

INSTRUCTIONS / NOTES FOR 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report. As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
2. Text Highlighted in Green = a sample entry that may be modified. Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
3. Schools serving students in 9th – 12th grades additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2015 Total Cohort for Graduation and the 2018-19 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
4. For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2017-18 results. (The 2018-19 results are not yet available.)
5. As a reminder, the Institute updated and modified the required goals and measures for all schools in 2017-18 in response to the state’s finalization of its Every Student Succeeds Act (“ESSA”) plan. The Institute continues to require schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s Measure of Interim Progress (“MIP”). This supplants the previous measure of Annual Measureable Objective (“AMO”) attainment. Additionally, the Institute has replaced the No Child Left Behind (“NCLB”) goal with the functionally equivalent ESSA goal. For schools serving students in 9th – 12th grades, the changes included the refinement of reporting on Regents Performance Level achievement, the inclusion of additional comparative measures of Regents achievement, the inclusion of growth measures for low performing 8th grade students, the inclusion of an additional index score of college preparation, and the collapse of some stand-alone measures of college preparation into one comprehensive measure. The Institute has organized the goals in this template placing the High School Graduation and College Preparation Goals listed before the subject area achievement goals. This order reflects the relative importance of the goals and indicates the Institute’s general emphasis when evaluating the success of college prep high school programs.
6. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



**True North Rochester Preparatory
Charter School**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 15, 2019

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The Directors of Operations prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Geoffrey Rosenberger	Chair
Jean Howard	Trustee
Jim Ryan	Trustee
Ronald Zarella	Trustee
Rebecca Sumner	Trustee
Joshua Phillips	Trustee
James Costanza	Trustee
Ebony Miller-Wesley	Trustee

Patrick Pastore has served as the Principal of the Middle School since 2013, Danielle Bleecker has served as the Principal of the Elementary School since 2019, and Ted Eckert has served as Principal of the High School since 2018.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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
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
2016-17	88	88	89	91	90	87	89	77	74	93	76	27		989
2017-18	89	91	88	90	86	92	92	90	76	123	84	68	30	1099
2018-19	91	78	89	94	91	93	90	86	78	132	109	71	62	1164

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2016-17	2013-14	2013	n/a	n/a	n/a

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2017-18	2014-15	2014	30	0	30
2018-19	2015-16	2015	62	0	62

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	[#]	[#]	[#]
2017-18	2014-15	2014	30	0	30
2018-19	2015-16	2015	59	30	89

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2012-13	2012	[#]	[#]	[#]
2017-18	2013-14	2013	[#]	[#]	[#]
2018-19	2014-15	2014	0	0	0

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

100% of students will graduate Rochester Prep high school.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

- Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- The percent of graduating students who meet the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.
- The percent of graduating students who graduate with a Regents diploma with advanced designation will exceed that of the local district.
- Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam or a College Level Examination Program (CLEP exam), or by passing a college level course.
- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

RESULTS AND EVALUATION

The table below shows the percent of students in first and second year cohorts that earned the required number of credits in 2018-19. Rochester Prep met the absolute measure of percent promoted.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2018-19

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Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	123	102
2018	136	128

ADDITIONAL EVIDENCE

Rochester Prep has a strong performance in this measure.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2019, the 2017 cohort will have completed its second year.

RESULTS AND EVALUATION

The table below shows the percent of students in their second year passing three Regents exams by cohort. The 2015 Rochester Prep cohort has 93.5% of students passing three Regents, the 2016 cohort has 85.3% passing three Regents, and the 2017 cohort has 74.8% already passing three Regents. This was based on performance level rather than scaled score.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2015	62	93.5%
2016	68	85.3%
2017	103	74.8%

ADDITIONAL EVIDENCE

Additional evidence that the school is maintaining a high level of performance is the percent of students from these cohorts who have already passed more than three regents.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

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METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

Rochester Prep is proud of the graduation rate of the first two cohorts from its high school.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17		
2014	2017-18	30	83%
2015	2018-19	62	85%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17		
2013	2017-18		
2014	2018-19	N/a	N/a

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

RESULTS AND EVALUATION

The results of the school district of comparison are unavailable and thus comparisons cannot be drawn.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17				
2014	2017-18	30	83%		
2015	2018-19	62	85%		

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

Rochester Prep High School does not offer alternative pathways to graduation.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Rochester Prep High School just celebrated its second graduating class, the 2015 cohort. With an 83.5% graduation rate the absolute and leading indicator goals were met while the school fell shy of the goal of 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams. Overall, Rochester Prep is extremely proud of the second graduating class and eagerly awaits continued and expanded successes from future cohorts.

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Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/a
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/a
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/a

ACTION PLAN

Rochester Prep is taking several actions to continue to improve 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, we have implemented additional float blocks outside of the regular 5 classes. There is also a greater focus on student writing in weekly check-in meetings.

Observation & Feedback

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Teachers will continue to 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. The English Instructional Leader has increased the frequency of meetings with the English team and is utilizing Real Time Feedback during lessons to make the lesson more impactful.

Furthermore, our teachers once again this year were 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 fifth cohort of students from our Elementary school. The majority of our incoming 5th 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 5th grade. As the elementary students continue to rise into the middle school and middle school students rise into the high school, Rochester Prep expects to continue to see compounded growth in proportion to the numbers of years in our schools.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Rochester Prep's goal is to help every student get to and through college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

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METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

52.8% of students achieved the college preparation indicators by either passing an AP exam or meeting the SAT exam CCR benchmark. This does not meet the 75% goal.

Percentage of the 2015 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passed AP Exam	53	16	30.1%
SAT CCR Benchmark	53	25	47.2%
Overall	53	28	52.8%

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not

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included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

Last year, the 2014 cohort exceeded the MIP of 128 by 3 points, achieving a 131 School CCCRI.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	30	128	131
2018-19	2015	62	130	N/a

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Rochester Prep outperformed the school district in CCCRI 131 to 73.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2013	N/A	N/A
2014	131	73
2015	N/a	N/a

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state's finalized ESSA plan [here](#).

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Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation.

RESULTS AND EVALUATION

The school exceeded the measure of 75% matriculation by 10%. The information was gathered through surveying the students for their post-graduation plans. This is not yet complete for the 2015 cohort.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2013	2016-17			
2014	2017-18	28	24	85%
2015	2018-19	53	N/a	N/a

SUMMARY OF THE COLLEGE PREPARATION GOAL

This year, Rochester Prep High School did not meet the absolute goal of 75% of graduating students will demonstrate their preparation for college by one or more of the indicators of college readiness. We do not yet know the outcome of the indicators for the absolute and comparative measures of CCRI. Lastly, we met the absolute goal of 75% percent of graduating students will matriculate into a college or university in the year after graduation.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Not available
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not available
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

While Rochester Prep is very pleased with its graduation and college matriculation rates, there is still some room for improvement. We have been building out a more robust College Access & Success program to improve services that assist students with college preparation, applications, scholarship applications, loan applications, etc. Additionally, over the past year Rochester Prep has made great strides in expanding SAT and AP test preparations and expect that in the coming years the absolute metric of demonstrating preparation for college will be improved.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: 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

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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 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 ("ELA") assessment to students in 3rd through 8th grade in April 2019. 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 (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	87	0	0	4	0	91
4	93	0	0	5	0	98
5	89	0	0	3	1	93
6	88	0	0	2	2	92
7	88	0	0	3	3	94
8	75	0	0	1	3	79
All	520	0	0	18	9	547

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.

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RESULTS AND EVALUATION

Below is a table summarizing our performance for all students and those enrolled in at least their second year. Rochester Prep students in at least their second year achieved an overall proficiency of 48.9%. Rochester Prep fell short of meeting the first Absolute measure of its accountability plan by 26.1%. While, as evidenced by the table below, the Rochester Prep ELA program improved in 2018-19, school leaders acknowledge that there is much work to be done in the area of ELA performance. 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.

Performance on 2018-19 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	53.9	89	54.3	81
4	66.7	90	66.7	69
5	27.6	87	32.4	68
6	50.6	87	53.3	60
7	37.8	82	43.8	64
8	35.6	73	40.4	57
All	45.9	508	48.9	399

ADDITIONAL EVIDENCE

As evidenced below, Rochester Prep has shown year-to-year growth in ELA proficiency, maintaining a high level of performance. Over the past three years, overall proficiency has gone from 45% to 48.9%, reflecting Rochester Prep's commitment to improving ELA performance.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58%	78	55%	84	54.3	81
4	55%	77	68%	73	66.7	69
5	32%	66	30%	73	32.4	68
6	40%	77	55%	67	53.3	60
7	40%	65	43%	67	43.8	64
8	44%	63	41%	59	40.4	57
All	45%	426	49%	423	48.9	399

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Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The MIP is 101 and therefore Rochester Prep significantly exceeded this goal.

English Language Arts 2018-19 Performance Index									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
520	23.27	34.23	28.65	13.85					
	PI	=	34.23	+	28.65	+	13.85	=	76.73
					28.65	+	13.85	=	42.5
						+	(.5)*13.85	=	6.92
							PI	=	126.15

Goal 3: 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 school district of comparison.

METHOD

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

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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.⁵

RESULTS AND EVALUATION

Rochester Prep significantly outperformed the Rochester City School District. Overall, Rochester Prep performed 37.5% better in ELA for grades 3-8.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	54.3	81		
4	66.7	69		
5	32.4	68		
6	53.3	60		
7	43.8	64		
8	40.4	57		
All	48.9	399	11.4%	

ADDITIONAL EVIDENCE

As evidenced below, year over year Rochester Prep significantly outperforms the Rochester City School District both at every grade and overall.

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 Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	58%	10%	55%	17%	54.3	
4	55%	8%	68%	13%	66.7	
5	32%	6%	30%	7%	32.4	
6	40%	5%	55%	13%	53.3	
7	40%	7%	43%	6%	43.8	
8	44%	9%	41%	11%	40.4	
All	45%	8%	49%	11.5%	48.9	11.4

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Goal 3: 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

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

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	82.6	89	53.9	41.2	12.7	0.67
4	70.5	90	66.7	43.1	23.6	1.27
5	85.4	87	27.6	26.1	1.5	0.09
6	62.4	87	50.6	47.3	3.3	0.2
7	68.5	82	37.8	35.1	2.7	0.15
8	58.8	73	35.6	46.4	-10.7	-0.59
All	71.8	508	45.9	39.8	6.1	0.33

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

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ADDITIONAL EVIDENCE

The 2017-2018 school year was the 12th of Rochester Prep's operation. This is the ninth 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 Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	91.0	503	39.1	22.9	0.96
2016-17	3-8	81.1	499	42.5	29.0	0.82
2017-18	3-8	71.8	508	45.9	39.8	0.33

Goal 3: Growth Measure⁶

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 target of 50.

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

The data below shows that Rochester Prep's overall mean growth for the 2017-2018 ELA Exam exceeded the state wide median by 0.5 percentage points.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	56.8	50.0
5	43.7	50.0
6	55.7	50.0
7	48.6	50.0
8	46.0	50.0
All	50.5	50.0

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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ADDITIONAL EVIDENCE

Rochester Prep met the Mean Growth Percentile measure and has done so year over year.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	67.7	53.2	56.8	50.0
5	57.3	40.7	43.7	50.0
6	58.3	55.2	55.7	50.0
7	63.6	57.7	48.6	50.0
8	54.4	57.4	46.0	50.0
All	60.5	52.4	50.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Rochester Prep failed to meet the goal that 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. Rochester Prep did meet the goals of having its aggregate PI on the state's English language arts exam meet the year's state MIP; that 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 school district of comparison; exceeded 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State; and the targets for effect size and mean growth percentile were also exceeded.

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.	Not met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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 school district of comparison.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
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 target of 50. (Using 2017-18 results.)	Met

ACTION PLAN

Rochester Prep is continuing 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 continues to further refine its effective strategies for teaching reading and writing.

Remediation

Second, in grades 5, 6, 7 and 8, we will continue to have a tutoring block in 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 continue to 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 fifth year of receiving students from our Elementary school. The majority of our incoming 5th 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 5th 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.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Rochester Prep High School did not meet the absolute measure of having at least 65% of students score at least a 75 on the Regents Comprehensive English Exam. 33% scored at least a 75, thus missing the target by 22%. This is the second cohort to come through Rochester Prep High School. In the additional evidence section below is further explanation of the outlook for future cohorts.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17		
2014	2017-18	30	29%
2015	2018-19	81	33.3%

ADDITIONAL EVIDENCE

While the 2015 cohort failed to meet this goal, the outlook of future cohorts is quite promising. In fact, the 2016 cohort already has 40.2% students who have met this goal. Below is a table of the percent achieving at least Level 4 by cohort.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	32	37.5%	30	30%	81	33.2%
2016	81	44.4%	84	31%	87	40.2%
2017	89	29.2%	89	34%	114	18.4%
2018			124	16%	124	17.7%

⁸ Based on the highest score for each student on the English Regents exam

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Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Rochester Prep High School's 2015 cohort had 84% of students scoring at least a Level 3 on the Regents English Exam. This exceeds the goal of 80% by 4%.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17		
2014	2017-18	30	93%
2015	2018-19	81	84%

ADDITIONAL EVIDENCE

The 2016 cohort already has 66 out of 87, or 76% of its students scoring at least a Level 3 on the Regents English Exam, thereby already almost achieving this goal for next year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015			84	75%	81	84%
2016			89	55%	87	76%
2017			124	23%	114	58%
2018					124	50%

⁹ Based on the highest score for each student on the English Regents exam

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Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.¹⁰ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2019-19 English language arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The ELA PI for Rochester Prep’s 2015 cohort was 125, which exceeds the MIP of 101 by 24. Thus, Rochester Prep has met this measure.

English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
81	16	51	17	16

$$\begin{array}{r}
 \text{PI} = 51 + 17 + 16 = 84 \\
 \phantom{\text{PI} = 51 + 17 + 16} + 16 = 100 \\
 \phantom{\text{PI} = 51 + 17 + 16} + (.5) * 16 = 125 \\
 \phantom{\text{PI} = 51 + 17 + 16} \text{PI} = 125
 \end{array}$$

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

¹⁰ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

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METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

District information is not available so comparative analysis cannot be completed.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17				
2014	2017-18	30%	30		
2015	2018-19	33.3%	81		

ADDITIONAL EVIDENCE

District information is not available so comparative analysis cannot be completed.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

District information is not available so comparative analysis cannot be completed.

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Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17				
2014	2017-18	63%	30		
2015	2018-19	84%	81		

ADDITIONAL EVIDENCE

District information is not available so comparative analysis cannot be completed.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

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

RESULTS AND EVALUATION

District information is not available so comparative analysis cannot be completed.

English Regents Performance Index (PI)¹¹ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17				
2014	2017-18	201	30		
2015	2018-19	125	81		

¹¹ For an explanation of the procedure to calculate the school’s PI, see page 28.

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ADDITIONAL EVIDENCE

District information is not available so comparative analysis cannot be completed.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

27 out of 81, or 33.3%, of the 2015 cohort who were not proficient in 8th grade achieved Performance Level 4. This falls short of the goal of 50% by 16.7%

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17		
2014	2017-18	30	24%
2015	2018-19	81	33.3%

ADDITIONAL EVIDENCE

While the 2015 cohort fell short of this goal, future cohorts will improve upon this goal. The 2016 cohort already has 35 of the 87, or 40% of students who didn't pass the 8th grade ELA exam, achieving at least Level 4 on the Common Core exam, showing improvement year over year.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet

¹² Based on the highest score for each student on the English Regents exam

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Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

55 students did not pass the 8th grade ELA exam. Of those, 42 achieved a 3 on the Common Core Exam, which is 76% of the students. This meets the goal of 75 percent of students who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17		
2014	2017-18	30	76%
2015	2018-19	81	76%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Rochester Prep High School met the goals of 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations, the PI met the MIP, and 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam at least partially met Common Core expectations. We did not meet the goal of 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations, nor did we meet the first growth goal, and the comparative goals cannot be determined as we didn't have the district data.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Yes

¹³ Based on the highest score for each student on the English Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Unknown
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Unknown
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Unknown
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Yes

ACTION PLAN

The 2015 cohort of Rochester Prep High School is the second cohort of the school's existence. The 2016 and beyond cohorts already have very promising results in meeting these goals. Furthermore, as Rochester Prep continues to build out its K-12 program, more and more students will have spent more years in the Rochester Prep system, which should result in even greater rates of proficiency.

GOAL 4: MATHEMATICS

Goal 4: 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 4: 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 3rd through 7th grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	87	0	0	3	0	90
4	93	0	0	5	0	98
5	89	0	0	1	2	92
6	91	0	0	0	1	92
7	89	0	0	2	2	93
8	0	0	0	0	0	78
All	449	0	0	11	5	543

RESULTS AND EVALUATION

The below table shows percent proficiency for all students and those in their second year, clearly showing that those in at least their second year with Rochester Prep have greater rates of proficiency, on average.

Rochester Prep did not meet the absolute measure of 75% proficient on the NYS Math exam in 2017-18. However, the overall percent proficiency of those in at least their second year continues to improve, showing that more time with Rochester Prep has a positive effect on scores.

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

¹⁴ 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.

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Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	74.4	90	74.1	81
4	82.2	90	85.3	68
5	47.7	88	50.0	68
6	46.4	84	54.2	59
7	56.4	78	65.0	60
8	n/a	0	n/a	0
All	61.9	430	66.4	336

ADDITIONAL EVIDENCE

As discussed above, overall, there is an upward trajectory in the performance levels as students spend more time at our schools. The below table shows this year over year progress as well, going from 61.6% to 66.4% over the past three years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	82.9	76	74%	84	74.1	81
4	75.4	69	83%	72	85.3	68
5	43.1	72	48%	73	50.0	68
6	42.2	64	51%	65	54.2	59
7	61.8	55	65%	63	65.0	60
8			n/a	n/a	n/a	0
All	61.6	336	65%	357	66.4	336

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient,

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Rochester Prep achieved a Performance Level Index of 155.5. The MIP is 103. Therefore, Rochester Prep exceeded this goal.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
449	20	22	33	25
	PI	=	22	+
			33	+
			25	=
			25	=
			(.5)*25	=
			PI	=
				155.5

Goal 4: 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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.¹⁵

RESULTS AND EVALUATION

Rochester Prep significantly outperformed the Rochester City School District overall in the 2018-19 State Mathematics Exam.

2018-19 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency
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¹⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	74.1	81		
4	85.3	68		
5	50.0	68		
6	54.2	59		
7	65.0	60		
8	n/a	0		
All	66.4	336	<u>11.8</u>	

ADDITIONAL EVIDENCE

As evidenced below, Rochester Prep has been significantly outperforming the Rochester City School District year over year.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	82.9	14	74%	18%	74.1	
4	75.4	8	83%	13%	85.3	
5	43.1	9	48%	11%	50.0	
6	42.2	6	51%	9%	54.2	
7	61.8	5	65%	6%	65.0	
8			n/a	1%	n/a	
All	61.6	8.8	65%	<u>11%</u>	66.4	11.8

Goal 4: 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size.

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An Effect Size of 0.3, or performing higher than expected to a meaningful 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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

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

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	82.6	90	74.4	44.1	30.3	1.40
4	70.5	90	82.2	43.1	38.2	1.91
5	85.4	88	47.7	30.5	17.2	0.93
6	62.4	84	46.4	42.9	3.6	0.20
7	68.5	78	56.4	35.4	21.0	1.04
8						
All	74.1	430	61.9	39.3	22.6	1.11

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

Not only does the Effect Size demonstrate that the schools' overall comparative performance is higher than expected to a large degree this year, it has for the past three, as evidenced below.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-7	90.9	437	56.3	23.9	1.6
2016-17	3-7	83.0	428	58.7	29.0	1.53
2017-18	3-7	74.1	430	61.9	39.3	1.11

Goal 4: Growth Measure¹⁶

¹⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 target of 50.

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.¹⁷

RESULTS AND EVALUATION

Rochester Prep achieved a school wide average of 56.4 for its mean unadjusted growth percentile. This is 6.4 percentile points higher than the statewide average.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	58.4	50.0
5	46.3	50.0
6	56.3	50.0
7	65.7	50.0
8	n/a	50.0
All	56.4	50.0

ADDITIONAL EVIDENCE

Year over year, as evidenced by the table below, Rochester Prep consistently shows a higher Mean Growth Percentile than the statewide average, with the only exceptions being in a couple individual grades.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	52.4	39.9	58.4	50.0
5	35.8	40.2	46.3	50.0

¹⁷ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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6	70.0	69.9	56.3	50.0
7	81.2	80.8	65.7	50.0
8	n/a	n/a	n/a	50.0
All	59.0	<u>56.1</u>	<u>56.4</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

Rochester Prep fell short of meeting the absolute measure of 75% proficiency but did meet the goal 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 school district of comparison. The targets for effect size and mean growth percentile were also exceeded.

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 mathematics exam for grades 3-8.	Not met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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 school district of comparison.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
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 target of 50. (Using the 2017-18 results.)	Met

ACTION PLAN

Rochester Prep is continuing to take 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 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 from the previous year's NYS Math exam, internal assessments, and daily classroom assessments (called "Exit Tickets"). We have also instituted 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 were again exposed to regular "Cross Regional Professional Development," where they 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 5th 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 5th 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.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4

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(meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The 2015 cohort for Rochester Prep High School had 28.4% scoring at least Level 4 on a Regents Mathematics Common Core Exam. This is 36.6% below the target of 65%. As articulated in other high school metrics, this is the second cohort for Rochester Prep High School. Under the additional evidence below, information on anticipated future performance is shared.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013			
2014	2017	30	10%
2015	2018	81	28.4%

ADDITIONAL EVIDENCE

The 2016 cohort is showing promising progress towards meeting this goal for next year. Currently, 38 of 87, or 43.7%, of the students have achieved at least a 4 on the Regents Mathematics Common Core Exam. The 2017 cohort achieved 54.9% and 60% of the 2018 cohort achieved at least a Level 4.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015			84	32%	81	28.4%
2016			89	44%	87	43.7%
2017					122	54.9%
2018					135	60%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

¹⁸ Based on the highest score for each student on a mathematics Regents exam

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METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2015 Cohort who have achieved at least Performance Level 3 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹⁹

Cohort Designation		Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
	Fourth Year		
2013	2016-17		
2014	2017-18	30	93%
2015	2018-19	81	85.2%

ADDITIONAL EVIDENCE

The table below shows not only the dramatic improvement by the 2015 cohort in mathematics performance but also the improvement year over year for each upcoming cohort.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	84	72.6%	84	87%	81	85.2%
2016	89	86.5%	89	83%	87	94.2%
2017			124	81%	122	95.1%
2018					135	92.6%

¹⁹ Based on the highest score for each student on a mathematics Regents exam

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Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.²⁰ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Rochester Prep achieved a PI of 208.4. The MIP is 151 and therefore Rochester Prep significantly exceeded this goal.

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
81	0	12.4	64	27.2

PI	=	12.4	+	64	+	27.2	=	103.6
				64	+	27.2	=	91.2
					+	(.5)*27.2	=	13.6
						PI	=	208.4

ADDITIONAL EVIDENCE

This is the second year in which this measure can be done for Rochester Prep and the second year in which Rochester Prep has met the goal.

Goal 4: Comparative Measure

²⁰ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

While the information for 18-19 is not available for the 2015 cohort. Last year's 2014 cohort data, which we didn't have last year, dramatically exceeded that of the local school district.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17				
2014	2017-18	17%	30	3.9%	
2015	2018-19	28.4%	81		

ADDITIONAL EVIDENCE

Future cohorts are also performing well and we expect to continue outperforming the local school district based on these results.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

While the district information is not available, the percent of students in the cohort achieving level 3 or higher continues to be very strong at Rochester Prep.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17				
2014	2017-18	97%	30		
2015	2018-19	91.4%	81		

ADDITIONAL EVIDENCE

N/a.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

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

RESULTS AND EVALUATION

School district information is unavailable so no evaluation can be done.

Mathematics Regents Performance Index (PI) of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17				
2014	2017-18	205.5	30		
2015	2018-19	208.4	81		

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ADDITIONAL EVIDENCE

Over the two years in which Rochester Prep has had a cohort for this measure, they have exceeded the goal. Future cohorts also have promising results building on what these cohorts have accomplished.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Rochester Prep does not administer the 8th grade NYS math exams so this goal does not apply.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²¹

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17		
2014	2017-18		
2015	2018-19		

ADDITIONAL EVIDENCE

Not applicable.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

²¹ Based on the highest score for each student on the English Regents exam

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METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Rochester Prep does not administer the 8th grade NYS math exams so this goal does not apply.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17		
2014	2017-18		
2015	2018-19		

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²³

Only the first two absolute measurement goals can be considered at this time. Rochester Prep did not meet the goal that 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations but did meet that goal that 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Met

²² Based on the highest score for each student on the mathematics Regents exam

²³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Met
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/a
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/a
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/a
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/a

ACTION PLAN

We are aggressively pursuing Regents Mathematics proficiency. As mentioned previously, all Rochester Prep 8th graders take the Algebra 1 Regents Examination rather than the 8th grade state math tests. In 2016-17, 93% of 8th graders who took the Algebra 1 Regents passed the exam so we are encouraged that we will meet these measures as Rochester Prep High School continues to produce fourth year cohorts.

Math teachers will continue to 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 were once again exposed to regular "Cross Regional Professional Development," where they work with, learn and share best practices with instructional leaders from all Uncommon Schools.

GOAL 5: SCIENCE

Goal 5: Science

Students will demonstrate mastery of skills and knowledge in Science.

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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 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 8th grade in spring 2019. 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 to score at proficiency.

RESULTS AND EVALUATION

Data unavailable.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4		
8		
All		

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			
8	2017-18			
8	2018-19			

Data unavailable.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency

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	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

Goal 5: 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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

Data unavailable.

2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ²⁴	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

ADDITIONAL EVIDENCE

Data 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

²⁴ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4						
8						
All						

SUMMARY OF THE SCIENCE GOAL

N/a

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	N/a
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 school district of comparison.	N/a
	[Write in optional measure here]	

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.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered **Living Environment, Earth Science, Chemistry and Physics**. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

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RESULTS AND EVALUATION

The below chart shows that Rochester Prep High School's 2015 cohort has surpassed the goal of 75% passing by 18.8%, achieving 93.8%

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17		
2014	2017-18	30	97%
2015	2018-19	81	93.8%

ADDITIONAL EVIDENCE

The below chart shows that each subsequent cohort has also already met this goal.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	84	91.7%	84	90%	81	93.8%
2016	89	88.8%	89	83%	89	83.1%
2017			124	81%	122	86.1%
2018					135	86.7%

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

District data unavailable.

²⁵ Based on the highest score for each student on any science Regents exam

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Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17				
2014	2017-18	30	97%		
2015	2018-19	81	93.8%		

ADDITIONAL EVIDENCE

District data unavailable.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

84% of Rochester Prep students passed the U.S. History Regents in the 2015 cohort, which exceeds the goal.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁶

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65

²⁶ Based on the highest score for each student on a science Regents exam

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2013	2016-17		
2014	2017-18		
2015	2018-19	56	84%

EVALUATION

The 2015 cohort exceeded the measure by 9%.

ADDITIONAL EVIDENCE

The below results show strong performance in the Rochester Prep cohorts. The 2015 cohort has 84% passing, 2016 has 73%, and the 2017 cohort already 57% passing.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015			84	51%	56	84%
2016			89	60%	88	73%
2017					121	57%
2018						

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

School district information was not available.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17				
2014	2017-18				
2015	2018-19	56	84%		

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EVALUATION

Not available.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

41% of students in the 2015 cohort passed the Global History Regents with a score of 65 or better.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁷

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17		
2014	2017-18		
2015	2018-19	71	41%

EVALUATION

The 2015 Rochester Prep cohort fell short of the measure by 34%.

ADDITIONAL EVIDENCE

While the 2015 cohort fell short of this measure, the next two cohorts are already near the same passing rate as the 2015 cohort.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015					71	41%
2016					80	34%
2017					85	40%
2018					n/a	n/a

²⁷ Based on the highest score for each student on a science Regents exam

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Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

School district data not available.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17				
2014	2017-18				
2015	2018-19	71	41%		

EVALUATION

Evaluation cannot be made.

GOAL 7: ESSA

Goal 7: ESSA

The school will make Adequate Yearly Progress.

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these

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determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Rochester Prep has been deemed to be in Good Standing every year.

ADDITIONAL EVIDENCE

Rochester Prep has been deemed to be in Good Standing.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing