

## Accountability Plan Progress Reports for the 2009-10 School Year

### Reader's Guide

*SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**TRUE NORTH TROY  
PREPARATORY  
CHARTER SCHOOL**

**2009-10**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

By Anna Hall and Bill Sherman, Directors of Operation

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Anna Hall and Bill Sherman prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Susan Miller Barker	Board Chair Academic & Performance Committee
EJ McMahan	Vice Chair Finance Committee
Joseph Klein	Board Member Finance Committee
Jay Brown	Board Member Academic & Performance Committee
Ken Baer	Board Member Community & Development Committee
Rev. Eric Shaw	Board Member Community & Development Committee
Brian Stenson	Board Member Finance Committee
Tom Triscari	Board Member
Jeff Buell	Board Member
Doug Lemov	Board Member

**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.

Troy Prep Middle School opened in August, 2009 starting with 68 5<sup>th</sup> grade students. Troy Prep is open to all students in the surrounding community. Troy Prep’s student population consists of 72% African American, 13% Hispanic, and 15% Caucasian students. Ninety-eight percent of Troy Prep students qualify for free or reduced price lunch. Students from Troy, Lansingburgh, Green Island, Watervliet and Rensselaer school districts currently 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 (7:40 AM – 4:40 PM) and extended school year (195 days). Academic tutoring and Saturday sessions are 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
2005-06														
2006-07														
2007-08														
2008-09														
2009-10						55								55

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

All students will achieve mastery of English language arts skills in reading and writing.

#### **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 created a scope and sequence for reading and writing and divided the year into five units, each culminating in a formal assessment.

The school then designed five yearly assessments in reading and writing, 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.

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 meets 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 1: Absolute Measure**

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

#### **Method**

The school administered the New York State Testing Program English language arts assessment to students in 5<sup>th</sup> grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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 been enrolled for less than one year.

**2009-10 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	55	5	0	0	55
6					
7					
8					
All	55	5	0	0	55

**Results**

Troy Prep opened in 2009-10. Therefore, we have no students who are in at least their second year. However, in our first year, Troy Prep exceeded the state standard with 80 percent of our first year students scoring at or above 650 on the 2009-10 state ELA assessment.

**Charter School Performance on 2009-10 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
4	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
5	All Students	80	55
	Students in At Least 2 <sup>nd</sup> Year		0
6	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
7	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
8	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
All	All Students	80	55
	Students in At Least 2 <sup>nd</sup> Year		0

<sup>1</sup> 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.

**Evaluation**

The state standard is that 75% of students in at least their second year will score 650 or higher on the ELA assessment. In only its first year Troy Prep exceeded this standard with 80 percent of students scoring 650 or higher.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5							NA	NA
6								
7								
8								
All							NA	NA

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.<sup>2</sup> The PI 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 PI is 200.

**Results**

Troy Prep’s aggregate PI score for its first year was 127.3.

<sup>2</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**Calculation of 2009-10 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	12.7	47.3	32.7	7.3	55

$$\begin{aligned}
 \text{PI} &= 47.3 + 32.7 + 7.3 = 87.3 \\
 &+ 32.7 + 7.3 = 127.3 \\
 \text{PI} &= \mathbf{127.3}
 \end{aligned}$$

**Evaluation**

Troy Prep’s first year ELA Performance Index was 127.3. This represents 27.7 percentage points below the state’s objective. However, Troy Prep exceeded the Troy City School’s ELA Performance Index of 109.3 by 18 percentage points. Given that our performance far exceeded that of the Troy City School in our first year, we expect continual progress toward meeting the state’s AMO.

**Calculation of 2009-10 English Language Arts Performance Index (PI)  
Troy City School District**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	26.4	38	32	3.6	250

$$\begin{aligned}
 \text{PI} &= 38 + 32 + 3.6 = 73.6 \\
 &+ 32 + 3.6 = 109.2 \\
 \text{PI} &= \mathbf{109.2}
 \end{aligned}$$

**Additional Evidence**

Since Troy Prep opened in 2009-10, there is no data available from previous years.

**English Language Arts Performance Index (PI) and  
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07							122	
2007-08							133	
2008-09							144	
2009-10	5	55	12.7	47.3	32.7	7.3	127.3	155

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 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**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

**Results**

Troy Prep opened in 2009-10. Therefore, there are no second year students in attendance. However, in its first year Troy Prep met this standard by outscoring the Troy City School District in the 2010 grade 5 ELA assessment by 4.4 percentage points.

**2009-10 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Troy Prep Students		Troy City School District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	40	55 <sup>3</sup>	35.6	250
6				
7				
8				
All	40	55	35.6	250

**Evaluation**

Troy Prep opened in 2009-10. Therefore, there are no second year students in attendance. However, Troy Prep did outscore the Troy City School District in only its first year by 4.4 percentage points.

**Additional Evidence**

Since Troy Prep opened in 2009-10, there is no data available from previous years.

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<sup>3</sup> As Troy Prep opened in 2009, this number reflects students in their first year.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5							NA	NA
6								
All							NA	NA

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

**Results**

Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. Since Troy Prep first opened in 2009-10, there is no available data from Troy Prep for 2008-09. However, in order to provide comparative performance data for ELA we used 2008-09 data for local school districts and 2009-10 data for Troy Prep.

Troy Prep exceeded the comparative performance data standard of an effect size of 0.3, instead showing a substantial effect size of 2.64.

**2009-10 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	98						
4							
5		55	40	17	23	2.64	
6							
7							
8							
All		98	55	40	17	23	2.64

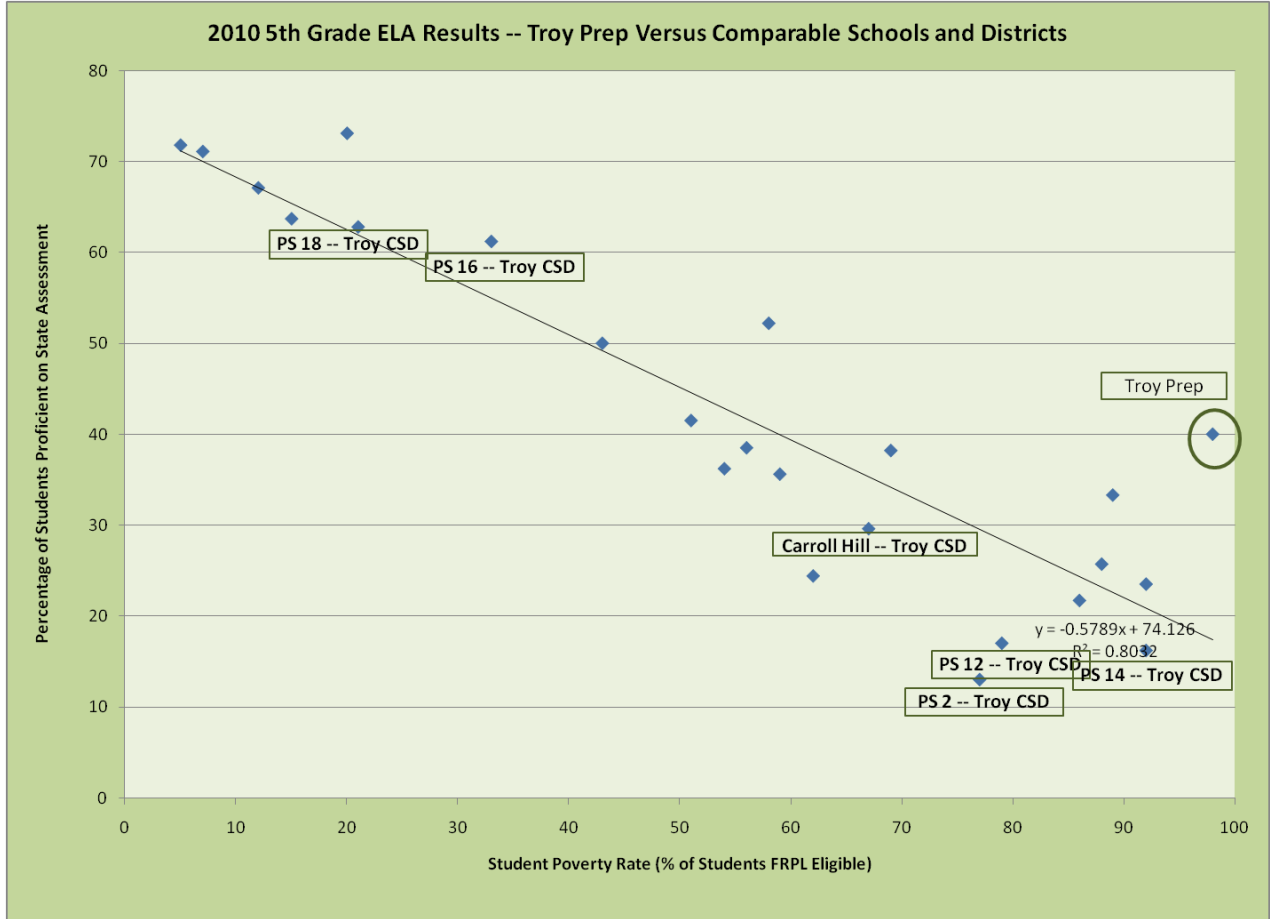
**School's Overall Comparative Performance:**

In our first year, Troy Prep far exceeded the comparative performance standard with an Effect Size of 2.64. The predicted percent of students achieving a score of three and four is 17 percent. With 40 percent of Troy Prep students scoring a three or four, we exceeded the predicted level by 23 percentage points.

**Evaluation**

We are particularly pleased with this standard as it takes into account Troy Prep's challenge of educating a student body consisting of 98% of students who qualify for free and reduced price lunch (FRPL). The FRPL rate is the best indicator of poverty levels found in schools. Research illustrates a negative correlation between a school's FRPL rate and their students' assessment results.

The regression graph below shows the correlation between poverty and ELA test scores among schools comparable to Troy Prep in terms of location and demographics. With a  $R^2$  value of .8 we have high confidence in predicting ELA scores with a school's FRPL rate. Troy Prep's 98% FRPL rate would lead one to expect approximately 17% of our students would score a three or four on the state assessment. However, Troy Prep students significantly outperformed this prediction, as 40% of our students scored a three or four. In fact, Troy Prep scored the highest above the expected regression line than any other school in the area (Effect Size).



**Additional Evidence**

Troy Prep opened in 2009-10. Therefore, there is no testing data from the previous year.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07						
2007-08						
2008-09						
2009-10	5	98	55	40	17	2.64

**Goal 1: Growth Measure**

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

As Troy Prep opened in 2009-10 this measure is not yet applicable.

**Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10**

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					
5					
6					
7					
8					
All					

As Troy Prep opened in 2009-10 this measure is not yet applicable.

**Additional Evidence**

As Troy Prep opened in 2009-10 this measure is not yet applicable.

**Cohort Performance on State English Language Arts Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07			
2007-08			
2008-09			
2009-10	NA	NA	NA

**Summary of the English Language Arts Goal**

Since Troy Prep opened in 2009-10 most of these measures are not yet applicable. However, there are several indicators that show a trajectory of increasing results in the coming years. While these results already show significant improvement over the district, we believe the numbers are even more promising than they first appear given the difficulty of improving ELA scores. We believe reading and writing are complex and multi-faceted skills that take significant time to instill in students the vocabulary and experience necessary to perform according to state standards.

After only one year of instruction Troy Prep outperformed all local charter schools and all but two Troy City Schools. It should be noted that School 18 and 16 significantly outscore other schools in the Troy City district and disguise the low performance of their other schools (reflected in the district average), at which the majority of Troy students are enrolled, and from which the majority (67%) of Troy Prep students have transferred. When taking into account that 98% of Troy Prep’s students qualify for free and reduced price lunch (FRPL), compared to 59% for the Troy City district, the assessment results are all the more impressive.

**English Language Performance Compared to  
Free and Reduced Price Lunch**

School Name	% 3 & 4	% FRPL
School 18	62.8	21
School 16	61.2	33
Troy Prep	40	98
Troy City District average	35.6	59
New Covenant Charter	33.3	89
Carroll Hill	29.6	67
School 14	25.7	88
Kipp Tech Valley Charter	24.4	62
Ark Community Charter	23.5	92
Achievement Academy Charter	21.7	86
School 12	17	79
Albany Prep Charter	16.2	92
School 2	13	77

While the staff at Troy Prep is pleased with our first year scores, we know significant work lies ahead. The difficulty of improving ELA outcomes requires hard work on behalf of our staff and students. As outlined in our action plan below, Troy Prep is making the necessary investments to achieve the state's AMO.

An analysis of Troy Prep students' expected scores based on average performance of their former schools indicates that a projected 26 percent of Troy Prep students would have scored a 3 or 4. In fact, 40 percent achieved that level, 14 percentage points above the predicted outcome.

School	Count	% of class	% 3's and 4's- ELA
Turnpike Elementary	2	3.64%	44
Ark Charter School	3	5.45%	24
School 12	15	27.27%	17
School 2	9	16.36%	13
New Covenant	4	7.27%	33
School 14	9	16.36%	26
School 16	3	5.45%	61
Renn. Park Elementary	1	1.82%	38.3
Carroll Hill	3	5.45%	30
Susan Odell Taylor	2	3.64%	<i>Note: state test scores not available, so these students are omitted from the calculation</i>
Hoosick Falls	1	1.82%	47
Watervliet Elementary	1	1.82%	52
Arbor Hill	1	1.82%	20.5
		<b>Predicted</b>	26.34
		<b>Actual</b>	40
		Difference/ Value Added (percentage points)	<b>14</b>

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved <sup>4</sup>
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did not achieve <sup>5</sup>
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved <sup>6</sup>
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	NA

**Action Plan**

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, Terra Nova 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.

To improve their performance, all our students receive three hours of reading and writing instruction daily. This represents approximately double the amount received in traditional public schools in the Troy area. All fifth 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.

Four 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.

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<sup>4</sup> This reflects the fact that 80 percent of students at Troy Prep achieved this measure in their first year.

<sup>5</sup> Note: this reflects only students who were enrolled at Troy Prep for one year. The Troy City School District’s PI was 109.3, 18 points lower than Troy Prep’s first year results.

<sup>6</sup> Troy Prep achieved this measure in their first year.

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”).
- Wilson Intervention Program, a supplemental reading and writing curriculum designed to promote reading accuracy (decoding) and spelling (encoding) skills for students with word-level deficits.
- 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 new “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 created a scope and sequence for math and divided the year into five units, each culminating in a formal assessment.

The school then designed five 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.

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 meets 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 through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

#### **Method**

The school administered the New York State Testing Program mathematics assessment to students in the 5<sup>th</sup> grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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 been enrolled for less than one year.

**2009-10 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>7</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	55	5	0	0	55
6					
7					
8					
All	55	5	0	0	55

**Results**

Troy Prep opened in 2009-10. Therefore, we have no students who are in at least their second year. However, in our first year, Troy Prep exceeded the state standard with 93 percent of our first year students scoring at or above 650 on the 2009-10 state Math assessment.

**Charter School Performance on 2009-10 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
4	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
5	All Students	93	55
	Students in At Least 2 <sup>nd</sup> Year		0
6	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
7	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
8	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
All	All Students	93	55
	Students in At Least 2 <sup>nd</sup> Year		0

**Evaluation**

The state standard is that 75% of students in at least their second year will score 650 or higher on the ELA assessment. In only its first year Troy Prep exceeded this standard by 18 percentage points with 93 percent of students scoring 650 or higher.

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<sup>7</sup> 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

**Additional Evidence**

Troy Prep opened in 2009-10. Therefore, there is no testing data available to determine year-to-year trends.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5							NA	NA
6								
7								
8								
All							NA	NA

**Goal 2: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135<sup>8</sup>. The PI 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 PI is 200.

**Results**

Troy Prep exceeded the state AMO in mathematics in its first year with an aggregate PI score of 170.9.

<sup>8</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**Calculation of 2009-10 Mathematics Performance Index (PI)  
Troy Prep**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	0	29.1	52.7	18.2	55

$$\begin{aligned}
 \text{PI} &= 29.1 + 52.7 + 18.2 = 100 \\
 &+ 52.7 + 18.2 = 170.9 \\
 \text{PI} &= \mathbf{170.9}
 \end{aligned}$$

**Evaluation**

Troy Prep’s first year Math Performance Index was 170.9. This represents 35.9 percentage points above the state’s objective. All of Troy Prep’s students scored at Level 2 or higher. We are the only school in the Capital District to have no students score at Level 1. Additionally, Troy Prep exceeded the Troy City School’s Performance Index by 36 points.

**Calculation of 2009-10 Mathematics Performance Index (PI)  
Troy City School District**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	14.6	36	39.3	10.1	247

$$\begin{aligned}
 \text{PI} &= 36 + 39.3 + 10.1 = 85.4 \\
 &+ 39.3 + 10.1 = 134.8 \\
 \text{PI} &= \mathbf{134.8}
 \end{aligned}$$

**Additional Evidence**

Troy Prep opened in 2009-10. Therefore, there is no testing data from the previous year.

**Mathematics Performance Index (PI) and  
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07							86	
2007-08							102	
2008-09							119	
2009-10	5	55	0	29.1	52.7	18.2	170.9	135

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

**Results**

Troy Prep opened in 2009-10. Therefore, there are no second year students in attendance. However, in its first year Troy Prep outscored the Troy City School District in the 2010 grade 5 Math assessment by 21.5 percentage points.

**2009-10 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	70.9	55 <sup>9</sup>	49.4	247
6				
7				
8				
All	70.9	55	49.4	247

**Evaluation**

Troy Prep opened in 2009-10. Therefore, there are no second year students in attendance. However, Troy Prep did outscore the Troy City School District by 21.5 percentage points in only its first year.

**Additional Evidence**

Since Troy Prep opened in 2009-10, there is no data available from previous years.

<sup>9</sup> As Troy Prep opened in 2009, this number reflects students in their first year.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5							NA	NA
6								
7								
8								
All							NA	NA

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

**Results**

Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. Since Troy Prep first opened in 2009-10, there is no data from Troy Prep for 2008-09. However, in order to provide comparative performance data for math, we used 2008-09 data for local school districts and 2009-10 data for Troy Prep.

Troy Prep exceeded the comparative performance data standard of 0.3.

**2009-10 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	98					
4						
5		55	70.9	37	33.9	2.98
6						
7						
8						
All	98	55	70.9	37	33.9	2.98

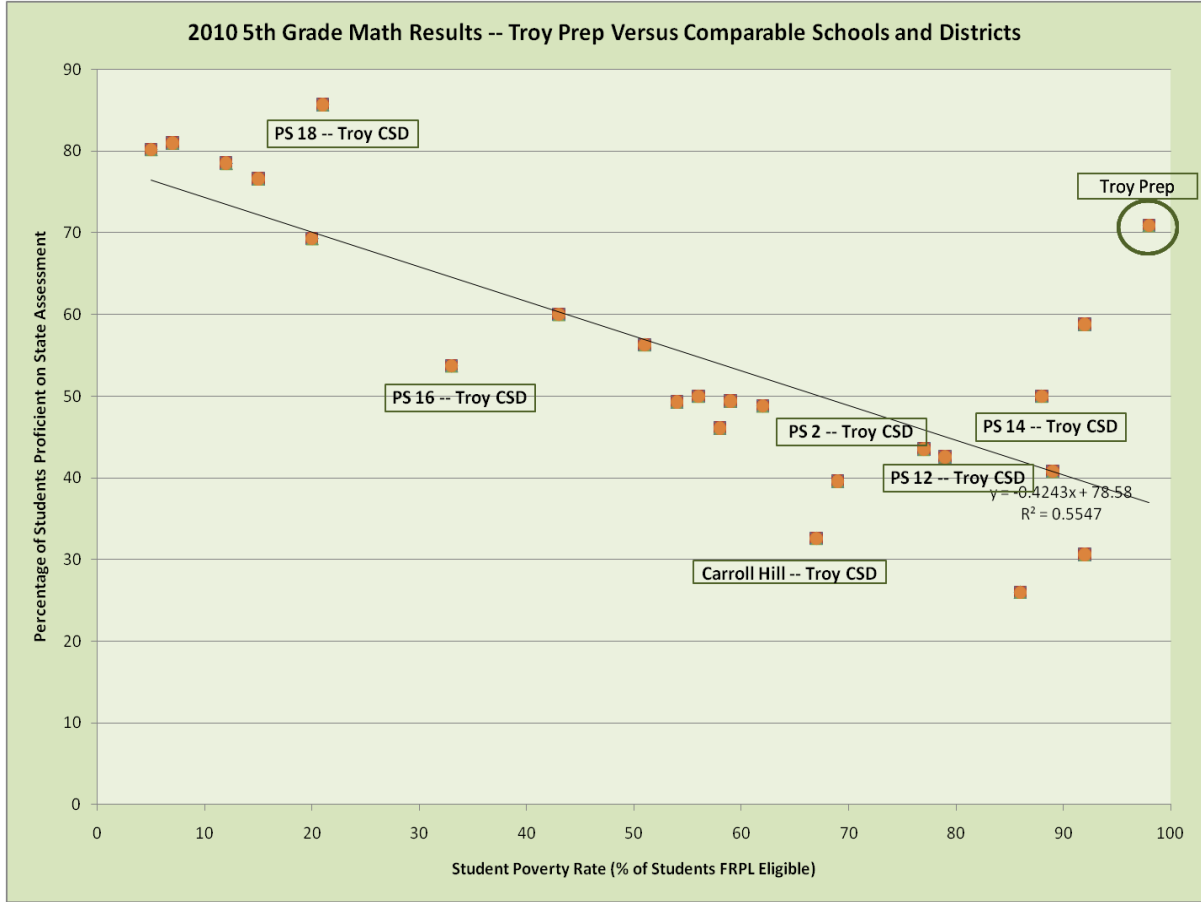
**School's Overall Comparative Performance:**

In our first year, Troy Prep far exceeded the comparative performance standard with an Effect Size of 2.98. The predicted percent of students achieving a score of three or four is 37 percent. With 70.9 percent of Troy Prep students scoring a three or four, we exceeded the predicted level by 33.9 percentage points.

**Evaluation**

We believe the comparative performance standard is an important assessment as it takes into account Troy Prep's challenge of educating a student body consisting of 98% of students who qualify for free and reduced price lunch (FRPL). The FRPL rate is the best indicator of poverty levels found in schools. Research illustrates a positive correlation between a school's FRPL rate and their students' assessment results.

The regression graph below shows the correlation between poverty and math test scores among schools comparable to Troy Prep in terms of location and demographics. While the correlation between math scores and poverty is not as strong for math scores as ELA, it is nonetheless an important standard. With a  $R^2$  value of .6 we have high confidence in predicting math scores with a school's FRPL rate. Troy Prep's 98% FRPL rate would lead one to expect approximately 37% of our students would score a three or four on the state assessment for math. However, Troy Prep's students significantly outperformed this prediction, as 71% of our students scored a three or four. In fact, Troy Prep scored the highest above the expected regression line than any other school in the area (Effect Size).



**Additional Evidence**

Troy Prep opened in 2009-10. Therefore, there is no testing data from the previous year.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07						
2007-08						
2008-09						
2009-10	5	98	55	70.9	37	2.98

**Goal 2: Growth Measure**

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

As Troy Prep opened in 2009-10 this measure is not yet applicable.

**Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10**

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					
5					
6					
7					
8					
All					

**Evaluation**

As Troy Prep opened in 2009-10 this measure is not yet applicable.

**Additional Evidence**

As Troy Prep opened in 2009-10 this measure is not yet applicable.

**Cohort Performance on Mathematics Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07			
2007-08			
2008-09			
2009-10			

**Summary of the Mathematics Goal**

Troy Prep met and exceeded all of the measures and outcomes for which data is available in its first year. In addition, all Troy Prep students scored a Level 2 or higher. Troy Prep students also significantly outperformed their counterparts in the Troy City School District. However, we realize that our students will not only compete with Troy students for college admission. As a result, we will continue to pursue excellence in all areas of mathematics.

After only one year of instruction, Troy Prep significantly outperformed all local charter schools and all but one Troy City School. It should be noted that School 18 significantly outscores other schools in the Troy City district and disguises the low performance of other schools (reflected by the district average), at which the majority of Troy students are enrolled, and from which the majority (67%) of Troy Prep students have transferred. When taking into account that 98% of Troy Prep’s students qualify for free and reduced price lunch (FRPL), compared to 59% for the Troy City district, the assessment results are all the more impressive.

**Math Performance Compared to  
Free and Reduced Price Lunch**

School Name	% 3 & 4	% FRPL
School 18	85.7	21
<b>Troy Prep</b>	<b>70.9</b>	<b>98</b>
Ark Community Charter	58.8	92
School 16	53.7	33
School 14	50	88
<b>Troy City District average</b>	<b>49.4</b>	<b>59</b>
Kipp Tech Valley Charter	48.8	62
School 2	43.5	77
School 12	42.6	79
New Covenant Charter	40.8	89
Carroll Hill	32.6	67
Albany Prep Charter	30.6	92
Achievement Academy Charter	26	86

While the staff at Troy Prep is extremely pleased with our first year scores, we will continue to make the necessary investments to enable our students to achieve even higher results.

An analysis of Troy Prep students' expected scores based on average performance of their former schools indicates that a projected 47.64 percent of Troy Prep students would have scored a 3 or 4. In fact, 71 percent achieved that level, 23 percentage points above the predicted outcome.

School	Count	% of class	% 3's and 4's- Math
Turnpike Elementary	2	3.64%	58
Ark Charter School	3	5.45%	59
School 12	15	27.27%	43
School 2	9	16.36%	44
New Covenant	4	7.27%	41
School 14	9	16.36%	50
School 16	3	5.45%	54
Renn. Park Elementary	1	1.82%	54
Carroll Hill	3	5.45%	33
Susan Odell Taylor	2	3.64%	<i>Note: state test scores not available, so these students are omitted from the calculation</i>
Hoosick Falls	1	1.82%	64
Watervliet Elementary	1	1.82%	46
Arbor Hill	1	1.82%	34
		<b>Predicted</b>	47.64
		<b>Actual</b>	71
Difference/ Value Added (percentage points)			23

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved <sup>10</sup>
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the 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 or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved <sup>11</sup>
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	NA

**Action Plan**

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 Terra Nova 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 two blocks of mathematics instruction daily. In the morning our 75 minute math period consists of learning basic skills and procedural concepts. The 60 minute afternoon math period focuses on math language as many of our students have difficulty with the language component of mathematics. Additionally, our math curriculum is fully integrated with our curricula throughout Troy Prep.

Four 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.

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<sup>10</sup> This reflects the fact that 93 percent of students at Troy Prep achieved this measure in their first year.

<sup>11</sup> Troy Prep achieved this measure in their first year.

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 mathematics 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.
- 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 skills and knowledge in Science.

#### **Background**

Troy Prep opened in 2009-10 with 5<sup>th</sup> grade. Since the New York State Testing Program for science only includes testing in the 4<sup>th</sup> and 8<sup>th</sup> grades there is no assessment data currently available.

## **SOCIAL STUDIES**

### **Goal 4: Social Studies**

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

#### **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 created a scope and sequence for social studies culminating in a formal assessment.

The school then designed periodic assessments in social studies, 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.

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 meets 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 4: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

#### **Method**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

#### **Results**

Troy Prep opened in August, 2009. Therefore, we have no students who are in at least their second year. Furthermore, the state social studies exam was given on November 16, 2009, only 10 weeks after our students entered Troy Prep.

**Charter School Performance on 2009-10 State Social Studies Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level <sup>12</sup>					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	13.6	18.6	62.7	5.1	67.8	59
	Students in At Least 2 <sup>nd</sup> Year						0
8	All Students						NA
	Students in At Least 2 <sup>nd</sup> Year						NA

**Evaluation**

Troy Prep opened in 2009-10. Therefore, we have no students who are in at least their second year.

**Social Studies Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5		NA		NA		NA		NA
8		NA		NA		NA		NA
All		NA		NA		NA		NA

**Goal 4: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

**Results**

Troy Prep opened in 2009-10. Therefore, we have no students who are in at least their second year.

<sup>12</sup> This table only represents students in their first year at Troy Prep.

**2009-10 State Social Studies Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5		0 <sup>13</sup>		NA
8		0 <sup>14</sup>		NA

**Social Studies Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5							0	
8							0	
All							0	

**Summary**

Troy Prep opened in 2009-10. Therefore this assessment is not yet applicable.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	NA
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	NA

**Action Plan**

Troy Prep’s social studies curriculum includes several methods and strategies designed to continually improve our students’ academic performance. We intend to improve our students’ academic performance and expect all our students will meet or exceed the state’s standards.

Because success in social studies relies largely on a students’ ability to read and write effectively, we expect our extensive ELA intervention strategies will play a large role in maintaining and improving our students’ social studies academic performance. Furthermore, our use of document based questions throughout our curricula and the non-fiction passage analysis employed in our ELA program provide integration of social studies instruction on a daily basis.

<sup>13</sup> Troy Prep has no students enrolled in their second year.

<sup>14</sup> Troy Prep does not currently enroll students in the 8<sup>th</sup> grade.

## NCLB

### **Goal 5: NCLB**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

### **Goal 5: Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

## **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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

## **Results**

Since Troy Prep opened in 2009-10 this measure is not yet applicable.