

**TRUE NORTH ROCHESTER
PREPARATORY
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2011

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Brian Marciano and Marya Murray-Diaz prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Susan Adsit	Trustee, Development committee chair
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Hugh Scott	Trustee, finance committee member
Rebecca Sumner	Trustee, development committee member

INTRODUCTION

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07						73								73
2007-08						77	63							140
2008-09						82	79	50						211
2009-10						76	69	65	45					255
2010-11	84	83				86	81	60	51					445

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Rochester Prep's ELA program emphasizes both strong reading and strong writing. In reading the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary and comprehension. In the elementary school grades (K, 1) there are 3 literacy blocks of 45 minutes each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the 3 literacy blocks.

In the middle school grades (5-8), in addition to an hour and fifteen minutes per day of reading instruction we offer reading club for 25 minutes every day. During reading club, students constantly practice decoding and fluency. Students who struggle augment with remedial reading groups based on Wilson Reading. Our reading teachers have made a particularly intentional investment in building vocabulary as a key to literacy- they teach a single vocabulary word each day, using a protocol that draws on the work of Isabel Beck and others to ensure deep meaning of words. The writing program at Rochester Prep is not limited to writing class but within writing class emphasizes a balance between composition and mechanics.

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 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language arts examination.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2011. Each student's raw score has been converted to a grade-specific time adjusted cut 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 and 2010-11, the criterion for success on this measure requires students to have a Time adjusted cut Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

¹ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

Grade	Time Adjusted Cut Scores
	Level 3
5	654
6	654
7	652
8	652

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.

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
5	86				86
6	79			1	80
7	59			1	60
8	53				53
All	277			2	279

Results

277 of the Rochester Prep students enrolled in April 2011 took the New York State ELA assessment as scheduled. The large majority (85) of the 5th grade class at Rochester Prep is only in its first year at the school, so the stated measure is therefore not yet applicable. However, we do wish to discuss their interim results here. Seventy-three percent (72.9%) of Rochester Prep 5th grade students scored at a 654 time adjusted cut score or above on the 2011 NYS ELA exam. The 5th grade class at Rochester Prep has not yet reached the stated absolute goal of 75% at a 654 time adjusted cut score, though they were very close to achieving the goal in their first year.

There is one student in her second year in the 5th grade at Rochester Prep. Although she came close to meeting the time adjusted cut score of 654 in ELA, she received a cut score of 652, not meeting the goal.

Eighty-two percent (81.5%) of Rochester Prep 6th grade students in at least their second year at the school scored at a 654 time adjusted cut score on the 2011 NYS ELA exam. Rochester Prep’s 6th grade class exceeded the absolute goal for ELA in 2011 by 6.5 percentage points.

Ninety-two percent (91.5%) of Rochester Prep 7th graders in at least their second year at the school scored at a time adjusted cut score of 652 or above on the 2011 NYS ELA exam, surpassing the absolute goals for ELA by 16.5 percentage points.

² 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.

Students in the 8th grade were returning for their fourth year at Rochester Prep. They posted scores of 71.2% at a time adjusted cut score of 652 or above on the 2011 NYS ELA exam, falling short of the absolute goals for ELA.

**Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	72.1%	86
	Students in At Least 2 nd Year	0%	1
6	All Students	81%	79
	Students in At Least 2 nd Year	81.5%	64
7	All Students	90%	60
	Students in At Least 2 nd Year	90%	60
8	All Students	71.2%	52
	Students in At Least 2 nd Year	71.2%	52
All	All Students	78.3%	277
	Students in At Least 2 nd Year	81.8%	144

Evaluation

Rochester Prep exceeded the measure of 75% or more students meeting the time adjusted cut scores in 2 out of the 3 grades (6th and 7th) in 2011.

At the 5th grade level, with the 2011 ELA assessment given in most of the students' first year at the school, 72.1% of students scored at a time adjusted cut score of 654 or above on the state ELA exam. This marks not only a significant gap between Rochester Prep 5th graders and the host district. The average scale score for the students in grade 5 was 662 as compared to the Rochester City School District with an average of 655, a 7 point difference. While the absolute measure is not yet applicable for Rochester Prep's 5th graders in their first year, students are very close to surpassing the goal, being 3.9 percentage points shy of the absolute goal.

Rochester Prep's 6th grade students in at least their second year at the school outperformed the absolute performance measure with 81.5% scoring a time adjusted cut score of 654 or more. This marks a drop in performance from the 2010 ELA exam, where the same cohort of students scored 90.8% proficient (last year proficiency was measured by a scaled score of 650 or more) on the 5th grade exam. However, the cohort still outscored the stated absolute performance measure (75% proficient) by 6.5 percentage points. Sixth graders in the city of Rochester scored an average of 653, compared to our average of 666 scaled score, a difference of 13 points.

The 7th grade students in at least their second year at Rochester Prep outperformed the absolute performance measure with 91.5% of the students scoring a time adjusted cut score of 652 or more. The seventh graders surpassed the absolute measure by 16.5 percentage points. There was a healthy increase in the percentage of students who achieved proficiency in grade 7 from last year, where the same cohort received 88% proficiency on their 6th grade ELA exam. Rochester Prep students scored, on average, a scale score of 666 as compared to the students in the city of Rochester who scored an average of 650, a difference of 16 points.

The 8th grade class at Rochester Prep was 71.2% proficient (attaining a time adjusted cut score of 652 or more) on the 2011 Grade 8 ELA test, falling short of the absolute performance measure (75%) by 3.8 percentage points. On average, Rochester Prep students scored a scale score of 659 as compared to students in the city of Rochester who averaged 637, a difference of 22 points.

While Rochester Prep exceeded 2 out of 3 measures in the performance of its ELA program in 2011, we still believe there is much work to do before our students are fully prepared for college. We believe our intentional approach to ELA, by keeping Reading and Writing as separate courses, coupled with the school’s commitment to classic literature is a key driver of our success and that the impact of these programs will compound going forward. We have continued to focus on making writing rigorous and demanding across the curriculum as the lever of future growth and a predictor of college success.

Additional Evidence

As Rochester Prep continues into its fifth year, indicators suggest that the school’s academic performance has remained strong over the years.

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 Time adjusted cut Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5							0	1
6	85	62	94.5	73	94.2	69	81.5	65
7			100	51	86.2	65	91.5	59
8					100	45	71.2	52
All	85	62	96.8	124	92.7	177	81.8	177

Goal 2: 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 ELA. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's ELA AMO.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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

Rochester Prep students in at least their second year outscored the Rochester City School District by 35.2 percentage points (57.4% vs 22.2%) on the 2011 grade 6, 7, and 8 ELA exams.

**2010-11 State English Language Arts 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	70.8%	65	29.5%	2196
7	49.2%	59	20.5%	2139
8	50%	52	16.6%	2165
All	57.4%	176	22.2%	6500

Evaluation

Rochester Prep exceeded the measure of comparative district proficiency in ELA during the 2010-2011 school year. Rochester Prep students in at least their second year outscored the Rochester City School District by 35.2 percentage points (57.4% vs 22.2%) overall. Rochester Prep outperformed the District by 41.3 percentage points (70.8% vs 29.5%) on the grade 6 ELA exam, by 28.7 percentage points (49.2% vs 20.5%) on the 2011 grade 7 ELA exam, and by 33.4 percentage points (50% vs. 16.6%) on the grade 8 ELA exam.

Additional Evidence

The table below illustrates the comparatively higher levels of performance for Rochester Prep students in at least their second year compared to the local district as a whole. In all cases, Rochester Prep students in at least their second year outperformed the local district cohorts.

**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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	85	56	94.5	69.7	71.6	31.9	70.8	29.5
7			100	53.1	49.2	19.7	49.2	20.5
8					97.8	21.1	50	16.6
All	85	56	96.8	61.6	70	24.3	57.4	22.2

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.

Given the timing of the state’s release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

The effect size of continues to demonstrate that the school’s overall comparative performance is higher than expected to a large degree.

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		
5		77	52.0	44.3	7.7	0.51
6		69	72.4	41.9	30.5	1.88
7		65	49.2	37.6	11.6	0.68
8		43	97.7	38.8	58.9	3.27
All	60.4	254	64.6	41.0	23.5	1.39

School’s Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

Evaluation

The currently available comparative performance effect size data for 2009-2010 shows that Rochester Prep met the comparative performance measure in 2009-2010. The students and staff did this by exceeding the effect size of 0.3 by 1.09 effect size points on the grade 5 - 8 2010 New York State ELA exam.

Based on our own preliminary analysis of similar 2010 ELA data, Rochester Prep expects to exceed the Effect Size in ELA again in grades 5, 6, 7, and 8 in 2011.

Additional Evidence

Since 2009-2010 was the fourth year of Rochester Prep’s operation this is the third time we can make an official year to year comparison between the Effect Sizes.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	5	67%	77	61	55.8	0.37
2007-08	5, 6	67%	140	80.7	60.99	1.32
2008-09	5, 6, 7	58%	214	93	75.4	1.51
2009-10	5, 6, 7, 8	60.4%	254	64.6	41.0	1.39

Goal 1: Growth Measure

On the current year’s state English language arts exam, 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. 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.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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

No grade level cohort at Rochester Prep’s middle school achieved the growth measure target on the 2011 ELA exams. We believe this can be attributed to the recalibration of cut scores from 2010 exams to the 2011 exams.

Grade 5 fell short of their target by 30.1 percentage points, grade 6 by 7.2 percentage points, and grade 7 by 12.9 percentage points, and grade 8 by 47.8 percentage points.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	79	52.6	>63.8	65.8	YES
7	59	71	>73	49.2	NO
8	52	49.2	>62.1	50	NO
All	190	57.6	>66.3	55	NO

In order to compare between the 2010 and the 2011 exam scores, we have created a table that includes the time adjusted cut score for the 2011 exam scores.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11, Comparing Time Adjusted Cut Scores

Grade	Cohort Size	Percent Performing At or Above the Cut Score			Target Achieved
		2009-10	Target	2010-11	
6	79	52.6	>63.8	81	YES
7	59	71	>73	91.5	YES
8	52	49.2	>62.1	71.2	YES
All	190	57.6	>66.3	81.2	YES

If you take into account the time adjusted cut score, all of the grade level cohorts achieved growth in the 2010-2011 school year. Grade 5 outperformed their target by 8.3 percentage points, grade 6 by 8 percentage points, and grade 7 by 29.4 percentage points. Grade 8 fell short of their target by 26.6 percentage points.

Additional Evidence

Rochester Prep only met one of the three grade-level cohort targets in the 2010-2011 school year.

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
2007-08	6	1	1
2008-09	6, 7	2	2
2009-10	6, 7, 8	2	2
2010-11	6, 7, 8	1	3

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year, Comparing Time
Adjusted Cut Scores**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	6	1	1
2008-09	6, 7	2	2
2009-10	6, 7, 8	2	3
2010-11	6, 7, 8	3	3

Elementary School Results:

Students in grades Kindergarten and 1 took the Terra Nova Comprehensive Exam in ELA in the fall of 2010 and the spring of 2011. Although this exam cannot be compared with the Rochester city school district, it's a national norm-referenced exam. The table below shows the growth in Terra Nova scores over the course of the school year.

**Kindergarten and 1st grade Terra Nova ELA Results for the 2010-2011 School Year
Percent Performing At or Above NCE of 50**

Grade	September 2010	June 2011	Percentage point change
K Language	15%	89%	74
K Reading	15%	90%	75
1 st Gr. Language	30%	91%	61
1 st Gr. Reading	35%	76%	41

**Kindergarten and 1st grade Terra Nova ELA Results for the 2010-2011 School Year
NCE**

Grade	September 2010	June 2011	Percentage point change
K Language	30%	81%	51
K Reading	28%	77%	49
1 st Gr. Language	37%	79%	42
1 st Gr. Reading	42%	66%	24

As the results show, dramatic growth was demonstrated in both Kindergarten and 1st grade in English Language Arts.

Summary of the English Language Arts Goal

Rochester Prep met 3 out of the 4 English Language Arts goals in the 2010-2011 school year.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
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.	N/A
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
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	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve (due to change in state test scoring)

Action Plan

The areas that Rochester Prep fell short in the English Language Arts Goals were generally in the upper grades’ growth, meaning the school performs strongly in the process of approaching its ELA goals in the lower grades (5 and 6), but falls a bit short in the upper grades (7 and 8). In response, our school is increasing the amount of professional development and feedback that the 7th and 8th grade ELA teachers receive, as well as taking strategic steps to improve student culture to encourage their love of learning as well as prepare them for the freedom and expectations of high school. These steps include giving more flexibility to upper grade students at the end of the day when they hand in their homework, behave appropriately in classes, and arrive to school on time.

Rochester Prep continues to strategically plan out its professional development time. The PD time consists of 3.5 weeks in the summer and weekly, 2 hour PD meetings throughout the year. This year more emphasis has been spent on collaborating across the Uncommon Schools network and across the Rochester and Troy regions, as well as sharing best practices among educators in the same subject area. In the 2011-2012 school year there is also a greater focus on strategically planning, meaning spending more time on the scope and sequence, unit planning, and lesson planning.

The leadership team at Rochester Prep has also intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers’ teaching methods and strategies.

MATHEMATICS

Goal 2: Mathematics

Students will achieve mastery of skills in Mathematics.

Background

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

In the elementary school, there is one 65-minute block of math a day that focuses on number sense, number systems, and problem-solving. During this block, students chant, act out, and model math with activities and math manipulatives.

In the middle school, in addition to an hour and fifteen minutes per day of math procedural instruction we offer another hour for the development of practical math problem solving skills. Students who struggle with mathematical concepts augment the daily two hours and fifteen minutes of classroom instruction with remedial tutoring groups based on interim assessment data. Our math teachers have made a particularly intentional investment in building a systematic approach toward understanding.

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 mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination³.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in May 2011. Each student's raw score has been converted to a grade-specific time adjusted cut 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 and 2010-11, the criterion for success on this measure requires students to have a Time adjusted cut Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

³ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

Grade	Time Adjusted Cut Scores
	Level 3
5	653
6	653
7	651
8	652

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.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
5	86				86
6	79			1	80
7	60				60
8	51			1	52
All	276			2	278

Results

Two-hundred seventy-six Rochester Prep students enrolled in May 2011 took the New York State Math assessment as scheduled. 2 students were exempted due to illness.

The large majority of the 5th grade class at Rochester Prep was only in its first year at the school, so the stated measure is therefore not yet applicable. However, we do wish to discuss their overall interim results here. Ninety percent (89.5%) of Rochester Prep 5th grade students scored at or above the absolute goal on the 2011 NYS Math exam, with a time adjusted score of 653 or more. The 5th grade class at Rochester Prep has already reached the stated absolute goal of 75% in their first year at the school.

One-hundred percent (100%) of all Rochester Prep 6th grade students in at least their second year at the school scored at or above the absolute goal on the 2011 NYS Math exam.

Students in the 7th grade at Rochester Prep in at least their second year at the school also scored surpassed the absolute goal by scoring 98.3% proficient on the 2011 NYS Math exam.

The eighth graders, in at least their second year at the school, scored 100% proficient, after calculating the time adjusted cut score.

⁴ 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

**Charter School Performance on 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	89.5	86
	Students in At Least 2 nd Year	100	1
6	All Students	100	79
	Students in At Least 2 nd Year	100	65
7	All Students	98.3	60
	Students in At Least 2 nd Year	98.3	60
8	All Students	100	51
	Students in At Least 2 nd Year	100	51
All	All Students	96.4	276
	Students in At Least 2 nd Year	99.4	176

Evaluation

Rochester Prep exceeded the absolute measure of 75% proficient (based on a time adjusted cut score) in the performance of its Math program in 2011.

At the 5th grade level, 89.4% of all students scored a time adjusted cut score of 653 or more on the state Math test in their first year of enrollment at Rochester Prep. True North Rochester Prep’s fifth grade students scored, on average, a scaled score of 676 as compared to the fifth graders in the Rochester City School District who scored, on average, a 663 scaled score. That is a difference of 13 points. While the absolute measure is not yet applicable for Rochester Prep’s 5th graders, students still managed to far exceed the stated absolute goal ahead of schedule.

Rochester Prep’s 6th grade students in at least their second year at the school outperformed the absolute performance measure for Math with 100% scoring at or above a time adjusted cut score of 653. The average scaled score for Rochester Prep students was 697 in grade 6, as opposed to 663 in the Rochester City School District. This is a difference of 24 points. The overall proficiency of 100% demonstrates an outscoring of the stated absolute performance measure by 25 percentage points.

At the 7th grade level, 98.3% of students in at least their second year achieved a scaled score of 651 or more, outperforming the absolute measure for Math by 23 percentage points. In the Rochester City School District the 7th graders achieved an average scaled score of 652, as compared to the Rochester Prep students who scored an average of 685, a difference of 33 points..

In 8th grade, 100% of Rochester Prep students in at least their second year scored at 652 or more on the 8th grade 2010 Math exam. On average, Rochester Prep 8th graders achieved a scaled score of 688, compared with the city of Rochester’s 8th grade average scaled score of 643, a difference of 45 points.

As is evident above, Rochester City School District scaled scores decrease from fifth grade to 8th grade (663 to 643), while True North Rochester Prep’s scaled scores increase (from 676 to 688) overall, further evidence of academic value-add over the years at Rochester Prep.

Additional Evidence

In its fifth year, Rochester has achieved its full enrollment. Indicators suggest that the school’s academic performance has remained strong over the years and as the student population has increased.

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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	99	61	100	73	97	67	100	65
7			100	50	100	65	98.3	60
8					100	45	100	51
All	99	61	100	123	98.9	177	99.4	176

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.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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

Overall, Rochester Prep outperformed the Rochester City School District in all 3 grades that have students in at least their 2nd year at school.

**2010-11 State Mathematics Exam
Charter School and District Performance by Grade Level⁵**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	98.5	65	33.8	2232
7	90	60	29.6	2166
8	82.4	51	19.6	2192
All	90.4	177	27.7	6590

Evaluation

Rochester Prep exceeded the measure of comparative District proficiency, based on the time adjusted cut score, in Math during the 2010-2011 school year. Sixth graders in at least their second year outperformed the Rochester City School District 6th graders by 64.7 percentage points (98.5% vs. 33.8%), seventh graders in at least their second year outperformed the district by 60.4 percentage points (90% vs. 29.6%) on the 2011 grade 7 Math exam, and eighth graders outperformed the district by 62.8 percentage points (82.4% vs. 19.6%) at levels 3 and 4.

Additional Evidence

The tables below illustrate the comparatively high levels of Math performance for Rochester Prep students in at least their second year compared to the local district as a whole. In all cases, Rochester Prep’s 6th, 7th, and 8th grade students in at least their second year have vastly outperformed the local district cohorts in Math.

5

**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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	99	56	100	64.6	82.1	40.2	98.5	33.8
7			100	58.5	80	23.1	90	29.6
8					93.3	14.5	82.4	19.6
All	99	56	100	61.6	84.2	26.2	90.4	27.7

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.

Given the timing of the state’s release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

The effect size of continues to demonstrate that the school’s overall comparative performance is higher than expected to a large degree.

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		
5	60.4%	77	57.2	56.8	0.4	0.02
6		69	82.6	51.6	31.0	1.54
7		65	80	50.8	29.2	1.33
8		43	93.0	43.2	49.8	2.11
All	60.4%	254	76.0	51.5	24.5	1.12

School’s Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

Evaluation

The currently available comparative performance effect size data for 2009-2010 shows that Rochester Prep met the comparative performance measure in 2009-2010 by exceeding the Effect Size of 0.3 by 0.82 on the grade 5, 6, 7, and 8 2010 New York State Math exam.

Based on our own preliminary analysis of similar 2011 Math data, Rochester Prep expects to dramatically exceed the Effect Size in Math again for 5th, 6th, 7th, and 8th grades.

Additional Evidence

Since 2009-2010 was the fourth year of Rochester Prep’s operation this is the third time we can make an official year to year comparison between the Effect Sizes.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	5	67%	77	87	66.7	1.13
2007-08	5, 6	67%	139	93.5	72.6	1.30
2008-09	5, 6, 7	58%	211	96.7	81.5	1.25
2009-10	5, 6, 7, 8	60.4	254	76.0	51.5	1.12

Goal 1: Growth Measure

On the current year’s state mathematics exam, 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. 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.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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

In 2010-2011 the growth measure of cohort growth was not met in the school overall.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	79	57.9	>66.5	97.5	YES
7	60	97.1	>97.1	90.0	NO
8	51	100	=100	82.4	NO
All	276	85	>85	78.3	NO

In order to compare between the 2010 and the 2011 exam scores, we have created a table that includes the time adjusted cut score for the 2011 exam scores.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11 with Time Adjusted Cut Score

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	79	57.9	>66.5	100	YES
7	60	97.1	>97.1	98.3	YES
8	51	100	=100	100	YES
All	276	85	>85	99.4	YES

Evaluation

Although none of the cohorts met their cohort growth goals in 2010-2011 due to the increase in cut scores and changes in the exams, all cohorts met growth goals when calculated using time adjusted cut scores.

In 2010-2011, Rochester Prep’s 6th grade cohort exceeded its growth measure goal for Math, using the time adjusted cut score. The 6th grade Rochester Prep cohort made significant gains with a 41 percentage point increase in Math from 2009-2010. The 6th grade cohort of 79 students at Rochester Prep scored 57.9% at or above level 3 in 2009-2010 as 5th graders and increased to 100% at or above a level 3 in 2010-2011. This one year gain demonstrates significant cohort growth.

The 7th grade cohort also maintained its growth measure goal for Math when comparing time adjusted cut scores, having achieved 97.1% performing at or a level 3 in 2009-2010. The cohort of 60 students increased their achievement marginally by achieving 98.3% at a level 3 or more for 2010-2011.

The 8th grade cohort achieved 100% at or above level 3 in 2009-2010 and maintained that achievement, in terms of time adjusted cut scores, of 100% at or above a level 3 on the 2010-2011 exam, achieving this growth measure goal.

Overall, when adjusting for the exam modifications and cut score change by using the time adjusted cut score, the strong performance on this growth measure over all 3 cohorts is evidence of the success of Rochester Prep’s Math Program.

Additional Evidence

In 2010-2011 Rochester Prep did not achieve its goal of cohort growth, but all cohorts achieved their growth goal when calculated using time adjusted cut scores.

**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
2007-08	6	1	1
2008-09	6, 7	2	2
2009-10	6, 7, 8	3	3
2010-11	6, 7, 8	1	3

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year, Comparing Time
Adjusted Cut Scores**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	6	1	1
2008-09	6, 7	2	2
2009-10	6, 7, 8	3	3
2010-11	6, 7, 8	3	3

Elementary Level Results

Students in grades Kindergarten and 1 took the Terra Nova Comprehensive Exam in Math in the fall of 2010 and the spring of 2011. Although this exam cannot be compared with the Rochester City School District, it is a national, norm-referenced exam. The table below shows the growth in Terra Nova scores over the course of the school year.

**Kindergarten and 1st grade Terra Nova Math Results for the 2010-2011 School Year
Percent Performing At or Above NCE of 50**

Grade	September 2010	June 2011	Percentage point change
K Math	12%	95%	83
1 Math	11%	92%	81

**Kindergarten and 1st grade Terra Nova Math Results for the 2010-2011 School Year
NCE**

Grade	September 2010	June 2011	Percentage point change
K Math	27%	82%	55
1 Math	25%	76%	51

Summary of the Mathematics Goal

Overall, Rochester Prep achieved 3 out of 4 Mathematics goals in the 2010-2011 school year.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
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.	N/A
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
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	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve (due to changes in test scoring)

Action Plan

Rochester Prep continues to strategically plan out its professional development time. The PD time consists of 3.5 weeks in the summer and weekly, 2 hour PD meetings throughout the year. This year more emphasis has been spent on collaborating across the Uncommon Schools network and across the Rochester and Troy regions, as well as sharing best practices among educators in the same subject area. In the 2011-2012 school year there is also a greater focus on strategically planning, meaning spending more time on the scope and sequence, unit planning, and lesson planning.

The leadership team at Rochester Prep has also intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers’ teaching methods and strategies this year. In addition, upper level (7th and 8th grade) teachers utilize textbooks more often so they can spend more energy on effectively teaching higher level math problems, than on generating problems for students to solve.

SCIENCE

Goal 3: Science

Students will demonstrate mastery of skills and knowledge in Science.

Background

Rochester Prep’s Science curriculum takes a comprehensive instructional look at Science standards over the course of the four grades, 5 through 8. The Science program has expanded in scope and depth as the school has grown over the past five years.

In 2011, half of Rochester Prep 8th grade students took the 9th grade Regents Earth Science exam, an advanced Honors Science class, in lieu of the 8th grade Science exam. The other half of the 8th graders took the NYS 8th grade Science exam. In 2010 all 8th grade students took the 9th grade Regents Earth Science exam, so there is not internal point of comparison for the 8th grade NYS Science exam data.

Goal 3: 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 science examination.

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2010. Each student’s raw score has been converted to a performance level. 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

Ninety-six percent of 8th grade students taking the 8th grade NYS Science exam passed the exam with a 3 or 4.

**Charter School Performance on 2010-11 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	0	1	23	2	25	26
	Students in At Least 2 nd Year	0	1	23	2	25	26

Evaluation

The students surpassed the 75% absolute measure by 21 percentage points (96% vs. 75%).

Although this was the first time Rochester Prep students took the NYS Science exam, the results demonstrated the compound effects of a strong 4-year Science program at Rochester Prep. It’s also

notable that no student scored at a level 1 on the NYS Science exam, and only 1 student scored at a level 2.

Additional Evidence

As this was the first year that the NYS 8th grade Science exam was given to Rochester Prep students, there is no year-to year comparison that can be made.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8							96%	26
All							96%	26

Goal 3: 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 science 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

Comparable results for the Rochester City School District are not available.

Science – Regents Earth Science

One-hundred percent of Rochester Prep 8th graders who took the 9th grade Regents Earth Science exam passed in the spring of 2011.

Science Regents Passing Rate by Year

Exam Administered	2007-08		2008-09		2009-10		2010-11	
	Number Of Students	Percent Passing	Number Of Students	Percent Passing	Number Of Students	Percent Passing	Number Of Students	Percent Passing
Earth Science					51	67	22	100

**Charter School Performance on 2010-11 Regents Earth Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	0	0	18	4	22	22
	Students in At Least 2 nd Year	0	0	18	4	22	22

(§) Goal 3: Comparative Measure
 Each year, the percent to students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Local district data is not available.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

**Science Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	67	51		
2011	100	22		

Evaluation

District data is unavailable, so a comparison between Rochester Prep and the district is not possible at this point.

Summary

Rochester Prep met the absolute goal in Science but a comparison is not possible as district data is unavailable.

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.	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.	N/A (No comparative district information is available.)

Action Plan

Rochester Prep will continue providing an Honors Science program with Regents Earth Science as the culminating exam, along with standard 8th grade Science, with the NYS 8th grade Science exam as the culminating exam.

We will continue sharing best practices with other high-performing Science programs across the state and continue to develop the Rochester Prep Science teachers by giving them targeted professional development and ensure their participation in Science conferences.

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

Under the state’s NCLB accountability system, Rochester Prep was deemed to be in “Good Standing.”

Evaluation

This goal has been achieved each of the past 4 years.

Additional Evidence

Rochester Prep has been deemed to be in “Good Standing” under NCLB for every year it has been in operation.

NCLB Status by Year

Year	Status
2007-08	Good Standing/School in Need of Improvement
2008-09	Good Standing/School in Need of Improvement
2009-10	Good Standing/School in Need of Improvement
2010-11	Good Standing/School in Need of Improvement

SCIENCE

Growth Measure (national norm-referenced assessment)

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

This growth measure cannot be used in the 2010-2011 school year for the Rochester Prep elementary school students because it is our first year with Kindergarten and 1st graders. We will be able to provide data on the growth measure in the 2011-2012 Accountability Plan Progress Report.