

**True North Rochester Preparatory  
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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The Directors of Operations completed this Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Geoffrey Rosenberger	Chair
James Gleason	Trustee
Jean Howard	Trustee
Jim Ryan	Trustee
Ronald Zarella	Trustee
Rebecca Sumner	Trustee
Joshua Phillips	Trustee

**Patrick Pastore has served as the Principal of the Middle School since 2013, Jaimie Brillante has served as the Principal of the Elementary School since 2012, and David McBride has served as Principal of the High School since 2014.**

## 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
2009-10						76	69	65	45					255
2010-11	84	83				86	81	60	51					445
2011-12	83	83	81			95	88	65	44					539
2012-13	92	86	89	80		95	96	67	57					662
2013-14	90	91	90	86	79	93	88	78	55					750
2014-15	89	89	89	84	85	87	90	79	56	39				787
2015-16	87	89	85	90	92	89	87	83	65	78	31			842

## 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 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, Rochester Prep middle school created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. During the 2013-2014 school year, Rochester Prep began to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards. Rochester Prep continued to refine this process during the past three school years.

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

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-4) there are 3 literacy blocks of 50 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 2014-2015 we moved away from separate Reading and Writing classes. Instead, students had a 2 hour English class. This was done again this year as it aligns more accurately to the Common Core Learning Standards, whereby students' written work must be based on a text they have read.

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

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

**Goal 1: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2015-16 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/Opt out	
3	90	0	0	0	90
4	90	0	0	2	92
5	89	0	0	0	89
6	87	0	0	0	87
7	83	0	0	0	83
8	64	0	0	1	65
9					
10					
11					
All	503	0	0	8	505

**Results**

Below is a table summarizing our performance for all students and those enrolled in at least their second year.

<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.

**Performance on 2015-16 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	46.7%	90	49.4%	79
4	60.0%	90	64.6%	79
5	38.9%	90	42.0%	81
6	29.9%	87	33.8%	68
7	26.5%	83	30.6%	62
8	26.6%	64	26.6%	64
All	40%	503	42.3%	433

**Evaluation**

Rochester Prep fell short of meeting the first Absolute measure of its accountability plan. The school had 40% of students scoring proficient or advanced, or 35 percentage points below the stated goal. That said, in ELA in all grades Rochester Prep outscored the local district and in grade 4, the culminating year at our elementary academy, Rochester Prep outscored New York State Economically Advantaged schools.

Before and during the 2015-16 school year, Rochester Prep made improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Rochester Prep also made changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Rochester Prep’s instructional leaders feel that these changes improved upon an already strong program and led to increased student learning in ELA. In 2012-13, test scores decreased dramatically for most schools in the state. Like all other schools in the state and the region, Rochester Prep saw a decline its test scores.

While, as evidenced by the table below, the Rochester Prep ELA program improved in 2015-16, school leaders acknowledge that there is much work to be done in the area of ELA performance. As described at the end of this section, Rochester Prep will continue to make improvements, which school leaders expect to lead to increased ELA performance. We believe our intentional approach to ELA 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**

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	25%	72	51%	78	27%	78	46.7%	90
4			46%	69	37%	82	60.0%	90
5	0%	8	0%	6	23%	65	38.9%	90
6	8%	74	10%	73	19%	59	29.9%	87
7	15%	65	19%	72	17%	58	26.5%	83
8	23%	57	20%	56	35%	54	26.6%	64
All	17%	276	26%	354	26.8%	396	40%	503

As displayed in the chart above, Rochester Prep has not met its Absolute Accountability Plan measure in ELA in the past three years. However, over these three years Rochester Prep has seen an increase in ELA proficiency across most grades leading to an overall improvement in ELA. Furthermore, Rochester Prep has outperformed state and local averages in select grades.

### **Goal 1: Absolute Measure**

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

### **Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

### **Results**

A table displaying the calculation of Rochester Prep’s Performance Level Index for the 2015-2016 school year appears below.

### **English Language Arts 2015-16 Performance Level Index (PLI)**

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	
503	23.1	38	29.8	9.1	
	PI =	38 +	29.8 +	9.1 =	76.9
			29.8 +	9.1 =	<u>39</u>
				PLI =	115.9

## Evaluation

Rochester Prep exceeded the Annual Measurable Objective. Rochester Prep achieved a PLI of 115.9, and the Annual Measurable Objective PLI target was 97.

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

## Results

Rochester Prep students in at least their second year outscored the Rochester City School District's aggregate performance by 35.6 percentage points (42.3% vs 6.7%) on the 2015-16 grade 3, 4, 5, 6, 7, and 8 ELA exams.

### 2015-16 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	49.4%	79	8%	2154
4	64.6%	79	8%	2041
5	42.0%	81	5%	1648
6	33.8%	68	6%	1625
7	30.6%	62	5%	1423
8	26.6%	64	6%	1443
All	42.3%	433	6.7%	10,334

## Evaluation

Rochester Prep exceeded the measure of comparative district proficiency in ELA during the 2015-2016 school year in every grade. In all grade levels the Rochester Prep students outperformed the Rochester City School District. Students in at least their second year outscored the District by 35.6 percentage points (42.3% vs 6.7%) overall.

**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 nearly all cases, Rochester Prep students in at least their second year outperformed the local district cohorts.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	25%	6%	51%	5%	27%	6.6%	49.4%	8%
4			46%	7%	37%	5.1%	64.6%	8%
5	0%	5%	0%	6%	23%	4.3%	42.0%	5%
6	8%	6%	10%	4%	19%	4.5%	33.8%	6%
7	15%	6%	19%	4%	17%	2.9%	30.6%	5%
8	23%	6%	20%	6%	35%	3.8%	26.6%	6%
All	17%	6%	26%	6%	26.8%	4.7%	42.3%	<b>6.7%</b>

While schools are required to compare themselves to the local school district, there are individual schools that also provide a compelling comparison. Schools 16, 44, and 3 were chosen as points of comparison because they each provide a K-8 academic program, have similar demographics, and are in similar neighborhoods as our school buildings.

Rochester Prep students in at least their second year outperformed these local schools in every grade level.

**2015-16 English Language Arts Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 16		School 44		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	46.7%	90	8%	64	18%	33	3%	61
4	60.0%	90	7%	61	8%	24	8%	61
5	38.9%	90	3%	33	6%	17	11%	44
6	29.9%	87	9%	23	11%	27	2%	46
7	26.5%	83	3%	60	N/A		2%	105
8	26.6%	64	1%	69	N/A		2%	109
All	40%	503	4.8%	310	11.9%	101	4%	426

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.

**Method**

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

**Results**

The Effect Size demonstrates that the schools’ overall comparative performance is higher than expected to a meaningful degree.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	98.8	81	27	15.2	11.8	0.99
4	100	84	37	13	24	1.95
5	81.1	87	22	18.6	3.4	0.26
6	80.4	90	17	19.4	-2.4	-0.16
7	76.8	77	16	18.8	-2.8	-0.19
8	86.0	54	35	19.6	15.4	1.18
All	87.2	473	25.1	17.3	7.8	0.64

<b>School's Overall Comparative Performance:</b>
Higher than expected to a meaningful degree

### Evaluation

The currently available comparative performance Effect Size data for 2014-2015 show that Rochester Prep did meet the comparative performance measure. Rochester Prep students scored higher than expected to a meaningful degree in ELA.

### Additional Evidence

The 2014-2015 school year was the 9th of Rochester Prep's operation. This is the sixth 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
2009-10	5-8	60%	254	64.6	41.0	1.39
2010-11	5-8	70%	275	49.1	37.1	0.75
2011-12	5-8	64%	292	48.6	43.6	0.30
2012-13	3, 5-8	83.4%	395	13.9	18.4	-.38
2013-14	3-8	87.4%	481	25.2	18.3	.49
2014-15	3-8	87.2%	473	25.1	17.3	0.64

### Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

**Results**

The data below shows that Rochester Prep's mean growth for the 2015-2016 ELA Exam exceeded the state wide median in all grades except 8<sup>th</sup>. Overall, Rochester Prep exceeded the statewide median by 7.2 percentage points.

**2015-16 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4	63	50.0
5	54	50.0
6	57	50.0
7	63	50.0
8	49	50.0
All	<b><u>57.2</u></b>	50.0

**Evaluation**

Rochester Prep met the Mean Growth Percentile measure. As a school Rochester Prep bettered the statewide margin by 7.2 percentile points. Rochester Prep achieved higher results than the statewide median in grades 4 through 7.

**Summary of the English Language Arts Goal**

Rochester Prep fell short of one of the applicable absolute measures in the Accountability Plan Progress Report.

However, for every grade level, Rochester Prep students outperformed their Rochester City School District counterparts, and outperformed the RCSD on the aggregate as well. Also, Rochester Prep students in at least their second year reached higher proficiency levels than similar students in local K-8 schools in the Rochester City School District in all grade levels, and outperformed these schools on the aggregate as well.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 13-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
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

**Action Plan**

Rochester Prep is taking several actions to improve ELA performance for its students. These actions steps relate to the Common Core, Remediation, Observation & Feedback, and Expansion.

*Common Core*

First, in 2013-14 school year, Rochester Prep implemented a curriculum that was fully aligned with the Common Core Learning Standards. In 2014-2015, Rochester Prep made additional changes to the curriculum to further align with the Common Core Learning Standards. Rochester Prep will continue to partner with the other Uncommon Schools to develop Common Core-aligned interval assessments. Specific to grades 5-8, Rochester Prep will continue to have a 2 hour English class. This aligns more accurately to the Common Core Learning Standards, whereby students' written work must be based on a text they have read. Rochester Prep expects that these changes will positively affect students' performance on the New York State exam. In addition, Rochester Prep plans to continue and further refine its effective strategies for teaching reading and writing.

*Remediation*

Second, in grades 5, 6, 7 and 8, we have built a tutoring block into the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year's NYS ELA exam, internal interim assessments, and daily classroom assessments (called "Exit Tickets").

### *Observation & Feedback*

ELA teachers will receive increased feedback around their action plans and student performance throughout the year. The leadership team at Rochester Prep has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

### *Expansion*

Part of Rochester Prep's action plan is to create a strong K-12 program for our students. This coming year Rochester Prep Middle School will be in its fourth year of receiving students from our Elementary school. The majority of our incoming 5<sup>th</sup> graders is no longer "new" to Rochester Prep, but has been with our school system for 1-5 years already. As is demonstrated from the NYS ELA results, the Rochester Prep students who are with us earlier achieve proficiency faster than students who come to us in 5<sup>th</sup> grade. As the elementary students continue to rise into the middle school, Rochester Prep expects to continue to see compounded growth in proportion to the numbers of years in our schools.

## **MATHEMATICS**

### **Goal 1: 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.

### **Goal 1: Absolute Measure**

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

## Method

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent/Opt Out	
3	90	0	0	0	90
4	90	0	0	2	92
5	89	0	0	0	89
6	86	0	0	1	87
7	83	0	0	0	83
8	0	0	0	0	NA
9					
All	438	0	0	3	441

## Results

Below is a table summarizing our results.

**Performance on 2015-16 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	82%	90	84%	79
4	72%	90	72%	79
5	38%	88	41%	81
6	36%	86	40%	67
7	52%	83	58%	62
All	56.%	437	60%	368

<sup>3</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

Rochester Prep did not meet the absolute measure of 75% proficient on the NYS Math exam in 2015-2016. All grade levels but 3<sup>rd</sup> fell short of this absolute measure.

Overall, there is an upward trajectory in the performance levels as students spend more time at our schools.

## Additional Evidence

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2012-13		2013-14		2014-2015		2015-2016	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	12%	77	77%	78	68%	78	84%	79
4			58%	69	68%	82	72%	79
5	0%	8	17%	6	40%	65	41%	81
6	18%	74	27%	73	44%	57	40%	67
7	14%	65	47%	73	32%	59	58%	62
8	32%	57	55%	58				
9								
All					52.5%	341	60%	368

As displayed in the chart above, Rochester Prep students have performed well in mathematics in past years. Rochester Prep has met its first Absolute Accountability Plan measure in mathematics in every year except for the years after the Common Core standards have been implemented.

### Goal 1: Absolute Measure

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

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.

## Results

A table displaying the calculation of Rochester Prep’s Performance Level Index for the 2015-16 school year appears below. The State Education Department has recalibrated the AMO to align with the new Mathematics 3-8 testing program. Rochester Prep’s results in this section of the Accountability Plan Progress Report are below.

### Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	
503	14	30	30	26	
	PI =	30 +	30 +	26 =	86
			30 +	26 =	<u>56</u>
				PLI =	142

## Evaluation

Rochester Prep exceeded the Annual Measurable Objective by 48 points. Rochester Prep achieved a PLI of 142, and the Annual Measurable Objective PLI target was 94.

### Goal 1: Comparative Measure

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

## Results

Of students in at least their second year, all of Rochester Prep’s grade levels outperformed the same grades in the local school district, the Rochester City School District.

**2015-16 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	82%	90	11%	2163
4	72%	90	11%	2028
5	38%	88	5%	1621
6	36%	86	7%	1576
7	52%	83	4%	1327
8			1%	1161
9			7.2%	9876
All	56.3%	437	11%	2163

**Evaluation**

Rochester Prep’s aggregate proficiency for students tested and in at least their second year was 56.3% on the New York State Mathematics exam in 2015-16. The comparative aggregate performance of the Rochester City School District was 11%. Thus, Rochester Prep outperformed the district by 45.3 percentage points. In every grade, Rochester Prep students outperformed district students in terms of proficiency.

**Additional Evidence**

The table below illustrates the comparatively higher levels of Math performance for Rochester Prep students in at least their second year compared to the local district, the Rochester City School District, on aggregate. In all grade levels but one, Rochester students in at least their second year outperformed the local district in Math over the past four years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2012-13		2013-14		2014-2015		2015-2016	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	12%	6%	77%	11%	68%	12.7%	82%	11%
4			58%	12%	68%	8.8%	72%	11%
5	0%	6%	17%	8%	40%	7.4%	38%	5%
6	18%	5%	27%	6%	44%	6.7%	36%	7%
7	14%	4%	47%	5%	32%	3.8%	52%	4%
8	32%	4%	55%	1%		0.8%		1%
9								7.2%
All					52.5%	7.4%	56.3%	11%

While schools are required to compare themselves to the local school district, there are individual schools that also provide a compelling comparison. Schools 16, 44, and 3 were chosen as points of comparison because they each provide a K-8 academic program, have similar demographics, and are in similar neighborhoods as our school buildings.

Rochester Prep students in at least their second year outperformed these local schools in every grade level.

**2015-16 Math Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 16		School 44		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	82%	90	5%	63	30%	33	3%	65
4	72%	90	4%	56	23%	22	6%	62
5	38%	88	0%	31	0%	14	18%	44
6	36%	86	0%	24	0%	26	2%	47
7	52%	83	0%	48	N/A	0	2%	99
8	N/A	0	0%	66	N/A	0	N/A	0
9	N/A	0	N/A	0	N/A	0	N/A	0
All	56.3%	437	1.7%	288	15.8%	95	5.4%	317

**Goal 1: Comparative Measure**  
 Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.

**Method**

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

In the 2014-15 school year, the Comparative Performance Analysis showed that Rochester Prep performed “Higher than expected to a large degree.” Rochester Prep’s overall effect size was 1.35, higher than expected performance and above the desired effect size of 0.3.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	98.8	81	67	23.0	44.0	2.67
4	100	84	68	20.3	47.7	2.81
5	81.1	87	37	28.8	8.2	0.44
6	80.4	87	37	25.4	11.6	0.61
7	76.8	78	27	22.5	4.5	0.23
8						
<b>All</b>	<b>87.4</b>	<b>417</b>	<b>47.2</b>	<b>24.1</b>	<b>23.1</b>	<b>1.35</b>

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

## Evaluation

Rochester Prep met the total of the aggregate Effect size of 0.3. The schools’ effect size for mathematics performance was 1.25.

## Additional Evidence

Below is a table summarizing past years effect sizes.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-8	60.4%	254	76.0%	51.5%	1.12
2010-11	5-8	65.5%	190	75.7%	50.5%	1.26
2011-12	5-8	64%	290	76.9%	55.4%	1.02
2012-13	3, 5-8	80.1%	394	16.0%	19.0%	-.020
2013-14	3-8	87.4%	483	46.1%	23.5%	1.25
2014-15	3-7	87.4	417	47.2	24.1	1.35

**Goal 2: Growth Measure**

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

**Results**

Rochester Prep outperformed the statewide average for Mean Growth Percentile across all grade levels except 5<sup>th</sup>.

**2015-16 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4	56	50.0
5	38	50.0
6	72	50.0
7	84	50.0
8	0	50.0
All	<b>62.5</b>	50.0

**Evaluation**

Rochester Prep achieved a school wide average of 62.5 for its mean unadjusted growth percentile. This is 12.5 percentile points higher than the statewide average.

**Summary of the Mathematics Goal**

Rochester Prep fell short of the applicable absolute measure of 75% proficiency. However, Rochester Prep achieved all of its other goals. (its absolute goals, its three comparative goals in 14-15, and its growth goals as outlined in the Accountability Plan Progress Report.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
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

### **Action Plan**

Rochester Prep is taking several actions to improve Math performance for its students. These actions steps relate to the Common Core, Remediation, Observation & Feedback, and Expansion.

#### *Common Core*

First, in the 2013-14 school year, Rochester Prep implemented a curriculum that is fully aligned with the Common Core Learning Standards. In 2014-15, Rochester Prep made changes to the curriculum to further align with the Common Core Learning Standards. At Rochester Prep middle school, we will now have one 2 hour Math class each day. This aligns more accurately to the Common Core Learning Standards, whereby students' will not only be responsible for mathematics operations, but communicating the procedure behind the operation. In addition, Rochester Prep will continue to partner with the other Uncommon Schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Rochester Prep expects that these changes will positively affect students' performance on the New York State exam. In addition, Rochester Prep plans to continue and further refine its effective strategies for teaching mathematics.

#### *Remediation*

Second, in grades 5, 6, 7 and 8, we have built a tutoring block into the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data form the previous year's NYS Math exam, internal assessments, and daily classroom assessments (called "Exit Tickets"). We are also instituting two digital math programs at the MS level.

### *Observation & Feedback*

Math teachers will receive increased feedback around their action plans and student performance throughout the year. The leadership team at Rochester Prep has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

Furthermore, our teachers this year will be exposed to regular "Cross Regional Professional Development," where they will work with, learn and share best practices with instructional leaders from all Uncommon Schools.

### *Expansion*

Part of Rochester Prep's action plan is to create a strong K-12 program for our students. This coming year Rochester Prep Middle School is receiving its fourth cohort of students from our Elementary school. The majority of our incoming 5<sup>th</sup> graders is no longer "new" to Rochester Prep, but has been with our school system for 1-5 years already. As is demonstrated from the NYS Math results, the Rochester Prep students who are with us earlier achieve proficiency faster than students who come to us in 5<sup>th</sup> grade. As the elementary students continue to rise into the middle school, Rochester Prep expects to continue to see compounded growth in proportion to the numbers of years in our schools.

## **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 five grades, 4 through 8. The Science program has expanded in scope and depth as the school has grown over the past eight years.

### **Goal 3: Absolute Measure**

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

### **Method**

The school administered the New York State Testing Program science assessment to students in 4th and in spring 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

## Results

In the 2015-16 school year, 99% of Rochester Prep students performed at or above proficiency on the 4<sup>th</sup> grade Science test. Rochester Prep exceeded the requirement that 75% of students enrolled in their second year achieve proficiency in Science.

### Charter School Performance on 2015-16 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent	Number Tested
4	99%	78

\* scores are unavailable for District Students.

## Evaluation

The students surpassed the 75% absolute measure by 24 percentage points (99% vs. 75%). The results demonstrate the effects of a strong Science program at Rochester Prep.

## Additional Evidence

There was a 1% increase from this year's proficiency rate from the 2014-2015 school year. Overall, the grade surpassed the absolute measure.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2012-13		2013-14		2014-2015		2015-2016	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4			90	80	98	86	99	78
8	80	55	83	55				
All	80	55	86	135	98	86	99	78

### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

## Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in

which the school had tested students in at least their second year and the results for the respective grades in the local school district.

**Results**

District data is unavailable.

**Evaluation**

District data is unavailable

**Additional Evidence**

District data is unavailable

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students							
	2012-13		2013-2014		2014-2015		2015-2016	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4			90	DATA NOT AVAILABLE	98	DATA NOT AVAILABLE	99	DATA NOT AVAILABLE
8	80	DATA NOT AVAILABLE	83	DATA NOT AVAILABLE		DATA NOT AVAILABLE		DATA NOT AVAILABLE
All	80	DATA NOT AVAILABLE	86	DATA NOT AVAILABLE	98	DATA NOT AVAILABLE	99	DATA NOT AVAILABLE

\*scores are unavailable for the District Students

**Summary of the Science Goal**

Rochester Prep achieved both the absolute measure and the comparative measure for Science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Cannot Compare

**Action Plan**

We will continue sharing best practices with other high-performing Science programs across the state, share curriculum and scopes and sequences across the Uncommon Schools and Rochester and Troy regions, and continue to develop Rochester Prep Science teachers by giving them targeted professional development and ensure their participation in Science conferences.

## **NCLB**

### **Goal 4: NCLB**

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

### **Goal 4: Absolute Measure**

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

## **Method**

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

## **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 8 reporting years.

## **Additional Evidence**

Rochester Prep has been deemed to be in “Good Standing” under NCLB for every year it was established in the 2006-2007 school year.

### **NCLB Status by Year**

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

### Additional Evidence

#### HIGH SCHOOLS: SUBJECT AREA MEASURES

Our 8<sup>th</sup> grade class and 9<sup>th</sup> Grade class in 2015-2016 took the Algebra 1 Common Core Regents and the Living Environment Regents. Below are the results of our passing rates. We believe these results further exhibit strength in Mathematics and Science. The major area of development is 9<sup>th</sup> grade Algebra I.

#### Cohort Passing Rate by Regents Mathematics Exam – Algebra I

Score	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	8 <sup>th</sup> Grade %	9 <sup>th</sup> Grade %
65+	56	62	87.5%	78.5%
0-64	8	17	12.5%	21.5%
Total Students	64	79		

#### Cohort Passing Rate by Regents Science Exam – Living Environment

Score	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	% Passing in 8 <sup>th</sup> Grade	% passing in 9 <sup>th</sup> Grade
65+	44	8	68.8%	44.4%
0-64	20	10	31.2%	55.6%
Total Students	64	18		