

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**GENESEE COMMUNITY CHARTER
SCHOOL – FLOUR CITY CAMPUS**

VISIT DATE: APRIL 1 – 2, 2025

REPORT DATE: AUGUST 15, 2025

SUNY Charter Schools Institute

H. Carl McCall SUNY Building

353 Broadway

Albany, NY 12246

518.445.4250

www.newyorkcharters.org



Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Genesee Community Charter School – Flour City Campus (“Genesee Flour City”) on April 1 – 2, 2025. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal. The Institute provided the school an Accountability Summary that outlines the school’s previous three years of performance, if available, and to the extent to which the school is meeting, coming close to meeting, or not meeting its Accountability Plan goals. Within the performance review, the Institute shares if the school’s renewal is in jeopardy based on the quantitative record of performance. For more information about the school’s performance, see the 2023-24 School Performance Review section below.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





CHARTER BACKGROUND

GENESEE COMMUNITY CHARTER SCHOOL – FLOUR CITY CAMPUS

1100 South Goodman Street, Rochester, NY 14620 | Grades: K-4 | Rochester City Schools District



MISSION

The Genesee Community Charter School provides a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. Our local history-based and globally connected program immerses our diverse population of children in investigation and discovery, extensively using the cultural and natural resources of our community. We nurture children’s natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards. The Genesee Community Charter School does not discriminate on the basis of race/ethnicity, color, national origin, sex, disability, veteran status, or age in the administration of any of its employment, educational programs, admissions policies, recreational, and other school-administered programs.

CURRENT CHARTER

Opened:
2022

Serves:
Kindergarten – 4th

Chartered Enrollment:
150

Charter Expiration:
July 31, 2027

KEY DESIGN ELEMENTS

EL Education	+	Diverse student populations	+
Interdisciplinary curricular framework	+	Relationships with Rochester Museum and Service Center	+
Arts integration	+	Professional development	+
Culture and character development	+	Family participation and involvement	+

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Genesee Flour City is a replication of the New York State Regents authorized Genesee Community Charter School (“Genesee River Campus”). Genesee Flour City has a memorandum of agreement with the Genesee River Campus education corporation to provide a shared services team for executive management, curriculum development, and other academic and operational functions.

In the third year of its initial charter term, Genesee Flour City demonstrates emerging progress toward implementing a rigorous academic program. In 2023-24, the first year the school produced state assessment results, Genesee Flour City posted a mixed record of performance against the available measures under its English language arts (“ELA”) and mathematics Accountability Plan goals. The school outperformed the district proficiency rates in both subjects but posted comparative effect sizes under the SUNY target. The school’s effect size results indicate that Genesee Flour City performed lower than expected compared to schools across the state with similar demographics. Following these results, which diverged from internal i-Ready performance data, school leaders intensified professional development to strengthen alignment between curriculum and assessment. The school continues to implement EL Education (“EL”) as its core curriculum and delivers interdisciplinary project-based instruction through learning expeditions that incorporate local history and character development. Most teachers implement EL with fidelity. However, inconsistencies in rigor across lessons limit instructional effectiveness. Teachers deliver ELA instruction with support from effective instructional leadership systems. In contrast, the mathematics program remains underdeveloped. The school lacks a dedicated instructional leader and intervention teacher in mathematics, limiting instructional quality and student support. Instructional leaders are actively seeking additional resources to improve the mathematics program.

Genesee Flour City continues to respond to evolving organizational and instructional needs. In the summer of 2024, the executive director transitioned out of the education corporation. An interim director assumed the role in July 2024, and the board completed a successful search for a new executive director to begin in June 2025. Leaders have prioritized the development of a more structured multi-tiered system of supports (“MTSS”) to better serve students with diverse needs. Due to reductions in per pupil funding and the financial constraints of operating as a separate education corporation from Genesee River Campus, the school functions under tight budgetary limitations. The board of trustees engaged a financial consultant to complete a five-year financial projection, which supports long-term planning and demonstrates proactive efforts to maintain financial stability.

ACADEMIC PERFORMANCE

2023-24 CHARTER PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for five required Accountability Plan measures on an annual basis and provides an Accountability Summary to each school detailing the school's progress toward meeting its Accountability Plan goals. Because The New York State Charter Schools Act of 1998 (the "Act") requires charters be held "accountable for meeting measurable student achievement results"² and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"³ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute's website](#).

In 2023-24, the second year of the school's initial charter term and first year during which the school produced state assessment results, Genesee Flour City posted mixed results in ELA and mathematics. The school must continue to outperform its local district and improve from these baseline results to make the strongest case for earning renewal in 2026-27. Under the state's Every Student Succeeds Act ("ESSA") accountability system, schools must test at least 95% of students in order to meet the participation rate criterion. In 2023-24, only 81% of students at Genesee Flour City were tested.

In ELA, with 29% of tested students enrolled in at least their second year scoring at or above proficiency on the state's ELA exam, Genesee Flour City outperformed the district by 14 percentage points but performed below the absolute target of 75% by 46 percentage points. The school posted an effect size of -1.01 according to the Institute's comparative effect size analysis, falling under the target of 0.3. This level of performance indicates that the school performed lower than expected compared to schools across the state enrolling similar percentages of economically disadvantaged students.

Genesee Flour City produced a similar record of performance in mathematics. In 2023-24, 29% of tested students enrolled in at least their second year scored at or above proficiency, exceeding the district results for the same grade by nine percentage points and falling far below the absolute target. According to the Institute's regression analysis, the school's mathematics effect size was -1.52, falling far under the target. In comparison to demographically similar public schools across New York State, Genesee Flour City performed lower than expected.

1. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

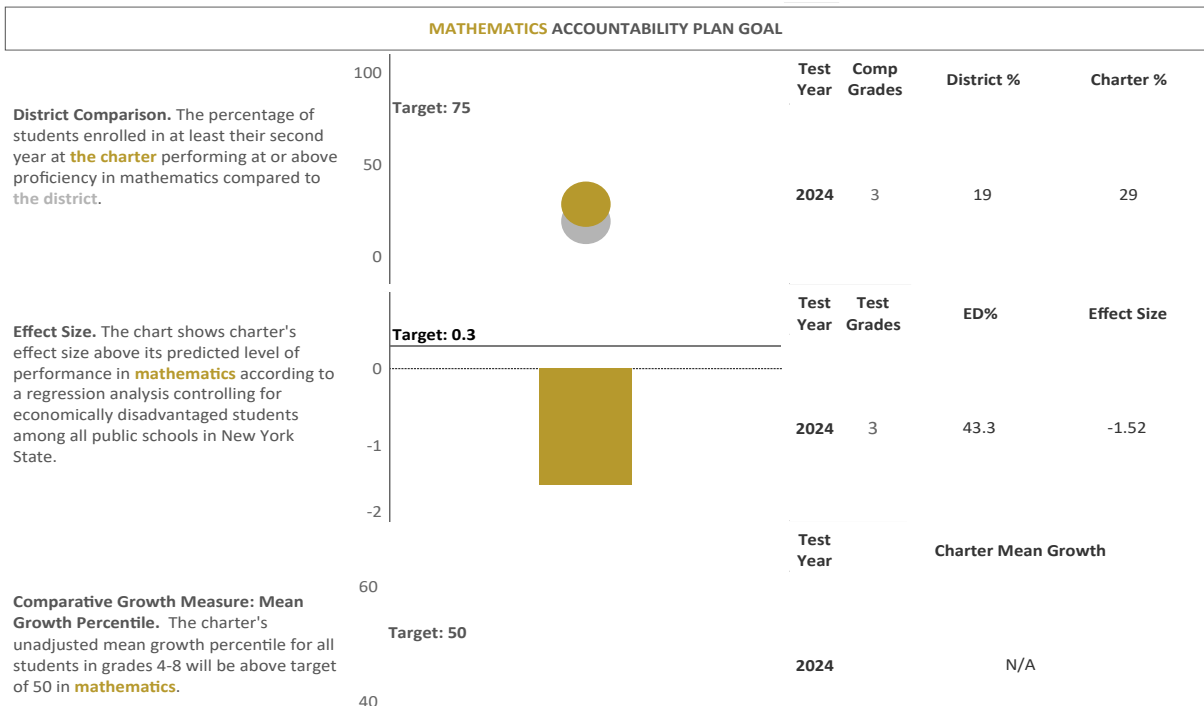
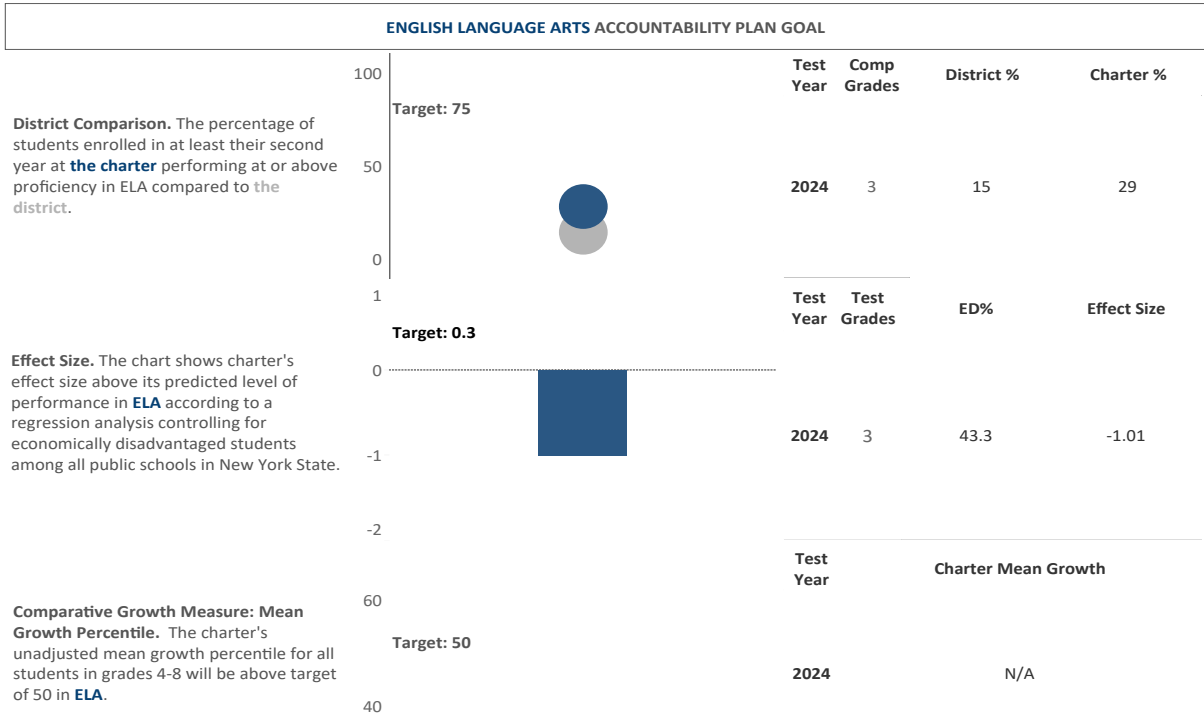
2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).



ACADEMIC PERFORMANCE

GENESEE COMMUNITY CHARTER SCHOOL – FLOUR CITY CAMPUS





ACADEMIC PERFORMANCE

GENESEE COMMUNITY CHARTER SCHOOL – FLOUR CITY CAMPUS

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of students at the charter in at least their second year performing at or above proficiency in science compared to the district.

N/A

TESTED PERCENTAGES		
	ELA	Math
School Tested Number	25	25
School Tested %	80.6%	80.6%
District Tested %	89.6%	92.9%

SPECIAL POPULATIONS PERFORMANCE*	
	2024
Students with Disabilities Tested on State Exam	0
Charter Percent Proficient on ELA Exam	s
District Percent Proficient	3.6
Tested on NYSESLAT Exam	3
Charter Percent 'Commanding' or Making Progress	s

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

Genesee Flour City is developing an assessment system that improves instructional effectiveness. However, the imbalance of resources for ELA and mathematics and the lack of streamlined data organization impede the school's comprehensive use of data to inform instructional decision making. The school regularly administers a range of valid and reliable assessments aligned to EL and the New York State Learning Standards. Teachers use benchmark, progress monitoring, unit, and informal classroom assessments to evaluate student performance. The school implements a combination of internally developed and commercial assessments, including i-Ready, DIBELS, and AIMSWeb, to identify students' reading skill gaps and guide intervention placement. Teachers evaluate writing through embedded tools, such as EL scoring rubrics for ELA and science, and are developing grade-level writing rubrics based on the Writing Revolution framework across both campuses. The school has not implemented a comparable range of assessments in mathematics. As a result, the school's ability to evaluate student performance comprehensively across content areas is limited. Although leaders have access to a mathematics intervention package, no trained teachers were available to implement it at the time of the Institute's visit. Leaders recognize an urgent need to address this gap in supporting student learning in mathematics.

Following lower than expected 2023-24 New York State test results, school leaders intensified efforts to align curriculum and assessment. Leaders use assessment results to guide coaching and professional development sessions that emphasize academic rigor and deeper student thinking. Teachers use open-ended exit tickets and have increased exposure to multiple-choice questions to improve test readiness. Teachers and leaders use assessment data to evaluate recent curricular changes and instructional quality. Intervention teachers and the literacy coordinator monitor Kindergarten – 2nd grade skill block performance using weekly updated spreadsheets and conduct quarterly benchmarking for students receiving intervention. Leaders analyze student performance against prior year benchmarks and monitor the implementation of instructional modules. In spring 2025, leadership began developing common assessments to norm assessment practices across Genesee River Campus and Genesee Flour City. However, the school has not yet established a streamlined system for analyzing assessment results. Leaders identify data management as a concern as current practices rely heavily on manual input and data gathering from multiple sources. Leaders do not have systems for disaggregating subgroup data. As a result, the school does not have a clear understanding of how well various subgroups perform impeding timely, data-informed instructional decision making. Additionally, while the school has access to the data management system that Genesee River Campus uses, Genesee Flour City has struggled to implement it due to limited access to devices and insufficient staffing capacity to support its launch.

4. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

BENCHMARK SUMMARY

CURRICULUM

Genesee Flour City's curriculum supports teachers in instructional planning and the school continues to refine implementation across subjects. However, the school demonstrates stronger structures in ELA than in mathematics. The school fully transitioned from EngageNY modules to the EL curriculum during the 2024-25 school year. The school has a two year cycle where teachers remain with students and revise curricular scope and sequences. The school embeds character development throughout all content areas, focusing on seven core traits: courage, responsibility, compassion, gratitude, perseverance, collaboration, and initiative. Students complete three interdisciplinary learning expeditions annually, each aligned to the EL framework. Each expedition lasts one trimester and includes three one-month studies. Teachers plan expeditions with support from an external EL coach and revise these plans during professional development sessions. The school implements multiple core and supplemental curricula. For ELA, the school uses Kindergarten – 3rd Education Foundational Curriculum, Kindergarten – 6th Learning Expeditions, and Kindergarten – 5th EL ELA modules aligned to the New York State Next Generation Learning Standards. Foundational literacy resources include the Hochman Method, Writing Revolution rubrics, Heggerty, and University of Florida Literacy Institute ("UFLI") materials.

Genesee Flour City implements multiple high-quality curricula and continues to develop systems to ensure effective implementation. Teachers access a large range of ELA resources. However, leaders identified the need to streamline ELA by specifying the sequence and assessment use. The school uses Illustrative Mathematics across all grades, but the school's implementation of the program remains underdeveloped. Instructional quality varies, and available support materials are limited. Teachers occasionally rely on unvetted online resources, which weakens curricular consistency. The school embeds social studies and science content within ELA modules and expeditions. Earlier in the charter term, science instruction lacked alignment to standards. In response, the school adopted new science modules in 2024-25 that include a scope and sequence, standards alignment, and assessment tools.

Genesee Flour City has successfully implemented structures to enable teachers and instructional leaders opportunities to collaborate on curriculum development. Teachers frequently adjust the curriculum to align with Rochester history, integrating locally relevant material and adding original assessments when EL modules do not match the historical time periods. Teachers collaborate with the literacy coordinator, EL coach, and art team to support the integration of interdisciplinary content and regularly meet during professional development to review and revise expedition plans.

PEDAGOGY

Genesee Flour City is developing high quality instruction and demonstrates consistent implementation of core instructional practices across most classrooms. The majority of lessons include purposeful instruction with clear learning objectives aligned to rigorous grade-level content and New York State standards. Teachers consistently introduce lesson objectives. In isolated instances, lesson objectives do not match the rigor of grade-level standards or align to the content of student tasks.

BENCHMARK SUMMARY

Most teachers demonstrate strong preparation and deliver well-organized lessons. During intervention times throughout the day, multiple adults provide small group instruction. In these settings, staff members implement clear roles and support instruction effectively. However, during whole group instruction, some adults in support roles do not actively engage with students. This lack of engagement contributes to off-task behavior and limits student support. Teachers frequently monitor student understanding through questioning and feedback. During small group instruction, teachers provide immediate, individualized feedback. In whole group lessons, teachers use a variety of strategies to check for understanding and consistently administer exit tickets. However, the school has not yet developed consistent systems to use exit ticket data to inform instructional decisions.

Teachers incorporate critical thinking and problem solving in some lessons. In the most effective classrooms, teachers pose high-level questions that challenge students. However, across the school, teachers do not consistently ask rigorous questions or engage a broad range of students in discussion. As a result, only a small number of students contribute during lessons. Most teachers implement project-based learning aligned to the school's key design elements. For example, in one grade students engaged in an interdisciplinary study of pigeons, exploring animal adaptation through projects connected to core content and special classes. However, the quality of project-based learning activities varies across classrooms.

Some teachers manage classrooms effectively. In classrooms with strong management, teachers maintain tight routines and address disruptions promptly. However, management practices are inconsistent from classroom to classroom. In some classrooms, teachers do not respond to behavioral disruptions or hold students accountable for engaging in classwork. Teachers do not consistently maintain effective pacing. For example, some teachers extend lessons beyond the scheduled time or begin instruction late, reducing instructional time. In one instance, a teacher stopped instruction and distributed a worksheet when a small group of students left for support services, ending the lesson prematurely.

INSTRUCTIONAL LEADERSHIP

Genesee Flour City is developing strong instructional leadership systems. Leaders work to create an environment of high expectations for teacher performance and student achievement. While leaders model expectations and engage teachers in discussion, some teachers allow students to opt out of learning activities or fail to address behavioral issues consistently. Therefore, in some classrooms, teachers' actions do not align with leaders' espoused vision of high expectations for student learning. The instructional leadership team has the necessary and appropriate skillsets to support teachers with ELA teaching and learning. However, the current leadership team does not have a dedicated leader supporting mathematics, which hampers the school's efforts to improve mathematics instruction.

Genesee Flour City has clear systems in place for coaching and supervision, but the current systems do not translate into consistently high quality instruction across classrooms. For observation and feedback cycles, leaders will select teachers or teachers can request a four to six week coaching cycle that includes planning meetings, observations, and feedback. The school also conducts formal observations as part of the evaluation

BENCHMARK SUMMARY

process. Teachers report they would appreciate more frequent observations resulting in specific action steps to improve instruction and classroom management. Leaders consistently provide opportunities for teachers to plan curriculum and instruction and teachers appreciate the time spent with leaders to plan curricula units. Leaders dedicate many planning sessions to unpacking EL modules and coinciding experiential learning experiences. Through these sessions, leaders attempt to ensure teachers are prepared to implement lessons. However, current planning processes do not address necessary intellectual preparation for classroom teachers. Further, leaders do not consistently provide teachers with sufficient lesson plan feedback.

AT-RISK PROGRAM

Genesee Flour City effectively meets the needs of most at-risk students. The school implements clear procedures to identify and support students with disabilities, English language learners (“ELLs”), and students struggling academically. The school administers i-Ready diagnostics to assess ELA and mathematics skills aligned with New York State Learning Standards. All students in Kindergarten – 2nd grade take EL Education Foundational Skills to assess early literacy skills and form homogenous instructional groups. The school uses assessments such as DIBELS and AIMSweb to gather additional information on students’ reading development. Teaching teams meet biweekly with the literacy coordinator to focus on phonics instruction, foundational writing, alignment across EL modules, and the school’s curricular framework. Genesee Flour City employs a part time English as a new language (“ENL”) teacher who provides ELLs with both push-in and pull-out services based on student language proficiency and intervention needs. The ENL teacher collaborates with teachers working with ELLs and district service providers for ELLs receiving special education services, and develops individual language goals for each ELL.

The school has established procedures to ensure compliance with individualized education programs (“IEP”) and Section 504 plan requirements. The special education coordinator oversees service and accommodation implementation while classroom teachers hold the responsibility to implement accommodations. While students’ home districts provide direct and indirect consultant special education teacher services as well as related services, the Genesee Flour City special education coordinator and relevant staff members collaborate to develop and provide accommodations noted on students’ 504 plans. The school monitors student progress through communication with service providers and assessments such as i-Ready. School-based staff meet weekly in coaching or professional development sessions to discuss student progress and align supports.

The school has effective diagnostic assessments and clearly defined, tiered supports to serve its current enrollment. However, as the program expands, the school must assess whether existing staffing and systems can scale to meet a growing population’s needs. During the 2024-25 school year, the school began implementing a more intentionally structured MTSS program with academic, social emotional, and behavior structures to build on and reinforce established academic response to intervention (“RTI”), responsive classroom, and character development components. The MTSS committee includes the school director, the director of curriculum and instruction, the literacy coordinator, the special education coordinator, a social worker, and academic intervention teachers. The committee meets at regularly scheduled intervals to review assessment data, analyze trends, and make student level decisions. The MTSS committee also invites classroom teachers to participate in identifying students in need of tier 2 and tier 3 services.

BENCHMARK SUMMARY

Genesee Flour City has established a clearly defined tiered system of supports. However, gaps in implementation limit the effectiveness of services for all at-risk students. Tier 1 instruction includes daily differentiated small group ELA and mathematics instruction for all students. Tier 2 students receive targeted academic support from classroom teachers focused on grade level content and prerequisite skills. Intervention teachers offer consultation support to classroom teachers as needed. For students performing two or more grade levels behind and therefore identified as needing tier 3 support, part time intervention teachers deliver intensive instruction in groups of two or fewer. Students exit tier 3 based on performance on progress monitoring assessments. At the time of the Institute's visit, tier 3 support included only ELA interventions. The school does not employ a dedicated mathematics intervention teacher, leaving a gap in tier 3 mathematics services. Limited staffing prevents immediate access to intervention for all students identified as needing support. These staffing constraints reduce the effectiveness of the school's MTSS implementation and limit its ability to meet the needs of all at-risk students.

ORGANIZATIONAL CAPACITY

Genesee Flour City's organization is developing the systems and procedures to deliver the educational program effectively. As Genesee Flour City grows, shared leadership between the school and Genesee River Campus is building the structures necessary to equitably share resources and operational support across the two organizations. The shared services team includes an executive director and a director of operations. Due to reduced per pupil funding and financial constraints from operating the two schools as separate education corporations, Genesee Flour City maintains strict budgetary controls and operates with a lean operations team. As a result, the school director holds some operational responsibilities. Leaders recognize the need to reduce these responsibilities to prioritize academic oversight. The school's organizational structure establishes clearly defined roles and responsibilities so that staff members can identify the appropriate person for support.

The school implements a clear behavior management system with a focus on responsive classrooms. The school did not have the budget to provide training from Responsive Classrooms to ensure teachers are normed on responsive classroom practices but most components are present across the school. Each classroom features common management tools like a calm down corner and feelings charts. The school identifies some students to participate in a check in and out system throughout the day to make sure students are on task. While the majority of classrooms demonstrate calm and welcoming environments, teachers do not consistently hold students to high behavioral expectations as minor disruptive behaviors sometimes go unaddressed and some students are allowed to opt out of lesson activities. The school meets its chartered and budgeted enrollment targets. Enrollment has remained steady during the 2024-25 school year with little student attrition. Steady enrollment allows the school to provide necessary resources for teachers, and teachers report having sufficient access to materials and supplies. However, given reductions to the district per pupil amount, the school reports it must maintain its current enrollment with little room to lose any students.

BENCHMARK SUMMARY

BOARD OVERSIGHT & GOVERNANCE

The Genesee Flour City board works effectively to achieve the school's Accountability Plan goals. Board members have the necessary skills to govern the school including experience in finance, non-profit management, education policy, higher education, and K-12 education. The board is reflective on its areas of need for additional experience and seeks to add members with backgrounds in finance, business, and human resources. During the current school year, the board focused on revamping its committee structures and functions to ensure it has effective structures in place with which to govern the school. The board established a committee structure in which specific members meet with school-based staff members to conduct deep analysis in their respective focus areas and turnkey important information to the full board during regular meetings.

The board requests and receives regular information on enrollment, finances, student and teacher attendance, and student performance. The organization's executive director and director of curriculum and instruction regularly report out to the education committee, and the executive director reports information to the full board. In reviewing student achievement data, the board does not yet disaggregate student data by student subgroups. Given its key design element of serving a diverse population, the board recognizes the need to review data disaggregated for specific subgroups to monitor if learning gaps exist.

The board established clear priorities for the 2024-25 school year and tasked the interim executive director to focus on a review of the organization's systems and policies, with specific focus on financial procedures. The board hired an external consultant to provide a five year outlook on the organization's finances alongside a review of Genesee River Campus to understand future risks and needs of the organization. The board also prioritizes improving communication with families, enhancing the effectiveness of the board's structure through committees, and analyzing the cohesiveness of academic procedures. For example, the board identified understanding the implementation of the school's MTSS processes as a priority.

The board successfully recruits, hires, and retains key personnel. The executive director is the only school personnel who reports directly to the board. The board navigated the transition of the previous executive director by hiring an interim executive director. The board identified specific skills needed to continue growing the organization now with two schools, and specifically sought out an individual with education and business experience. The interim position for this school year allowed the board to conduct a detailed review of its operational systems and begin improving aspects of the management of the school. The board thoughtfully outlined specific skills for recruiting the permanent executive director, and, after a search process, hired a permanent executive director in spring 2025.

Genesee Flour City

Ax

APPENDICES

PAGES Ax 1-4



GENESEE COMMUNITY CHARTER SCHOOL – FLOUR CITY CAMPUS BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Colin Orr	Betsy Serapillio-Frank
VICE CHAIR	Lindsay Tarnoff
Kendra Cadogan	Adam Koneman
TREASURER	Teresa Zappia-Sinicropi
Maria Oliver	
SECRETARY	
Allison Shultes	

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2022-23	90	82	91%	K-2
2023-24	120	115	96%	K-3
2024-25	150	159	106%	K-4

1. Source: The Institute’s board records at the time of the visit.
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

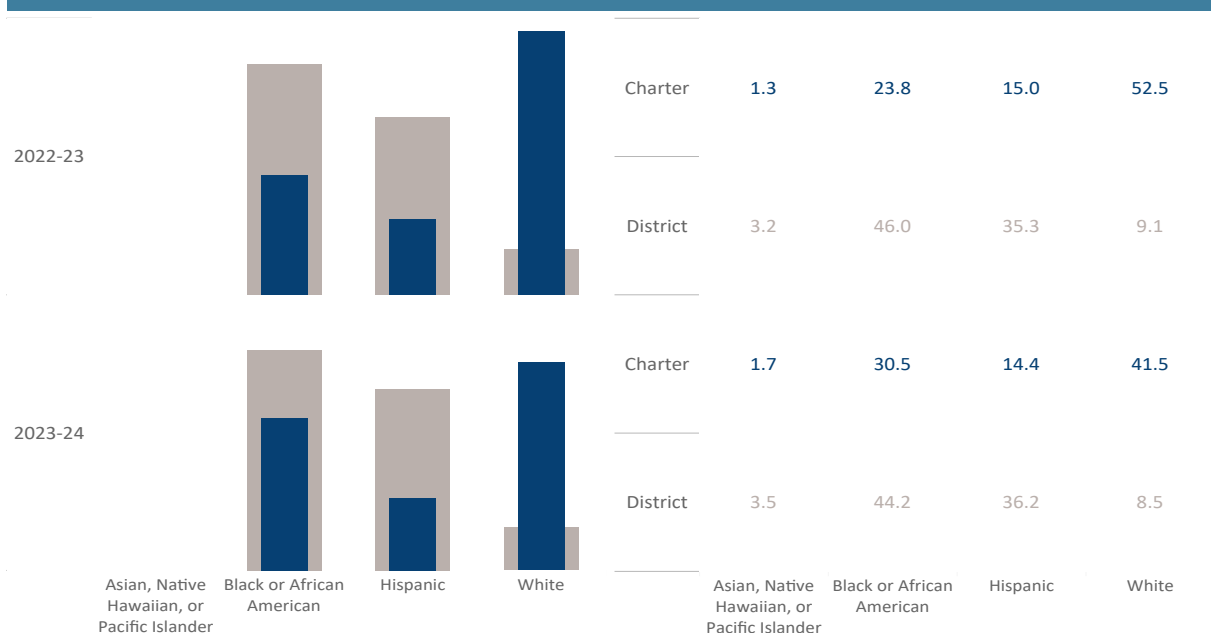
Genesee Community Charter School - Flour City Campus

Rochester City School District

Student Demographics: Sub-populations



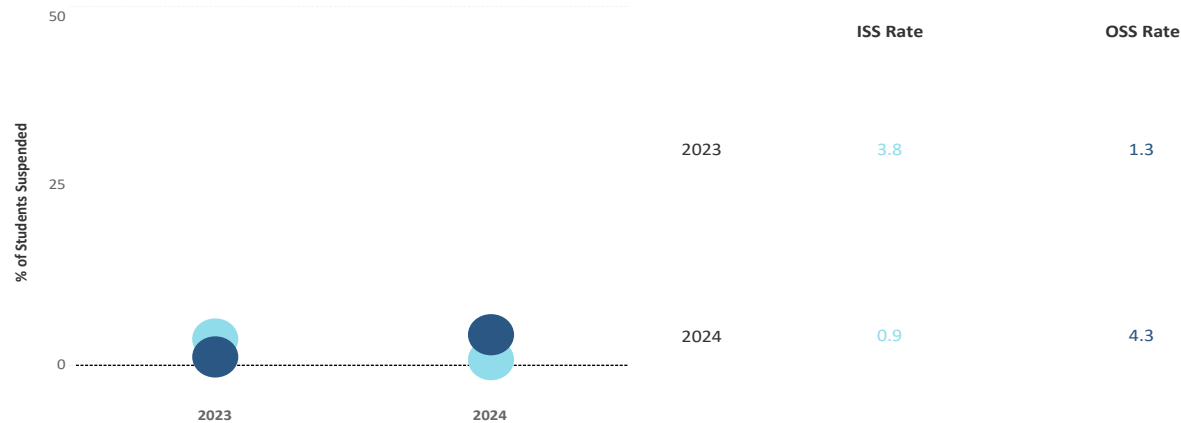
Student Demographics: Race/Ethnicity



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Genesee Community Charter School - Flour City Campus



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

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

	2023	2024
2023-24	82.5	0

Genesee Community Charter School - Flour City Campus's Enrollment and Retention Status: 2023-24

		Target	Charter
enrollment	economically disadvantaged	87.7	45.2
	English language learners	14.5	2.6
	students with disabilities	16.5	6.1
retention	economically disadvantaged	94.5	85.7
	English language learners	95.2	50.0
	students with disabilities	95.0	100.0

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by the NYSED.

APPENDIX A: SCHOOL OVERVIEW



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2022-23	First Year Visit	May 26, 2023
2024-25	Evaluation Visit	April 1 – 2, 2025

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
April 1 – 2, 2025	Kathleen Haywood	School Evaluator
	Andrew Kile	Director for School Evaluation

CHARTER CYCLE CONTEXT

CHARTER TERM	TERM YEAR	ANTICIPATED RENEWAL VISIT
First	Third year of a five-year charter term	Fall 2026

