INSTRUCTIONS / NOTES
FOR 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT ("APPR")

1. Schools that do not yet enroll students in state testing grades are still required to complete an APPR. In the absence of state test results, schools may report results from internally developed assessments, nationally norm-referenced tests, and/or any other evaluation method under each goal area. Schools should provide tabulated achievement or growth results if available under the "Results and Evaluation" section of each goal area.
2. The deadline for submission of the APPR is September 15, 2023. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
3. Text Highlighted in Grey = explanation or guidance for an entry. As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
4. Please do not include these instructions or the reference guide below in a submitted report.

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

ROCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 22nd, 2023

By Dr. Joseph Polat

545 Humboldt Street, Rochester, NY 14610

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2022-23 Accountability Plan Progress Report

Enter Name(s) and Title(s) prepared this 2022-23 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Ismet (Izzy) Mamnoon	chair	Committees
Dr. Mustafa Gokcek	secretary	Committees
Dr. David Banks	member	Committees
Betty Jean Grant	member	Committees
Karen Wallace	member	Committees
Name	Office	Committees
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Dr. Joseph Polat has served as the Executive Director since 2022.

SCHOOL OVERVIEW

Rochester Academy of Science Charter School opened in July 2002 and served for grades K and 1. The student enrolment was 71 students for 2022-2023. The breakdown of student demographics is as below:

SUBGROUP	ENROLLMENT TOTALS
All Students	71
Female	34
Male	37
Black	60
Hispanic	7
White	1
Multiracial	3
Students with Disabilities	7
Former Students with Disabilities	1
English Language Learner	1
Economically Disadvantaged	71
Not Migrant	71
Homeless	4

Mission

Rochester Academy of Science Charter School (RASCS) is a tuition-free, college preparatory public charter school whose mission is to provide an excellent K-12 academic experience that ensures all students are highly prepared for college and careers of the highest potential as responsible and well-rounded citizens (academically, socially, emotionally, and physically).

Vision

Historical urban academic and income disparities are eliminated and students are ready to carry the torch of knowledge, freedom, equity, and prosperity.

Key Design Elements:

- **STEM** infused
- **Data-driven** decision-making and continuous improvement
- **Closing the gaps** by providing instructional support for all students through intervention, special programs, remediation, tutoring, after-school enrichment, and instructional modifications that accelerate student movement between proficiency levels
- **Character** development, social-emotional-physical well-being, healthy lifestyles
- **Teacher training**—ongoing, strong teacher professional development, coaching, mentorship, and professional learning communities
- **Parents as partners,** partnership-and-participation atmosphere, student-parent-teacher triads
- **College for all**, college planning, and guidance counseling

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-23	56	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

The school will meet or exceed identified absolute, comparative, and growth objectives in English Language Arts for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities.

BACKGROUND

Each year, the percentage of K-5 students increasing proficiency between proficiency levels (e.g., from 1 to 2, from 2 to 3, etc.) will exceed the previous year's increase as evidenced by a comparison of the current year's increase to the previous year's increase per RASCS English Language Arts literacy assessments and reading diagnostic assessments.

METHOD

Proficiency in English Language Arts is assessed using the following benchmarks: 1) FastBridge ELA norm-based diagnostic assessment administered in the Fall, Winter, and Spring 2) LETRS Phonics assessment administered quarterly, 3) PAST Phonological Awareness assessment administered at the beginning and end of the year, and as needed, 4) ORF Oral Reading Fluency and Comprehension assessment, administered in the Fall, Winter, and Spring, 5) Trick Words assessment administered quarterly.

RESULTS AND EVALUATION

1) FastBridge ELA Diagnostic assessment comparison from Fall to Spring, Kindergarten students demonstrated a 6% growth in proficiency, from 41% proficiency to 47% proficiency, 1st-grade students demonstrated a 10% growth in proficiency, from 19% proficiency to 29% proficiency.
2) Over the course of the school year, student's performance on the LETRS Phonics assessment showed incremental improvement.
3) The PAST Phonological Awareness assessment revealed gradual progress in student performance from the beginning to the end of the academic year, with occasional reevaluations.

4) Across Fall, Winter, and Spring, the ORF Oral Reading Fluency and Comprehension assessment demonstrated steady advancements in student performance.
5) Quarterly Trick Words assessments depicted consistent growth in students' mastery of these challenging words throughout the school year.

ADDITIONAL CONTEXT AND EVIDENCE

When examining the norm based diagnostic assessment (FastBridge) to the literacy assessments, the growth in proficiency from year start to year-end is consistent across all ELA and literacy assessments for K-1 students.

ACTION PLAN

To maintain consistency in data collection and reporting, the school will hold quarterly data meetings with network administrators, instructional coaches, and school administrators. A testing calendar is developed and testing dates are scheduled prior to the start of the school year. Data is pulled and updated regularly within grade-level teams. To maintain or improve academic performance based on the specific assessment data, English Language Arts intervention time has been built into the schedule daily, to ensure students receive RTI (Response to Intervention) on an individual needs basis. Additionally, the implementation of IXL across all grade levels will provide recommended goals-based intervention data and resources.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

The school will meet or exceed identified absolute, comparative, and growth objectives in Mathematics for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities.

BACKGROUND

Each year, the percentage of K-5 students increasing proficiency between proficiency levels (e.g., from 1 to 2, from 2 to 3, etc.) will exceed the previous year's increase as evidenced by a comparison of the current year's increase to the previous year's increase per RASCS Mathematics diagnostic and benchmark assessments.

METHOD

Proficiency in Mathematics is assessed using the following benchmarks: 1) FastBridge Mathematics norm based diagnostic assessment administered in the Fall, Winter, and Spring 2) End of Module Mathematics Benchmark assessment administered quarterly.

RESULTS AND EVALUATION

1) FastBridge Math Diagnostic assessment comparison from Fall to Spring, Kindergarten students demonstrated a 12% growth in proficiency, from 39% proficiency to 51% proficiency, 1st-grade students demonstrated a 24% growth in proficiency, from 18% proficiency to 42% proficiency.
2) End of Module Mathematics Benchmark assessments comparison from quarter 1 to quarter 4, Kindergarten students demonstrated a 17% growth in proficiency on topics

learned, from 69% to 86%, 1st-grade students demonstrated an 8% growth in proficiency from 70% proficiency to 78% proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

When examining the norm based diagnostic assessment (FastBridge) to the content-based end-of-module benchmark assessments, the growth in proficiency from year start to year end is consistent across all mathematics assessments for K-1 students.

ACTION PLAN

To maintain consistency in data collection and reporting, the school will hold quarterly data meetings with network administrators, instructional coaches, and school administrators. A testing calendar is developed and testing dates are scheduled prior to the start of the school year. Data is pulled and updated regularly within grade-level teams. To maintain or improve academic performance based on the specific assessment data, Mathematics intervention time has been built into the schedule daily, to ensure students receive RTI (Response to Intervention) on an individual needs basis. Additionally, the implementation of IXL across all grade levels will provide recommended goals-based intervention data and resources.

GOAL 3: SCIENCE

Goal 3: Science

The school will meet or exceed identified absolute, comparative, and growth objectives in Science for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities, while providing innovative and immersive science learning experiences.

BACKGROUND

The daily science curriculum lessons are interactive, encouraging questions and experimentation, utilizing the FOSS resources to develop critical thinking and collaboration skills. Assessments are not just test-based, but teachers promote observations, articulation of understanding, and developing a holistic understanding of science. The school instills a strong STEM foundation, equipping students with both scientific knowledge and essential skills for the evolving STEM landscape.

METHOD

Achievement in science is assessed through a diverse range of methods. These include observational assessments during experiments and discussions, performance-based tasks that apply scientific knowledge to real-world scenarios, portfolio documentation of their scientific journey, and collaborative project evaluations. The school emphasizes both formative and summative assessments to monitor progress, while also fostering verbal communication skills for effective expression of scientific understanding. This holistic approach ensures that student evaluation goes beyond traditional testing, capturing the depth of knowledge, critical thinking, collaboration, and communication skills developed through inquiry-based learning.

RESULTS AND EVALUATION

The results achieved by students directly reflect the success of the comprehensive approach. With a strong emphasis on hands-on exploration and inquiry-based learning, students have excelled in their scientific understanding. Observational assessments have allowed teachers to witness engaged participation, and performance-based tasks have showcased their ability to apply theoretical concepts to practical scenarios. Portfolios documenting their scientific journeys highlight the progression of their understanding, while collaborative project evaluations underscore their adeptness in teamwork and problem-solving. This multifaceted evaluation strategy has not only captured their academic growth but has also led to a high level of achievement in science, showcasing their advanced knowledge, critical thinking prowess, and aptitude for effective communication in the field.

ADDITIONAL CONTEXT AND EVIDENCE

In upcoming years, students will be scheduled into a dedicated Science based STEM class with a dedicated Science teacher at the elementary level. This specialized educator can provide targeted instruction that aligns with the school's STEM-focused curriculum, ensuring consistent and cohesive learning experiences. The STEM teacher's expertise enables them to implement innovative teaching methods, engaging students in hands-on activities and inquiry-based learning, fostering a deeper understanding of scientific concepts. Additionally, the teacher can continually adapt to emerging trends in STEM education, keeping the curriculum dynamic and relevant, thereby nurturing a lasting culture of excellence in science among elementary students.

ACTION PLAN

Introducing a theme-based science exploration program, guided by a STEM coordinator in partnership with a science museum, can significantly boost elementary-level academic performance in science. The collaboration combines expert curriculum design with interactive experiences, enhancing students' understanding of scientific concepts. Through museum visits and interdisciplinary learning, students gain practical insights, fostering enthusiasm and improved comprehension. This initiative creates a dynamic, real-world connection, nurturing a deeper engagement with science and ultimately elevating academic achievement.

GOAL 4: ESSA

Goal 4: ESSA

Write the school's Accountability Plan ESSA goal here.

Goal 4: 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 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. More information on assigned accountability designations and context can be found here.

RESULTS AND EVALUATION

No data available yet.

Accountability Status by Year

Year	Status
2020-21	N/A (Didn't Exist)
2021-22	N/A (Didn't Exist)
2022-23	Not Available