

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 23, 2014

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1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

491700860931 TRUE NORTH TROY PREP CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Troy

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
2 Polk Street Troy, NY 12180	518-445-3100	518-445-3101	mmuscatiello@troyprep.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Mark Muscatiello
Title	Director of Operations
Emergency Phone Number (###-###-####)	646-265-0662

5. SCHOOL WEB ADDRESS (URL)

<http://troyprep.uncommonschoools.org/>

6. DATE OF INITIAL CHARTER

2008-03-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 5

• 6

• 7

• 8

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

Yes/No	Name of CMO/EMO
Yes	Uncommon Schools

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Josh Phillips	518-445-3100		jphillips@uncommonschoools.org	No
CFO (e.g., network CFO)	Anna Hall	518-445-3100		ahall@uncommonshools.org	Yes
Compliance Contact	Anna Hall	518-445-3100		ahall@uncommonshools.org	Yes
Complaint Contact	Anna Hall	518-445-3100		ahall@uncommonshools.org	Yes

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	2 Polk Street Troy, NY 12180	518-445-310 0	TROY CITY SD	k,1,2,3,5,6,7,8	No	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Katie Yezzi	518-445-3100		kyezzi@troyprep.org
Operational Leader	Mark Muscatiello	518-445-3100		mmuscatiello@troyprep.org
Compliance Contact	Mark Muscatiello	518-445-3100		mmuscatiello@troyprep.org
Complaint Contact	Mark Muscatiello	518-445-3100		mmuscatiello@troyprep.org

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures 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. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of a large, stylized initial 'M' followed by a smaller 'a' and a long, sweeping horizontal stroke that ends in a hook.

Signature, President of the Board of Trustees

•

Thank you.

Appendix A: Link to the New York State School Report Card

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Charter School Name: 491700860931 TRUE NORTH TROY PREP CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?instid=800000061096&year=2013&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherq>

Transmittal Form
Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

School Name:	True North Troy Preparatory Charter School
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Jon Thatcher
School Fiscal Contact Email:	jthatcher@troyprep.org
School Fiscal Contact Phone:	518-764-3527
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Raymond Jacobi
School Audit Contact Email:	rjacobi@mmb-co.com
School Audit Contact Phone:	585-672-1860
Audit Period:	2013-14
Prior Year:	2012-13

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	
Federal Single Audit (A-133) ¹	
Corrective Action Plan	

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.

Appendix I: Teacher and Administrator Attrition

Created Tuesday, July 29, 2014

Updated Wednesday, July 30, 2014

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Charter School Name: 491700860931 TRUE NORTH TROY PREP CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
33	13	10

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
4	1	1

Thank you

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 23, 2014
Updated Tuesday, July 29, 2014

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Charter School Name: 491700860931 TRUE NORTH TROY PREP CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	6212233
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	390
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	15929

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	572774
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	1142633
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	1715407
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	390
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	4398

Thank you.



Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

Troy Preparatory Charter School

Contact Name: Reva Gorelick
Contact Email: rgorelick@uncommonschoools.org
Contact Phone: 718-363-5200 ext. 57206

Prior Year: 2013-14
Current Year: 2014-15

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

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An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

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1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Jeff buell	Chair/President	Yes	Finance	Served since June 2009. Term expiration 6/30/2015	
2	Rev. Eric Shaw	Member	Yes	Community and Development	Served since June 2009. Term expiration 6/30/2017	
3	Barbara McCandless	Member	Yes		Served since September 2011. Term expiration 6/30/201	
4	Doug Lemov	Member	Yes		Served since June 2009. Term expiration 6/30/2015	
5	Josh Phillips	Member	Yes		Served since June 2012. Term expiration 6/30/2015	
6	Rachel Uccellini	Member	Yes		Served since June 2012. Term expiration 6/30/2015	
7	Robert Bellafiore	Member	Yes		Served since June 2012. Term expiration 6/30/2015	

2. Total Number of Members Joining Board during the 2013-14 school year

0

3. Total Number of Members Departing the Board during the 2013-14 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

11

5. How many times did the Board meet during the 2013-14 school year?

6

6. How many times will the Board meet during the 2014-15 school year?

6

Thank you.

Enrollment and Retention Targets

Troy Prep aims to provide a high quality, college preparatory education to students otherwise deemed at risk of academic failure. As a result of the school's strong outreach and student recruitment processes, the school has been successful in enrolling a predominantly low-income population. To ensure that the school continues to enroll and retain those students most at risk of academic failure, including students with disabilities and students with limited English proficiency, Troy Prep plans to:

- Implement an absolute admissions preference for students eligible for Free or Reduced Price Lunch;
- Continue and enhance its existing outreach processes; and
- Employ a full-time Parent Coordinator

As a member of Uncommon Schools, Troy Prep is able to share best practices for outreach and recruitment with other successful charter schools throughout New York State.

Enrollment Targets

Troy Prep's student recruitment and outreach efforts are managed jointly by the middle and elementary school Directors of Operations and their staff, with significant input from school Principals and supervision by the Uncommon Schools Rochester and Troy Chief Operating Officer. The outreach process begins each year with a "Kick-Off" meeting, where Directors of Operations set goals, strategize, and budget for outreach. Outreach efforts include:

- Knocking on doors in the community, beginning with local housing projects
- Posting of fliers and procurement of advertising space
- Holding events in housing project function areas
- Attendance at community events throughout Troy and inside local housing projects
- Development of relationships with organizations such as the Commission on Economic Opportunity and Unity House, which refer parents to Troy Prep.

Many of these outreach efforts are specifically targeted for parents of at-risk students.

Students Eligible for Free and Reduced Price Lunch

Due in part to its extensive family outreach efforts, Troy Prep has been successful in attracting a high portion of students eligible for Free and Reduced Price Lunch. During the 2011-12 school year, 92% of students at Troy Prep were eligible for Free and Reduced Lunch. This far exceeds the Troy District's rate of 61%. Since its opening, Troy Prep has consistently enrolled the highest portion of students eligible for Free or Reduced Price Lunch of every public school in Troy. Troy Prep plans to continue its current outreach strategies to enroll economically disadvantaged students at similar levels in coming years.

Students with Limited English Proficiency

The Troy Enlarged City School District is a small urban school district serving only about 4300 students. According to 2010-11 New York State Report Card Data, the school in the Troy District with the highest portion of students with limited English proficiency was PS 2, an elementary school. In 2010-11 3% of students at PS 2 were identified as having limited English proficiency¹. We expect that the area surrounding this school – commonly referred to as "North Central" Troy – is the best area to target to attract families of students with limited English proficiency. This area is heavily targeted by Troy Prep's outreach efforts.

¹ The 2010-11 school year was the last year in which the Troy Enlarged City School District assigned students to schools based on neighborhoods. While the neighborhood zoning system is no longer in use, demographic data from the 2010-11 school report cards speaks to the composition of the neighborhood surrounding each school.

Troy Prep produces all outreach documents in English and Spanish. The school employs Spanish speaking staff to communicate with Spanish-speaking families, and uses an interpreting service for all other interpretation needs. In its outreach efforts, the school places a special emphasis on reaching out to non-English speaking families. For example, each year Troy Prep staff:

- Knock on doors in all of the local housing projects, which we know from experience contain a number of non-English speaking families;
- Hold events with Spanish Language community groups, including Spanish Language Churches; and
- Advertise on a Spanish language radio broadcast.

Students with Disabilities

There is no one best area of the school district in which to recruit students with disabilities. Instead, Troy Prep must focus on communicating to parents that the school is open to all students, including those with disabilities. In all of its outreach materials, Troy Prep emphasizes that it is open to all students. In the past the School has sent letters to parents outlining, major myths about charter schools, including the myth that “charter schools don’t serve students with disabilities”.

Beginning in the 2012-13 school year, Troy Prep will begin holding parent-facing workshops open to all members of the community and focused on educational issues. At least one of these workshops will focus on issues specific to parents of students with disabilities. A likely topic for such a workshop is “Understanding Your Child’s IEP”. A secondary goal of this workshop will be to demonstrate to the community that Troy Prep is well versed on special education issues and a welcome environment for students with disabilities.

In the fall of 2011 Troy Prep moved into a newly renovated facility in South Troy. This new facility is handicap accessible and more inviting to students with certain physical disabilities than the building that the school previously occupied.

Evaluating our Enrollment of Subgroups

In partnership with Uncommon Schools, Troy Prep regularly collects, reports, and analyzes data on a number of indicators, including its enrollment of students with disabilities, students with limited English proficiency, and students eligible for Free and Reduced Price Lunch. As a member of Uncommon Schools, Troy Prep is able to compare its data with that of other Uncommon schools throughout New York State before this data is released to the public.

As described above, Troy Prep holds a “Kick-Off” meeting each year to identify goals and develop strategies for the year’s student and family outreach. The school sets enrollment targets and uses data from the previous year to assess its performance according to those targets. This evaluation allows Troy Prep to update its recruitment strategies to ensure that it is appropriately targeting all subgroups of students.

Troy Prep documents all of its recruitment efforts for the purposing of sharing best practices with other Uncommon Schools and informing future years’ recruitment efforts. Troy Prep will continue to document its recruitment efforts to demonstrate its attention to all subgroups of the student community.

Retention

Troy Prep aims to provide high-quality, college preparatory education for students otherwise deemed at-risk of academic failure. To serve its predominantly at-risk student population, Troy Prep has developed strong identification and intervention systems to enable struggling students to succeed.

Many aspects of Troy Prep's existing educational model will serve to ensure retention of students with disabilities and students and with limited English proficiency.

Strong Identification and Intervention Systems

Troy Prep uses an inclusion model that relies on small group intervention outside of regular classes to provide intervention services to students. The identification and intervention systems in place for students with disabilities and students with limited English proficiency are the same as or similar to those for all students who may need extra attention to achieve reading fluency or otherwise succeed. Because these systems exist, it is not apparent that a student receiving these services due to a disability or English language deficit. Students are thus not stigmatized for having a disability or deficit because many of the school's students receive intervention services at some point in their time with Troy Prep

Communication with Parents

Troy Prep places enhanced emphasis on communication with parents. We send home regular progress reports and behavior reports in addition to calling parents and conducting home visits as necessary. Before assigning students to intervention groups Troy Prep school leaders and teachers meet with parents. Dual-language staff members are available at the school to communicate with families in Spanish. If additional language services are needed, we contract for those services to ensure that non-English speaking families receive the level of communication that is required to ensure that their student is able to succeed.

Beginning in the 2012-13 school year, Troy Prep will employ a full-time Parent Coordinator to ensure effective parent communication and to address family issues that can prevent a student from having a positive school experience or from ultimately remaining enrolled. The Troy Prep staff member chosen for the Parent Coordinator position speaks Spanish and has deep connections to the Troy community. Troy Prep believes that the Parent Coordinator will help to strengthen the school's relationship with families and students and decrease student attrition in all subgroups.

Troy Prep's retention efforts are overseen by the Uncommon Schools Rochester and Troy Managing Director, in partnership with the Chief Operating Officer and the schools' Principals and Directors of Operations. At regular intervals throughout the school year, the Managing Director reviews and analyzes data on key indicators including student attrition. These data reviews are used to inform decisions about practices at each school.

**TRUE NORTH TROY PREPARATORY
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:
September 15, 2014

By Mark Muscatiello and Jon Thatcher, Directors of Operations

Troy Prep
2 Polk Street
Troy, NY 12182
Phone: 518-445-3100
Fax: 518-445-3101

Mark Muscatiello and Jon Thatcher, Directors of Operations, prepared this 2013-14 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jeff Buell	Chair
Rev. Eric Shaw	Trustee
Barb McCandless	Trustee
Doug Lemov	Trustee
Josh Phillips	Trustee
Rachel Ucellini	Trustee
Robert Bellafiore	Trustee

**Paul Powell has served as the instructional leader of the Middle School program since 2009.
Katie Yezzi has served as the instructional leader of the Elementary School program since 2011.**

INTRODUCTION

The mission of True North Troy Preparatory Charter School (“Troy Prep”) is to prepare all students to enter and succeed in college through effort, achievement and the content of their character. All Troy Prep students will demonstrate excellence in reading, writing, math, science and history, while consistently exemplifying the virtues of diligence, integrity, compassion, responsibility, respect and perseverance.

In 2013-14, the school served 386 students in grades K-2 and 5-8. Troy Prep is open to all students in the surrounding communities. Troy Prep’s student population consists of approximately 70% African American, 13% Hispanic, and 17% Caucasian students. Approximately Ninety-three percent of Troy Prep students qualify for free or reduced price lunch. Students from Troy, Lansingburgh, Albany, Averill Park, Cohoes, Green Island, North Colonie, Schenectady, South Colonie, Rensselaer, Watervliet, and Waterford-Halfmoon school districts attend Troy Prep.

Troy Prep teachers and administrators believe that every child will succeed through hard work and excellent behavior. Troy Prep offers an extended school day and extended school year (190 days). Academic tutoring is offered throughout the school year for students who require it or families who request it. Students receive double blocks of language arts and math daily.

At Troy Prep our students work hard and are committed to a strict code of conduct. Students wear school uniforms and conduct themselves with dignity and honor at all times. Parents are expected to support this rigorous code of conduct. Discipline is serious and caring. Students and staff regularly meet as a community to reinforce their commitment to the school’s culture of hard work and discipline.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11						54	53							107
2011-12	59					66	46	43						214
2012-13	60	60				64	57	40	39					320
2013-14	62	63	60			60	59	48	34					386

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students will achieve mastery of English language arts.

Background

Troy Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Troy Prep middle school created a scope and sequence for reading and writing and divided the year units, each culminating in a formal assessment. During the 2013-2014 school year, Troy Prep began to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards.

Each academic year, Troy Prep uses three formative assessments in ELA, each aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded and data produced so that teachers and administrators develop action plans based upon objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans and the implementation of these plans.

Troy Prep's elementary school ELA program emphasizes both strong reading and strong writing. The reading program emphasizes four key aspects of literacy: decoding, fluency, vocabulary and comprehension. In the elementary school grades (K-2) there are 3 literacy blocks of 45 minutes each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the 3 literacy blocks.

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	58	1		1	60
6	59				59
7	48				48
8	34				34
All	199				199

Results

199 students enrolled in Troy Prep took the 2013-2014 New York State ELA exam. The majority of Troy Prep’s 5th grade class was in its first year at Troy Prep. Most students enrolled in 6th through 8th grade had attended the school for more than one year. As indicated, 28% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2013-2014 New York State English Language Arts exam. Troy Prep did not meet the requirement that 75% of students enrolled in the school score at or above proficiency, overall or in any grade.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	10%	58	0%	4
6	17%	59	24%	41
7	19%	48	18%	45
8	50%	34	50%	34
All	21%	199	28%	124

Evaluation

199 students enrolled in Troy Prep took the 2013-2014 New York State ELA exam. The majority of Troy Prep’s 5th grade class was in its first year at Troy Prep. Most students enrolled in 6th through 8th grade had attended the school for more than one year. As indicated, 28% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2013-2014 New York State English Language Arts exam. Troy Prep did not meet the requirement that 75% of students enrolled in the school score at or above proficiency, overall or in any grade.

Additional Evidence

Troy Prep did fall short of meeting the first Absolute measure of its accountability plan. The school had 28% of students score proficient or advanced, or 47 percentage points below the stated goal. Each individual grade fell below the 75% measure, with the difference ranging from 75 percentage points for 5th graders in their 2nd year, to 25 percentage points for Troy Prep’s 8th grade.

Before and during the 2013-2014 school year, Troy Prep made improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Troy Prep also made changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Troy Prep’s instructional leaders feel that these changes improved upon an already strong program and led to increased student learning in Reading and Writing. In 2012-2013, test scores decreased dramatically for every school in the state. Like all other schools in the state and the region, Troy Prep saw a dramatic decline in its test scores. Because of the improvements made in Troy Prep’s curriculum and assessment program, Troy Prep does not feel that the decline in scores reflects a deficiency in the Troy Prep program. Rather, the decrease is reflective of a significant change in the New York State Test.

While we believe that the Troy Prep ELA program improved in 2013-2014, school leaders acknowledge that there is much work to be done in the area of ELA performance.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	50%	6	0%	3	0%	4
6	73%	37	20%	45	24%	41
7	98%	43	23%	39	18%	45
8	-	-	38%	39	50%	34
All	80%	93	26%	126	28%	124

As displayed in the chart above, Troy Prep students performed well in ELA prior to the shift of the Common Core Curriculum. Troy Prep met its first Absolute Accountability Plan measure in ELA in every year before the switch.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

The PLI at Troy Prep for the 2013-2014 school year was 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
199	32	47	17	4

$$\begin{array}{rcccccccc} \text{PI} & = & 47 & + & 17 & + & 4 & = & 68 \\ & & & & 17 & + & 4 & = & \underline{21} \\ & & & & & & \text{PLI} & = & 89 \end{array}$$

Evaluation

Troy Prep matched the Annual Measurable Objective of 89. Troy Prep achieved a PI of 89, and the Annual Measurable Objective PI target was 89.

Goal 1: Comparative Measure

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 all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.³

Results

Troy Prep students in at least their second year outscored the Troy City School District by 13 percentage points (26% versus 33%) on the 2013 grade 5-8 English Language Arts exams.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0%	4	14%	276
6	24%	41	12%	238
7	18%	45	17%	297
8	50%	34	18%	288
All	28%	124	<u>16%</u>	1099

*Based on most recent data available

Evaluation

Troy Prep exceeded the measure of comparative district proficiency in ELA during the 2013-2014 school year. Troy Prep students in at least their second year outscored the Troy City School District by 13 percentage points (28% versus 15% overall). By 8th Grade, Troy Prep students outscored Troy City School District by 32 percentage points (50% versus 18%).

Additional Evidence

Troy Prep students in at least their second year of enrollment have outperformed the Troy City School District in every year that Troy Prep has been operational. In 2013-2014, Troy Prep had only four 5th grade students enrolled in their second year, which we do not believe to be statistically significant.

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	17%	31%	0%	15%	0%	14%
6	49%	33%	20%	10%	24%	12%
7	56%	36%	23%	12%	18%	17%
8			38%	14%	50%	18%
All	50%	33%	26%	13%	28%	<u>15%</u>

Goal 1: Comparative Measure

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In the 2012-13 school year, the Comparative Performance Analysis showed that Troy Prep performed "Higher than expected to a large degree." Troy Prep's overall effect size was 0.96, far exceeding the required 0.3 effect size. Troy Prep exceeded the 0.3 effect size in grades 6, 7 and 8. In 5th grade, Troy Prep did not exceed the 0.3 effect size.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	92.2	64	11.0	16.9	- 5.9	-0.50
6	94.7	56	19.7	10.7	9.0	1.04
7	100.0	40	25.0	11.0	14.0	1.41
8	97.5	39	38.5	11.7	26.8	2.77
All	95.5	199	21.7	13.0	8.7	0.96

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Troy Prep’s aggregate Effect Size exceeded the required 0.3. We are particularly pleased with Troy Prep’s performance on this measure as it takes into account Troy Prep’s high enrollment of students who are economically disadvantaged.

The Free and Reduced Price Lunch rate is the best indicator of poverty levels found in schools. Research illustrates a negative correlation between the FRPL rate at a school and student assessment results.

Additional Evidence

Troy Prep has exceeded a 0.3 effect size in every year that the school has been operational.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	5-6	96%	106	53.0	28.8	1.58
2011-12	K, 5-7	86%	153	33.8	12.0	0.82
2012-13	K-1, 5-8	95.5%	199	21.7	13.0	0.96

Goal 1: Growth Measure⁵
 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 state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

Troy Prep’s mean unadjusted growth percentile in English language arts for all tested students was above the state’s unadjusted median growth percentile for all grades.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4		50.0
5	60.24	50.0
6	62.24	50.0
7	58.57	50.0
8	63.92	50.0
All	<u>61.3</u>	50.0

Evaluation

Troy Prep exceeded the New York State unadjusted growth measure for all grades. 5th grade exceeded the state median by 10.24%, 6th grade exceeded the median by 12.24%, 7th grade exceeded the median by 8.57% and 8th grade exceeded the media by 13.92%.

Elementary School Results

Troy Prep Elementary School opened in 2011-12. In the 2013-14 school year, Troy Prep enrolled students in Kindergarten, 1st grade, and 2nd grade. The tables below show Terra Nova results for Troy Prep’s 2013-14 Grade 1 and Grade 2 classes, the majority of which have been enrolled in the school since kindergarten.

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2011-12, 2012-13, and 2013-14. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

As explained above, the Terra Nova test that Troy Prep administered in the spring of 2013 was a different version than the Terra Nova test that Troy Prep administered previously. This new version was more rigorous than the one we administered in the past.

Results

Cohort Growth on Cohort Growth on Terra Nova Reading Test from Spring 2013 to Spring 2014

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2012-13	Target	2013-14	
1		86%		75%	NO
2		81%		83%	NO
3					
All		84%		79%	NO

Evaluation

Troy Prep administered a different version of the Terra Nova test for the first time in the spring of 2013. This new version was more rigorous than the one we administered in the past. As a result, comparisons with previous administrations of the Terra Nova Test are not valid. Troy Prep reports the results of the spring 2013 and 2014 assessments above.

Additional Evidence

N/A

Summary of the English Language Arts Goal

Troy Prep achieved 4 of the 5 measures in its Accountability Plan. Troy Prep did not achieve the Absolute Accountability Plan Measure.

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.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
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 local school district.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
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 state’s unadjusted median growth percentile.	Achieved

Action Plan

Troy Prep is taking several actions to improve ELA performance for its students. Beginning in the 2013-14 school year, Troy Prep will implement a curriculum new ELA curriculum based on Uncommon Schools best practices. The school will combine its Reading and Writing instruction into a daily two-hour ELA block. In addition, Troy Prep will partner with the other Uncommon Schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Troy Prep expects that these changes will positively affect students’ performance on the New York State exam.

Troy Prep’s ELA curriculum includes several methods and strategies designed to improve our students’ academic performance. In most cases students entering Troy Prep have a history of scoring below the state’s ELA assessment standards while at their former schools. We intend to improve our students’ academic performance and expect all our students will meet or exceed the state’s standards.

We start by conducting school wide fluency assessments and comprehensive screening early in the year to identify which students need additional diagnostic review. This includes DIBELS testing for all students, Discovery Assessment benchmarking and internal interval testing which continues throughout the year to measure students’ progress towards end of year proficiency goals and allows for continual remediation in both small and large group settings. In addition, all

fifth and sixth grade students participate in Troy Prep's Book Club program to provide additional reading opportunities. Additionally, our science and social studies curricula are fully integrated with our literacy program.

Three times throughout the year we conduct interval testing to assess what areas of improvement our students require and what lessons and/or concepts should be re-taught. Results are provided to our teachers immediately and action plans are created for each concept that requires additional instruction. Intervention plans are also made for individual students based on these testing results.

For students who need specific intervention Troy Prep offers the following:

- A daily enrichment period at the conclusion of each day to assist students who are struggling with key concepts taught in their classes.
- Our reading intervention program is available to all students, regardless if they have an IEP.
- Saturday School where students and faculty meet for specific instruction in areas of deficiency.
- Our teachers are each required to provide at least two hours of additional tutoring weekly to our students.
- ELA intervention groups are established based on interval testing, in class observations and short written assessments conducted at the conclusion of each lesson (i.e., "exit tickets").
- Qualitative Reading Inventory (QRI), an individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully.
- Dynamic Indicators of Basic Early Literary Skills (DIBELS) to monitor the progress of students receiving intervention services as well as all students' progress in reading fluency.
- Fluency improvement program (Read Naturally) which features weekly recording and monitoring of fluency assessments on the computer.
- A special education coordinator to synchronize and lead our intervention services.
- A "Reading Specialist" position that enables us to reach twice as many at-risk students who, although they do not have IEPs are considered seriously at risk in terms of their reading proficiency.

MATHEMATICS

Goal 2: Mathematics

Students will achieve mastery of skills in Mathematics.

Background

Troy Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Troy Prep middle school created a scope and sequence for math and divided the year into units, each culminating in a formal assessment. During the 2013-14 school year, Troy Prep began continued to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards.

Partnering with Uncommon Schools, Troy Prep designed yearly assessments in math, aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded and data produced so that teachers and administrators develop action plans based upon objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans and the implementation of these plans.

Troy Prep elementary school's mathematics program emphasizes both strong computational procedures and problem solving skills. The math program at Troy Prep takes arithmetic concepts and breaks them down to concrete, step-by-step approaches toward solving problems. At Troy Prep, math instruction incorporates a rigorous balance between mechanics and problem solving.

In the elementary school, there is one 55 minute block of math a day that focuses on number sense, number systems, and problem-solving. During this block, students chant, act out, and model math with activities and math manipulatives. In the afternoon students are provided with an additional 15 minute "Math Meeting" where concepts from earlier lessons are reinforced and retaught when necessary.

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

Additionally, our team met every Friday to review the past week's progress and to finalize preparations for the next week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	58	1		1	60
6	59				59
7	48				48
8	34				34
All	199				201

Results

199 of the 201 students enrolled in Troy Prep took the 2013-14 New York State Math exams. The large majority of Troy Prep’s 5th grade class was in its first year at Troy Prep. Most students enrolled in 6th through 8th grade had attended the school for more than one year. As indicated below, 40% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2013-14 New York State grades 5-8 math exams. Troy Prep did not meet the requirement that 75% of students enrolled in the school score at or above proficiency, overall or in any grade.

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	31%	58	25%	4
6	75%	59	78%	41
7	58%	48	58%	45
8	88%	34	88%	34
All	60%	199	72%	124

Evaluation

Troy Prep did fell short of meeting the first Absolute measure of its accountability plan by just 3 percentage points. The school had 72% of students in at least their second year score proficient or advanced. We are pleased to report that both 6th and 8th grade eclipsed the Absolute measure.

Additional Evidence

Troy Prep students have performed well in mathematics in past years. Troy Prep has met its first Absolute Accountability Plan measure in mathematics in every year before the switch to the Common Core. In 2012-13, Troy Prep fell short of meeting is first Absolute Accountability Plan measure in Math. The school had 40% of students enrolled in at least their second year performing at or above proficiency, 35 percentage points below the 75% goal. This year, Troy Prep closed this gap to just 3 percentage points

Troy Prep is pleased with the dramatic improvement in test scores from 2012-2013. Before and during the 2013-14 school year, Troy Prep made improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Troy Prep also made changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Troy Prep’s instructional leaders feel that these changes improved upon an already strong program and led to increased student learning in Math.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	100%	6	0%	3	25%	4
6	100%	44	38%	46	78%	41
7	100%	43	13%	39	58%	45
8			74%	39	88%	34
All	100%	86	40%	126	72%	124

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Evaluation

The PLI at Troy Prep for the 2013-2014 school year was 149, which far exceeded the 2103-2014 AMO of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11	28.6	33.6	26.6

$$\begin{array}{rcccccc}
 \text{PI} & = & 28.6 & + & 33.6 & + & 26.6 & = & 88.88 \\
 & & & & 33.6 & + & 26.6 & = & \underline{60.2}
 \end{array}$$

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Troy Prep achieved the Annual Measurable Objective of 86. Troy Prep achieved a PI of 149. 28.6% of students scored at Level 2, 33.6% of students scored at Level 3 and 26.6% of students scored at level 4.

Goal 2: Comparative Measure

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 local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.⁹

Results

Troy Prep students who were enrolled in at least their second year outscored the Troy City School District by 60 percentage points on the 2013-2014 grade 5-8 Mathematics exams.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	25%	4	14%	278
6	78%	41	14%	236
7	58%	45	12%	295
8	88%	34	9%	292
All	72%	124	12%	1101

⁹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Evaluation

Troy Prep exceeded the measure of comparative district proficiency in Math during the 2013-14 school year. Troy Prep students in at least their second year outscored the Troy City School District by a full 60 percentage points (72% versus 12% overall).

Additional Evidence

Troy Prep students in at least their second year of enrollment have outperformed the Troy City School District in every year that Troy Prep has been operational. In 2011-12, the Troy Prep 5th graders enrolled in their second year at the school totaled 5, a number that we do not believe is statistically significant. In 2012-13, there were 3 Troy Prep students enrolled in their second year.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	83%	40%	0%	10%	25%	14%
6	93%	33%	38%	12%	78%	14%
7	100%	48%	13%	12%	58%	12%
8			74%	15%	88%	9%
All	96%	40%	40%	12%	72%	12%

Goal 2: Comparative Measure

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁰

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage.

¹⁰ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

The difference between the schools' 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 small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In the 2012-13 school year, the Comparative Performance Analysis showed that Troy Prep performed "Higher than expected to a large degree." Troy Prep's overall effect size was 1.37, far exceeding the required 0.3 effect size. Troy Prep exceeded the 0.3 effect size in grades 6-8.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	92.2	64	11.0	17.4	- 6.4	-0.44
6	94.7	56	41.1	14.4	26.7	1.93
7	100.0	40	15.0	9.2	5.8	0.47
8	97.5	39	74.4	11.4	63.0	4.45
All	95.5	199	32.7	13.7	19.0	1.37

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Troy Prep's aggregate Effect Size exceeded the required 0.3. The predicted percent of students achieving a score of 3 or 4 was 13.7%, but 32.7% of Troy Prep students met that standard. We are particularly pleased with Troy Prep's performance on this measure as it takes into account Troy Prep's high enrollment of students who are economically disadvantaged.

The Free and Reduced Price Lunch rate is the best indicator of poverty levels found in schools. Research illustrates a negative correlation between the FRPL rate at a school and student assessment results.

Additional Evidence

Troy Prep met the second Comparative Performance measure of its Accountability Plan in every year that data has been available.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	5-6	96%	107	87.1	41.5	2.64
2011-12	5-7	86%	153	85.6	47.3	1.80
2012-13	5-8	95.5%	199	32.7	13.7	1.32

Goal 2: Growth Measure¹¹

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 state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹²

Results

Troy Prep’s mean unadjusted growth percentile in English language arts for all tested students was above the state’s unadjusted median growth percentile for all grades.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4		50.0
5	75.39	50.0

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹² Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

6	83.04	50.0
7	49.73	50.0
8	62.05	50.0
All	69.20	50.0

Evaluation

Troy Prep exceeded the New York State unadjusted growth measure for all grades. 5th grade exceeded the state median by 10.24%, 6th grade exceeded the median by 12.24%, 7th grade exceeded the median by 8.57% and 8th grade exceeded the media by 13.92%.

Elementary School Results

Troy Prep Elementary School opened in 2011-12. In the 2013-14 school year, Troy Prep enrolled students in Kindergarten, 1st grade, and 2nd grade. The tables below show Terra Nova results for Troy Prep's 2013-14 Grade 1 and Grade 2 classes. The majority of these students have been enrolled at Troy Prep since Kindergarten. Troy Prep administered a different version of the Terra Nova test in the spring of 2013 than had been administered previously.

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2011-12, 2012-13, and 2013-14. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

As explained above, the Terra Nova test that Troy Prep administered in the spring of 2013 was a different version than the Terra Nova test that Troy Prep administered in the spring of 2012. This new version was more rigorous than the one we have administered in the past.

Results

Cohort Growth on Cohort Growth on Terra Nova Mathematics Test from Spring 2013 to Spring 2014

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2012-13	Target	2013-14	
1		98.5%		89.5%	NO
2		97.5%		90.3%	NO
3					
All		98%		89.9%	NO

Evaluation

Troy Prep administered a different version of the Terra Nova test for the first time in the spring of 2013. This new version was more rigorous than the one we have administered in the past.

Additional Evidence

N/A

Summary of the Mathematics Goal

Troy Prep achieved all mathematics goals measured.

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.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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 local school district.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Achieved

Action Plan

Troy Prep continues to work to improve math performance for its students. Last year, Troy Prep implemented a curriculum that is fully aligned with the Common Core Learning Standards. In addition, Troy Prep has partner with the other Uncommon Schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Troy Prep expects that these changes will positively continue to impact students' performance on the New York State exam.

Troy Prep's math curriculum includes several methods and strategies designed to improve our students' academic performance. In many cases students entering Troy Prep have a history of scoring below the state's math assessment standards while at their former schools. We intend to improve our students' academic performance and expect all our students will meet or exceed the state's standards.

For every incoming student we conduct comprehensive screening prior to their arrival on the first day of school to identify which students need additional diagnostic review. We receive diagnostic information on returning students during the first round of school-wide interval testing in the early fall each year. This includes Discovery Assessment benchmarking and internal interval testing which continues throughout the year to measure students' progress towards end of the year proficiency goals and allows for continual remediation in both small and large group settings.

To improve their performance, all our students receive a full two hour block of mathematics instruction daily. Additionally, our math curriculum is fully integrated with our curricula throughout Troy Prep.

Throughout the year Troy Prep conducts interval testing to assess what areas of improvement our students require and what lessons and/or concepts should be re-taught. Results are provided to our teachers immediately and action plans are created for each concept that requires additional instruction. Intervention plans are also made for individual students based on these testing results.

For students who need specific intervention Troy Prep offers the following:

- A daily enrichment period at the conclusion of each day to assist students who are struggling with key concepts taught in their classes.
- Teachers are each required to provide at least two hours of additional tutoring weekly to our students.
- Mathematics intervention groups are established based on interval testing, in class observations and short written assessments conducted at the conclusion of each lesson (i.e., "exit tickets").
- Specific resource room instruction is provided by our special education coordinator for students who require additional teaching in mathematics.
- A special education coordinator to synchronize and lead our intervention services

SCIENCE

Goal 3: Science:

Students will demonstrate mastery of skill and knowledge in Science.

Background

The Science curriculum at Troy Prep has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. During the 2013-14 school year, Troy Prep students completed units of study on the Scientific Method and Measurement, Physics, Chemistry, and Biology. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that were adopted to align with our fifth, sixth, seventh and eighth grade science content. Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills. In terms of supporting literacy, professional development time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Goal 3: Absolute Measure

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

Method

This measure is not applicable. All Troy Prep 8th Grade students were administered the New York State Living Environment Regents in lieu of the New York State science examination.

Goal 3: Comparative Measure

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 local school district.

Method

This measure is not applicable. All Troy Prep 8th Grade students were administered the New York State Living Environment Regents in lieu of the New York State science examination.

Goal 3: Optional Measure Each year, 75 percent of all tested students enrolled in at least their second year will receive a passing grade on the Living Environment Regents Examination

Method

The school administered the New York State Living Environment Regents Examination to all 8th grade in June of 2014. The school had an external party score the exam. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to receive the passing grade of 65% on the exam.

Results

88% of Troy Prep students earned at least the passing grade of 65 on the June 2014 Living Environment Regents Exam. Every student in Troy Prep’s 8th grade class had been enrolled in the school for 2 or more years. Troy prep exceeded the requirement that 75% of students enrolled in their second year achieve pass the Living Environment Regents Exam.

Percent of Students who Earned a Passing Grade	
Charter School Students In At Least 2 nd Year	
Percent	Number Tested
88%	34

Evaluation

Troy Prep exceeded the measure by 13%.

Summary of the Science Goal

Troy Prep has achieved its goal that at least 75 percent all tested students enrolled in at least their second year will receive a passing grade on the Living Environment Regents Examination

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
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 local school district.	N/A
Regents	Each year, 75 percent of all tested students enrolled in at least their second year will receive a passing grade on the Living Environment Regents Examination	Achieved

Action Plan

While Troy Prep is pleased with its Science results, we acknowledge that there is always room for improvement. Troy Prep plans to do the following things to ensure that students progress along this measure:

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

previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Troy Prep's 2013-14 NCLB Accountability Status is "Good Standing"

Evaluation

Troy Prep met the NCLB measure of its accountability plan. The school's 2013-14 Accountability Status "Good Standing".

Additional Evidence

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

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

<https://nysed.fluidsurveys.com/account/surveys/537584/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jeffrey Buell

2. Charter School Name:

True North Troy Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: Street Address	25 Blue Heron Drive
4. *Your Home Address: City/State	Averill Park
4. *Your Home Address: Zip	12018

5. *Your Business Address

5. *Your Business Address Street Address	16 First Street
5. *Your Business Address City/State	Troy
5. *Your Business Address Zip	12180

6. *Daytime Phone Number:

518-944-8674

7. *E-mail Address:

jeffbuell@yahoo.com

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

<https://nysed.fluidsurveys.com/account/surveys/537584/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Barbara McCandless

2. Charter School Name:

True North Troy Preparatory Charter School

3. Charter Authorizer:

Board of Regents

4. *Your Home Address:

4. *Your Home Address: Street Address	15 Momrow Terrace
4. *Your Home Address: City/State	Menands, NY
4. *Your Home Address: Zip	12204

5. *Your Business Address

5. *Your Business Address Street Address	315 S. Manning BLVd
5. *Your Business Address City/State	Albany, NY
5. *Your Business Address Zip	12208

6. *Daytime Phone Number:

518-525-6054

7. *E-mail Address:

Barbara.Mccandless@sphp.com

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

<https://nysed.fluidsurveys.com/account/surveys/537584/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Joshua Phillips

2. Charter School Name:

True North Troy Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: Street Address	322 W. 72nd Street, 12C
4. *Your Home Address: City/State	New York City/NY
4. *Your Home Address: Zip	10023

5. *Your Business Address

5. *Your Business Address Street Address	826 Broadway, 9th Floor
5. *Your Business Address City/State	New York City/NY
5. *Your Business Address Zip	10003

6. *Daytime Phone Number:

617-593-8002

7. *E-mail Address:

jphillips@uncommonschoools.org

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Managing Director
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	School oversight and management of school's instructional leaders
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	\$219,948
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	07/01/2012

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Uncommon Schools	Uncommon is the CMO that manages Troy Prep.	N/A	N/A	I recuse myself from all Board votes related to Uncommon Schools.
2					
3					
4					
5					

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Sunday, July 27, 2014

<https://nysed.fluidsurveys.com/account/surveys/537584/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Rachel Uccellini

2. Charter School Name:

True North Troy Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: Street Address	51 Granger Avenue
4. *Your Home Address: City/State	Saratoga Springs
4. *Your Home Address: Zip	12866

5. *Your Business Address

5. *Your Business Address Street Address	N/A
5. *Your Business Address City/State	(No response)
5. *Your Business Address Zip	(No response)

6. *Daytime Phone Number:

617-312-2256

7. *E-mail Address:

racheluccellini@gmail.com

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee