 49% of students in their second year scoring advanced or proficient.

### ACTION PLAN

Troy Prep has not met its math accountability goals for school year 2020-21, as well as taken a step back compared to its previous performance.

Over the course of the past school year, Uncommon Schools has made continuous changes to its program in order to ensure that its curriculum, schedule, and instruction best support student learning in math, while accommodating and shifting to Remote Learning. Changes include: switching from Saxon math to a 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-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master

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material throughout the school year; revising quarterly Interim 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. We know 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 strive to continue 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, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May, resuming in the 2021-22 school year. 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 collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scop and sequences as well as provide real-time feedback in-person as we shift back during the 2021-2022 school year. We feel that our students will benefit from returning to in-person learning and resuming the small group instruction for our students.

### 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.**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Of the 2017 cohort, 87% of students have passed at Mathematics Regents with Performance Level of 4 and 10 students have been exempt from the exam by their fourth year. We did not have any students sit for the 2021 Regents Exam. Of the 2018 cohort, 13 students were exempt from the Mathematics regents, and 82% of students achieving a level 4. Of the 2019 cohort, 23 students were exempt from the Mathematics regents and 69% receiving a level 4. Of the 2020 cohort, 43 students were exempt from the Mathematics regents and this cohort never sat for an examination.

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	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	25	10	13	87%

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					25	87%
2018	39	59%	30	83%	30	82%
2019			51	86%	52	69%
2020					60	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



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Of the 2017 Cohort, 90% of students have scored at or above Level 3 or received an exemption on a Regents Mathematics Exam.

This measure was met and exceeded, for the 2020-2021 school year.

Of the 2018 cohort, 13 students were exempt from the Mathematics regents, and 91% of students achieved a level 3. Of the 2019 cohort, 16 students were exempt from the Mathematics regents and 89% receiving a level 4. Of the 2020 cohort, 43 students were exempt from the Mathematics regents and this cohort never sat for an examination.

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)
2015	2018-19		0		
2016	2019-20				
2017	2020-21	25	4	19	90%

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					25	90%
2018					30	91%
2019					52	89%
2020					60	N/A

Goal 4: Absolute Measure

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

Troy Prep students do not take the New York State 8<sup>th</sup> Grade Mathematics Exam, therefore there are no numbers to compare in column a.

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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		0		
2016	2019-20				
2017	2020-21				

### 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

Troy Prep students do not take the New York State 8<sup>th</sup> Grade Mathematics Exam, therefore there are no numbers to compare in column a.

### Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>5</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		0		
2016	2019-20				
2017	2020-21				

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The 2017 Accountability Cohort of Troy Prep Charter School met and exceeded 2 of 2 of the mathematics goals for school year 2020-2021. The school will update the report as the district comparison data becomes available.

<sup>5</sup> Based on the highest score for each student on the mathematics Regents exam



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Achieved
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.	Achieved
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
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

### ACTION PLAN

- 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 make 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.
- High school students will be returning to full in-person learning in the 2021-2022 school year.

### 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. Since the shift to remote learning in March 2020, the goal is the same with performing at proficiency on Troy Prep's internal interim assessments.

#### BACKGROUND

The science curriculum at Troy 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.

Troy 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.

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 and into early October 2020, Troy 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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Troy Prep transitioned to option in-person hybrid learning in early October, 2020. During that time, students who opted into in-person hybrid learning attended school at least twice a week, up to four times a week. During this time, they resumed their in-person science instruction. For remote students, and during remote days, students attended Zoom Science instruction with their Science teacher. Students had assignments that were completed through Google Classroom.

### METHOD

The school administered two internal interim Science assessments in the 2020-21 school year.

### RESULTS AND EVALUATION

Troy Prep students took 2 rounds of internal Interim Assessments that were compared to other Uncommon Schools in our network.

During Troy Prep's first round of internal Interim Assessments, students in 8th grade scored an 1% lower than the Uncommon Schools average.

Troy Prep students in 8th grade outperformed were consistent with the Uncommon Schools average by on their second interim assessment, with 49% of students scoring proficient or advanced proficient. 50% of students who were in their second year scored either proficient or advanced proficient.

Troy Prep did not meet the goal of students scoring at proficiency on our internal interim assessments.

### ADDITIONAL CONTEXT AND EVIDENCE

Troy Prep has met the Absolute Measure each year since 2015-2016 in Grade 4 Science. In 2016-2017, 94% of students met the absolute measure in Science. In 2017-18, 95% of students met the absolute measure. In 2018-19, 84% of students met the absolute measure. These students have received high-quality Science instruction since starting at Troy Prep in Kindergarten, which attributes to the strong results each year.

Troy Prep has historically met the 8th grade measure. In 2016-17, 92% of 2nd year students passed the Living Environment Regents exam. In 2018-19, 78% of 2nd year students passed the exam. 65% of students earned an exemption from the Living Environments Regents.

### SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Troy Prep did not achieve their Science goals for the 2020-21 school year. While 4th grade students did not take assessments directly in Science in the 2019-2020 school year, the 8th grade students did not perform at or above proficiency on their 2 internal interim Assessments.

### ACTION PLAN

While Troy Prep has been pleased with its 4<sup>th</sup> grade science results in the past, we acknowledge that

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

there is always room for improvement, especially given the 20-21 8<sup>th</sup> grade internal Interim Assessment results. Troy 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 did not administer any exams in 2020-21 school year. 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.

**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.**

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### RESULTS AND EVALUATION

Troy Prep Charter School had 94% of students in the 2017 cohort passed the Living Environment Regents with a score of 65 or higher with 7 who were exempt from the exam. Students did not sit for the living environment exam.

This measure was met and exceeded, for the 2020-2021 school year.

Of the 2018 cohort, 90% of students passed the Living Environment Regents with a score of 65 or higher with 10 students exempt with no valid score. The 2017 cohort had 81% of students pass with 16 exempt and the 2020 cohort had 44 students exempt with no valid score. No students sat for the exam.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>6</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		0		
2016	2019-20				
2017	2020-21	25	7	17	94%

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					25	94%
2018	44	84%	30	77%	30	90%
2019			51	27%	52	81%
2020					60	N/A

#### Goal 5: Comparative Measure

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.

### GOAL 6: SOCIAL STUDIES

#### Goal 6: Social Studies

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

<sup>6</sup> Based on the highest score for each student on any science Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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

The 2017 cohort had 15 students exempt with no valid score. We did not have any students sit for the History Regents exam in 2020-21 school year or in previous years.

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		0		
2016	2019-20				
2017	2020-21	25	16	N/A	N/A

### EVALUATION

Troy Prep Charter School had 16 students exempt with no valid score in the 2017 cohort. They had not previously sat for this exam. 22 students exempt in the 2018 cohort.

### ADDITIONAL EVIDENCE

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			32	19%	25	92%
2018					30	N/A



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2019					52	N/A
2020					60	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 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 Global History exam by the completion of their fourth year in the cohort.

## METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had 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

The 2017 cohort had a 92% pass rate on the Global History Regents with 13 students exempt with no valid score. We did not have any students sit for the exam in the 2020-2021 school year.

Global 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		0		
2016	2019-20				
2017	2020-21	25	13	11	92%

## EVALUATION

Based on the data shared in the table above the measure was met, with 92% of students achieving proficiency or passing the Global History exam by the completion of their fourth year in the 2017

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

cohort. 32 students in the 2019 cohort were exempt from the Global History exam with no valid score

### ADDITIONAL EVIDENCE

Global 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					25	92%
2018			30	83%		
2019					52	N/A
2020						

#### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global 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.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Troy Prep's 2020-2021 ESSA Accountability Status is "Good Standing"

Troy Prep met the ESSA measurement of its accountability plan.

### ADDITIONAL EVIDENCE

Troy Prep has been a school in "Good Standing" in every year that the school has been operational.

Accountability Status by Year

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



## GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

### TEMPLATE TABS

#### 1- GRAY tab contains the Instructions

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

#### 2- BLUE tabs require input of information

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

### CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE contain guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



## ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

### True North Troy Preparatory Charter School

#### SCHOOL

<b>Name:</b>	True North Troy Preparatory Charter School
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#### CONTACT INFORMATION

<b>Contact Name:</b>	Chris Ahn
<b>Contact Title:</b>	Manager, Finance
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#### REPORT PERIOD

<b>Current Academic Year:</b>	2021-22
<b>Prior Academic Year:</b>	2020-21

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL  
2021-22

ENROLLMENT BY GRADES													
GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	64	64	64	64	64	64.5	64.5	64.25	63	59.25	58.25	32.25	21.75
TOTAL ENROLLMENT = 747.75													

ENROLLMENT BY DISTRICT														
		PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
			QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
		19	0	19	0	19	0	19	0	0	0	0	0	
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	747.75	0	747.75	0	747.75	0	747.75	0	0	0	0	
NUMBER OF STUDENTS ENROLLED:		0	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.											
		PRIOR YEAR 2020-21	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
			QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
PRIMARY District	TROY CITY SD		503.5225		503.5225		503.5225		503.5225					
SECONDARY District	LANSINGBURGH CSD		96.34		96.34		96.34		96.34					
Other District 3	SCHENECTADY CITY SD		26.93375		26.93375		26.93375		26.93375					
Other District 4	COHOES CITY SD		21.98875		21.98875		21.98875		21.98875					
Other District 5	ALBANY CITY SD		21.71625		21.71625		21.71625		21.71625					
Other District 6	WATERVLIET CITY SD		21.585		21.585		21.585		21.585					
Other District 7	AVERILL PARK CSD		8.92625		8.92625		8.92625		8.92625					
Other District 8	BRUNSWICK CSD (BRITTONKILL)		7.4775		7.4775		7.4775		7.4775					
Other District 9	RENSSELAER CITY SD		6.87625		6.87625		6.87625		6.87625					
Other District 10	GREEN ISLAND UFSD		6.75125		6.75125		6.75125		6.75125					
Other District 11	SHENENDEHOWA CSD		6.62		6.62		6.62		6.62					
Other District 12	EAST GREENBUSH CSD		6.1075		6.1075		6.1075		6.1075					
Other District 13	NORTH COLONIE CSD		3.2		3.2		3.2		3.2					
Other District 14	HUDSON CITY SD		3.2		3.2		3.2		3.2					
Other District 15	SOUTH COLONIE CSD		2.9075		2.9075		2.9075		2.9075					
Other District 16	AMSTERDAM CITY SD		1.025		1.025		1.025		1.025					
Other District 17	WATERFORD-HALFMOON UFSD		0.8575		0.8575		0.8575		0.8575					
Other District 18	SCHODACK CSD		0.8575		0.8575		0.8575		0.8575					
Other District 19	SARATOGA SPRINGS CITY SD		0.8575		0.8575		0.8575		0.8575					
Other District 20	(Select from drop-down list) →													

			ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		PRIOR YEAR	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	2020-21	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
		Actual Enrollment												







TRUE NORTH TROY PREPARATORY CHARTER SCHOOL  
2021-22

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")														
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.		<b>*NOTE:</b> If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.								<b>*NOTE:</b> Each quarter, the actual FTE should be input.				<b>*NOTE:</b> State the assumptions that are being made for personnel FTE levels.
ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management		0.0		0.0		0.0		0.0						
Instructional Management		3.0		3.0		3.0		3.0						Principal
Deans, Directors & Coordinators		11.0		11.0		11.0		11.0						Director of Operations, Dean of Curriculum and Instruction, Dean of Students, SPED Coordinator, Extra curricular/exploratory programming Coordinator
CFO / Director of Finance		0.0		0.0		0.0		0.0						
Operation / Business Manager		0.0		0.0		0.0		0.0						
Administrative Staff		15.0		15.0		15.0		15.0						Office Manager, Special Projects Coordinator, Regional Personnel
TOTAL ADMINISTRATIVE STAFF	0.0	29.0	0.0	29.0	0.0	29.0	0.0	29.0	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		44.7		44.7		44.7		44.7						Lead and regular teachers
Teachers - SPED		7.0		7.0		7.0		7.0						Special education teachers
Substitute Teachers		0.0		0.0		0.0		0.0						
Teaching Assistants		2.8		2.8		2.8		2.8						Teaching Assistants
Specialty Teachers		7.0		7.0		7.0		7.0						Specialty Teachers of elective subjects
Aides		0.0		0.0		0.0		0.0						
Therapists & Counselors		0.0		0.0		0.0		0.0						
Other		0.0		0.0		0.0		0.0						
TOTAL INSTRUCTIONAL	0.0	61.5	0.0	61.5	0.0	61.5	0.0	61.5	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse		0.0		0.0		0.0		0.0						
Librarian		0.0		0.0		0.0		0.0						
Custodian		1.0		1.0		1.0		1.0						Custodian
Security		0.0		0.0		0.0		0.0						
Other		0.0		0.0		0.0		0.0						
TOTAL NON-INSTRUCTIONAL	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	91.5	0.0	91.5	0.0	91.5	0.0	91.5	0.0	0.0	0.0	0.0	0.0	

		TRUE NORTH TROY PREPARATORY CHARTER SCHOOL													
		Budget / Operating Plan													
		2021-22													
Total Revenue		-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	
Total Expenses		-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	
Net Income		-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-	-	
Actual Student Enrollment		-	748	-	-	748	-	-	748	-	-	748	-	-	
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		2020-21	Original	Revised		Original	Revised		Original	Revised		Original	Revised		
		Revenue Per Pupil	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance	
REVENUE		Allocate Per Pupil													
REVENUES FROM STATE SOURCES		Revenue by Quarter	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.												
Per Pupil Revenue	2021-22	PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%	25.0%		25.0%	25.0%		
TROY CITY SD	16,817		2,116,934	-	-	2,116,934	-	-	2,116,934	-	-	2,116,934	-	-	
LANSINGBURGH CSD	11,213		270,065	-	-	270,065	-	-	270,065	-	-	270,065	-	-	
SCHENECTADY CITY SD	13,135		88,444	-	-	88,444	-	-	88,444	-	-	88,444	-	-	
COHOES CITY SD	13,733		75,493	-	-	75,493	-	-	75,493	-	-	75,493	-	-	
ALBANY CITY SD	16,179		87,837	-	-	87,837	-	-	87,837	-	-	87,837	-	-	
WATERVLIET CITY SD	10,734		57,923	-	-	57,923	-	-	57,923	-	-	57,923	-	-	
AVERILL PARK CSD	11,311		25,241	-	-	25,241	-	-	25,241	-	-	25,241	-	-	
BRUNSWICK CSD (BRITTONKILL)	12,284		22,963	-	-	22,963	-	-	22,963	-	-	22,963	-	-	
RENSSELAER CITY SD	10,880		18,703	-	-	18,703	-	-	18,703	-	-	18,703	-	-	
GREEN ISLAND UFSD	13,829		23,341	-	-	23,341	-	-	23,341	-	-	23,341	-	-	
SHENENDEHOWA CSD	12,532		20,740	-	-	20,740	-	-	20,740	-	-	20,740	-	-	
EAST GREENBUSH CSD	13,105		20,010	-	-	20,010	-	-	20,010	-	-	20,010	-	-	
NORTH COLONIE CSD	12,219		9,775	-	-	9,775	-	-	9,775	-	-	9,775	-	-	
HUDSON CITY SD	15,281		12,225	-	-	12,225	-	-	12,225	-	-	12,225	-	-	
SOUTH COLONIE CSD	13,517		9,825	-	-	9,825	-	-	9,825	-	-	9,825	-	-	
ALL OTHER School Districts: ( Weighted Avg )	12,830		11,539	-	-	11,539	-	-	11,539	-	-	11,539	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,358		-	2,871,060	-	-	2,871,060	-	-	2,871,060	-	-	2,871,060	-	-
Special Education Revenue			119,401		-	119,401		-	119,401		-	119,401		-	
Grants															
Stimulus					-			-			-			-	
DYCD (Department of Youth and Community Development)					-			-			-			-	
Other					-			-			-			-	
NYC DoE Rental Assistance															
Other					-			-			-			-	
TOTAL REVENUE FROM STATE SOURCES			-	2,990,461	-	-	2,990,461	-	-	2,990,461	-	-	2,990,461	-	-
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-		-	-		-	-		-	-		-	
Title I			59,852		-	59,852		-	59,852		-	59,852		-	
Title Funding - Other			10,801		-	10,801		-	10,801		-	10,801		-	
School Food Service (Free Lunch)			186,753		-	186,753		-	186,753		-	186,753		-	
Grants															
Charter School Program (CSP) Planning & Implementation			-		-	-		-	-		-	-		-	
Other			212,816		-	212,816		-	212,816		-	212,816		-	
Other			-		-	-		-	-		-	-		-	
TOTAL REVENUE FROM FEDERAL SOURCES			-	470,222	-	-	470,222	-	-	470,222	-	-	470,222	-	-
LOCAL and OTHER REVENUE															
Contributions and Donations			52,250		-	52,250		-	52,250		-	52,250		-	
Fundraising			-		-	-		-	-		-	-		-	
Erate Reimbursement			-		-	-		-	-		-	-		-	
Earnings on Investments			-		-	-		-	-		-	-		-	
Interest Income			-		-	-		-	-		-	-		-	
Food Service (Income from meals)			-		-	-		-	-		-	-		-	
Text Book			-		-	-		-	-		-	-		-	
OTHER			1,284		-	1,284		-	1,284		-	1,284		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	53,534	-	-	53,534	-	-	53,534	-	-	53,534	-	-
TOTAL REVENUE			-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-
Total Expenses	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-
Net Income	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-	-
Actual Student Enrollment	-	748	-	-	748	-	-	748	-	-	748	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	Avg. No. of Positions												
Executive Management	-	-		-	-		-	-		-	-		-
Instructional Management	3.00	81,441		-	81,441		-	81,441		-	81,441		-
Deans, Directors & Coordinators	11.00	337,449		-	337,449		-	337,449		-	337,449		-
CFO / Director of Finance	-	-		-	-		-	-		-	-		-
Operation / Business Manager	-	-		-	-		-	-		-	-		-
Administrative Staff	15.00	103,869		-	103,869		-	103,869		-	103,869		-
TOTAL ADMINISTRATIVE STAFF	29.00	-	522,759	-	-	522,759	-	-	522,759	-	-	522,759	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	44.68	639,742		-	639,742		-	639,742		-	639,742		-
Teachers - SPED	7.00	95,169		-	95,169		-	95,169		-	95,169		-
Substitute Teachers	-	-		-	-		-	-		-	-		-
Teaching Assistants	2.84	28,650		-	28,650		-	28,650		-	28,650		-
Specialty Teachers	7.00	101,985		-	101,985		-	101,985		-	101,985		-
Aides	-	-		-	-		-	-		-	-		-
Therapists & Counselors	-	-		-	-		-	-		-	-		-
Other	-	59,333		-	59,333		-	59,333		-	59,333		-
TOTAL INSTRUCTIONAL	61.52	-	924,878	-	-	924,878	-	-	924,878	-	-	924,878	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-		-	-		-	-		-	-		-
Librarian	-	-		-	-		-	-		-	-		-
Custodian	1.00	14,500		-	14,500		-	14,500		-	14,500		-
Security	-	-		-	-		-	-		-	-		-
Other	-	-		-	-		-	-		-	-		-
TOTAL NON-INSTRUCTIONAL	1.00	-	14,500	-	-	14,500	-	-	14,500	-	-	14,500	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	91.52	-	1,462,137	-	-	1,462,137	-	-	1,462,137	-	-	1,462,137	-
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes		118,765		-	118,765		-	118,765		-	118,765		-
Fringe / Employee Benefits		239,384		-	239,384		-	239,384		-	239,384		-
Retirement / Pension		-		-	-		-	-		-	-		-
TOTAL PAYROLL TAXES AND BENEFITS		-	358,149	-	-	358,149	-	-	358,149	-	-	358,149	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	91.52	-	1,820,286	-	-	1,820,286	-	-	1,820,286	-	-	1,820,286	-
<b>CONTRACTED SERVICES</b>													
Accounting / Audit		6,479		-	6,479		-	6,479		-	6,479		-
Legal		7,875		-	7,875		-	7,875		-	7,875		-
Management Company Fee		388,627		-	388,627		-	388,627		-	388,627		-
Nurse Services		-		-	-		-	-		-	-		-
Food Service / School Lunch		-		-	-		-	-		-	-		-
Payroll Services		415		-	415		-	415		-	415		-
Special Ed Services		1,250		-	1,250		-	1,250		-	1,250		-
Titlement Services (i.e. Title I)		-		-	-		-	-		-	-		-
Other Purchased / Professional / Consulting		16,000		-	16,000		-	16,000		-	16,000		-
TOTAL CONTRACTED SERVICES		-	420,645	-	-	420,645	-	-	420,645	-	-	420,645	-



	TRUE NORTH TROY PREPARATORY CHARTER SCHOOL												
	Budget / Operating Plan												
	2021-22												
Total Revenue	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-
Total Expenses	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-
Net Income	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-	-
Actual Student Enrollment	-	748	-	-	748	-	-	748	-	-	748	-	-
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	2020-21	Original	Revised		Original	Revised		Original	Revised		Original	Revised	
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance
	Pupil												
SCHOOL OPERATIONS													
Board Expenses		188		-	188		-	188		-	188		-
Classroom / Teaching Supplies & Materials		58,572		-	58,572		-	58,572		-	58,572		-
Special Ed Supplies & Materials		-		-	-		-	-		-	-		-
Textbooks / Workbooks		3,275		-	3,275		-	3,275		-	3,275		-
Supplies & Materials other		-		-	-		-	-		-	-		-
Equipment / Furniture		7,272		-	7,272		-	7,272		-	7,272		-
Telephone		54,598		-	54,598		-	54,598		-	54,598		-
Technology		222,050		-	222,050		-	222,050		-	222,050		-
Student Testing & Assessment		7,866		-	7,866		-	7,866		-	7,866		-
Field Trips		10,622		-	10,622		-	10,622		-	10,622		-
Transportation (student)		39,050		-	39,050		-	39,050		-	39,050		-
Student Services - other		3,156		-	3,156		-	3,156		-	3,156		-
Office Expense		19,350		-	19,350		-	19,350		-	19,350		-
Staff Development		62,329		-	62,329		-	62,329		-	62,329		-
Staff Recruitment		600		-	600		-	600		-	600		-
Student Recruitment / Marketing		10,663		-	10,663		-	10,663		-	10,663		-
School Meals / Lunch		175,498		-	175,498		-	175,498		-	175,498		-
Travel (Staff)		-		-	-		-	-		-	-		-
Fundraising		-		-	-		-	-		-	-		-
Other		132,930		-	132,930		-	132,930		-	132,930		-
TOTAL SCHOOL OPERATIONS	-	808,019	-	-	808,019	-	-	808,019	-	-	808,019	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		39,757		-	39,757		-	39,757		-	39,757		-
Janitorial		72,414		-	72,414		-	72,414		-	72,414		-
Building and Land Rent / Lease / Facility Finance Interest		213,275.00		-	213,275		-	213,275		-	213,275		-
Repairs & Maintenance		59,760		-	59,760		-	59,760		-	59,760		-
Equipment / Furniture		7,425		-	7,425		-	7,425		-	7,425		-
Security		-		-	-		-	-		-	-		-
Utilities		28,925		-	28,925		-	28,925		-	28,925		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	421,555	-	-	421,555	-	-	421,555	-	-	421,555	-	-
DEPRECIATION & AMORTIZATION				-			-			-			-
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-
NET INCOME	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-	-

	TRUE NORTH TROY PREPARATORY CHARTER SCHOOL												
	Budget / Operating Plan												
	2021-22												
Total Revenue	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-
Total Expenses	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-
Net Income	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-	-
Actual Student Enrollment	-	748	-	-	748	-	-	748	-	-	748	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	19	-	-	19	-	-	19	-	-	19	-	-
TROY CITY SD	-	504	-	-	504	-	-	504	-	-	504	-	-
LANSINGBURGH CSD	-	96	-	-	96	-	-	96	-	-	96	-	-
SCHENECTADY CITY SD	-	27	-	-	27	-	-	27	-	-	27	-	-
COHOES CITY SD	-	22	-	-	22	-	-	22	-	-	22	-	-
ALBANY CITY SD	-	22	-	-	22	-	-	22	-	-	22	-	-
WATERVLIET CITY SD	-	22	-	-	22	-	-	22	-	-	22	-	-
AVERILL PARK CSD	-	9	-	-	9	-	-	9	-	-	9	-	-
BRUNSWICK CSD (BRITTONKILL)	-	7	-	-	7	-	-	7	-	-	7	-	-
RENSSELAER CITY SD	-	7	-	-	7	-	-	7	-	-	7	-	-
GREEN ISLAND UFSD	-	7	-	-	7	-	-	7	-	-	7	-	-
SHENENDEHOWA CSD	-	7	-	-	7	-	-	7	-	-	7	-	-
EAST GREENBUSH CSD	-	6	-	-	6	-	-	6	-	-	6	-	-
NORTH COLONIE CSD	-	3	-	-	3	-	-	3	-	-	3	-	-
HUDSON CITY SD	-	3	-	-	3	-	-	3	-	-	3	-	-
SOUTH COLONIE CSD	-	3	-	-	3	-	-	3	-	-	3	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	4	-	-	4	-	-	4	-	-	4	-	-
TOTAL ENROLLMENT	-	748	-	-	748	-	-	748	-	-	748	-	-
REVENUE PER PUPIL	-	4,700	-	-	4,700	-	-	4,700	-	-	4,700	-	-
EXPENSES PER PUPIL	-	4,641	-	-	4,641	-	-	4,641	-	-	4,641	-	-



		TRUE NORTH TROY PREPARATORY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan				2021-22	
Total Revenue		14,056,870	14,056,870	-	14,056,870	14,056,870	
Total Expenses		13,882,024	13,882,024	-	(13,882,024)	(13,882,024)	
Net Income		174,847	174,847	-	174,847	174,847	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE							
REVENUES FROM STATE SOURCES		2021-22					
Per Pupil Revenue	Per Pupil Rate						
TROY CITY SD	16,817	8,467,738	8,467,738	-	8,467,738	8,467,738	
LANSINGBURGH CSD	11,213	1,080,260	1,080,260	-	1,080,260	1,080,260	
SCHENECTADY CITY SD	13,135	353,775	353,775	-	353,775	353,775	
COHOES CITY SD	13,733	301,972	301,972	-	301,972	301,972	
ALBANY CITY SD	16,179	351,347	351,347	-	351,347	351,347	
WATERVLIT CITY SD	10,734	231,693	231,693	-	231,693	231,693	
AVERILL PARK CSD	11,311	100,965	100,965	-	100,965	100,965	
BRUNSWICK CSD (BRITTONKILL)	12,284	91,854	91,854	-	91,854	91,854	
RENSSELAER CITY SD	10,880	74,814	74,814	-	74,814	74,814	
GREEN ISLAND UFSO	13,829	93,363	93,363	-	93,363	93,363	
SHENENDEHOWA CSD	12,532	82,962	82,962	-	82,962	82,962	
EAST GREENBUSH CSD	13,105	80,039	80,039	-	80,039	80,039	
NORTH COLONIE CSD	12,219	39,101	39,101	-	39,101	39,101	
HUDSON CITY SD	15,281	48,899	48,899	-	48,899	48,899	
SOUTH COLONIE CSD	13,517	39,301	39,301	-	39,301	39,301	
ALL OTHER School Districts: ( Weighted Avg )	12,830	46,157	46,157	-	46,157	46,157	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,358	11,484,238	11,484,238	-	11,484,238	11,484,238	
Special Education Revenue		477,606	477,606	-	477,606	477,606	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		-	-	-	-	-	
NYC DoE Rental Assistance		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		11,961,844	11,961,844	-	11,961,844	11,961,844	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	
Title I		239,409	239,409	-	239,409	239,409	
Title Funding - Other		43,206	43,206	-	43,206	43,206	
School Food Service (Free Lunch)		747,012	747,012	-	747,012	747,012	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		851,263	851,263	-	851,263	851,263	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		1,880,890	1,880,890	-	1,880,890	1,880,890	
LOCAL and OTHER REVENUE							
Contributions and Donations		209,000	209,000	-	209,000	209,000	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		5,136	5,136	-	5,136	5,136	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		214,136	214,136	-	214,136	214,136	
TOTAL REVENUE		14,056,870	14,056,870	-	14,056,870	14,056,870	



		TRUE NORTH TROY PREPARATORY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
Total Revenue		14,056,870	14,056,870	-	14,056,870	14,056,870	
Total Expenses		13,882,024	13,882,024	-	(13,882,024)	(13,882,024)	
Net Income		174,847	174,847	-	174,847	174,847	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	Avg. No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	3.00	325,763	325,763	-	(325,763)	(325,763)	
Deans, Directors & Coordinators	11.00	1,349,797	1,349,797	-	(1,349,797)	(1,349,797)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	15.00	415,476	415,476	-	(415,476)	(415,476)	
TOTAL ADMINISTRATIVE STAFF	29.00	2,091,035	2,091,035	-	(2,091,035)	(2,091,035)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	44.68	2,558,966	2,558,966	-	(2,558,966)	(2,558,966)	
Teachers - SPED	7.00	380,677	380,677	-	(380,677)	(380,677)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.84	114,600	114,600	-	(114,600)	(114,600)	
Specialty Teachers	7.00	407,939	407,939	-	(407,939)	(407,939)	
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	
Other	-	237,331	237,331	-	(237,331)	(237,331)	
TOTAL INSTRUCTIONAL	61.52	3,699,513	3,699,513	-	(3,699,513)	(3,699,513)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	58,000	58,000	-	(58,000)	(58,000)	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	58,000	58,000	-	(58,000)	(58,000)	
SUBTOTAL PERSONNEL SERVICE COSTS		5,848,548	5,848,548	-	(5,848,548)	(5,848,548)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		475,060	475,060	-	(475,060)	(475,060)	
Fringe / Employee Benefits		957,537	957,537	-	(957,537)	(957,537)	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		1,432,597	1,432,597	-	(1,432,597)	(1,432,597)	
TOTAL PERSONNEL SERVICE COSTS		7,281,145	7,281,145	-	(7,281,145)	(7,281,145)	
CONTRACTED SERVICES							
Accounting / Audit		25,916	25,916	-	(25,916)	(25,916)	
Legal		31,499	31,499	-	(31,499)	(31,499)	
Management Company Fee		1,554,507	1,554,507	-	(1,554,507)	(1,554,507)	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		1,659	1,659	-	(1,659)	(1,659)	
Special Ed Services		5,000	5,000	-	(5,000)	(5,000)	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		64,000	64,000	-	(64,000)	(64,000)	
TOTAL CONTRACTED SERVICES		1,682,581	1,682,581	-	(1,682,581)	(1,682,581)	



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL					
Budget / Operating Plan					
2021-22					
Total Revenue	14,056,870	14,056,870	-	14,056,870	14,056,870
Total Expenses	13,882,024	13,882,024	-	(13,882,024)	(13,882,024)
Net Income	174,847	174,847	-	174,847	174,847
Actual Student Enrollment					
Total Year			VARIANCE		
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>SCHOOL OPERATIONS</b>					
Board Expenses	750	750	-	(750)	(750)
Classroom / Teaching Supplies & Materials	234,287	234,287	-	(234,287)	(234,287)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	13,102	13,102	-	(13,102)	(13,102)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	29,087	29,087	-	(29,087)	(29,087)
Telephone	218,392	218,392	-	(218,392)	(218,392)
Technology	888,201	888,201	-	(888,201)	(888,201)
Student Testing & Assessment	31,465	31,465	-	(31,465)	(31,465)
Field Trips	42,488	42,488	-	(42,488)	(42,488)
Transportation (student)	156,200	156,200	-	(156,200)	(156,200)
Student Services - other	12,625	12,625	-	(12,625)	(12,625)
Office Expense	77,400	77,400	-	(77,400)	(77,400)
Staff Development	249,317	249,317	-	(249,317)	(249,317)
Staff Recruitment	2,400	2,400	-	(2,400)	(2,400)
Student Recruitment / Marketing	42,650	42,650	-	(42,650)	(42,650)
School Meals / Lunch	701,991	701,991	-	(701,991)	(701,991)
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	531,722	531,722	-	(531,722)	(531,722)
TOTAL SCHOOL OPERATIONS	3,232,076	3,232,076	-	(3,232,076)	(3,232,076)
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	159,026	159,026	-	(159,026)	(159,026)
Janitorial	289,656	289,656	-	(289,656)	(289,656)
Building and Land Rent / Lease / Facility Finance Interest	853,100	853,100	-	(853,100)	(853,100)
Repairs & Maintenance	239,039	239,039	-	(239,039)	(239,039)
Equipment / Furniture	29,700	29,700	-	(29,700)	(29,700)
Security	-	-	-	-	-
Utilities	115,700	115,700	-	(115,700)	(115,700)
TOTAL FACILITY OPERATION & MAINTENANCE	1,686,221	1,686,221	-	(1,686,221)	(1,686,221)
<b>DEPRECIATION &amp; AMORTIZATION</b>					
	-	-	-	-	-
<b>COVID-19 / CONTINGENCY</b>					
	-	-	-	-	-
<b>DEFERRED RENT</b>					
	-	-	-	-	-
TOTAL EXPENSES	13,882,024	13,882,024	-	(13,882,024)	(13,882,024)
NET INCOME	174,847	174,847	-	174,847	174,847

#### DESCRIPTION OF ASSUMPTIONS



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL						
Budget / Operating Plan						
2021-22						
Total Revenue	14,056,870	14,056,870	-	14,056,870	14,056,870	DESCRIPTION OF ASSUMPTIONS
Total Expenses	13,882,024	13,882,024	-	(13,882,024)	(13,882,024)	
Net Income	174,847	174,847	-	174,847	174,847	
Actual Student Enrollment						
Total Year			VARIANCE			DESCRIPTION OF ASSUMPTIONS
Original	Revised		Original	Revised		
Budget	Budget	Variance	Budget vs. PY Budget	Budget vs. PY Budget		
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
TROY CITY SD						
LANSINGBURGH CSD						
SCHENECTADY CITY SD						
COHOES CITY SD						
ALBANY CITY SD						
WATERVLIET CITY SD						
AVERILL PARK CSD						
BRUNSWICK CSD (BRITTONKILL)						
RENSSELAER CITY SD						
GREEN ISLAND UFSD						
SHENENDEHOWA CSD						
EAST GREENBUSH CSD						
NORTH COLONIE CSD						
HUDSON CITY SD						
SOUTH COLONIE CSD						
ALL OTHER School Districts: ( Weighted Avg )						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

	TRUE NORTH TROY PREPARATORY CHARTER SCHOOL													
	Budget / Operating Plan													
	2021-22													
Total Revenue	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	14,056,870
Total Expenses	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	13,882,024
Net Income	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-	-	174,847
Actual Student Enrollment	-	748	-	-	748	-	-	748	-	-	748	-	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES {enter descriptions below }														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below }														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below }														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-	-	174,847
Beginning Cash Balance	-	-	-	-	43,712	-	-	87,423	-	-	131,135	-	-	-
ENDING CASH BALANCE	-	43,712	-	-	87,423	-	-	131,135	-	-	174,847	-	-	174,847

		TRUE NORTH TROY PREPARATORY CHARTER SCHOOL				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22	
Total Revenue		14,056,870	-	14,056,870	14,056,870	
Total Expenses		13,882,024	-	(13,882,024)	(13,882,024)	
Net Income		174,847	-	174,847	174,847	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES {enter descriptions below }						
Example - Add Back Depreciation		-	-	-	-	
Other		-	-	-	-	
Total Operating Activities		-	-	-	-	
INVESTMENT ACTIVITIES {enter descriptions below }						
Example - Subtract Property and Equipment Expenditures		-	-	-	-	
Other		-	-	-	-	
Total Investment Activities		-	-	-	-	
FINANCING ACTIVITIES {enter descriptions below }						
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	
Other		-	-	-	-	
Total Financing Activities		-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	
NET INCOME		174,847	-	174,847	174,847	
Beginning Cash Balance		-	-	-	-	
ENDING CASH BALANCE		174,847	-	174,847	174,847	

**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL**  
**BALANCE SHEET**  
**2021-22**

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-



## TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

## Budget / Operating Plan

2021-22

Total Revenue	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-
Total Expenses	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-
Net Income	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-
Actual Student Enrollment	-	748	-	-	748	-	-	748	-	-	748	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Current			Current			Current			Current		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

<b>REVENUE</b>												
<b>REVENUES FROM STATE SOURCES</b>												
Per Pupil Revenue	2021-22 Per Pupil Rate											
TROY CITY SD	16,817	2,116,934	-	2,116,934	-	2,116,934	-	2,116,934	-	2,116,934	-	-
LANSINGBURGH CSD	11,213	270,065	-	270,065	-	270,065	-	270,065	-	270,065	-	-
SCHENECTADY CITY SD	13,135	88,444	-	88,444	-	88,444	-	88,444	-	88,444	-	-
COHOES CITY SD	13,733	75,493	-	75,493	-	75,493	-	75,493	-	75,493	-	-
ALBANY CITY SD	16,179	87,837	-	87,837	-	87,837	-	87,837	-	87,837	-	-
WATERVLIET CITY SD	10,734	57,923	-	57,923	-	57,923	-	57,923	-	57,923	-	-
AVERILL PARK CSD	11,311	25,241	-	25,241	-	25,241	-	25,241	-	25,241	-	-
BRUNSWICK CSD (BRITTONKILL)	12,284	22,963	-	22,963	-	22,963	-	22,963	-	22,963	-	-
RENSSELAER CITY SD	10,880	18,703	-	18,703	-	18,703	-	18,703	-	18,703	-	-
GREEN ISLAND UFSD	13,829	23,341	-	23,341	-	23,341	-	23,341	-	23,341	-	-
SHENENDEHOWA CSD	12,532	20,740	-	20,740	-	20,740	-	20,740	-	20,740	-	-
EAST GREENBUSH CSD	13,105	20,010	-	20,010	-	20,010	-	20,010	-	20,010	-	-
NORTH COLONIE CSD	12,219	9,775	-	9,775	-	9,775	-	9,775	-	9,775	-	-
HUDSON CITY SD	15,281	12,225	-	12,225	-	12,225	-	12,225	-	12,225	-	-
SOUTH COLONIE CSD	13,517	9,825	-	9,825	-	9,825	-	9,825	-	9,825	-	-
ALL OTHER School Districts: ( Count = 4 )	12,830	11,539	-	11,539	-	11,539	-	11,539	-	11,539	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,358	-	2,871,060	-	2,871,060	-	-	2,871,060	-	-	2,871,060	-
Special Education Revenue		119,401	-	119,401	-	119,401	-	119,401	-	119,401	-	-
Grants												
Stimulus		-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	2,990,461	-	2,990,461	-	-	2,990,461	-	-	2,990,461	-
<b>REVENUE FROM FEDERAL FUNDING</b>												
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-
Title I		59,852	-	59,852	-	59,852	-	59,852	-	59,852	-	-
Title Funding - Other		10,801	-	10,801	-	10,801	-	10,801	-	10,801	-	-
School Food Service (Free Lunch)		186,753	-	186,753	-	186,753	-	186,753	-	186,753	-	-
Grants												
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-
Other		212,816	-	212,816	-	212,816	-	212,816	-	212,816	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	470,222	-	470,222	-	-	470,222	-	-	470,222	-
<b>LOCAL and OTHER REVENUE</b>												
Contributions and Donations		52,250	-	52,250	-	52,250	-	52,250	-	52,250	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-
OTHER		1,284	-	1,284	-	1,284	-	1,284	-	1,284	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	53,534	-	53,534	-	-	53,534	-	-	53,534	-
TOTAL REVENUE		-	3,514,218	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-



## TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

## Budget / Operating Plan

2021-22

Total Revenue	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-
Total Expenses	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-
Net Income	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-
Actual Student Enrollment	-	748	-	-	748	-	-	748	-	-	748	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Current			Current			Current			Current		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

EXPENSES		Quarter 0										
		No. of Positions										
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	81,441	-	-	81,441	-	-	81,441	-	-	81,441	-
Deans, Directors & Coordinators	-	337,449	-	-	337,449	-	-	337,449	-	-	337,449	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	103,869	-	-	103,869	-	-	103,869	-	-	103,869	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	522,759	-	-	522,759	-	-	522,759	-	-	522,759
<b>INSTRUCTIONAL PERSONNEL COSTS</b>												
Teachers - Regular	-	639,742	-	-	639,742	-	-	639,742	-	-	639,742	-
Teachers - SPED	-	95,169	-	-	95,169	-	-	95,169	-	-	95,169	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	28,650	-	-	28,650	-	-	28,650	-	-	28,650	-
Specialty Teachers	-	101,985	-	-	101,985	-	-	101,985	-	-	101,985	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	59,333	-	-	59,333	-	-	59,333	-	-	59,333	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	924,878	-	-	924,878	-	-	924,878	-	-	924,878
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	14,500	-	-	14,500	-	-	14,500	-	-	14,500	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	14,500	-	-	14,500	-	-	14,500	-	-	14,500
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	1,462,137	-	-	1,462,137	-	-	1,462,137	-	-	1,462,137
<b>PAYROLL TAXES AND BENEFITS</b>												
Payroll Taxes	-	118,765	-	-	118,765	-	-	118,765	-	-	118,765	-
Fringe / Employee Benefits	-	239,384	-	-	239,384	-	-	239,384	-	-	239,384	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	358,149	-	-	358,149	-	-	358,149	-	-	358,149
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	1,820,286	-	-	1,820,286	-	-	1,820,286	-	-	1,820,286
<b>CONTRACTED SERVICES</b>												
Accounting / Audit	-	6,479	-	-	6,479	-	-	6,479	-	-	6,479	-
Legal	-	7,875	-	-	7,875	-	-	7,875	-	-	7,875	-
Management Company Fee	-	388,627	-	-	388,627	-	-	388,627	-	-	388,627	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	415	-	-	415	-	-	415	-	-	415	-
Special Ed Services	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	16,000	-	-	16,000	-	-	16,000	-	-	16,000	-
<b>TOTAL CONTRACTED SERVICES</b>	-	-	420,645	-	-	420,645	-	-	420,645	-	-	420,645



## TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

## Budget / Operating Plan

2021-22

Total Revenue	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-
Total Expenses	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-
Net Income	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-
Actual Student Enrollment	-	748	-	-	748	-	-	748	-	-	748	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Current			Current			Current			Current		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
<b>SCHOOL OPERATIONS</b>												
Board Expenses		188	-		188	-		188	-		188	-
Classroom / Teaching Supplies & Materials		58,572	-		58,572	-		58,572	-		58,572	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		3,275	-		3,275	-		3,275	-		3,275	-
Supplies & Materials other		-	-		-	-		-	-		-	-
Equipment / Furniture		7,272	-		7,272	-		7,272	-		7,272	-
Telephone		54,598	-		54,598	-		54,598	-		54,598	-
Technology		222,050	-		222,050	-		222,050	-		222,050	-
Student Testing & Assessment		7,866	-		7,866	-		7,866	-		7,866	-
Field Trips		10,622	-		10,622	-		10,622	-		10,622	-
Transportation (student)		39,050	-		39,050	-		39,050	-		39,050	-
Student Services - other		3,156	-		3,156	-		3,156	-		3,156	-
Office Expense		19,350	-		19,350	-		19,350	-		19,350	-
Staff Development		62,329	-		62,329	-		62,329	-		62,329	-
Staff Recruitment		600	-		600	-		600	-		600	-
Student Recruitment / Marketing		10,663	-		10,663	-		10,663	-		10,663	-
School Meals / Lunch		175,498	-		175,498	-		175,498	-		175,498	-
Travel (Staff)		-	-		-	-		-	-		-	-
Fundraising		-	-		-	-		-	-		-	-
Other		132,930	-		132,930	-		132,930	-		132,930	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	808,019	-	-	808,019	-	-	808,019	-	-	808,019	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance		39,757	-		39,757	-		39,757	-		39,757	-
Janitorial		72,414	-		72,414	-		72,414	-		72,414	-
Building and Land Rent / Lease / Facility Finance Interest		213,275	-		213,275	-		213,275	-		213,275	-
Repairs & Maintenance		59,760	-		59,760	-		59,760	-		59,760	-
Equipment / Furniture		7,425	-		7,425	-		7,425	-		7,425	-
Security		-	-		-	-		-	-		-	-
Utilities		28,925	-		28,925	-		28,925	-		28,925	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	421,555	-	-	421,555	-	-	421,555	-	-	421,555	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	-		-	-		-	-		-	-
<b>COVID-19 / CONTINGENCY</b>		-	-		-	-		-	-		-	-
<b>DEFERRED RENT</b>		-	-		-	-		-	-		-	-
<b>TOTAL EXPENSES</b>	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-
<b>NET INCOME</b>	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-

## TRUE NORTH TROY PREPARATORY CHARTER SCHOOL

## Budget / Operating Plan

2021-22

Total Revenue	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-	-	3,514,218	-
Total Expenses	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-	-	3,470,506	-
Net Income	-	43,712	-	-	43,712	-	-	43,712	-	-	43,712	-
Actual Student Enrollment	-	748	-	-	748	-	-	748	-	-	748	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Current			Current			Current			Current		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

## ENROLLMENT - \*School Districts Are Linked To Above Entries\*

TROY CITY SD	-	504	-	-	504	-	-	504	-	-	504	-
LANSINGBURGH CSD	-	96	-	-	96	-	-	96	-	-	96	-
SCHENECTADY CITY SD	-	27	-	-	27	-	-	27	-	-	27	-
COHOES CITY SD	-	22	-	-	22	-	-	22	-	-	22	-
ALBANY CITY SD	-	22	-	-	22	-	-	22	-	-	22	-
WATERVLIET CITY SD	-	22	-	-	22	-	-	22	-	-	22	-
AVERILL PARK CSD	-	9	-	-	9	-	-	9	-	-	9	-
BRUNSWICK CSD (BRITTONKILL)	-	7	-	-	7	-	-	7	-	-	7	-
RENSSELAER CITY SD	-	7	-	-	7	-	-	7	-	-	7	-
GREEN ISLAND UFSD	-	7	-	-	7	-	-	7	-	-	7	-
SHENENDEHOWA CSD	-	7	-	-	7	-	-	7	-	-	7	-
EAST GREENBUSH CSD	-	6	-	-	6	-	-	6	-	-	6	-
NORTH COLONIE CSD	-	3	-	-	3	-	-	3	-	-	3	-
HUDSON CITY SD	-	3	-	-	3	-	-	3	-	-	3	-
SOUTH COLONIE CSD	-	3	-	-	3	-	-	3	-	-	3	-
ALL OTHER School Districts: ( Count = 4 )	-	4	-	-	4	-	-	4	-	-	4	-
<b>TOTAL ENROLLMENT</b>	-	<b>748</b>	-	-	<b>748</b>	-	-	<b>748</b>	-	-	<b>748</b>	-
<b>REVENUE PER PUPIL</b>	-	<b>4,700</b>	-	-	<b>4,700</b>	-	-	<b>4,700</b>	-	-	<b>4,700</b>	-
<b>EXPENSES PER PUPIL</b>	-	<b>4,641</b>	-	-	<b>4,641</b>	-	-	<b>4,641</b>	-	-	<b>4,641</b>	-



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	14,056,870	(14,056,870)	-	-	14,056,870	(14,056,870)	-	-
Total Expenses	-	-	-	13,882,024	13,882,024	-	-	13,882,024	13,882,024	-	-
Net Income	-	-	-	174,847	(174,847)	-	-	174,847	(174,847)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Current Budget (Current Quarter)	Actual vs. Current Budget	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
				2021-22 Per Pupil Rate							
TROY CITY SD				16,817	-	-	-	8,467,738	(8,467,738)	-	-
LANSINGBURGH CSD				11,213	-	-	-	1,080,260	(1,080,260)	-	-
SCHENECTADY CITY SD				13,135	-	-	-	353,775	(353,775)	-	-
COHOES CITY SD				13,733	-	-	-	301,972	(301,972)	-	-
ALBANY CITY SD				16,179	-	-	-	351,347	(351,347)	-	-
WATERVLIET CITY SD				10,734	-	-	-	231,693	(231,693)	-	-
AVERILL PARK CSD				11,311	-	-	-	100,965	(100,965)	-	-
BRUNSWICK CSD (BRITTONKILL)				12,284	-	-	-	91,854	(91,854)	-	-
RENSSELAER CITY SD				10,880	-	-	-	74,814	(74,814)	-	-
GREEN ISLAND UFSD				13,829	-	-	-	93,363	(93,363)	-	-
SHENENDEHOWA CSD				12,532	-	-	-	82,962	(82,962)	-	-
EAST GREENBUSH CSD				13,105	-	-	-	80,039	(80,039)	-	-
NORTH COLONIE CSD				12,219	-	-	-	39,101	(39,101)	-	-
HUDSON CITY SD				15,281	-	-	-	48,899	(48,899)	-	-
SOUTH COLONIE CSD				13,517	-	-	-	39,301	(39,301)	-	-
ALL OTHER School Districts: ( Count = 4 )				12,830	-	-	-	46,157	(46,157)	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)				15,358	-	-	-	11,484,238	(11,484,238)	-	-
Special Education Revenue					-	-	-	477,606	(477,606)	-	-
Grants					-	-	-	-	-	-	-
Stimulus					-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)					-	-	-	-	-	-	-
Other					-	-	-	-	-	-	-
NYC DoE Rental Assistance					-	-	-	-	-	-	-
Other					-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES					-	-	-	11,961,844	(11,961,844)	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs					-	-	-	-	-	-	-
Title I					-	-	-	239,409	(239,409)	-	-
Title Funding - Other					-	-	-	43,206	(43,206)	-	-
School Food Service (Free Lunch)					-	-	-	747,012	(747,012)	-	-
Grants					-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation					-	-	-	-	-	-	-
Other					-	-	-	851,263	(851,263)	-	-
Other					-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES					-	-	-	1,880,890	(1,880,890)	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations					-	-	-	209,000	(209,000)	-	-
Fundraising					-	-	-	-	-	-	-
Erate Reimbursement					-	-	-	-	-	-	-
Earnings on Investments					-	-	-	-	-	-	-
Interest Income					-	-	-	-	-	-	-
Food Service (Income from meals)					-	-	-	-	-	-	-
Text Book					-	-	-	-	-	-	-
OTHER					-	-	-	5,136	(5,136)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES					-	-	-	214,136	(214,136)	-	-
TOTAL REVENUE					-	-	-	14,056,870	(14,056,870)	-	-



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	14,056,870	(14,056,870)	-	-	14,056,870	(14,056,870)	-	-
Total Expenses	-	-	-	13,882,024	13,882,024	-	-	13,882,024	13,882,024	-	-
Net Income	-	-	-	174,847	(174,847)	-	-	174,847	(174,847)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Current Budget	Actual vs.	Actual vs.	Original Budget	Actual vs.	Actual vs.	PY Actual (PY TY /	Actual CY
				(Current Quarter)	Current Budget	Current Budget - TY	(Current Quarter)	Original Budget	Original Budget - TY	No. of COMPLETED Actual CY Quarters)	vs. Actual PY
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	325,763	325,763	-	-	325,763	325,763	-	-
Deans, Directors & Coordinators	-	-	-	1,349,797	1,349,797	-	-	1,349,797	1,349,797	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	415,476	415,476	-	-	415,476	415,476	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	2,091,035	2,091,035	-	-	2,091,035	2,091,035	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	2,558,966	2,558,966	-	-	2,558,966	2,558,966	-	-
Teachers - SPED	-	-	-	380,677	380,677	-	-	380,677	380,677	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	114,600	114,600	-	-	114,600	114,600	-	-
Specialty Teachers	-	-	-	407,939	407,939	-	-	407,939	407,939	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	237,331	237,331	-	-	237,331	237,331	-	-
TOTAL INSTRUCTIONAL	-	-	-	3,699,513	3,699,513	-	-	3,699,513	3,699,513	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	58,000	58,000	-	-	58,000	58,000	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	58,000	58,000	-	-	58,000	58,000	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	5,848,548	5,848,548	-	-	5,848,548	5,848,548	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	475,060	475,060	-	-	475,060	475,060	-	-
Fringe / Employee Benefits	-	-	-	957,537	957,537	-	-	957,537	957,537	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,432,597	1,432,597	-	-	1,432,597	1,432,597	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	7,281,145	7,281,145	-	-	7,281,145	7,281,145	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	25,916	25,916	-	-	25,916	25,916	-	-
Legal	-	-	-	31,499	31,499	-	-	31,499	31,499	-	-
Management Company Fee	-	-	-	1,554,507	1,554,507	-	-	1,554,507	1,554,507	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	1,659	1,659	-	-	1,659	1,659	-	-
Special Ed Services	-	-	-	5,000	5,000	-	-	5,000	5,000	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	64,000	64,000	-	-	64,000	64,000	-	-
TOTAL CONTRACTED SERVICES	-	-	-	1,682,581	1,682,581	-	-	1,682,581	1,682,581	-	-



TRUE NORTH TROY PREPARATORY CHARTER SCHOOL											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	14,056,870	(14,056,870)	-	-	14,056,870	(14,056,870)	-	-
Total Expenses	-	-	-	13,882,024	13,882,024	-	-	13,882,024	13,882,024	-	-
Net Income	-	-	-	174,847	(174,847)	-	-	174,847	(174,847)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget (Current Quarter)			Actual vs. Current Budget		Actual vs. Current Budget TY		Original Budget (Current Quarter)		Actual vs. Original Budget TY	
	Actual			Budget	Budget - TY	Budget TY		Budget		Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
SCHOOL OPERATIONS											
Board Expenses	-	-	-	750	750		-	-	750	750	-
Classroom / Teaching Supplies & Materials	-	-	-	234,287	234,287		-	-	234,287	234,287	-
Special Ed Supplies & Materials	-	-	-	-	-		-	-	-	-	-
Textbooks / Workbooks	-	-	-	13,102	13,102		-	-	13,102	13,102	-
Supplies & Materials other	-	-	-	-	-		-	-	-	-	-
Equipment / Furniture	-	-	-	29,087	29,087		-	-	29,087	29,087	-
Telephone	-	-	-	218,392	218,392		-	-	218,392	218,392	-
Technology	-	-	-	888,201	888,201		-	-	888,201	888,201	-
Student Testing & Assessment	-	-	-	31,465	31,465		-	-	31,465	31,465	-
Field Trips	-	-	-	42,488	42,488		-	-	42,488	42,488	-
Transportation (student)	-	-	-	156,200	156,200		-	-	156,200	156,200	-
Student Services - other	-	-	-	12,625	12,625		-	-	12,625	12,625	-
Office Expense	-	-	-	77,400	77,400		-	-	77,400	77,400	-
Staff Development	-	-	-	249,317	249,317		-	-	249,317	249,317	-
Staff Recruitment	-	-	-	2,400	2,400		-	-	2,400	2,400	-
Student Recruitment / Marketing	-	-	-	42,650	42,650		-	-	42,650	42,650	-
School Meals / Lunch	-	-	-	701,991	701,991		-	-	701,991	701,991	-
Travel (Staff)	-	-	-	-	-		-	-	-	-	-
Fundraising	-	-	-	-	-		-	-	-	-	-
Other	-	-	-	531,722	531,722		-	-	531,722	531,722	-
TOTAL SCHOOL OPERATIONS	-	-	-	3,232,076	3,232,076		-	-	3,232,076	3,232,076	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	159,026	159,026		-	-	159,026	159,026	-
Janitorial	-	-	-	289,656	289,656		-	-	289,656	289,656	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	853,100	853,100		-	-	853,100	853,100	-
Repairs & Maintenance	-	-	-	239,039	239,039		-	-	239,039	239,039	-
Equipment / Furniture	-	-	-	29,700	29,700		-	-	29,700	29,700	-
Security	-	-	-	-	-		-	-	-	-	-
Utilities	-	-	-	115,700	115,700		-	-	115,700	115,700	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,686,221	1,686,221		-	-	1,686,221	1,686,221	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-		-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-		-	-	-	-	-
DEFERRED RENT	-	-	-	-	-		-	-	-	-	-
TOTAL EXPENSES	-	-	-	13,882,024	13,882,024		-	-	13,882,024	13,882,024	-
NET INCOME	-	-	-	174,847	(174,847)		-	-	174,847	(174,847)	-

TRUE NORTH TROY PREPARATORY CHARTER SCHOOL											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	14,056,870	(14,056,870)	-	-	14,056,870	(14,056,870)	-	-
Total Expenses	-	-	-	13,882,024	13,882,024	-	-	13,882,024	13,882,024	-	-
Net Income	-	-	-	174,847	(174,847)	-	-	174,847	(174,847)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget (Current Quarter)			Actual vs. Current Budget		Actual vs. Current Budget TY		Original Budget vs. Original Budget		Actual vs. Original Budget TY	
	Actual			Current Budget	Current Budget - TY	Current Budget TY	Current Budget TY	Original Budget	Original Budget - TY	Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
* Enrollment Data Based on Last Actual Quarter Completed											
ENROLLMENT - *School Districts Are Linked To Above Entries*	-	-	-					-	-		-
TROY CITY SD	-	-	-					-	-		-
LANSINGBURGH CSD	-	-	-					-	-		-
SCHENECTADY CITY SD	-	-	-					-	-		-
COHOES CITY SD	-	-	-					-	-		-
ALBANY CITY SD	-	-	-					-	-		-
WATERVLIET CITY SD	-	-	-					-	-		-
AVERILL PARK CSD	-	-	-					-	-		-
BRUNSWICK CSD (BRITTONKILL)	-	-	-					-	-		-
RENSSELAER CITY SD	-	-	-					-	-		-
GREEN ISLAND UFSD	-	-	-					-	-		-
SHENENDEHOWA CSD	-	-	-					-	-		-
EAST GREENBUSH CSD	-	-	-					-	-		-
NORTH COLONIE CSD	-	-	-					-	-		-
HUDSON CITY SD	-	-	-					-	-		-
SOUTH COLONIE CSD	-	-	-					-	-		-
ALL OTHER School Districts: ( Count = 4 )	-	-	-					-	-		-
TOTAL ENROLLMENT	-	-	-					-	-		-
REVENUE PER PUPIL	-	-	-					-	-		-
EXPENSES PER PUPIL	-	-	-					-	-		-





### **Annual Report Requirement**

*for SUNY Authorized Charter Schools*

**TRUE NORTH TROY PREPARATORY CHARTER SCHOOL**

**2021-22**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**  
**Robert J. Bellafiore**

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

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

**President**

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

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

**NO**

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?

**NO**

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 \_\_XX\_\_ No

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**."

*NONE*

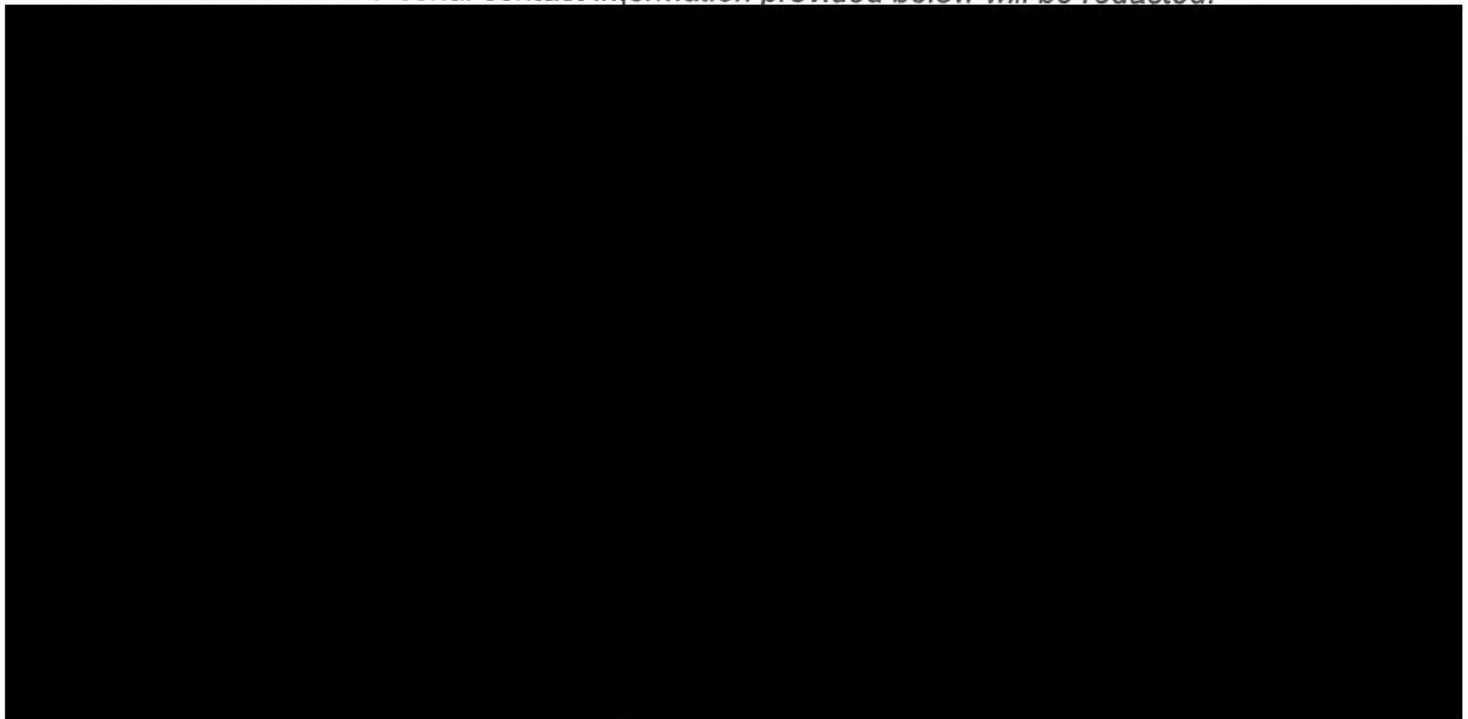


Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

MD Bellat  
Signature

6/18/21  
Date

*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.*





Charter Schools Institute  
The State University of New York

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Troy Prep
Name of trustee (print):	Heather LaVine
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	n/a
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? (If you check <b>yes</b> , answer 1a), 1b), and 1c)).	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☒ None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

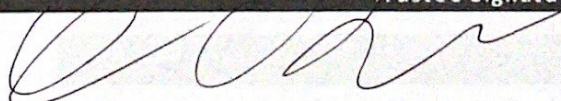
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	TrueNorth Troy Prep
Name of trustee (print):	Joseph M. Bonilla Jr.
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair, Board Member
Email Address:	

Home Address	
Please complete with <b>changes</b> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <b>changes</b> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

### Trustee Signature

Signature:



*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**

---

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

---

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

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?

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?

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?



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>Please write "None" if applicable. Do not leave this space blank.</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.”

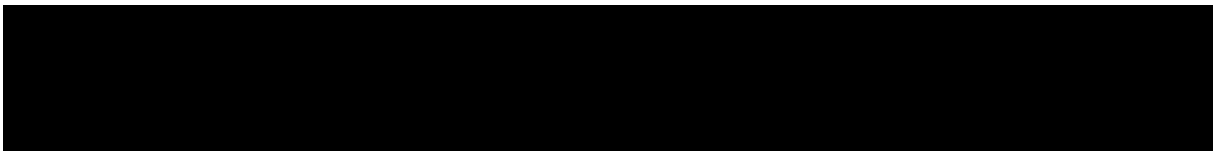
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write “None” if applicable. Do not leave this space blank.</i>				



Signature

Date

*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*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Troy Prep
Name of trustee (print):	Sharif Kabir
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <b>changes</b> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <b>changes</b> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

### Trustee Signature

Signature:

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



City of Troy  
Department of Public Works  
Bureau of Code Enforcement  
City Hall  
Troy, New York 12180

# CERTIFICATE OF OCCUPANCY

6:68



This is to certify that the property located at 3055 Sixth Ave.  
Troy, New York, and/or known as (☒ same) \_\_\_\_\_  
is in compliance with the applicable Zoning Ordinance and Building Code Requirements of the City of Troy  
and may be occupied and use as school (No. dwellings units 0 \*).

Scope of Work: ☐ New Building ☐ Addition ☒ Alterations & Repairs ☐ Other

This Certificate is issued to the Permit Holder, Pike Co. Inc., and  
may be revoked if the premises are not maintained in accordance with the plans and specifications filed  
under Work Permit No. 17-0176 and/or if the following additional conditions are not complied with:  
(☒ NONE) \_\_\_\_\_

Fee: \$ 50.00  
☐ Cash ☒ Check No. 055845  
\*Occupancy is limited to one family  
per dwelling unit, as defined in the  
Troy Zoning Ordinance.

Received by: None Date 3/13/17 \_\_\_\_\_  
Copies: White/Address File Yellow/Central File  
Pink/Applicant Gold/Accounting  
Authorized Signature \_\_\_\_\_  
Date C of O issued 7/13/17



City of Troy  
Department of Public Works  
Bureau of Code Enforcement  
City Hall  
Troy, New York 12180

## CERTIFICATE OF OCCUPANCY

15 5083



This is to certify that the property located at ~~XXXXXXX~~ 2 Polk St. - South Portion  
Troy, New York, and/or known as (☐ same) 4 Tyler St "Troy Prep Charter School"  
is in compliance with the applicable Zoning Ordinance and Building Code Requirements of the City of Troy  
and may be occupied and use as Charter School (No. dwellings units 0 \*)

Scope of Work: ☐ New Building ☐ Addition ☒ Alterations & Repairs ☐ Other

This Certificate is issued to the Permit Holder, Sano-Rubin Construction, and  
may be revoked if the premises are not maintained in accordance with the plans and specifications filed  
for Work Permit No. 10-0963 and/or if the following additional conditions are not complied with:  
(☐ NONE) Remainder of work (kitchen & North portion to be completed by 10-15-11)

Fee: \$30.00 prepaid  
☒ Cash ☐ Check No. \_\_\_\_\_

\*Occupancy is limited to one family  
per dwelling unit, as defined in the  
Troy Zoning Ordinance.

Received by: Treas Date 3/29/2011

[Signature]  
Authorized Signature

Copies: White/Address File  
Pink/Applicant

Yellow/Central File  
Gold/Accounting

Date C of O issued 8-17-11

2021-2022 Regional Calendar

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			

- 19 Kindergarten, 5th, 9th & 10th Grade Orientation
- 20 Kindergarten, 9th through 12th Grade Orientation
- 23 First Day K-12, Early Dismissal
- 28 SATs (HS Only)

- No School: HS ONLY
- 3 1/2 Day: ES / MS
- 6 Labor Day (School Closed)
- 17 Fall Practice SAT

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: ES/MS 20 School Days: HS						

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					

- 2 SATs (HS Only)
- 11 Indigenous People's Day (School Closed)
- 13 PSATs (HS Only)
- 12-13 ES Grades 3/4 ELA - IA #1
- 12-14 MS IA #1 - All Subjects
- 26-29 HS Quarterly Exams
- 29 End of Quarter 1

- 2-3 K-4 Math - IA #1
- 6 SATs (HS Only)
- 11 Veteran's Day (School Closed)
- 17-18 Q1 Report Card Conferences
- 18 Early Dismissal
- 22 Troy Prep Thanksgiving Dinner Drive-Thru
- 24-26 Thanksgiving (School Closed)

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						

- 4 SATs (HS Only)
- 6-9 MS IA #2 - ELA & Math
- 20-31 Winter Break (School Closed)

- 11-12 K-4 Math - IA #2
- 17 MLK Day (School Closed)
- 18-21 HS Quarterly Exams
- 21 End of Quarter 2
- 25-27 NYS January Regents

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	19 School Days				

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	29	30	31	
15 School Days: ES/MS 14 School Days: HS						

- 4 Winter Practice SAT (HS Only)
- 7-8 ES Grades 3/4 ELA - IA #2
- 7-10 MS IA #3 - All Subjects
- No School: HS ONLY
- 18 1/2 Day: ES / MS
- 21 President's Day (School Closed)
- 22-25 February Break

- 8-9 ES Grades 3/4 Math - IA #3
- 12 SATs (HS Only)
- 29-30 NYS ELA Exams (3-8)
- 29-31 HS Quarterly Exams

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	31	15 School Days				

- 1 End of Quarter 3
- 1 HS Quarterly Exams
- 1 2022-2023 Kindergarten Application Deadline
- 4 2022-2023 Kindergarten Lottery
- 13-14 Q3 Report Card Conferences
- 14 Early Dismissal
- 15-21 Troy Prep Spring Break
- 26-28 NYS Math Exams (3-7)
- 25-29 Parent Appreciation Week

- 2-13 AP Exams (HS Only)
- 2-6 Staff Appreciation Week
- 7 SATs (HS Only)
- 10-11 K-2 Math - IA #3
- 26 Senior Signing Day
- No School: HS ONLY
- 27 1/2 Day: ES / MS
- 30 Memorial Day (School Closed)

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	20 School Days: ES/MS 19 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	31
8 School Days ES/MS 12 School Days HS						

- 3 End of Quarter 4 (ES/MS)
- 4 SATs (HS Only)
- 7-10 HS Quarterly Exams
- 9 Early Dismissal
- 10 End of Quarter 4 (HS)
- 10 Last Day K-8
- 9 4th Grade Moving Up Ceremony
- 10 Kindergarten Moving Up Ceremony
- 10 High School Graduation
- 16-24 NYS Regents Exams
- 17 Last Day High School
- 20 Juneteenth Observed (All Offices Closed)

Note Concerning Differences with TCSD:

The following are days which Troy Prep Schools will differ with Troy City School District (TCSD). As always, Troy Prep will offer transportation on the days when TCSD is off, but Troy Prep is in session. Troy Prep Schools are in session, but Troy City Schools are off August 23-September 8, September 16, November 2, November 24 (TCSD 1/2 day, Troy Prep off full day), March 18, May 27