

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
ROCHESTER PREP CHARTER SCHOOLS'
AUTHORITY TO OPERATE:*

*ROCHESTER PREP CHARTER SCHOOL 1
ROCHESTER PREP CHARTER SCHOOL 2
ROCHESTER PREP CHARTER SCHOOL 3*

*REPORT DATE: FEBRUARY 24, 2026
VISIT DATE: NOVEMBER 12-13, 2025*



Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

ROCHESTER PREP CHARTER SCHOOLS



MISSION

The mission of Rochester Prep Charter School is to prepare all students to enter and succeed in college through effort, achievement and the content of their character. All Rochester Prep students will demonstrate excellence in Reading, Writing, Math, Science, and History, while consistently exemplifying the virtues of diligence, integrity, responsibility, duty and perseverance.

EDUCATION CORPORATION BACKGROUND

Rochester Prep Charter Schools (“Rochester Prep Schools” or the “education corporation”), a not-for-profit charter school education corporation, currently operates Rochester Prep Charter School 1 (“Rochester Prep 1”), Rochester Prep Charter School 2 (“Rochester Prep 2”), and Rochester Prep Charter School 3 (“Rochester Prep 3”) across six sites in Rochester with a Kindergarten – 12th grade college preparatory design and tightly managed instructional systems.

Rochester Prep Schools contracts with Uncommon Schools, Inc. (“Uncommon Schools” or the “network”), a not-for-profit charter management organization (“CMO”). Uncommon Schools supports the education corporation with instructional, operational, and performance management support pursuant to a management agreement.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
2006-07

Total Number of Charters:
3

Number of Students Served:
3,019

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12th

Total Number of Charters:
3

Number of Students Served:
3,308

Information about each charter is found on the following page.

EDUCATION CORPORATION BACKGROUND

Rochester Prep Charter School 1



Opening Year: 2006

Current Enrollment/Grades: 1,405 | K-12

Future Enrollment/Grades: 1,704 | K-12

Rochester Prep Jay Campus | 899 Jay Street, Rochester, New York | Rochester City Schools | K-4

Rochester Prep Brooks Campus | 630 Brooks Avenue, Rochester, New York | Rochester City Schools | 5-8

Rochester Prep High School | 14 Mark Street, Rochester, New York | Rochester City Schools | 9-12

Rochester Prep Charter School 2



Opening Year: 2011

Current Enrollment/Grades: 807 | K-8

Future Enrollment/Grades: 794 | K-8

Rochester Prep Andrews Campus | 305 Andrews Street, Rochester, New York | Rochester City Schools | K-4

Rochester Prep Chili Campus | 432 Chili Avenue, Rochester, New York | Rochester City Schools | 5-8

Rochester Prep Charter School 3



Opening Year: 2016

Current Enrollment/Grades: 807 | K-8

Future Enrollment/Grades: 810 | K-8

Rochester Prep St. Jacob Campus | 85 St. Jacob Street, Rochester, New York | Rochester City Schools | K-8

Under the New York Charter Act of 1998 (as amended, the "Act"), each charter school may serve students in Kindergarten through 12th grade with authorizer approval. A charter school may operate multiple sites to serve its approved grade configuration. However, no charter school may serve students in the same grade level at more than one site.



EDUCATION CORPORATION BACKGROUND

ROCHESTER PREP CHARTER SCHOOLS BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Langston McFadden	Geoffrey Rosenberger
VICE CHAIR	James D. Ryan
Rebecca Sumner	Joshua Phillips
TREASURER	James Costanza
Ronald Zarrella	Ebony Miller-Wesley
	Betsy Holden Riedman

UNCOMMON SCHOOLS BOARD OF TRUSTEES

CHAIR	TRUSTEES	
William M. Lewis, Jr.	Norman Atkins	Scott Mills
VICE CHAIR	Christopher S. Auguste	Rondo Moses
Robert Marcus	Allison Blitzer	Vandana Radhakrishnan
	Cecily M. Carson	Julie Jackson ex officio
	Robert Karr	Brett Peiser, ex officio
	Donald R. Katz	

KEY DESIGN ELEMENTS

Standards-aligned instruction informed by systematic analysis of student performance data	+	Structured advisory systems that foster sustained academic relationships between staff and students	+
Mission-aligned educators with strong instructional skill and the ability to motivate students	+	Distributed ownership of school systems and improvement efforts among teachers	+
Deliberate protection and prioritization of instructional time across the school	+	High quality, college preparatory program and environment	+
Consistent behavioral expectations and a school culture that reinforces academic excellence	+		

1. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL WITH CONDITIONS

Renewal through 2030-31. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the three Applications for Charter Renewal:*

- *Rochester Prep Charter School 1;*
- *Rochester Prep Charter School 2; and,*
- *Rochester Prep Charter School 3.*

If each school is renewed, Rochester Prep Charter Schools will be granted the authority to continue to operate each charter through 2030-31 with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal and subject to a set of conditions listed below. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).²

The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of Rochester Prep Charter Schools, the New York not-for-profit charter school education corporation.

THE SCHOOLS ARE SUBJECT TO THE FOLLOWING CONDITIONS

By July 1, 2026, the education corporation must provide a Corrective Action Plan, to be approved by the Institute, to come into compliance with teacher certification requirements under the Act inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements in accordance with the Act by the conclusion of the schools’ next proposed charter terms.

EXECUTIVE SUMMARY

Rochester Prep Schools is an academic success and continues to function as an academically strong, organizationally capable, and well-governed education corporation. The organization has both sustained important elements of a high quality college preparatory model and identified clear next steps to deepen instructional rigor and ensure all students have access to effective grade level instruction in the next charter term. The three schools within the education corporation consistently demonstrate strong results in English language arts (“ELA”) and mathematics each year. During the charter term, the schools posted strong comparative academic results relative to the Rochester City School District. Classroom observations, staff interviews, and document review confirm the academic program is implemented across campuses with fidelity and the schools’ curriculum, instruction, and assessment systems are tightly aligned.

². *SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).*

EXECUTIVE SUMMARY

The education corporation, in partnership with Uncommon Schools, has strengthened systems for curriculum, professional development, and leader support over the term, contributing to stable school operations and positive student outcomes. The Institute finds that the education corporation has the capacity to sustain program quality and organizational effectiveness into the next charter term.

Over the current term, school leaders have strategically worked to sustain the education corporation's high enrollment through increased efforts at year-round recruitment and further developing community partnerships. Leaders closely monitor chronic absenteeism and suspension rates across the schools. In response to data trends in absenteeism and suspension, Rochester Prep Schools has begun to establish more codified behavior guidance, multi-tiered system of supports ("MTSS") structures, and in-class supports such as reset spaces. Leaders recognize the need to continue shifting toward more preventative responses to student behavior concerns.

FINDINGS & INFORMATION

Is the education corporation an academic success?

Rochester Prep Schools is an academic success and the three schools met or came close to meeting their Accountability Plan goals over the term. During the charter term, the three schools consistently outperformed the Rochester City School District in ELA and mathematics. Rochester Prep 1 posted strong high school graduation rates, Advanced Placement ("AP") performance, and college matriculation results. Leaders demonstrate the capacity to diagnose needs, adjust programming, and sustain improvement over time. The education corporation employs an effective instructional model, a robust assessment system, and strong instructional leadership systems that collectively support student learning across grades. The schools demonstrate success in the following ways:

- In ELA, all three schools posted proficiency rates for tested students enrolled in at least their second year that exceeded the district rates by at least 16 percentage points from 2021-22 through 2024-25.
- In mathematics, Rochester Prep Schools exceeded the targets for its comparative measures in every year of the charter term with data suitable for analysis. Each year, the three schools outperformed the district and posted comparative effect sizes above the target of 0.3.
- Rochester Prep 1 posted four year graduation rates that exceeded the absolute target of 75% and the district graduation rates in each year of the charter term.

Is the education corporation an effective, viable organization?

The education corporation functions as an effective, viable organization with clear structures, defined lines of accountability, and strong financial management. Leadership teams across schools implement consistent operational systems, maintain high levels of staff development and coaching, and utilize data to monitor and adjust programming. The education corporation effectively retains quality leaders. The board provides rigorous oversight, regularly reviews academic and financial performance, and holds network and school leaders accountable for results.

EXECUTIVE SUMMARY

Is the education corporation fiscally sound³?

Rochester Prep is fiscally sound based on the Institute’s review of the renewal documentation. The education corporation establishes strong methods of budget creation that consider all departments of the region, including all three schools, to develop accurate revenue and expense projections. The Rochester Prep Schools finance team meets with the board regularly to present an enrollment report and discuss financial results. The education corporation maintained strong enrollment throughout the current charter term to cover its expenses. The 2024-25 annual financial audit did not present any significant deficiencies or material weaknesses. Rochester Prep Schools maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

Rochester Prep Schools demonstrated a positive financial performance during the current charter term, with net assets of \$40.6 million and 1.4 months of cash on hand as of the 2025-26 school year. Rochester Prep Schools has maintained adequate teacher-to-student ratios. The education corporation made investments toward the purchase of land for the high school program’s new athletic field during the current charter term. This is a five-year capital project that does not have an expected completion date.

If the SUNY Trustees renew each charter, are the education corporation’s plans for each charter reasonable, feasible, and achievable?

The education corporation’s plans for the next charter term are reasonable, feasible, and achievable. Leaders have identified clear priorities grounded in current performance, early literacy, middle school mathematics, leader development, and strengthening the transitions across sites from 4th to 5th grade and 8th to 9th grade. The network has a proven track record of making strategic program adjustments including implementing science of reading practices, targeted mathematics interventions, and AP course expansion. The future budget in the renewal documentation provided contains reasonable revenue and expense projections for the proposed charter term given the history of the education corporation. Based on the assessment of the renewal documentation and historical evidence, the Institute finds that Rochester Prep Schools presents reasonable and feasible projected budgets for the next charter term.

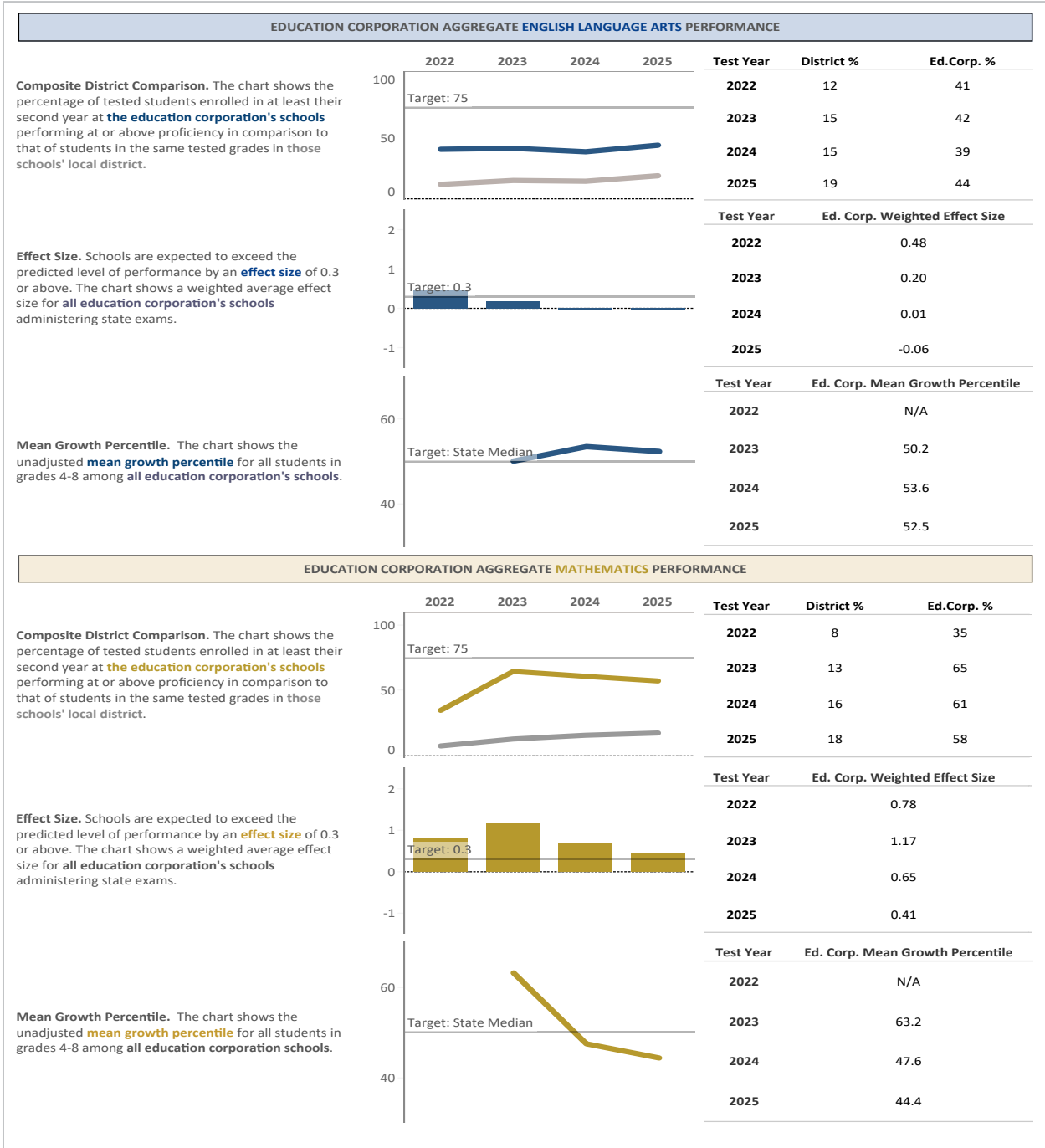
Rochester Prep Schools currently occupies six facilities and has no plans to move during the next charter term. The board demonstrates thoughtful stewardship aligned to long-term sustainability.

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as blue – gray – orange. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.



EDUCATION CORPORATION OVERVIEW

ROCHESTER PREP CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS





EDUCATION CORPORATION OVERVIEW

ROCHESTER PREP CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

EDUCATION CORPORATION AGGREGATE SCIENCE PERFORMANCE							
	2022	2023	2024	2025	Test Year	District %	Ed.Corp. %
<p>Composite District Comparison. The chart shows the percentage of tested students enrolled in at least their second year at the education corporation performing at or above proficiency in comparison to that of students in the same tested grades in those schools' local district.</p>	76	N/A	14	33	2022	40	76
	40	N/A	10	14	2023	N/A	N/A
	10	14	33	76	2024	10	14
	14	33	76	40	2025	14	33

AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION*									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
Tested on State Exam (N)	116	94	100	85	139	119	138	126	
Ed. Corp. % Proficient on Exam	7.8	11.7	9.0	31.8	13.7	22.7	13.0	28.6	
Composite District % Proficient	1.5	2.1	3.7	3.5	2.9	4.9	4.6	4.3	

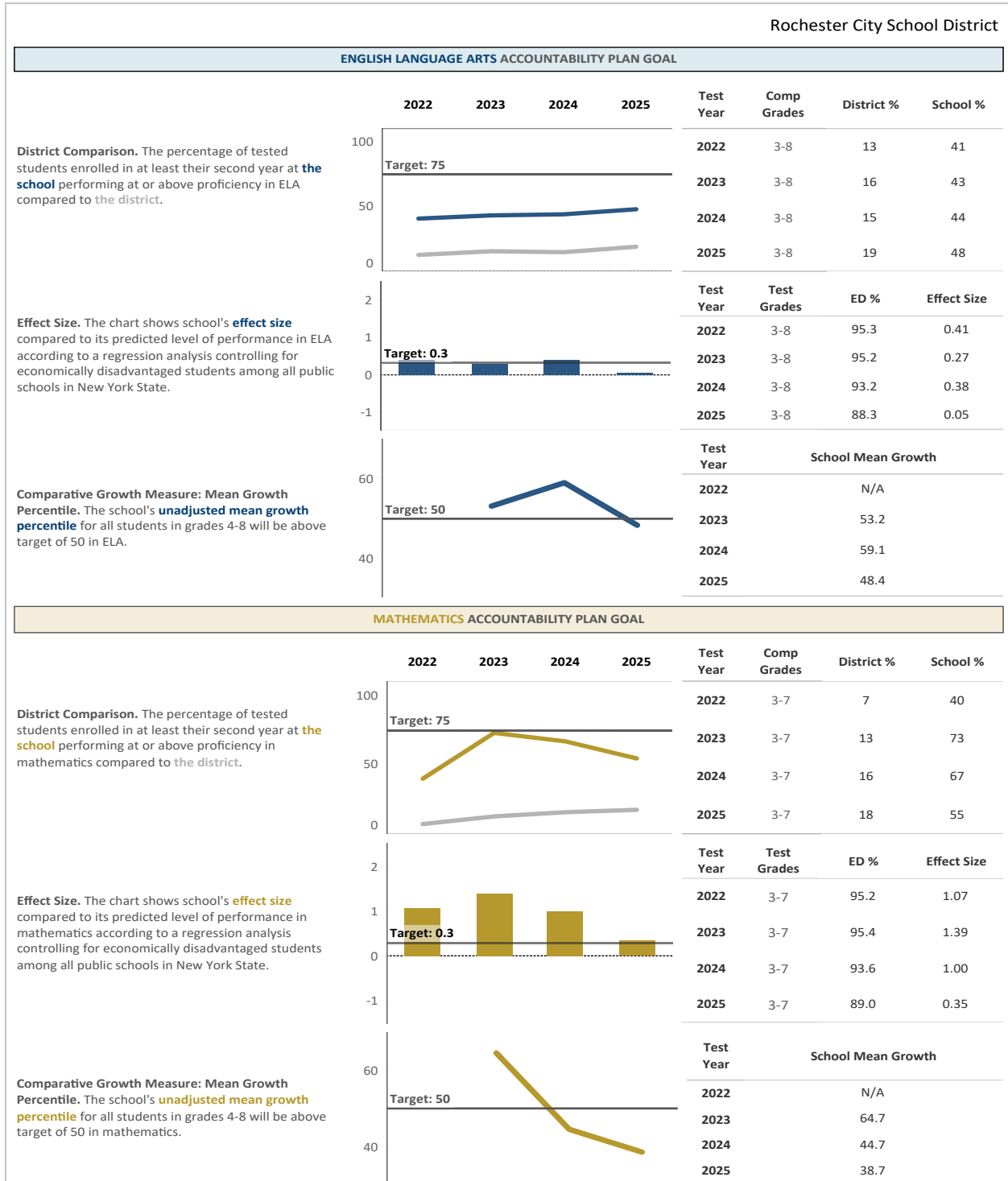
	2022	2023	2024	2025	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	59	46	53	54				
Ed. Corp. % Making Progress on NYSESLAT	23.7	21.7	35.8	22.2				

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year.



ACADEMIC PERFORMANCE

ROCHESTER PREP CHARTER SCHOOL 1





ACADEMIC PERFORMANCE

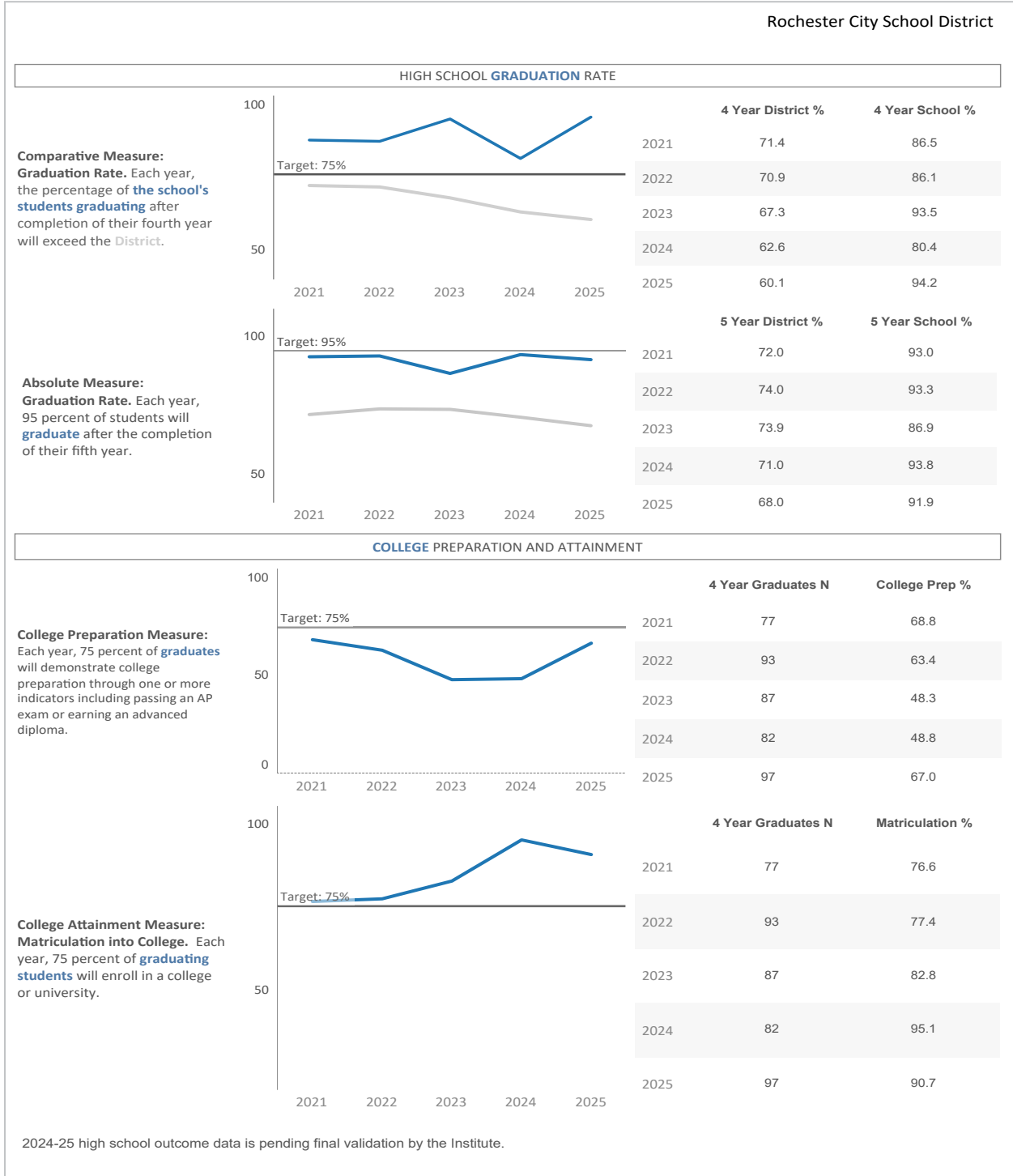
ROCHESTER PREP CHARTER SCHOOL 1

Rochester City School District									
SCIENCE ACCOUNTABILITY PLAN GOAL									
<p>Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.</p>	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %	
	100				2022	4	40	89	
	Target: 75				2023	N/A	N/A	N/A	
	50				2024	5	10	18	
	0				2025	5	14	39	
TESTED PERCENTAGES									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
School Tested Number (N)	485	476	504	417	507	504	508	504	
School Tested %	95.5	94.1	94.2	78.1	93.2	92.6	88.8	88.1	
District Tested %	89.9	89.1	89.0	90.5	86.1	88.3	86.4	89.5	
PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
Students with Disabilities Tested on State Exam (N)	62	47	49	40	53	38	45	44	
School % Proficient on Exam	6.5	6.4	12.2	32.5	17.0	28.9	11.1	34.1	
District % Proficient	1.4	1.8	3.6	3.4	2.9	4.7	4.6	4.3	
	2022		2023		2024		2025		
Tested on NYSESLAT Exam (N)	33		27		28		29		
School % Making Progress	24.2		14.8		28.6		10.3		
<p>*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".</p>									



ACADEMIC PERFORMANCE

ROCHESTER PREP CHARTER SCHOOL 1





ACADEMIC PERFORMANCE

ROCHESTER PREP CHARTER SCHOOL 2

Rochester City School District								
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	3-8	13	45
					2023	3-8	16	42
					2024	3-8	15	42
					2025	3-8	19	42
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-8	94.3	0.54
					2023	3-8	92.2	0.21
					2024	3-8	87.7	-0.10
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	47.5		
					2024	50.4		
				2025	55.6			
MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	3-7	7	30
					2023	3-7	13	52
					2024	3-7	16	59
					2025	3-7	18	60
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-7	93.1	0.56
					2023	3-7	93.0	0.80
					2024	3-7	88.0	0.38
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	56.1		
					2024	52.5		
				2025	48.5			



ACADEMIC PERFORMANCE

ROCHESTER PREP CHARTER SCHOOL 2

Rochester City School District									
SCIENCE ACCOUNTABILITY PLAN GOAL									
<p>Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.</p>	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %	
					2022	4	40	67	
					2023	N/A	N/A	N/A	
					2024	5	10	10	
					2025	5	14	34	
TESTED PERCENTAGES									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
School Tested Number (N)	502	491	526	512	530	514	525	521	
School Tested %	96.4	94.2	97.0	94.8	95.3	92.4	92.6	91.9	
District Tested %	89.9	89.1	89.0	90.5	86.1	88.3	86.4	89.5	
PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
Students with Disabilities Tested on State Exam (N)	32	26	25	21	39	36	44	38	
School % Proficient on Exam	6.3	11.5	12.0	23.8	10.3	22.2	15.9	31.6	
District % Proficient	1.4	1.8	3.6	3.4	2.9	4.7	4.6	4.3	
	2022		2023		2024		2025		
Tested on NYSESLAT Exam (N)	18		6		5		8		
School % Making Progress	33.3		50.0		s		37.5		
<p>*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".</p>									



ACADEMIC PERFORMANCE

ROCHESTER PREP CHARTER SCHOOL 3

Rochester City School District

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in ELA compared to the district.

Effect Size. The chart shows school's **effect size** compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Comparative Growth Measure: Mean Growth Percentile. The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.

2022	2023	2024	2025
~30	~35	~25	~45

2022	2023	2024	2025
~0.50	~0.07	~-0.29	~-0.10

2022	2023	2024	2025
N/A	49.9	51.1	53.3

Test Year	Comp Grades	District %	School %
2022	3-5	9	33
2023	3-6	14	39
2024	3-7	14	30
2025	3-8	19	43

Test Year	Test Grades	ED %	Effect Size
2022	3-5	97.3	0.50
2023	3-6	95.5	0.07
2024	3-7	91.7	-0.29
2025	3-8	91.3	-0.10

Test Year	School Mean Growth
2022	N/A
2023	49.9
2024	51.1
2025	53.3

MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in mathematics compared to the district.

Effect Size. The chart shows school's **effect size** compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Comparative Growth Measure: Mean Growth Percentile. The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in mathematics.

2022	2023	2024	2025
~30	~75	~55	~55

2022	2023	2024	2025
~0.67	~1.37	~0.57	~0.48

2022	2023	2024	2025
N/A	71.2	45.5	46.1

Test Year	Comp Grades	District %	School %
2022	3-5	9	34
2023	3-6	13	72
2024	3-7	16	57
2025	3-7	18	58

Test Year	Test Grades	ED %	Effect Size
2022	3-5	97.4	0.67
2023	3-6	95.4	1.37
2024	3-7	91.7	0.57
2025	3-7	92.5	0.48

Test Year	School Mean Growth
2022	N/A
2023	71.2
2024	45.5
2025	46.1



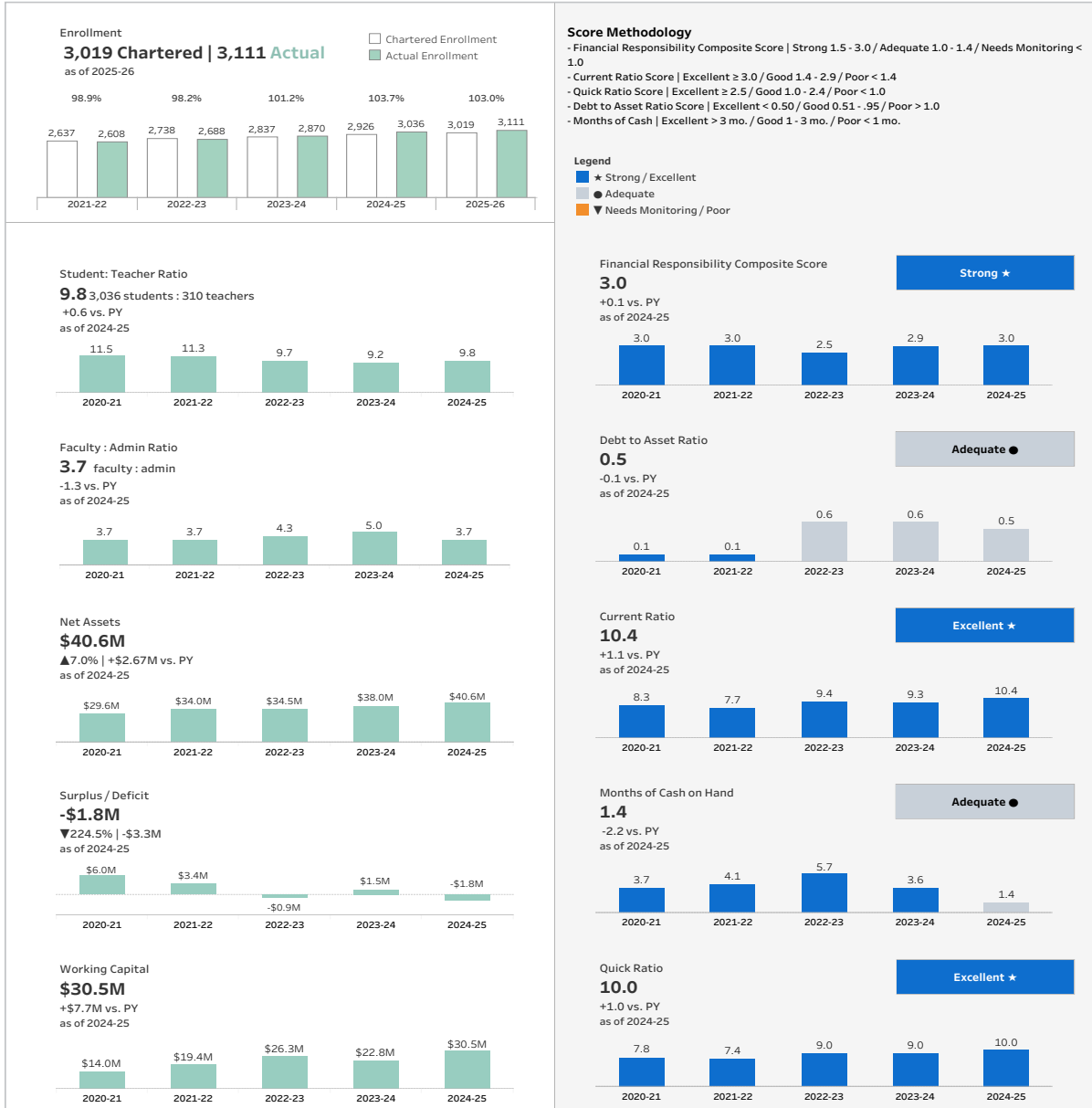
ACADEMIC PERFORMANCE

ROCHESTER PREP CHARTER SCHOOL 3

Rochester City School District									
SCIENCE ACCOUNTABILITY PLAN GOAL									
<p>Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.</p>	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %	
					2022	4	40	71	
					2023	N/A	N/A	N/A	
					2024	5	10	15	
					2025	5	14	26	
TESTED PERCENTAGES									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
School Tested Number (N)	244	238	335	329	455	449	537	523	
School Tested %	96.8	94.4	94.6	93.2	96.6	95.3	96.2	93.7	
District Tested %	93.2	93.7	92.1	93.9	87.1	89.9	86.4	89.5	
PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
Students with Disabilities Tested on State Exam (N)	22	21	26	24	47	45	49	44	
School % Proficient on Exam	13.6	23.8	0.0	37.5	12.8	17.8	12.2	20.5	
District % Proficient	1.5	3.2	4.0	4.1	2.9	5.4	4.6	4.3	
	2022		2023		2024		2025		
Tested on NYSESLAT Exam (N)	8		13		20		17		
School % Making Progress	0.0		23.1		35.0		35.3		
<p>*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".</p>									

FISCAL DASHBOARD

ROCHESTER PREP CHARTER SCHOOLS:



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

ROCHESTER PREP CHARTER SCHOOL 1



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

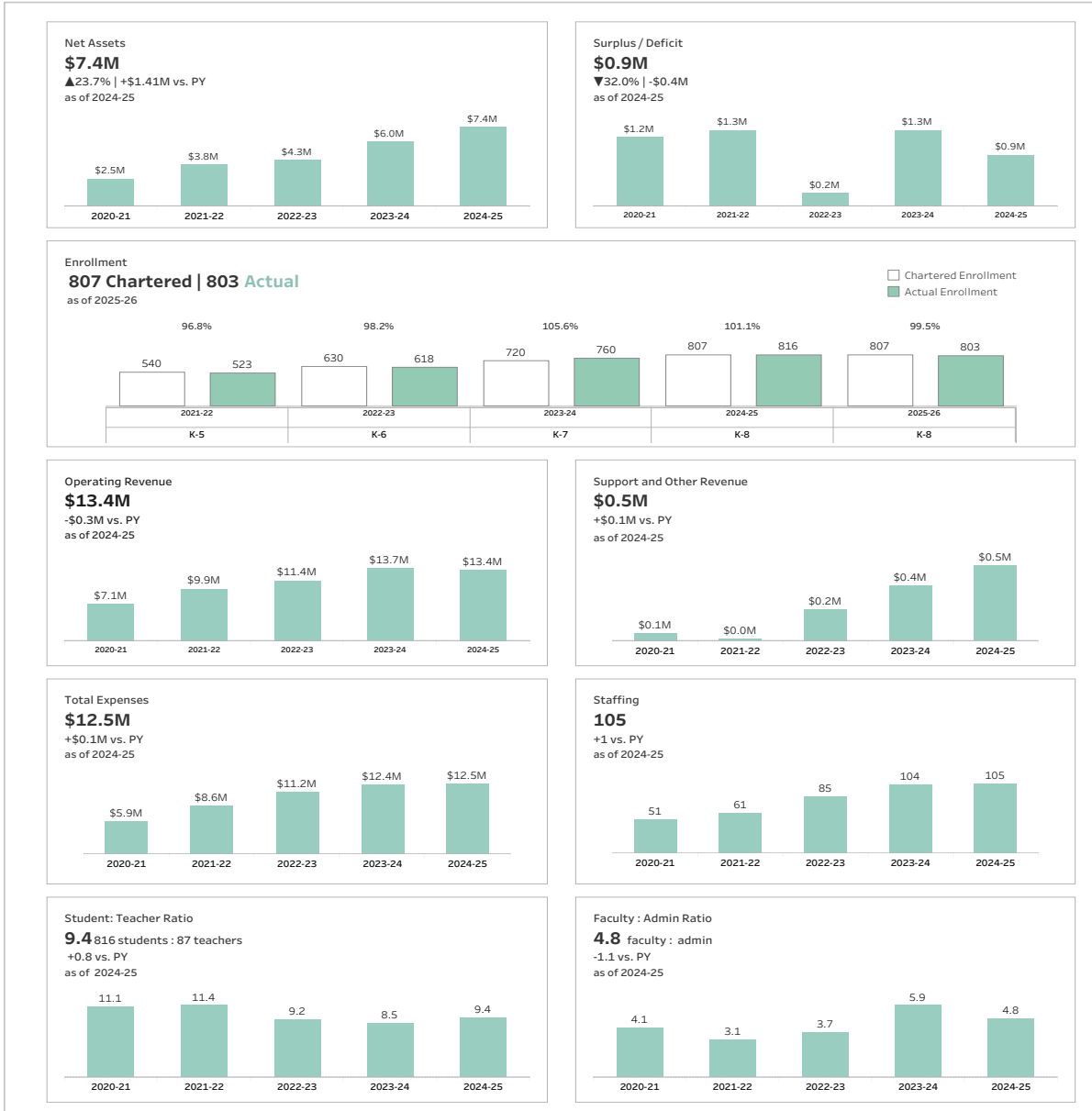
ROCHESTER PREP CHARTER SCHOOL 2



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

ROCHESTER PREP CHARTER SCHOOL 3



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

COMPLIANCE REPORTING



HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter contracts including the timely submission of required reporting to the Institute.

ROCHESTER PREP SCHOOLS

Annual Reports

While past annual reports are posted on the education corporation’s website, the most recent 2024-25 annual report, comprised of the August 1st submission, Accountability Plan Progress Report, and financial audit, must be posted to the website. The Institute will ensure compliance prior to the start of the next charter term.

Board Minutes

In accordance with the New York Public Officers Law, the board must post meeting minutes within two weeks of each meeting and post executive session minutes within one week of each executive session. The Institute will ensure compliance prior to the start of the next charter term.

FOIL

While the education corporation has a compliant Freedom of Information Law (“FOIL”) subject matter list posted on its website, the list must be reviewed at least annually with the date of the last review clearly indicated. The Institute will ensure compliance prior to the start of the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

Rochester Prep Schools has a certification policy that requires teachers to obtain initial certification within two years of being hired and to obtain professional certification within five years of initial certification. Teachers who obtain initial certification within the two years are eligible for a \$2,000 bonus, and teachers who obtain professional certification within the five years are eligible for a \$4,000 bonus.

To support teachers in meeting these requirements, directors of operations meet individually with teachers to develop certification agreements that outline a personalized and achievable path toward certification. In addition, Rochester Prep Schools offers multiple forms of support throughout the certification process, including tuition

COMPLIANCE REPORTING

reimbursement. Additional tuition reimbursement incentives are available to teachers enrolled in the RELAY Graduate School of Education MAT program, further supporting access to certification-aligned coursework. As a condition of employment, Rochester Prep Schools reserves the right to withhold raises, and staff may be subject to employee discipline, up to and including termination, if certification requirements are not met. However, the education corporation's primary approach remains focused on supporting teachers toward certification rather than punitive enforcement.

At Rochester Prep 1, 76 out of the 110 teachers are uncertified, which is 61 teachers over the allowable limit under the Act. Out of the 76 uncertified teachers, 41 meet the additional qualifications under the Act.

At Rochester Prep 2, 36 out of the 56 teachers are uncertified, which is 21 teachers over the allowable limit under the Act. Out of the 36 uncertified teachers, 15 meet the additional qualifications under the Act.

At Rochester Prep 3, 33 out of the 51 teachers are uncertified, which is 18 teachers over the allowable limit under the Act. Out of the 33 uncertified teachers, 16 meet the additional qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data

The Institute compiled data from Rochester Prep Schools’ annual family survey. The schools conduct an annual survey to gauge family satisfaction. In 2024-25, 24% of families responded to the survey. Of those respondents, 81% indicated satisfaction with the schools. The Institute recognizes that the low response rate may not be representative of the whole community.

For Rochester Prep 1, 19% of families responded to the survey with a 78% satisfaction rate.

For Rochester Prep 2, 28% of families responded to the survey with an 82% satisfaction rate.

For Rochester Prep 3, 27% of families responded to the survey with an 82% satisfaction rate.

Parent Focus Group

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, students new to the school, general education students, students with disabilities, and ELLs.

The 14 parents and caregivers in the focus group expressed appreciation of staff members’ efforts to form and maintain connections with families, citing open communication and commitment to diversity as contributing factors to strong school and family relationships. Focus group participants also mentioned the strong curriculum and academic rigor as highlights of the schools. Regular progress reports, parent-teacher conferences, and consistent communication through various channels help parents feel connected to teachers and stay informed about how their children are performing academically. Parents would like to see more opportunities for extracurricular activities to balance the schools’ academic rigor and support whole child development. Focus group participants appreciated that they have seen the schools make adjustments to their academics and school operations as a result of parent feedback.

Public Comments

In accordance with the Act, the Institute notified the district in which the schools are located regarding each Application for Charter Renewal. A summary of any district and public comments appears below.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

The Rochester City School District held its required hearing on the renewal applications for Rochester Prep 1, Rochester Prep 2, and Rochester Prep 3 on September 25, 2025. No one spoke in support of or in opposition to the renewal applications. The Institute has not received any written comments regarding the renewal applications.

Enrollment and Retention

The three schools within the education corporation make good faith efforts to meet their enrollment and retention targets. The schools exceed or come close to their enrollment targets for economically disadvantaged students but do not meet the targets for students with disabilities or ELLs. The schools do not meet all of their retention targets.

Persistence in Enrollment

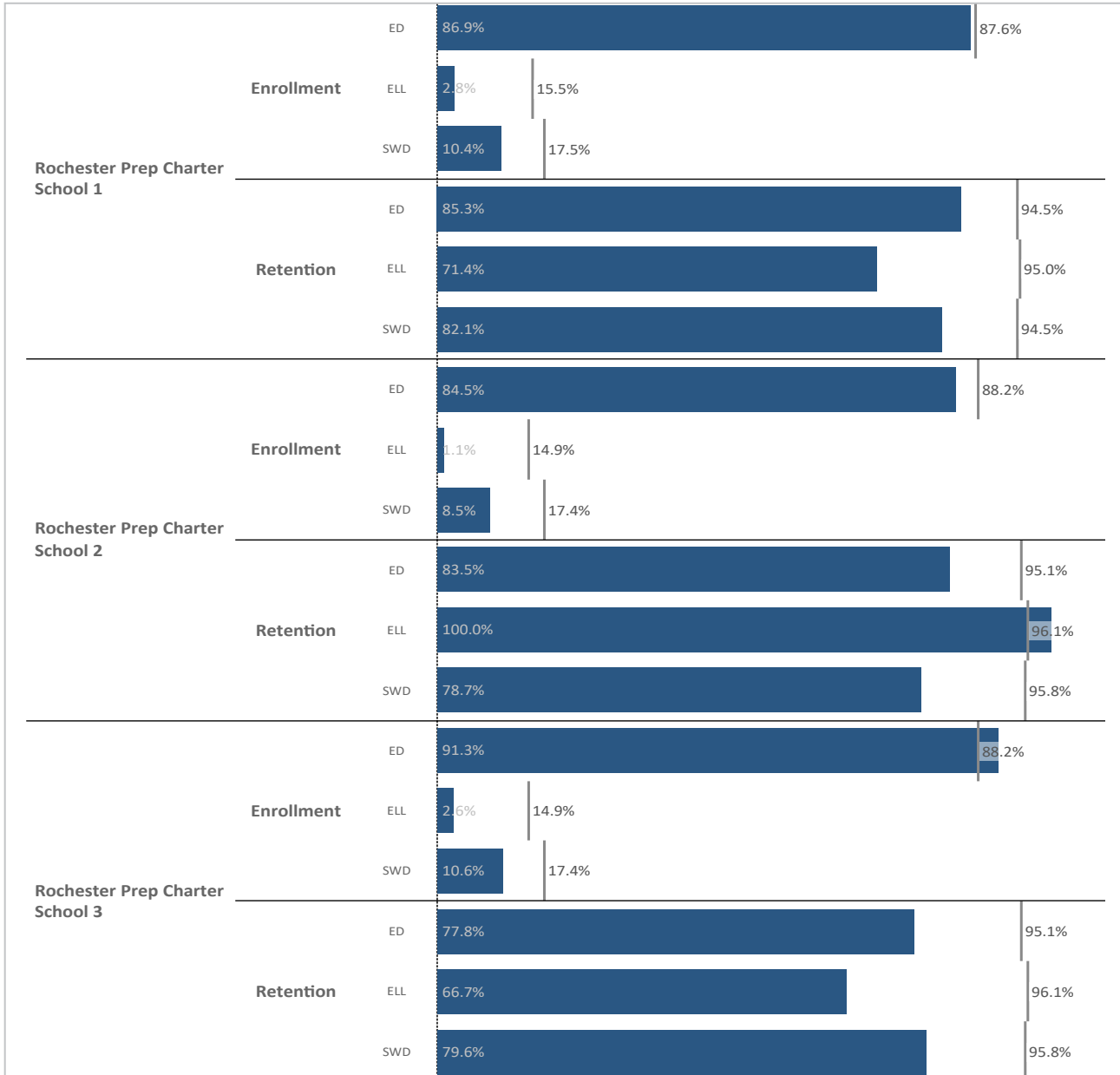
An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 82% of Rochester Prep Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

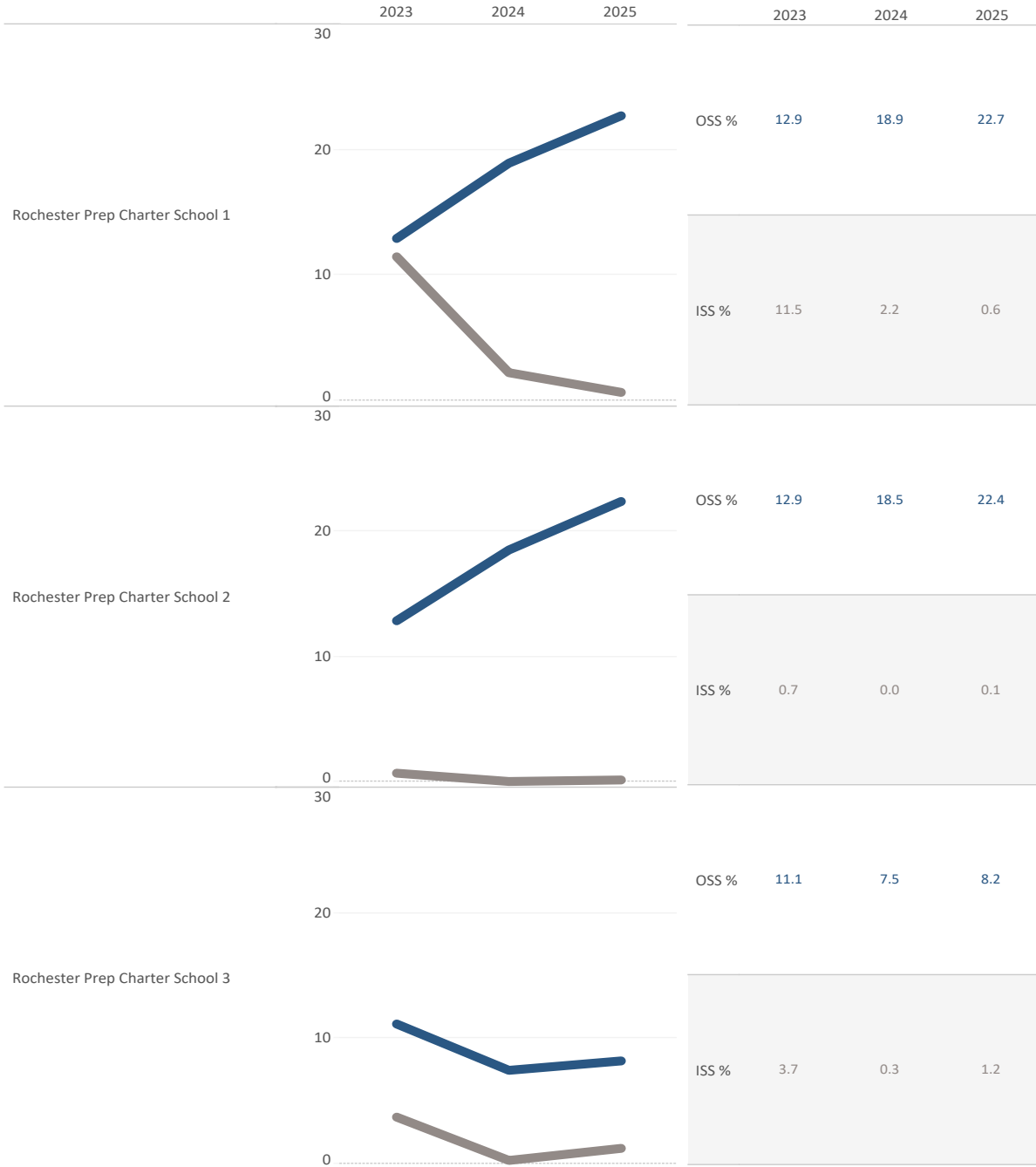


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Suspensions: The education corporation's out of school suspension rate (OSS %) and in school suspension rate (ISS %).



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the most recent school year, the education corporation expelled 0 students.



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