

Application: True North Rochester Preparatory Charter School - West Campus

Elizabeth Alfayad - ealfayad@rochesterprep.org
2022-2023 Annual Report

Summary

ID: 0000000039

Last submitted: Nov 2 2023 02:27 PM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

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 the [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 2022-2023 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, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL - WEST CAMPUS 800000070187

a1. Popular School Name

Rochester Prep West Campus

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

ROCHESTER CITY SD

e. Date of Approved Initial Charter

Dec 1 2010

f. Date School First Opened for Instruction

Aug 23 2011

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

SUNY-authorized school

h. School Website Address

www.rochesterprep.org

i. Total Approved Charter Enrollment for 2022-2023 School Year

807

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

763

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5
6
7
8

I. Charter Management Organization

Do you have a [Charter Management Organization?](#)

Yes

I1. Charter Management Organization Name

Uncommon Schools, Inc.

I2. Charter Management Organization Email Address

info@uncommonschoools.org

I3. Charter Management Organization Email Phone Number

585-235-0008

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	Yes, 2 sites
--	--------------

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 previous year (K-5, 6-9, etc.)	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	432 Chili Ave, Rochester, NY 14611	585-368-5090	Rochester	5-8	5-8	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Kristopher Hirsch	Principal	585-368-5090		khirsch@rochesterprep.org .
Operational Leader	Maira Hill	Director of Operations	585-368-5090		moira.hill@rochesterprep.org .
Compliance Contact	Noelle Van der Tuin	Manager, Finance	646-532-1435		noelle.vandertuin@uncommonschools.org .
Complaint Contact	Kristopher Hirsch	Principal	585-368-5090		khirsch@rochesterprep.org .
DASA Coordinator	James Dill	Director, Special Education	585-368-5090		jdill@rochesterprep.org .
Phone Contact for After Hours Emergencies					

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

Private Space

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, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

[COO_432Chili.pdf](#)

Filename: COO_432Chili.pdf **Size:** 1.8 MB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[FireInsp_432Chili.pdf](#)

Filename: FireInsp_432Chili.pdf **Size:** 1.4 MB

School Site 2

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 previous year (K-5, 6-9, etc.)	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	305 Andrews St, Rochester, NY 14604	585-386-5100	Rochester	K-4	K-4	No

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Kimberly Schultz	Principal	585-386-5100		kimberly.schultz@rochesterprep.org
Operational Leader	Samantha Blaszkow	Director of Operations	585-386-5100		samantha.blaszkow@rochesterprep.org
Compliance Contact	Noelle Van der Tuin	Manager, Finance	646-866-4394		noelle.vandertuin@uncommonschools.org
Complaint Contact	Kimberly Schultz	Principal	585-386-5100		kimberly.schultz@rochesterprep.org
DASA Coordinator	James Dill	Director, Special Education	585-386-5100		jdill@rochesterprep.org
Phone Contact for After Hours Emergencies					

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

m1d. 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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[COO_305Andrews.pdf](#)

Filename: COO_305Andrews.pdf **Size:** 725.1 kB

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

[FireInsp_305Andrews.pdf](#)

Filename: FireInsp_305Andrews.pdf **Size:** 48.1 kB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

None

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Elizabeth AlFayad
Position	Manager, Regional Data Reporting & Analysis
Phone/Extension	585-386-5100
Email	ealfayad@rochesterprep.org

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

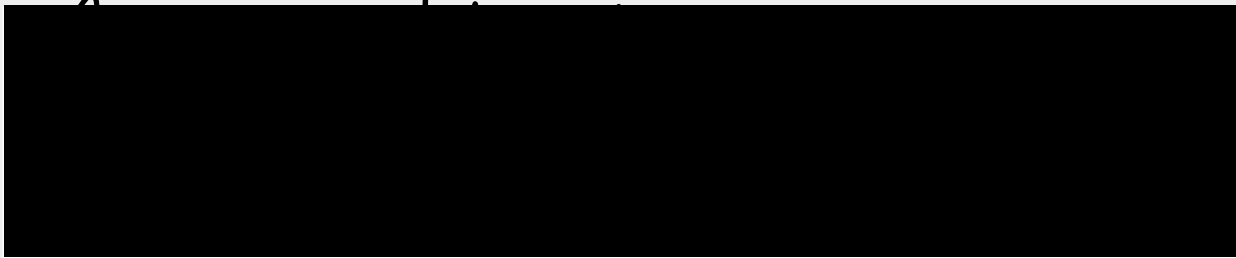
As outlined in ENTRY 10:

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

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 31 2023

Thank you.



Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

[Instructions](#)

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: True North Rochester Preparatory Charter School - West Campus

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2022/07/22133104/20-21-APPR-TNRP-WC.pdf
2. Board meeting notices, agendas and documents	https://rochesterprep.uncommonschoools.org/board-of-trustees/
3. New York State School Report Card	https://data.nysed.gov/profile.php?instid=800000070187
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2023/05/01151912/RP- - District-Safety-Plan_23-24.pdf
6. Authorizer-approved FOIL Policy	https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2020/10/07213509/FOIL-Policy.pdf
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://uncommonschoools.ams3.digitaloceanspaces.com/wp-content/uploads/sites/8/2021/08/30163800/FOIL-Subject-Matter-List-9.1.21.pdf

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
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Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Nov 2 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

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

22-23 APPR WC

Filename: 22-23_APPR_WC.pdf Size: 347.5 kB

Entry 4 - Audited Financial Statements

Completed - Nov 2 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2023**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

SY22-23 Financial Audit - 06

Filename: SY22-23_Financial_Audit_-_06.30.20_SaM8NNP.pdf Size: 365.7 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 2 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

2022-23-Audited-Financial-Statements-WC

Filename: 2022-23-Audited-Financial-Statements-WC.xlsx Size: 175.3 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] 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 Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial 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
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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 2023-2024 Budget

Completed - Nov 2 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

[2023-24-Budget-and-Quarterly-Report-Template_TNRP-WC](#)

Filename: 2023-24-Budget-and-Quarterly-Repo_VD9nuLb.xlsx Size: 535.4 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[ALLDisclosures_2023](#)

Filename: ALLDisclosures_2023_Z4ZaTWK.pdf Size: 17.2 MB

Entry 7 BOT Membership Table

Completed - Aug 1 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Geoffrey Rosenberger	[REDACTED]	Chair	Finance, Facilities, Audit, Academic	Yes	4	06/30/2022	06/30/2025	5 or less
2	Jim Ryan	[REDACTED]	Trustee/Member	Finance, Facilities, Audit, Academic	Yes	4	06/30/2021	06/30/2024	5 or less
3	Rebecca Sumner	[REDACTED]	Vice Chair	Academic, Finance	Yes	4	06/30/2022	06/30/2025	5 or less
4	Ron Zarrella	[REDACTED]	Treasurer	Finance, Facilities, Audit	Yes	3	06/30/2021	06/30/2024	5 or less
5	Josh Phillips	[REDACTED]	Trustee/Member	n/a	Yes	3	06/30/2021	06/30/2024	5 or less
6	Ebony Miller-Wesley	[REDACTED]	Trustee/Member	Finance, Academic, Audit,	Yes	1	06/30/2021	06/30/2024	5 or less
7	Jim Costanza	[REDACTED]	Trustee/Member	Facilities, Academic	Yes	1	06/30/2021	06/30/2024	5 or less
8	Carlos Carballada	[REDACTED]	Trustee/Member	n/a	Yes		03/24/2021	06/30/2024	5 or less

9	Langston McFadden		Trustee/ Member	Finance, Facilities	Yes		03/24/20 21	06/30/20 24	5 or less

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

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022- 2023
10	Betsy Riedman		Trustee/ Member	Academic	Yes		09/27/20 22	06/30/20 25	5 or less
11									
12									
13									
14									
15									

1c. Are there more than 15 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, 2023	10
b.Total Number of Members Added During 2022-2023	1
c. Total Number of Members who Departed during 2022-2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7-11

3. Number of Board meetings held during 2022-2023

5

4. Number of Board meetings scheduled for 2023-2024

5

Total number of Voting Members on June 30, 2023:

10

Total number of Voting Members added during the 2022-2023 school year:

10

Total number of Voting Members who departed during the 2022-2023 school year:

10

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

11

Thank you.

Entry 8 Board Meeting Minutes

Incomplete - Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>The city of Rochester has the third highest poverty rate of all metropolitan areas in the US (US Census Bureau, 2020). In the 22-23 school year, 92.1% of our students resided within the Rochester City School District and 87.1% of our students lived in poverty. All of Rochester Prep's campuses are located in zip codes with significant portions of the population experiencing poverty or extreme poverty. We consistently work to recruit students from the neighborhoods closest to our schools through targeted recruitment mailings to families in surrounding zip codes. Overall, Rochester Prep has found that the best way to recruit new students is through word of mouth, particularly through the networks and connections of families with students already attending the school. The Rochester Prep application asks applicants "How did you hear about us?" and "Word of Mouth" is consistently the top response. This is true for recruitment of all students, including the target populations mentioned here. Therefore, Rochester Prep recognizes the importance of building relationships with the families of both current students and future students and places those efforts at the heart of all its recruitment and retention practices. Our Parent Ambassador and Family Champions program saw great success both through Zoom</p>	<p>In 2023-2024, we plan to continue to build upon the success we've had in recruiting students from the city of Rochester, which experiences a high level of poverty, particularly for children. We will continue to recruit students from the neighborhoods closest to our schools through targeted recruitment mailings to families in surrounding zip codes. We are looking forward to resuming in-person recruitment events as local and state mandates allow. This includes general Kindergarten recruitment events hosted within the City of Rochester, events curated by E3 (an organization in Rochester promoting all charter schools and school choice), and our own standalone events. Overall, Rochester Prep has found that the best way to recruit new students is through word of mouth, particularly through the networks and connections of families with students already attending the school. The Rochester Prep application asks applicants "How did you hear about us?" and "Word of Mouth" is consistently the top response. This is true for recruitment of all students, including the target populations mentioned here. Therefore, Rochester Prep recognizes the importance of building relationships with the families of both current students and future students and places those efforts at the heart of all its recruitment and retention practices. We will continue our</p>

	<p>events and in-person once restrictions were lifted, creating positive connections between current families and prospective families.</p>	<p>Parent Ambassador program and continue to use Zoom to hold Q&A sessions for prospective families where they can speak with Parent Ambassadors and school administrators to learn more about our school and the opportunities we provide.</p>
English Language Learners	<ul style="list-style-type: none"> - Recruitment materials are offered in multiple languages - In-person recruitment opportunities held throughout the school year, with RP staff fluent in Spanish to support communication with families - Fostering supportive and collaborative relationships with families of English Language Learners – with the understanding that families are more inclined to refer other family members or friends when their experience with Rochester Prep is positive 	<ul style="list-style-type: none"> - Director of Special Education will continue to lead efforts to recruit ELLs, leveraging current families to reach new students - Application and recruitment materials will be available in multiple languages - Spanish-speaking staff available at in-person recruitment events to assist any prospective Spanish-speaking families
Students with Disabilities	<ul style="list-style-type: none"> - All recruiting materials include the fact that we support IEPs and 504 plans, indicating that students with disabilities are welcome and supported in our schools - School-based special education teams meet directly with prospective families with IEPs/504s and provide individualized tours to address enrollment questions or concerns - Special Education programming and Students with Disabilities are highlighted on our social media channels, website, and recruitment materials. - External Affairs Team created and published media pieces on students with Disability/English Language Learner with emphasis on the fact 	<ul style="list-style-type: none"> - We will continue to create and build collaborative relationships with current families and hope to reach new students and families because of these relationships. - Social Media channels and Uncommon website will continue to highlight and feature students with disabilities and provide families with information on how to learn more about the special education programming at Rochester Prep (i.e. contact information for Regional Special Education Director available) - Continued collaborative partnership with home district Committee on Special Education teams at surrounding districts – providing them with updates to

that Rochester Prep welcomes and supports ALL students, providing them with the individualized support they need to be successful in

- Expanded special education programming model at RPHS, introducing an integrated co-taught classroom model. We've shared this expansion with local Committee on Special Education, specifically RCSD, with the intention that our programming can serve a larger number of students with diverse and unique needs
- Fostering supportive and collaborative relationships with families of Students with Disabilities
 - with the understanding that families are more inclined to refer other family members or friends when their experience with Rochester Prep is positive

programming, details on recruitment or community events (i.e. RPHS blood drive), and student and school celebrations. We've found that word of mouth is the most impactful recruitment tool, so we are extremely intentional around our messaging and collaboration with RCSD and other surrounding district CSE teams.

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that the parent or guardian come into the school to meet with our Principal and/or Director of Operations. This is to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to Rochester Prep. In this way, we attempt to understand the concerns of our families and help make the best decision for the child. Our office teams helped to facilitate several dozen McKinney-Vento applications to ensure that students would not face any interruption in their education.</p>	<p>Building strong, communicative relationships is of key importance in retaining students from all backgrounds. If a student wishes to leave our school, we ask that the parent or guardian come into the school to meet with our Principal and/or Director of Operations. This is to understand the root cause of the family's desire to leave our community and attempt to address the cause, as well as to explain the difficulty of re-admittance later on should the student wish to return to Rochester Prep. In this way, we attempt to understand the concerns of our families and help make the best decision for the child. Most of these policies and practices are not new, and since we already have a strong enrollment and retention process for low income populations, we have focused most of our recent initiatives on students with disabilities and English Language Learners.</p>
English Language Learners	<ul style="list-style-type: none"> - We partner with BOCES and other local agencies to provide interpreters to families for school meetings and gatherings - Individual, school-based, plans built for each student identified as an English language learner. Plans outline small group or individual instructional services in addition to classroom and test modifications when appropriate - Partnership with Elevated Ed – Professional Learning Community (PLC), met three times throughout 	<ul style="list-style-type: none"> - Ongoing professional development for teachers and special education teams throughout the school year. Content includes: Creating and maintaining family partnerships, and differentiated instructional best practices for English-Language Learners (PLC with Elevated-Ed). - The Student Support Services Hub will launch and will serve as a centralized location where special education staff, social workers, and ELL teachers can access tools, documentation systems, and best

	<p>the school year to provide Rochester Prep teachers and staff with instructional best practices for working with English Language Learners.</p>	<p>practices for supporting these special populations. Uncommon's vision and values for supporting ALL students will also be highlighted and accessible for all to see.</p> <ul style="list-style-type: none"> - Continuation of individualized, school-based, plans for each English Language Learner. Updated annually based on results of NYSESLAT and NYS ELA assessments - Continuation of partnership with BOCES to provide families with access to interpreters when required
Students with Disabilities	<ul style="list-style-type: none"> - Reestablished partnership with ACCESS-VR, to support thoughtful and individualized transition planning for students with disabilities - We expanded the special education programming options at our HS to include an Integrated Co-Teaching Model – with a 2023-24 SY launch in 9th grade. The expansion of our programming will serve a larger number of students with diverse and unique needs. - Provided professional development to special education staff, general education teachers, and building leaders on working with neurodiverse learners. - We partnered with the University of Rochester Medical Center to provide our social work and special education teams with trainings and best practices for working with diverse learners and to support emotional regulation within the school setting. - Director of Special Education and members from Social Work and Special Education teams engaged in Connect 4 Kids Sessions with UPMC and local primary care providers – with the goal of fostering 	<ul style="list-style-type: none"> - Ongoing professional development for teachers and special education teams. Topics include: supporting inclusivity, collaborative problem-solving, adolescent brain development, and instructional best practices – Goal: to better equip our teams to support and retain the neurodiverse learners and families within our schools - The Student Support Services Hub will launch and will serve as a centralized location where special education staff, social workers, and ELL teachers can access tools, documentation systems, and best practices for supporting these special populations. Uncommon's vision and values for supporting ALL students will also be highlighted and accessible for all to see. - Integrated Co-Teaching model will be implemented in RPHS in 23-24 SY with the ultimate goal of better-supporting students within larger general education classrooms and thus promoting acceptance and inclusivity of students with disabilities - Re-investment in a more robust at-risk reading intervention programming at the MS level. This

	<p>a greater partnership between the two and being able to better articulate each stakeholder's role in holistically supporting each family</p>	<p>includes the creation of a Literacy Specialist role to close gaps in foundational reading skills for students with disabilities and 504 plans that impact success within the larger classroom setting.</p> <p>- Partnership with URMCM will expand in 2023-24 SY to include greater collaboration between school and mental health providers. We are hoping to better equip our teachers and staff with the tools they need to support the mental health and social-emotional needs of our students, specifically those with disabilities and 504 plans</p>
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Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who 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.

1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who 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.nysed.gov/common/nysed/files/programs/charter-schools/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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 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.

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
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. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Aug 1 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

Rochester Prep Staff Calendar 2023-2024

Filename: Rochester_Prep_Staff_Calendar_2023_kg7uJA9.pdf Size: 1.9 MB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	Select your school's authorizer from the drop-down list first , before completing the roster.
NOTE: MUST BE DONE FIRST	
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete



**True North Rochester Preparatory
Charter School – West Campus**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 11, 2023

By Samantha Blaszkow, Director of Operations (ES) and
Moira Hill, Director of Operations (MS)

432 Chili Avenue,
Rochester, NY 14611

585-368-5090

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Directors of Operations prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Langston McFadden	Chair	Finance, Facilities
Rebecca Sumner	Vice Chair	Academic, Finance, Development
Ronald Zarella	Treasurer	Finance, Development, Facilities
James Ryan	Trustee	Development, Finance, Facilities
Joshua Phillips	Trustee	n/a
Ebony Miller-Wesley	Trustee	Academic, Finance
Carlos Caballada	Trustee	n/a
Geoffrey Rosenberger	Trustee	Finance, Facilities, Audit, Academic
Betsy Riedman	Trustee	Academic

Kimberly Schultz has served as the Principal of the Elementary School since 2022.

Kris Hirsch has served as the Principal of the Middle School since 2019.

SCHOOL OVERVIEW

True North Rochester Preparatory Charter School – West Campus (“Rochester Prep”) first opened as a middle school in 2011. In 2013, the elementary school opened with grade K and 1. Rochester Prep now serves over 800 students in grades kindergarten through 8. Rochester Prep’s students matriculate to Rochester Prep High School after 8th grade. The high school opened in 2014 now serves grades 9-12 and gives all RP students a continuous path from kindergarten to college. Rochester Prep operates under the Uncommon Schools Charter Management Organization, which operates two other charters in Rochester, Rochester Preparatory Charter School 3 and True North Rochester Prep Charter School.

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

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

Rochester Prep’s school design includes seven core components:

1. Focus on Literacy. Many of our students begin their school career reading substantially below grade level. We address this central issue immediately to ensure students will have all the advantages of an excellent education. The ultimate academic success of Rochester Prep students, therefore, is tied to mastering this fundamental skill. In 2021-22, Rochester Prep provided explicit instruction in literacy skills and differentiated support to promote mastery of skills and content according to the grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program in K-2 (Reading Mastery), an Uncommon Schools designed reading comprehension curriculum which balances narrative and informational texts, daily read-alouds, and the use of the STEP Assessment to evaluate progress and adjust instruction.
- 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 1st grade, and for at least 30 minutes each night starting in 2nd grade.
- Students write in every class and use the Uncommon Schools writing curriculum to cultivate creativity and voice.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades 5-8

- Scholars have two hours of daily reading instruction which balances reading rigorous texts and writing in response to evidence-based prompts.
- Scholars are required to read grade level-appropriate books during the summer.
- There is required, graded, written work in every class and daily homework in all subjects.
- 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.
- In 5th and 6th grades, student are assessed using mClass three times during the year to monitor progress and ensure that students are growing at the right pace according to their level.

2. Target Curriculum Focused on Basic Skills. Rochester Prep does not use an off-the-shelf curriculum. Rather, we use curricula developed by our Uncommon Schools 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 academic skills and concepts before they go on to 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 achievement data garnered from STEP, mClass and our internal benchmark assessments. 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 daily assessment materials. Rochester Prep teachers use these curriculum resources as a tool to lead their students to high level mastery. Teachers and leaders engage in lesson preparation by determining what exemplary of a standard looks like and how to teach and lead practice around the most productive tasks, prompts, and problems. These high-level processes built around high rigor resources ensure that every student receives aligned rigorous instruction and develops mastery and allows us to share best practices quickly across schools and grades.

3. Check for Understanding and Mastery Early and Often to Drive Master and Learning Growth. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Each year, prior to the administration of New York State exams, Rochester Prep administers two internally aligned Interim Assessments (3 in ELA, 4 in Math). In grades 5 through 8, students take four interim assessments in all core subjects. These tests assess ongoing student mastery of Math, ELA, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were administered during the COVID-19 closure, virtually. Rochester Prep teachers, with the support of the Principal, use this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Rochester Prep also utilized the information to target

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

content- and skills-driven tutoring and small-group instruction. To continue to support greater data responsiveness and learning growth, the schools began the use of weekly data collection through weekly quizzes in both ELA and math. The data from these assessments is used by teachers, leaders, CAT and LLPs to address gaps in mastery and share best practices from positive outliers.

4. Every Minute Matters. To provide students with a comprehensive, college preparatory education, Rochester Prep has an extended school day and school year. The regular school day begins at 7:30 AM (ES)/8:45 AM (MS). and ends at 3 PM (ES)/4:30 PM (MS). Additionally, the Rochester Prep school year starts approximately 2 weeks earlier than other school districts in the area. In the 2022-23 school year, we began instruction on 8/22/22 and ended on 6/16/2023.

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

5. Emphasis on College. For too many students residing in low-income communities, college only exists in the abstract. For Rochester Prep students, freshman year of college is a natural extension of their educational experience at Rochester Prep. Rochester Prep students begin talking about college on the first day of kindergarten as their homerooms are named after the alma maters of their teachers and Historically Black Colleges and Universities (HBCUs). Through informal conversations and field trips starting in elementary school, college becomes a normal and tangible reality as demonstrated by the majority of our graduates who are enrolled or matriculating at four-year institutions.

6. Structure and Order. Students need a safe and orderly environment to be productive. In 2022-23, Rochester Prep creates a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Implement school dress code that helps all students to be ready for school and to feel safe, no matter their circumstances.
- Social emotional (SEL) approach to teaching students the behaviors and cognitive skills to be successful and demonstrate resilience in the face of challenges.
- Behavior management system that provides quick and immediate reinforcement of positive and prosocial behaviors.
- Rubric system that builds the culture of collective success providing immediate feedback to classes at the end of each class.

7. Family Partnership and Engagement. Rochester Prep’s educational program is structured to partner with families and work together at a high level to support their child’s academic success. In 2022-2023, our families:

- Picked up their child’s report card in person;
- Met with teachers and staff on multiple occasions to formally and informally discuss their child’s academic and behavioral performance;

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and emails;
- Were notified at home or at work each day of daily successes or struggles;
- Were asked to offer input on the school on a year-end surveys, grading the school;
- Were offered the opportunity to participate in a potluck and watch their children perform during school performances and ceremonies 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.

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
2020-21	90	92	104	93	92	91	97	97	92	N/A	N/A	N/A	N/A	849
2021-22	85	85	83	96	84	86	91	90	89	N/A	N/A	N/A	N/A	789
2022-23	58	83	89	89	88	85	81	90	91	N/A	N/A	N/A	N/A	754

GOAL 1: ENGLISH LANGUAGE ARTS

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

75% of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English Language Arts examination for grades 3-8.

BACKGROUND

The 22-23 school year allowed Rochester Prep ELA teachers to once again implement the high leverage instructional practices that have brought scholars success for the past 16 years. As part of Uncommon Schools, all ELA teachers engage in pre-service and ongoing content-specific professional development where they plan and practice delivery of instruction. Teachers develop and hone skills for data-driven instruction, analyze the ways in which students will demonstrate mastery and align their instruction to promote flexible high-level mastery across a broad range of texts. Teachers analyze student work daily, weekly and after each interim assessment, create response to data (RTD) plans that outline the key strengths, areas of growth, and reteach lessons or mini-lessons to ensure growth. In response to the larger number of lower readers post pandemic, we launched Guided Reading and mClass literacy assessment in grades 5 and 6 which provide a helpful augmentation for our lower readers. Instructional leaders and principals observed teachers and supported by giving feedback on instruction and response to data implementation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grades in spring 2023. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

ELA Measure 1 - Absolute

Each year, 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.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	89	1	0	0	0	0	0	90
4	92	0	0	0	0	0	0	92
5	84	4	0	0	0	0	0	88
6	79	3	0	0	0	0	0	82
7	89	5	0	0	0	0	0	94
8	93	2	0	0	0	1	0	96
All	526	15	0	0	0	1	0	542

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	89	33	37%	87	33	38%
4	92	18	20%	84	17	20%
5	84	29	35%	84	29	35%

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

6	79	32	41%	79	32	41%
7	89	44	49%	87	43	49%
8	93	50	54%	70	43	61%
All	526	206	39%	491	197	40%

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38%	87	11%	1585
4	20%	84	8%	1501
5	35%	84	8%	1624
6	41%	79	23%	1587
7	49%	87	13%	1473
8	61%	70	16%	1522
All	40%	491	13%	9292

ELA Measure 4 - Comparative

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	93.8%	40.2%	31%	0.5
4	95.2%	28%	25.2%	0.17
5	96.5%	25%	21.5%	0.24
6	31.2%	55.4%	44.3%	0.69
7	88.9%	51.9%	36.9%	0.9
8	100%	63.1%	36.9%	1.57
All	94.3%	44%	32.7%	0.68

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

2022 23 Uncommon Schools Interval Assessments: ELA Performance by Grade Level						
	3 rd	4 th	5 th	6 th	7 th	8 th
ELA IA #1 Average Score	28%	37%	67%	58%	61%	70%
ELA IA #2 Average Score	42%	40%	66%	60%	68%	73%
Δ from IA #1 to #2	+14%	+3%	-1%	+2%	+7%	+3%

SUMMARY OF THE ELA GOAL

Rochester Prep did not meet the goal related to ELA proficiency for the absolute measure. However, Rochester Prep did attain the comparative measures for second year students and effect size.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

VALUATION OF ELA GOAL

While the Rochester Prep team implemented a best-in-class approach to literacy instruction, we experienced multiple challenges that impacted the overall level of proficiency as outlined in the table below. Students overall started the year at lower levels than ever encountered. Families and students attended school at the lowest level in Rochester Prep history largely due to COVID related absences. Additionally, staffing attendance was a challenge with open positions and many staff absences due to

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

COVID related leaves. Disaggregating the results, there are 39%+ of students who scored at least a level two which is an increase of 4% from SY21-22 and tells us that students made growth and that with continued support, we can grow our proficiency significantly in the coming months and years.

ADDITIONAL CONTEXT AND EVIDENCE

As stated above, COVID related challenges impacted the 22-23 school year. This led to challenges implementing our data-driven approach with 100% of our students 100% of the time. We continue to see attendance (both student and teacher) increase and are optimistic that we will be able to fully support the growth necessary to meet our ELA goals. To ensure growth and mastery, we continue to increase the differentiation of texts during ELA instruction. The goal is students are reading at their zone of proximal development. We continue to lead frontline meetings sharing expert analysis of daily and weekly assessment data with teachers and leaders so they can continue to focus on teaching and supporting scholar growth with rigorous materials.

ELA ACTION PLAN

We continue to hone our approach to data responsive literacy instruction. Using the data from our best-in-class assessments (STEP, mClass, Uncommon benchmark assessments) combined with strong curriculum and highly effective teaching practices, students will continue to grow to realize mastery. This year we have introduced increase content specific teacher professional development and also trained our instructional leaders regarding phonics and fluency and guided reading.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Each year, 75% of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.

BACKGROUND

Rochester Prep leverages best practices to create rigorous standards aligned math curriculum and instructional practices. Each lesson is a combination of fluency development, building of conceptual mastery, and applying these skills and understandings to real world problems. Students practice both showing their work and writing about math using content specific vocabulary. Students also engage in discourse regarding math concepts. All these activities promote growth and flexible mastery at a high level so our students are able to succeed in calculus before heading to college.

To ensure all math teachers are proficient in facilitating learning, math teachers engage in pre-service and ongoing content-specific professional development where they plan and practice delivery of instruction. Teachers develop and hone skills for data-driven instruction, analyze the ways in which students will demonstrate mastery and align their instruction to promote flexible high-level mastery across content strands. Teachers analyze student work daily, weekly and after each interim assessment,

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

create response to data plans that outline the key strengths, areas of growth, and reteach lessons or mini-lessons to ensure growth. In response to the larger number of gaps in foundational concepts and fact fluency, Uncommon simplified and narrowed the focus of the math curriculum. Instructional leaders and principals observe teachers and support by giving feedback on instruction and response to data implementation.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	90	0	0	0	0	0	0	N/A	90
4	92	0	0	0	0	0	0	N/A	92
5	77	8	2	0	0	0	1	N/A	88
6	77	4	0	0	0	0	0	N/A	81
7	88	6	0	0	0	0	0	N/A	94
8	N/A: Regents Algebra I							95	95
All	424	18	2	0	0	0	1	95	540

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	90	62	69%	88	61	69%
4	92	47	51%	84	44	52%
5	77	27	35%	77	27	35%
6	77	35	45%	77	35	45%
7	88	49	56%	86	48	56%
8	N/A: Regents Algebra I					
All	424	220	52%	412	215	52%

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Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students **please note that district numbers are from SY21-22**	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	69%	88	14%	1594
4	52%	84	6%	1531
5	35%	77	6%	1617
6	45%	77	8%	1580
7	56%	86	4%	1422
8	N/A: Regents Algebra I		N/A	N/A
All	52%	412	7%	7744

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	93.8%	44.7%	30.8%	0.68
4	95.2%	24.7%	22.4%	0.13
5	96.5%	14.9%	17.5%	-0.17
6	31.2%	35%	21.4%	0.88
7	88.9%	27.5%	19.2%	0.54
8	N/A	N/A	N/A	N/A
All	93.1%	30.1%	22.6%	0.43

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

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MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **Internally developed**

2022-23 Uncommon Schools Interval Assessments: Math Performance by Grade Level								
	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Math IA #1 Average Score	77%	73%	45%	52%	50%	49%	41%	40%
Math IA #3 Average Score	87%	68%	65%	68%	49%	56%	55%	55%
Δ from IA #1 to #3	+10%	+15%	+20%	+14%	-1%	+7%	+14%	+15%

SUMMARY OF THE MATHEMATICS GOAL

Rochester Prep did not meet the goal related to math proficiency for the absolute measure. However, Rochester Prep did attain the comparative measures for second year students and effect size.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Our Rochester Prep team worked hard to teach math through a hybrid approach during the pandemic, however, this approach left many gaps in the mastery of prerequisite standards. This led to the need to

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

accelerate student learning by teaching pre-requisite standards in addition to grade level content over the last two school years. Students showed growth in their mathematics development, however, a large percentage did not earn proficiency. We expect these students to continue to grow. 50+% of students earned a level 2 in grades 3 – 7. We believe that this result indicates growth and that these students will continue to grow to proficient in the coming 23-24 school year. All of our 8th grade students take the Algebra I Regents course, with 77% of students overall (regardless of # of years) earning Algebra I Regents credit in June of 2023.

ADDITIONAL CONTEXT AND EVIDENCE

Our internal benchmark assessments indicate students are demonstrating growth. These assessments also allow our teachers and leaders to identify gaps in mastery and growth. Once identified, the team develops response-to-data plans to address the misconceptions and build skill. The final step in each plan is a reassessment, the data from which provides the opportunity to continue to engage in the response-to-data cycle.

MATHEMATICS ACTION PLAN

The school continues to implement the high-leverage best-in-class approaches outlined above. In addition, schools are engaging in “Frontline” meetings ensure that leaders and teachers are working with Uncommon Schools curriculum experts to identify gaps and prepare to close them. Additional analyses support this work by projecting students’ proficiency and planning intervention (small group or individual) depending on the need and learning style. Combined with frequent (re)assessment, teachers and leaders are constantly making adjustments to support better learning.

GOAL 3: SCIENCE

All students demonstrate proficiency on the NYS science assessment.

BACKGROUND

All Rochester Prep students receive science instruction starting in kindergarten and continuing through to middle school and high school. The frequency increases from 2-4 days per week in ES (K-4) to daily in MS (5-8) and HS (9-12). The Uncommon science curriculum has been overhauled based on the new NYS science standards and to increase the amount of hands-on inquiry style lessons. Science teachers participate in pre-service and ongoing content specific PD which supports high ratio science teaching and discourse and scientific thinking skills. Each subject within science engages in vertical alignment exercises looking at AP, SAT, and Regents examinations in their subject and aligning their grade level curriculum. All 8th grade students take the Living Environment Regents course.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The New York State Testing Program did not conduct science assessments for 4th grade students in school year 2022-23. Our 8th graders take Living Environment Regents exams rather than the NYSTP science assessments.

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	Not Administered by NYSTP		
8 *Regents Living Environment*	68	48	71%
All	68	48	71%

Science Measure 2 - Comparative

Each year, the 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 school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022 23 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	Not Administered by NYSTP					
8 *Regents Living Environment*	68	48	71%	1271	383	30.1%
All	68	48	71%	1271	383	30.1%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

NYSTP did not administer 4th grade science tests and our 8th graders take the Living Environment Regents exam. 71% of our 8th grade students in their 2nd year earned proficiency and thus Regents credit for that course.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A (NYSTP did not administer 4 th grade science tests and our 8 th graders take Regents exams)
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

EVALUATION OF THE SCIENCE GOAL

Rochester Prep has met its comparative measure by earning higher proficiency on the Living Environment Regents exam compared to the same tested grades (course) in the local district of comparison.

ADDITIONAL CONTEXT AND EVIDENCE

We will continue to support this cohort with rigorous science instruction in 5th grade to resolve the gaps in understanding. We have augmented the curriculum to close gaps in their scientific thinking skills and mastery.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	80	48	60%
8	2021-22	Living Environment	83	48	58%
8	2022-23	Living Environment	88	53	60%

ACTION PLAN

In response to the revised NYS science standards, we have increased the lab-based activities in our classes and additional at-bats connecting these at-bats with charts, data tables, and prose descriptions of context, so students are prepared to analyze similar situations. We look forward to our 5th grade students taking the new Science NYS Exam in SY23-24. Our 8th graders have consistently performed around 60% proficiency on the Living Environment Regents exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

True North Rochester Preparatory Charter School – West Campus has been deemed in Good Standing every year of operation, including 2022-23.

**TRUE NORTH ROCHESTER PREPARATORY
CHARTER SCHOOL**

ROCHESTER, NEW YORK

**SCHEDULES REQUIRED BY
GOVERNMENT AUDITING STANDARDS
AND THE UNIFORM GUIDANCE**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2023



BUSINESS
ADVISORS
AND CPAS

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BUSINESS
ADVISORS
AND CPAS

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 Rochester 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 Rochester Preparatory Charter School, which comprise the statement of financial position as of June 30, 2023 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 16, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered True North Rochester Preparatory Charter School's internal control over financial reporting (internal control) as a basis for designing 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 Rochester Preparatory Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of True North Rochester 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.

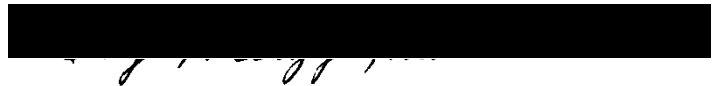
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not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

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether True North Rochester 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 financial statements. 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.

A black rectangular redaction box covering a signature.

Rochester, New York
October 16, 2023

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM;
REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS IN ACCORDANCE WITH THE UNIFORM GUIDANCE

Board of Trustees
True North Rochester Preparatory Charter School

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited True North Rochester Preparatory Charter School's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of True North Rochester Preparatory Charter School's major federal programs for the year ended June 30, 2023. True North Rochester Preparatory Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, True North Rochester Preparatory Charter School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of True North Rochester Preparatory Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of True North Rochester Preparatory Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to True North Rochester Preparatory Charter School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on True North Rochester Preparatory Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about True North Rochester Preparatory Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding True North Rochester Preparatory Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of True North Rochester Preparatory Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of True North Rochester Preparatory Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as 2023-001 and 2023-002. Our opinion on each major federal program is not modified with respect to these matters. *Government Auditing Standards* requires the auditor to perform limited procedures on True North Rochester Preparatory Charter School's response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. True North Rochester Preparatory Charter School's response was not subject to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be a material weakness. However, as discussed below, we identified a certain deficiency in internal control over compliance that we consider to be a significant deficiency.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2023-002 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on True North Rochester Preparatory Charter School's response to the internal control over compliance finding identified in our audit described in the accompanying schedule of findings and questioned costs. True North Rochester Preparatory Charter School's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of True North Rochester Preparatory Charter School as of and for the year ended June 30, 2023, and have issued our report thereon dated October 16, 2023, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the 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 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 financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.




Rochester, New York
October 16, 2023

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2023

	<u>Federal AL Number</u>	<u>Pass-through Grantor's Number</u>	<u>Total Federal Expenditures</u>
U.S. Department of Agriculture:			
<u>Passed through NYS Department of Education</u>			
<i>Child Nutrition Cluster</i>			
School Breakfast Program	10.553	261600860906	\$ 974,781
National School Lunch Program	10.555	261600860906	<u>1,978,854</u>
<i>Total Child Nutrition Cluster</i>			<u>2,953,635</u>
TOTAL DEPARTMENT OF AGRICULTURE			2,953,635
U.S. Department of Education:			
<u>Passed through NYS Department of Education</u>			
Title I - Grants to Local Educational Agencies	84.010	0021	2,028,400
Title IIA - Supporting Effective Instruction			
State Grant	84.367	0147	227,870
Title IV - Student Support and Academic			
Enrichment Program	84.424	0204	117,951
Education Innovation and Research	84.411A	N/A	2,100
<u>Passed through Uncommon Schools, Inc.</u>			
<u>Education Stabilization Funds -</u>			
American Rescue Plan - Elementary and			
ESSER III - Elementary and Secondary School	84.425U	5891	<u>3,913,878</u>
<i>Total Education Stabilization Funds</i>			3,913,878
<u>Passed through Uncommon Schools, Inc.:</u>			
CSP - Uncommon	84.282M	U282M160015	<u>189,901</u>
TOTAL DEPARTMENT OF EDUCATION			<u>6,480,100</u>
TOTAL ALL PROGRAMS			<u>\$ 9,433,735</u>

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS, Cont'd

YEAR ENDED JUNE 30, 2023

NOTE A: BASIS OF PRESENTATION

The above schedule of expenditures of federal awards includes the federal grant activity of True North Rochester Preparatory Charter School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE B: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

True North Rochester Preparatory Charter School has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2023

SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness (es) identified? yes x no
- Significant deficiency(ies) identified that are not considered to be material weaknesses? yes x none reported

Noncompliance material to financial statements noted? yes x no

Federal Awards

Internal control over major programs:

- Material weakness (es) identified? yes x no
- Significant deficiency(ies) identified that are not considered to be material weaknesses? x yes none reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? x yes no

Identification of major program:

AL Number:

84.010
84.425U

Name of Federal Program or Cluster:

Title 1- Grants to Local Educational Agencies
ESSER III American Rescue Plan - Elementary and
Secondary Emergency Relief Fund

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? x yes no

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS-

YEAR ENDED JUNE 30, 2023

FINDINGS – FINANCIAL STATEMENT AUDIT

No Findings.

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

Finding 2023-001:

Identification of the Federal Program:

AL 84.425D – American Rescue Plan – Elementary and Secondary School Emergency Relief, Award Number 5891

Criteria: Requirements per part 4 section 20.001 of the Uniform Guidance state that all laborers and mechanics employed by contractors or subcontractors to work on construction contracts in excess of \$2,000 financed by federal assistance funds must be paid wages not less than those established for the locality of the project (prevailing wage rates) by the Department of Labor (DOL).

Condition: Management had not established an adequate system of internal control over compliance with the Special Tests and Provisions related to Wage Rate Requirements under the Elementary and Secondary School Emergency Relief Fund.

Cause: Management did not have adequate internal controls in place to identify and comply with Wage Rate Requirements established under part 4 section 84.425 of the Uniform Guidance.

Effect or Potential Effect: Without appropriate internal controls over compliance, non-compliance could occur which the entity may not identify. Laborers and mechanics employed by contractors and subcontractors may not have been paid in accordance with local prevailing wage rates. We were not able to determine if the entity was in compliance with this compliance requirement as appropriate documentation was not requested from the applicable contractor.

Questioned Costs: N/A

Repeat Finding?: No

Recommendation: Management should implement internal controls over Wage Rate Requirements to ensure compliance with applicable Federal statutes, regulations, and terms and conditions of the awards received.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS-

YEAR ENDED JUNE 30, 2023

Responsible Official's Response:

In this particular finding, the decision was made to undertake a project using organizational reserves. Subsequent to the project taking place additional review indicated it would qualify as permissible under the American Rescue Plan and Federal Funding could potentially cover the project costs. The contract for the work, however, was not further reviewed at the time. After subsequent review, it appears that the contract may not meet the standards for Federal Funding, Management, therefore, has removed the Federal funding revenue from it's financial statements and has not requested funding for this project under the American Rescue Plan.

As a regular course of business, the organization does require any contracts subject to Federal funding requirements meet Federal Funding requirements, including those requirements associated with prevailing wages. Going forward, a comprehensive contract review will be performed for any project retroactively deemed a potentially permissible use of Federal funds

Auditor's Evaluation of the Responsible Official's Response:

Management's response is appropriate to address the finding. If properly implemented, management's response would include procedures to prevent reoccurrence in the future.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd

YEAR ENDED JUNE 30, 2023

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT, Cont'd

Finding 2023-002:

Identification of the Federal Program:

AL 10.553, 10.555 – Child Nutrition Cluster

Criteria: In accordance with 7 CFR 210.8, the Charter School is required to establish internal controls which ensures the accuracy of meal counts prior to the submission of the monthly reimbursement claims.

Condition and Context: Internal controls over compliance are not designed and implemented in a manner which ensures accurate reporting of meals served. The month of February 2023 was selected for testing the underlying support for meals served compared to the meals submitted for reimbursement. In this month there were discrepancies in the Lunch category, compared to what the Charter School submitted for reimbursement. The error rate was fifteen percent for the West Campus Elementary School location and two percent overall. Further, for the month of February 2023 the Charter School submitted for reimbursement less meals than their records supported, the net difference was less than \$3,000. In addition the Charter School did not file their corrective action plan on a timely basis related to finding 2022-001 as required by SUNY.

Cause: Management did not have adequate controls in place to ensure that meal counts at the homeroom level reconciled to the School level and claims made at the federal and state level.

Effect or Potential Effect: Errors were made in claiming process and went undetected by the Charter School.

Questioned Costs: N/A

Repeat Finding?: Yes, See finding 2022-001

Recommendation: The Charter School needs to examine their current processes and make the necessary adjustments to become in compliance with 7 CFR 210.8. They should also ensure that this supporting documentation is maintained for a period of three years following the final submission for reimbursement for each fiscal year as required by 7 CFR 210.23(c). Properly designed and implemented procedures will ensure that the Charter School remains in compliance with program requirements and is appropriately reimbursed. In addition we recommend the Charter School submit the corrective action plan on a timely basis once a timeline is established by SUNY.

Responsible Official's Response:

The Rochester Schools will implement a plan which will eliminate discrepancies between meal counting at the homeroom level, reporting at the school level, and claims made at the state and federal levels.

This implementation plan includes a heightened responsibility with data collection, multiple quality checks and data transfer.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd

YEAR ENDED JUNE 30, 2023

Procedures to prevent reoccurrence in the future are listed below:

Responsible Party	Action	Timeline	Category
Homeroom teachers	Use homeroom tracker to indicate which students took meals	Immediately at point of service, as students are taking their meals	Data collection
Child Nutrition Lead (Operations Team Member at School)	Checks homeroom trackers to ensure that no dates are missing & follows up with teachers for missing data	Friday afternoon, reviewing the immediate past week	Quality check
Child Nutrition Lead (Operations Team Member at School)	Compares homeroom meal counts to attendance reports for the week to ensure that students marked absent were not erroneously listed as receiving meal/s	Friday afternoon, reviewing the immediate past week	Quality check
Child Nutrition Lead (Operations Team Member at School)	Transfers aggregate meal count data for each homeroom into school-level tracker	Friday afternoon, reporting the immediate past week	Data transfer
Child Nutrition Lead (Operations Team Member at School)	Reviews school-level tracker, ensures that counts match homeroom-level trackers and completes attestation (see appendix A)	1st business day of the month, reviewing the immediately previous month	Quality check
Food Service Manager (Director of Operations at school) See Appendix D	Reviews monthly school-level meal tracker for accuracy and completes attestation (see appendix B) including reviewing the reasonableness check (see appendix C)	7th business day of the month, reviewing the immediately previous month	Quality check

Auditor's Evaluation of the Responsible Official's Response:

Management's response is appropriate to address the finding. If properly implemented, management's response would include procedures to prevent reoccurrence in the future.

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd

YEAR ENDED JUNE 30, 2023

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

Finding 2022-001:

Identification of the Federal Program:

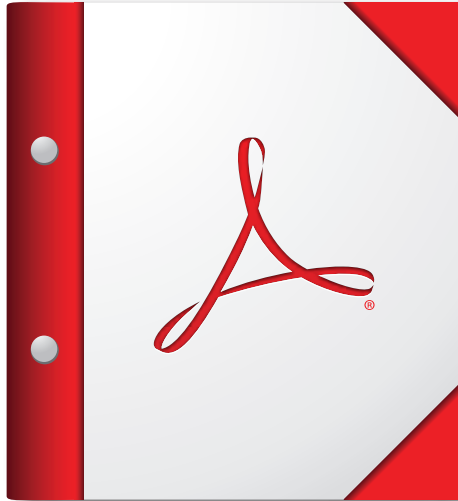
AL 10.553, 10.555 – Child Nutrition Cluster

Criteria: In accordance with 7 CFR 210.8, the Charter School is required to establish internal controls which ensures the accuracy of meal counts prior to the submission of the monthly reimbursement claims.

Condition and Context: Internal controls over compliance are not designed and implemented in a manner which ensures accurate reporting of meals served. The months of November 2021 and February 2022 were selected for testing the underlying support for meals served compared to the meals submitted for reimbursement. In both of these months there were discrepancies in the various categories, Breakfast, Lunch and Snack, compared to what the Charter School submitted for reimbursement. The error rates approached five percent for some of these categories. Further, for the months of November 2021 and February 2022 the Charter School submitted for reimbursement less meals than their records supported, the net difference was less than \$6,000.

Current Status:

See Finding 2023-002 for status.



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2023-2024 Rochester Prep Staff Calendar

last updated 05.09.23

6/26- Summer Shutdown - All Campuses
7/14 Closed except for Summer Schools
7/19 End of Summer Success Academy

July '23						
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 '23						
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		

9 School Days

1 New + Returning teachers who started on or after 1/3/23
7 Returning teachers who started prior to 1/3/23
11 State of Rochester
21 K, 5th, 9th Orientation Day One - Half Day
22 K, 5th, 9th Day Two - Half Day
23 First Day ALL Students, K-12 - Full Day

1 Sustainability half day
4 Labor Day - Closed

September '23						
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

20 School Days

October '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 School Days

6 Sustainability half day
9 Indigenous People's Day - Closed
12-13 Rochester Leader Retreat
10-13 MS IA #1
11-12 3-4 ELA IA #1
23-27 HS Q1 IA (Half-Day, HS Only)
23-27 K-4 Math IA #1
27 End of Quarter One

9 Q1 Report Card Conference 1/2 Day
10 Veteran's Day Obs - Closed
22-24 Thanksgiving Break - Closed

November '23						
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 '23						
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						

16 School Days

4-8 MS IA2 - ELA/Math
22 Sustainability half day
12/23-1/7 Winter Break - Closed

1-7 Winter Break - Closed
12 Sustainability half day
15 MLK Jr. Day - Closed
16-19 HS Q2 IA (Half-Day, HS Only)
19 End of Quarter Two
22-23 NY 3-4 ELA IA #2
29-30 K-4 Math IA#2

January '24						
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			

17 School Days

February '24						
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		

16 School Days

1 Q2 Report Card Conference 1/2 Day
16 Sustainability half day
19-23 February Break - Closed
26-29 MS IA3 - All Subjects (Differentiated)

1 MS IA3 - All Subjects)
7-8/14-15 HOLD: LDR
8 [HOLD] Sustainability half days
15 [HOLD] Sustainability half days
25-28 HS Q3 IA (Half-Day, HS Only)
26-27 3-4 Math IA (Differentiated)
28 End of Quarter Three
29 Good Friday - Closed

March '24						
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

April '24						
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				

16 School Days

3/29-4/8 Spring Break - Closed
NYS ELA Exam - 3rd,4th,6th,7th Grade
Quarter 3 RCC Conference 1/2 Day: HS ONLY
4/16-4/17 NYS 5th Grade Science Exam
Q3 RCC Conference 1/2 Day: ES & MS ONLY
NYS ELA Exam - 5th & 8th Grade

5/1 NYS ELA Exam - 5th & 8th Grade
6-10 AP Exams - HS Only
7-8 K-2 Math IA3
8-9 NYS Math Exam - 3rd,4th,6th,7th Grade
13-17 AP Exams - HS Only
14-15 NYS Math State Exam - 5th Grade
24 Sustainability half day
27 Memorial Day - Closed

May '24						
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	

22 School Days

June '24						
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						

10 School Days

3-7 HS Q4 IA (Half-Day, HS Only)
4-18 NYS June Regents
14 Last Day of School
19 Juneteenth - Closed

Note Concerning Differences with RCSD

The following are days which Rochester Prep Charter Schools will differ with Rochester Central School District (RCSD). As always, Rochester Prep will offer transportation to Rochester City students on the days when RCSD is off, but Rochester Prep is in session.

Rochester Prep Schools are in session, but Rochester City Schools are off on: August 21st - September 5th, November 7th, April 22nd, May 17th, May 24th



Form for Inspection, Testing and Maintenance of Fire Alarms and Signaling Systems



Location Code: XLPSLWE

Contact: Ann Wall

Contact Address: 305 ANDREWS ST
ROCHESTER, NY 14604-1433

Phone: (585) 259-9255

Email: awall@sebaker.com

Property Evaluated: Rochester Prep West Campus
(Educational)
305 ANDREWS ST
ROCHESTER, NY 14604-1433

Description: Fire Alarm (Fire Panel)

Company: Upstate Communication & Security
NYS Dept of State License UID
12000059653

Address: 402 W Commercial St, Suite A
East Rochester, NY 14445

Company Phone: 585-444-0800

Inspector: Andrew Esten

Date of Work: 7/19/2023

Frequency: Annual

Deficiency Summary

There are no reported deficiencies for this submission

General Comments

There are no general comments for this submission

Form for Inspection, Testing and Maintenance of Fire Alarms and Signaling Systems

Separate forms are available for inspection, testing, and maintenance of the rest of the fire protection system of which the fire alarms and signaling systems are a part. More frequent inspection, testing, and maintenance may be necessary depending on the conditions of the occupancy and the water supply.

Notes:

1. All questions are to be answered *Yes, No, or Not Applicable*. All "No" answers are to be explained in the *Comments* for this form.
2. Refer to NFPA-72 for specific inspection frequency requirements for the different components.

The work covered on this form is (select one): Annual

Date of Work 7/19/2023

All responses refer to the current work (inspection, testing and maintenance) performed on this date.

1. Property Information

Owner:

Ann Wall

Owner's Phone Number:

(585) 259-9255

Owner's Address:

305 ANDREWS ST, ROCHESTER, NY, 14604-1433

Property Being Evaluated:

Rochester Prep West Campus (Educational)

Property Address:

305 ANDREWS ST, ROCHESTER, NY, 14604-1433

Assembly Description:

Fire Alarm (Fire Panel)

2. Owner's Section

A. Are the fire alarms and signaling systems in service? ☒ Yes ☐ No

B. Have fire alarms and signaling systems remained in service since the last inspection? ☒ Yes ☐ No

C. Was the system (of which the fire alarm and signaling systems are a part) free of actuation of devices or alarms since the last inspection? ☒ Yes ☐ No

D. The required record documents are available and include the current revisions of all fire alarm software and the revisions of software of any systems with which the fire alarm software interfaces? ☒ Yes ☐ No

3. Monitoring Information

Monitoring organization: Johnson Control

Address: _____

Phone: 1-800-289-2647

Fax: _____

Email: _____

Account number: H02-322-1506

Phone line 1: _____

Phone line 2: _____

Means of transmission: Copper Lines

Entropy to which alarms are retransmitted: Contact ID

Phone: _____

4. System Information

4.1 Control Unit:

Manufacturer: Potter

Model number: AFC 1000

4.2 Software and Firmware Revision number: 0

4.3 System Power:

4.3.1 Primary (Main) Power:

Nominal voltage: 120

Amps: 20

Location: 1st Floor

Overcurrent protection type: Breaker

Amps: 20

Disconnecting means location: 1st Floor

4.3.2 Secondary Power:

Type: Batteries

Location: In Panel

Battery type (if applicable):
☐ Lead-acid ☐ Nickel-cadmium
☐ Primary (dry cell)
☒ Sealed lead-acid

Calculated capacity of batteries to drive the system:

In standby mode (hours): 24

In alarm mode (minutes): 720

5. Notifications Made Prior To Testing

	Contact	Time
Monitoring organization:	JCI	7
Building management:	Ann	7
Building occupants:	Na	Na
Authority Having Jurisdiction:	Na	Na
Other, if required:		

6. Testing Results

6.1 Control Unit and Related Equipment

Description	Visual Inspection	Functional Test	Results
Control unit	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Lamps/LEDs/LCDs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Fuses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Trouble signals	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Disconnect switches	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Ground-fault monitoring	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Supervision	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Local annunciator	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Remote annunciators	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input checked="" type="checkbox"/> N/A
Remote power panels	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A

6.2 Secondary Power

Description	Visual Inspection	Functional Test	Results
Battery condition	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Load voltage	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Discharge test	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Charger test	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Remote panel batteries	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A

6.3 Alarm and Supervisory Alarm Initiating Device

Complete supplementary device test form for all initiating devices.

6.4 Notification Appliances

Complete supplementary appliance test form for all notification appliances.

6.5 Interface Equipment

Complete supplementary interface component test form for all interface components.
Circuit Interface / Signaling Line Circuit Interface / Fire Alarm Control Interface

6.6 Supervising Station Monitoring

Description	Yes/No	Time (sec)	Results
Alarm signal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Alarm restoration	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Trouble signal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Trouble restoration	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Supervisory signal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A
Supervisory restoration	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> N/A

6.7 Public Emergency Alarm Reporting System

Description	Yes/No	Time (seconds)	Results
Alarm signal	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input checked="" type="checkbox"/> N/A
Alarm restoration	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input checked="" type="checkbox"/> N/A
Trouble signal	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input checked="" type="checkbox"/> N/A
Trouble restoration	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input checked="" type="checkbox"/> N/A
Supervisory signal	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input checked="" type="checkbox"/> N/A
Supervisory restoration	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input checked="" type="checkbox"/> N/A

7. Notifications That Testing Is Complete

	Contact	Time
Monitoring organization:	JCI	830
Building management:	Ann	830
Building occupants:	Na	Na
Authority Having Jurisdiction:	Na	Na
Other, if required:		

8. System Restored To Normal Operation

Date: 7/19/2023
Time: 830

9. Comments

Any "No" answers, test failures or other problems found with the fire alarm system must be explained using the comment specific for each question. Additional comments can be added here.

Please see the summary section at the top of the form for the comments.

10. Inspector's Information

Inspected By: Andrew Esten
Inspector License: Not Specified

I state that the information on this form is correct at the time and place of my inspection, and that all equipment tested at this time was left in operating condition upon completion of this inspection except as noted in the *Comments*. This system as specified herein has been inspected and tested according to NFPA 72, 2013 edition, Chapter 14.



Upstate Communication & Security
402 W Commercial St, Suite A
East Rochester, NY 14445
Phone: 585-444-0800

Signature of Inspector

A handwritten signature in black ink, appearing to be "Ann Wall", written over a horizontal line.

Date

7/19/2023

11. Owner or Owner's Representative

Owner or Owner's Representative Name

Ann Wall

Owner or Owner's Representative Signature

No Signature Available

Date

7/19/2023



Fire Alarm Inspection and Testing Report

Date: 6/29/23 Time: 6/2023 Inspection Job #: 88968390

SERVICE ORGANIZATION

Name: Johnson Controls Security Solutions LLC
 Address: 90 Goodway Dr Rochester
 Representative: Dave K.
 License No: 12000327400
 Telephone: 800 289 2647

PROPERTY NAME (USER)

Name: Rochester Chili Ave. LLC
 Address: 432 Chili Ave.
 Owner Contact: Joe
 Telephone: _____

MONITORING ENTITY

Contact: TCI
 Telephone: 800 289 2647
 Monitoring Account Ref No (CS#): H023243319

APPROVING AGENCY

Contact: City of Rochester
 Telephone: _____

TYPE TRANSMISSION

- ☐ McCulloh ☐ AlarmNet
☐ Multiplex ☐ Telular
☒ Digital ☐ AAGard
☐ Reserve Priority
☐ RF
☐ Other (Specify): _____

Control Unit Manufacturer: FireLite
 Circuit Styles: 4
 Number of Circuits: 1
 Software Rev.: 7.1
 Last Date System Had Any Service Performed: _____
 Last Date that Any Software or Configuration Was Revised: _____

SERVICE

- ☐ Weekly
☐ Monthly
☐ Bimonthly
☐ Quarterly
☐ Semiannually
☒ Annually
☐ Other (Specify): _____

Model No: Unimode 200

ALARM-INITIATING DEVICES AND CIRCUIT INFORMATION

Quantity of Devices Installed	Circuit Style	Quantity of Devices Tested
<u>16</u>	<u>4</u>	<u>16</u>
<u>64</u>	<u>4</u>	<u>64</u>
<u>3</u>	<u>4</u>	<u>3</u>
<u>1</u>	<u>4</u>	<u>1</u>
<u>3</u>	<u>4</u>	<u>3</u>

Manual Fire Alarm Boxes
 Ion Detectors
 Photo Detectors
 Duct Detectors
 Heat Detectors
 Waterflow Switches
 Supervisory Switches
 Other (Specify): _____

Alarm verification feature is: ☒ Disabled ☐ Enabled



8833UE00

Fire Alarm Inspection and Testing Report

ALARM NOTIFICATION APPLIANCES and CIRCUIT INFORMATION

Quantity of Appliances Installed	Circuit Style	Quantity of Appliances Tested	
15	4	15	Bells
			Horns 1 strokes
45	4	45	Chimes
			Strobes
			Speakers
			Other (Specify):

No. of alarm notification appliance circuits: _____

Are circuits monitored for integrity? ☒ Yes ☐ No

SUPERVISORY SIGNAL-INITIATING DEVICES and CIRCUIT INFORMATION

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

SIGNALING LINE CIRCUITS

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

Quantity and style of signaling line circuits connected to system:

Quantity: 1 Style(s): 4

SYSTEM POWER SUPPLIES

(a) Primary (Main): Nominal Voltage: 120 VAC Amps: 20
 Overcurrent Protection: Type: C.B. Amps: 20
 Location (of Primary Supply Panelboard): electrical Room basement
 Disconnecting Means Locations: panel 1 breaker #2

(b) Secondary (Standby): 24 VDC Storage Battery: Amp-Hr. Rating: (4) 7ah x 12V
 Calculated capacity in _____ Amp-Hrs to operate system for _____ hours
 Engine-driven generator dedicated to fire alarm system: _____
 Location of fuel storage: _____

BATTERY TYPE

☐ Dry Cell ☐ Nickel-Cadmium ☒ Sealed Lead-Acid ☐ Lead-Acid ☐ Other (Specify): _____

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

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

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



8833UE00

Fire Alarm Inspection and Testing Report

PRIOR TO ANY TESTING

NOTIFICATIONS ARE MADE

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

SYSTEM TESTS and INSPECTIONS

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

SECONDARY POWER

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

TRANSIENT SUPPRESSORS

REMOTE ANNUNCIATORS

NOTIFICATION APPLIANCES

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

INITIATING and SUPERVISORY DEVICE TESTS and INSPECTIONS

Loc. & S/N	Device Type	Visual	Functional	Factory Setting	Measured Setting	Pass	Fail
	MFA	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Supervisory	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>
	smokes	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>
	heats	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>
	water flow	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:



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Fire Alarm Inspection and Testing Report

EMERGENCY COMMUNICATIONS EQUIPMENT	Visual	Functional	Comments
Phone Set	<input type="checkbox"/>	<input type="checkbox"/>	
Phone Jacks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Off-Hook Indicator	<input type="checkbox"/>	<input type="checkbox"/>	
Amplifier(s)	<input type="checkbox"/>	<input type="checkbox"/>	
Tone Generator(s)	<input type="checkbox"/>	<input type="checkbox"/>	
Call-In Signal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
System Performance	<input type="checkbox"/>	<input type="checkbox"/>	

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

INTERFACE EQUIPMENT	Visual	Device Operation	Simulated Operation	SPECIAL HAZARD SYSTEMS	Visual	Device Operation	Simulated Operation
(Specify) <u>door holders</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Procedure: _____							
Comments: _____							

SUPERVISING STATION MONITORING	Yes	No	Time	Comments
Alarm Signal	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Alarm Restoration	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Trouble Signal	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supervisory Signal	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supervisory Restoration	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

NOTIFICATIONS THAT TESTING IS COMPLETE	Yes	No	Time	Who
Building Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Monitoring Agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Building Occupants	<input type="checkbox"/>	<input type="checkbox"/>		
Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>		
The following did not operate correctly (See Service Job): <u>customer to replace 1 battery in control.</u>				
Service Job#: _____		System restored to normal operation: Date: _____		Time: _____

On monitored alarm systems, I tested, and if necessary, connected the telephone line seizure feature to ensure it is working correctly. ☒ Yes ☐ No

THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE NFPA STANDARDS.

Name of Inspector: Dave K. Date: 6/29/23 Time: _____

Signature: _____ Date: _____ Time: _____

Name of Owner or Representative: _____ Date: _____ Time: _____

Signature: _____



CITY OF ROCHESTER

CERTIFICATE NO.: 89386
DATE ISSUED: AUGUST 15, 2019
EXPIRATION: NOT APPLICABLE
LEGAL USE: COLLEGE PREP SCHOOL

CASE NO.: 624549
PERMIT: 1166320
SBL NO: 10680000010010010000

CERTIFICATE OF OCCUPANCY

PROPERTY LOCATION: 0305 ANDREWS ST

This is to certify that the above property may be legally occupied in the following manner:

MASONRY, 6 STORIES
CERTIFICATE FOR COLLEGE PREP SCHOOL
{42,757 SQUARE FEET}

This Certificate is issued and based on the application made by:

TRUE NORTH ANDREWS STREET, LLC, {OWNER}, ON DECEMBER 19, 2018

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above, unless terminated by the occurrence of any of the events enumerated in Section 90-16A(2) of the City Code, or the Non-Conforming Use limitations in Section 120-199 of the Zoning Code. This Certificate must be renewed, if applicable, no later than the expiration date.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

THIS BUILDING CONTAINS A REQUIRED SPRINKLER SYSTEM.

SENIOR CODE ENFORCEMENT OFFICER 

NOTICE AND DISCLAIMER

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE, BY ENHANCING THE CITY'S HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.

LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

EEO Employer/Handicapped



CITY OF ROCHESTER

CERTIFICATE NO.: 52597
DATE ISSUED: JULY 14, 2016
EXPIRATION: NOT APPLICABLE
LEGAL USE: CHARTER SCHOOL

CASE NO.: 587993
PERMIT: 1145297
SBL NO: 12056000010200020000

CERTIFICATE OF OCCUPANCY

PROPERTY LOCATION: 0432 CHILI AV

This is to certify that the above property may be legally occupied in the following manner:

MASONRY 4 STORIES

BASEMENT - CAFETERIA

{MAXIMUM OCCUPANCY NOT TO EXCEED 261 PERSONS}

FIRST, SECOND, THIRD AND FOURTH FLOOR - CHARTER SCHOOL

{GRADES FIFTH THRU EIGHTH} {MAXIMUM OCCUPANCY NOT TO EXCEED 335 STUDENTS}

This Certificate is issued and based on the application made by:
THE NICHOLS TEAM, {OWNER'S AGENT}, ON AUGUST 25, 2015

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above, unless terminated by the occurrence of any of the events enumerated in Section 90-16A(2) of the City Code, or the Non-Conforming Use limitations in Section 120-199 of the Zoning Code. This Certificate must be renewed, if applicable, no later than the expiration date.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

THIS BUILDING CONTAINS A REQUIRED SPRINKLER SYSTEM.

CODE COMPLIANCE COORDINATOR

NOTICE AND DISCLAIMER

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ENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.
EO Employer/Handicapped



CITY OF ROCHESTER

CERTIFICATE NO.: 86941
DATE ISSUED: AUGUST 16, 2016
EXPIRATION: NOT APPLICABLE
LEGAL USE: SCHOOL

CASE NO.: 606567
PERMIT:
SBL NO: 12056000010200020000

CERTIFICATE OF OCCUPANCY
{PARTIAL}

PROPERTY LOCATION: 0432 CHILI AV

This is to certify that the above property may be legally occupied in the following manner:

MASONRY 1 STORY
CERTIFICATE FOR GYMNASIUM
{GRADES: FIFTH THRU EIGHTH}
{MAXIMUM OCCUPANCY NOT TO EXCEED 290 PERSONS}

This Certificate is issued and based on the application made by:

THE NICHOLS TEAM, {OWNER'S AGENT}, ON JUNE 27, 2016

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above, unless terminated by the occurrence of any of the events enumerated in Section 90-16A(2) of the City Code, or the Non-Conforming Use limitations in Section 120-199 of the Zoning Code. This Certificate must be renewed, if applicable, no later than the expiration date.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

CODE COMPLIANCE COORDINATOR

NOTICE AND DISCLAIMER

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE
OPEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION/CERTIFICATION
GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS.
WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY, PROPERTY
INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN
NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE, BY ENHANCING THE CITY'S
HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.

LENDERS AND PURASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

EEO Employer/Handcapped