

**True North Rochester Preparatory
Charter School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 11, 2023

By Brian Marciano, Director of Operations (ES),
Brenda Clark, Director of Operations (MS), and
Jeffrey Allen, Director of Operations (HS)

899 Jay St, Rochester, NY 14611 (ES)
630 Brooks Ave, Rochester, NY 14619 (MS)
14 Mark St, Rochester, NY 14605 (H)

585-236-0008 (ES)

585-436-8629 (MS)

585-368-5111 (HS)

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Directors of Operations prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Langston McFadden	Chair	Finance, Facilities
Rebecca Sumner	Vice Chair	Academic, Finance, Development
Ronald Zarella	Treasurer	Finance, Development, Facilities
James Ryan	Trustee	Development, Finance, Facilities
Joshua Phillips	Trustee	n/a
Ebony Miller-Wesley	Trustee	Academic, Finance
Carlos Caballada	Trustee	n/a
Geoffrey Rosenberger	Trustee	Finance, Facilities, Audit, Academic
Betsy Riedman	Trustee	Academic

Danielle (Bleecker) Hinman has served as the Principal of the Elementary School since 2019.

Patrick Pastore has served as the Principal of the Middle School since 2013.

Edward Eckert has served as the Principal of the High School since 2018.

SCHOOL OVERVIEW

True North Rochester Preparatory Charter School (“Rochester Prep”) first opened as a middle school in 2006. In 2010, the elementary school opened with grade K and 1. Rochester Prep now serves over 800 students in grades kindergarten through 8. Rochester Prep’s students matriculate to Rochester Prep High School after 8th grade. The high school opened in 2014 now serves grades 9-12 and gives all RP students a continuous path from kindergarten to college. Rochester Prep operates under the Uncommon Schools Charter Management Organization, which operates two other charters in Rochester, Rochester Preparatory Charter School 3 and True North Rochester Prep Charter School – West Campus.

The mission of 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.

Rochester Prep’s school design includes seven core components:

1. Focus on Literacy. Many of our students begin their school career reading substantially below grade level. We address this central issue immediately to ensure students will have all the advantages of an excellent education. The ultimate academic success of Rochester Prep students, therefore, is tied to mastering this fundamental skill. In 2022-2023, Rochester Prep provided explicit instruction in literacy skills and differentiated support to promote mastery of skills and content according to the grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program in K-2 (Reading Mastery), an Uncommon Schools designed reading comprehension curriculum which balances narrative and informational texts, daily read-alouds, and the use of the STEP Assessment to evaluate progress and adjust instruction.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1st grade, and for at least 30 minutes each night starting in 2nd grade.
- Students write in every class and use the Uncommon Schools writing curriculum to cultivate creativity and voice.

Grades 5-8

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Scholars have two hours of daily reading instruction which balances reading rigorous texts and writing in response to evidence-based prompts.
- Scholars are required to read grade level-appropriate books during the summer.
- There is required, graded, written work in every class and daily homework in all subjects.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- In 5th and 6th grades, student are assessed using mClass three times during the year to monitor progress and ensure that students are growing at the right pace according to their level.

2. Target Curriculum Focused on Basic Skills. Rochester Prep does not use an off-the-shelf curriculum. Rather, we use curricula developed by our Uncommon Schools Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of academic skills and concepts before they go on to master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from achievement data garnered from STEP, mClass and our internal benchmark assessments. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and daily assessment materials. Rochester Prep teachers use these curriculum resources as a tool to lead their students to high level mastery. Teachers and leaders engage in lesson preparation by determining what exemplary of a standard looks like and how to teach and lead practice around the most productive tasks, prompts, and problems. These high-level processes built around high rigor resources ensure that every student receives aligned rigorous instruction and develops mastery and allows us to share best practices quickly across schools and grades.

3. Check for Understanding and Mastery Early and Often to Drive Master and Learning Growth. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Each year, prior to the administration of New York State exams, Rochester Prep administers two internally aligned Interim Assessments (3 in ELA, 4 in Math). In grades 5 through 8, students take four interim assessments in all core subjects. These tests assess ongoing student mastery of Math, ELA, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. Rochester Prep teachers, with the support of the Principal, use this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Rochester Prep also utilized the information to target content- and skills-driven tutoring and small-group instruction. To continue to support greater data responsiveness and learning growth, the schools began the use of weekly data collection through weekly quizzes in both ELA and math. The data from these assessments is used by

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

teachers, leaders, CAT and LLPs to address gaps in mastery and share best practices from positive outliers.

4. Every Minute Matters. To provide students with a comprehensive, college preparatory education, Rochester Prep has an extended school day and school year. The regular school day begins at 7:30 AM (ES)/8:45 AM (MS). and ends at 3 PM (ES)/4:30 PM (MS). Additionally, the Rochester Prep school year starts approximately 2 weeks earlier than other school districts in the area. In the 2022-2023 school year, we began instruction on 8/22/22 and ended on 6/16/2023.

Rochester Prep students extend their learning beyond the school day completing homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening’s assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

5. Emphasis on College. For too many students residing in low income communities, college only exists in the abstract. For Rochester Prep students, freshman year of college is a natural extension of their educational experience at Rochester Prep. Rochester Prep students begin talking about college on the first day of kindergarten as their homerooms are named after the alma maters of their teachers and Historically Black Colleges and Universities (HBCUs). Through informal conversations and field trips starting in elementary school, college becomes a normal and tangible reality as demonstrated by the majority of our graduates who are enrolled or matriculating at four year institutions.

6. Structure and Order. Students need a safe and orderly environment to be productive. In 2022-23, Rochester Prep creates a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Implement school dress code that helps all students to be ready for school and to feel safe, no matter their circumstances.
- Social emotional approach to teaching students the behaviors and cognitive skills to be successful and demonstrate resilience in the face of challenges.
- Behavior management system that provides quick and immediate reinforcement of positive and prosocial behaviors.
- Rubric system that builds the culture of collective success providing immediate feedback to classes at the end of each class.

7. Family Partnership and Engagement. Rochester Prep’s educational program is structured to partner with families and work together at a high level to support their child’s academic success. In 2022-2023, our families:

- Picked up their child’s report card in person;
- Met with teachers and staff on multiple occasions to formally and informally discuss their child’s academic and behavioral performance;
- Maintained an open line of communication with their child’s teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and emails;
- Were notified at home or at work each day of daily successes or struggles;

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Were asked to offer input on the school on a year-end surveys, grading the school;
- Were offered the opportunity to participate in a potluck and watch their children perform during school performances and ceremonies during the course of the year;
- Were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community.

Rochester Prep High School opened its doors for the start of the 2014-2015 school year. We enrolled students from one K-8 pathway, RP ES Jay St and RP MS Brooks Campus, in our inaugural cohort. We graduated this cohort in June 2018, and, as with any founding class, their legacy lives on beyond their time. Among the Class of 2018 graduates was the first Questbridge Scholar in all of Rochester's history (not just Rochester Prep, all of the City of Rochester), in addition to numerous fully funded college enrollments. Our 2019 graduating class was just over double the size of our founding cohort and included students from a second Rochester Prep ES and MS K – 8 pathway.

Our early years showed a determination for student success and a genuine commitment to the promise of our mission, that all Rochester Prep students deserved the opportunity to enroll in and graduate from college. Our graduation rates average 99%, and many RP Alums enrolled in both 2 and 4 year colleges. This was not, however, without obstacle. Between 2014 and 2021, Rochester Prep High School moved between three physical locations (4 if you include remote school during COVID as an additional location). In spite of these challenges, RPHS expanded our AP offerings, launched an athletics program, and hosted annual arts and cultural events, open to the entire Rochester Community. During this time we clarified and strengthened our relationship with RIT, a partnership between high school and university unlike any other in Monroe County. Rochester Prep students have the opportunity to engage directly with RIT professors, visit campus – and while many RPHS alums enroll successfully at RIT, many others use the experience to advance to other 4-year colleges, both locally in Monroe County, and beyond.

In March 2020, like the rest of the world, Rochester Prep High School closed our doors to physical school in response to the constraints of the COVID-19 Pandemic. Unlike most other schools, however, RPHS was online and offering zoom-based instruction within 48 hours. The impact of the pandemic, of a virtual existence, will be felt by this generation for decades. The very same sense of resilience, determination, and community that guided us through 3 campus moves marked the same spirit we carried into virtual schooling. Though apart, we were truly never alone.

For the 2021-2022, we not only returned to in-person schooling, we did so in our now forever home campus, located at 14 Mark St. This was a transformative moment for RPHS – that after so much uncertainty and physical change, we now had a home. In the two and a half years since returning from the pandemic, we've expanded all of our offerings: athletic, arts, beyond academic, and we've built partnerships with Deloitte Accounting, University of Rochester Bio-Chemistry, RIT, the City of Rochester RISE programming, in addition to strengthening our K-12 pathway.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Our professional development continues to be a pillar of our academic program. RPHS staff are trained throughout the entire school year, starting in August, on the fundamentals of classroom management, lesson planning, and responding to student data. Our staff also engage in Diversity, Equity, and Inclusivity work, at least once per semester. Our PD is relentless in its mindset – that we must continually grow in order to serve our students – but more importantly, we see our instructional and student support staff develop proficiency quickly and work towards mastery of their craft over time.

In the five years since our first graduating class in 2018, Rochester Prep HS has grown from roughly 200 students to now serving over 500. We offer more than 16 AP courses, routinely open pathways for graduates to fully funded 4-year college opportunities, and now offers 14 Varsity and JV athletic programs. Our programming beyond the classroom has sent students to MIT to compete in Model UN, trips to Ghana, Japan, and Korea.

In the 9 years since RPHS opened, we have always maintained a commitment to fulfill the promise of our mission: that all students deserve the opportunity to enroll and persist at a 4-year college. As we look to the next 9 years, we eagerly anticipate the opportunity to serve more students, open more pathways, and further showcase to the City of Rochester what’s possible for all students.

ENROLLMENT SUMMARY

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	98	92	95	94	97	102	93	31	102	149	121	107	78	1319
2021-22	97	97	93	91	91	81	88	85	74	153	124	106	100	1280
2022-23	100	88	90	97	90	88	94	87	86	155	132	101	92	1300

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2020-21	2017-18	2017	90	2	88
2021-22	2018-19	2018	108	1	107
2022-23	2019-20	2019	94	1	93

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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 Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	88	0	88
2021-22	2018-19	2018	107	1	108
2022-23	2019-20	2019	93	0	93

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	72	0	72
2021-22	2017-18	2017	88	0	88
2022-23	2018-19	2018	4	0	4

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

PROMOTION POLICY

When students fail a course, they do not earn academic credit for that course. When a student fails one or two core academic classes, they have the opportunity to earn back that missing credit during Summer Credit Recovery (summer school). Students who fail 3 or more core academic classes are not promoted to their next grade level, and instead repeat their current grade level. Core Academic classes are defined as those required for graduation, and typically mean: Math, Science, ELA, History, and Spanish. In NYS, students are required to earn 3 credits in math and science to graduate and need 4 credits in ELA and History. There are individual instances where a student failed math or science as a 10th or 11th grader, did not make up the credit, but enrolled successfully as a senior, with the caveat that the student must pass science/math (as appropriate) in order to meet graduation requirements.

GOAL 1: HIGH SCHOOL GRADUATION

All Rochester Prep students will graduate from high school.

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	124	95%
2022	139	90%

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	123	93.4%
2020	2021-22	124	93.5%
2021	2022-23	124	36.3%

Graduation Goal Measures 3 & 4 - Absolute

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.

The school's graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	89	77	86.5%
2018	2021-22	108	93	86.1%
2019	2022-23	93	90	96.7%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	66	66	100%
2017	2021-22	89	83	93.2%
2018	2022-23	98	97	98.9%

Graduation Goal Measure 5 - 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.

¹ These data reflect August graduation rates. At a minimum, these students have passed or been exempted from 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	89	77	86.5%	1804	71%
2018	2021-22	108	93	86.1%	1777	71%
2019	2022-23	93	90	96.7%	Data Unavailable	Data Unavailable

Graduation Goal Measure 6 - 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.

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Our ultimate goal is for all of our students to enroll and persist in a 4-year college. That said, a necessary stepping stone on that path is to successfully graduate high school. Consistent with all public schools in NYS, RPHS pursues and awards NYS Regents diplomas for students. Our goal is to have 100% of RPHS students earn a NYS Regents diploma.

Given our ambition for college, we prioritize completion of the NYS Regents exams requirements through 9th and 10th grade, such that in 11th and 12th grade, the priority can be AP and college-ready coursework. We are typically successful with more than 50% of students meeting or exceeding their NYS exam requirements, and be on track with academic credits, by the end of 10th grade. For those students, including those with IEPs and 504s, who have not yet met those goals by the end of 10th grade, we pursue and support preparation and testing in January and June testing windows.

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

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Met
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 (comparative district data not available)
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 (no alternative pathways offered)

EVALUATION OF THE GRADUATION GOAL

Rochester Prep High School has routinely met the absolute goals for student graduation. In the instances where we've not yet met the goal of students meeting NYS Regents exam requirements by the end of 10th grade, we provide tutoring and support into 11th grade such that students are on a pathway to a NYS Regents Diploma.

ADDITIONAL CONTEXT AND EVIDENCE

The noteworthy context and evidence is the COVID-19 pandemic. Like all other public schools in New York State, students at Rochester Prep High School received exemptions on NYS Regents exams for which they earned a passing grade for the course. As noted above – our virtual instruction from March 2020 – June of 2021 (though parts of 2020 – 2021 were “hybrid optional”), did preserve a baseline sense of community and connectedness. As a result, even students who struggled often managed to maintain passing grades, and as such, earned both their academic credits and Regents exam exemptions.

ACTION PLAN

As a school whose mission is to open pathways to college, we must first prioritize a pathway to graduation for all students. Rochester Prep HS is committed to supporting all students in their steps towards graduation, including:

- Formal Quarterly Academic Monitoring – our quarterly report card cycles are opportunities for students to benchmark their progress. RP actively partners with families at these moments, formally at Report Card Conferences, and specific communication to families and students whose promotion and/or graduation may be in doubt.
- Regular Less Formal Grade “Reflections”- on a roughly two-week cycle, students review their current grades, reflect on their status, and make an action plan to support progress towards their goals. These grade reflections happen in student advisory and are facilitated by the assigned advisor.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Additional Tutoring and Homework Support Options – RPHS provides robust individual and small group tutoring for all students, both in school and after the school day.

- Student Intervention Services, Where Appropriate – Where appropriate, students may be referred to our Special Services team to facilitate an evaluation to determine if related services (IEP, 504, Speech, Hearing, etc) are needed for the student.

Our commitment to our students is total and when these supports work in tandem together we see our students able to fulfill their total potential.

GOAL 2: COLLEGE PREPARATION

Rochester Prep’s mission is for all students to enter, succeed in and graduate from a four year college or university.

Rochester Prep High School has a complete commitment to college preparation for all students. This commitment begins with our academic offerings: students have access to 16 AP courses and robust SAT instruction and preparation. Beyond our academic program, RPHS provides a best-in-class College Access and Success Team, a group of seven employees who work solely to support the work of enrolling in and persisting through college. Our College Counselors typically serve a portfolio of 40ish students, a ratio that is comparable to any competitive private school. In addition, we maintain an active partnership with the Rochester Institute of Technology (RIT), where RPHS students have opportunities to be on RIT’s campus, attend summer programming, interact directly with RIT students and professors, and broadly engage with collegiate experiences while still in high school. The combination of our school based supports and beyond school opportunities prepare RPHS students to enroll and succeed in college.

College Preparation Goal Measure 1 - Absolute

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;

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement Exam with a score of 3 or higher	82	28	34.1%
SAT CCR Benchmark achieved in Evidence Based Reading & Writing	88	33	37.5%
SAT CCR Benchmark achieved in Math	88	22	25%
Overall	88	42	47.7%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

³ Schools use any method listed above, 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	83	59	71.1%
2018	2021-22	93	72	77.4%
2019	2022-23	88	72	81.8%

SUMMARY OF THE COLLEGE PREPARATION GOAL

As previously shared, Rochester Prep High School is a college preparatory school. Our mission is for our students to enroll and persist in a 4-year college program. This preparation is both cultural – our school visually showcase colleges and college options, and instructional, from 9th – 12th grade, all students attend “College Readiness,” a course where students specifically prepare for a college trajectory. In 9th Grade College Readiness prioritize skills to be successful in high school: understanding GPA, time management, self-advocacy. In 10th grade, students strengthen hard skills like email composition and google suite. 11th and 12th grade truly prioritize the college process, starting with building colleges lists and planning application to college. We maintain a robust relationship with RPHS alumni and welcome them back to campus annually on our “Alumni Day,” typically in December.

Type	Measure	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.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

EVALUATION OF THE COLLEGE PREPARATION GOAL

We continue to pursue a goal of 4-year college enrollment for all RPHS graduates. Our “College Access and Success” Team includes 5 school based members, who work primarily with 11th and 12th grade students, and two beyond school based members, who work with our alumni. Our approach is intentional and focused: our school-based counselors typically work with a portfolio of 40-50 students, a caseload comparable to many private and/or parochial schools. Our alumni team works both to support students actively enrolled in college, as well as students not currently on a college pathway. Our promise to students and families is comprehensive and extends beyond HS graduation.

ADDITIONAL CONTEXT AND EVIDENCE

The impact of the COVID-19 Pandemic on our 4-year college enrollment and persistence is undeniable. Nationally, all demographics of student enrolled and persisted at lower rates – and this was specifically true for low-income, first generation college students, which comprise more than 90% of Rochester Prep’s student body. In our return to school post-COVID, we’ve made progress (and continue to make progress) reinvesting in a 4-year college pathway for all students.

A significant obstacle for our students (or any student) attending college is cost. It is a significant part of our College Team to directly confront this obstacle. For the RP Class of 2023, just under 50% of college going students enrolled into a fully-funded 4-year pathway.

ACTION PLAN

Our action plan is to continue to expand and improve our current program. We have the resources allocated to prepare and support 4-year college pathways for all RP students. For the first time in our young history, we have the benefit of RP Alums who are college graduates, and their ability to connect, share, and mentor current RP students. We have one RPHS alum (Class of 2018) on our instructional staff full time, and a second (Class of 2018) who is a part-time employee, leading our student yearbook work. The impact of alumni – their very presence – cannot be overstated. We’re eager to continue to leverage the voice and experience of our Alums with our currently enrolled students.

GOAL 3: ENGLISH LANGUAGE ARTS

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

75% 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.

BACKGROUND

The 22-23 school year allowed Rochester Prep ELA teachers to once again implement the high leverage instruction practices that have brought scholars success for the past 16 years. As part of Uncommon Schools, all ELA teachers engage in pre-service and ongoing content-specific professional development where they plan and practice delivery of instruction. Teachers develop and hone skills for data-driven instruction, analyze the ways in which students will demonstrate mastery and align their instruction to

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

promote flexible high-level mastery across a broad range of texts. Teachers analyze student work daily, weekly and after each interim assessment, create response to data plans that outline the key strengths, areas of growth, and reteach lessons or mini-lessons to ensure growth. In response to the larger number of lower readers, we launched Guided Reading and utilized STEP and mClass literacy assessment which provide a helpful augmentation for our lower readers. Instructional leaders and principals observed teachers and supported by giving feedback on instruction and response to data implementation.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	84	1	5	0	0	0	2	92
4	78	1	9	0	0	0	0	88
5	80	2	0	0	0	0	2	84
6	90	2	0	0	0	0	0	92
7	91	2	0	0	0	0	0	93
8	81	2	0	0	0	1	2	86
All	504	10	14	0	0	1	6	535

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	84	33	39%	84	33	39%
4	78	23	29%	63	18	29%
5	80	16	20%	80	16	20%

⁵ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

6	90	41	46%	90	41	46%
7	91	43	47%	89	43	48%
8	81	42	52%	64	33	52%
All	504	198	39%	470	184	39%

ELA Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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 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.⁶

2022-23 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	39%	84	11%	1585
4	29%	63	8%	1501
5	20%	80	8%	1624
6	46%	90	23%	1587
7	48%	89	13%	1473
8	52%	64	16%	1522
All	39%	470	13%	9292

ELA Measure 4 - Comparative

⁶ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁷

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁸		Effect Size
		Actual	Predicted	
3	98%	30.9%	29.3%	0.09
4	92%	28%	26.4%	0.10
5	95%	30.8%	22.1%	0.59
6	98%	41.9%	41.8%	0.00
7	93%	58.2%	35.5%	1.36
8	96%	48.1%	38.1%	0.60
All	95%	39.6%	32.3%	0.45

ELA Measure 5 - 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁸ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

2022-23 Uncommon Schools Interval Assessments: ELA Performance by Grade Level						
	3	4	5	6	7	8
ELA IA #1 Average Score	38%	38%	51%	55%	50%	65%
ELA IA #2 Average Score	46%	42%	56%	57%	60%	66%
Δ from IA #1 to #2	+8%	+4%	+5%	+3%	+10%	+1%

SUMMARY OF THE ELA GOAL

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.	N/A
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.	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.	N/A

EVALUATION OF ELA GOAL

While we continue to see progress in ELA in some of the measures and goals we have set, we have not met all of our goals, specifically 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 Exam. COVID related challenges have continued to impact the 22-23 school year, which has led to challenges implementing our data-driven approach with 100% of our students, 100% of the time.

ADDITIONAL CONTEXT AND EVIDENCE

We continue to see attendance (both student and teacher) increase and are optimistic that we will be able to fully support the growth necessary to meet our ELA goals. To ensure growth and mastery, we continue to increase the differentiation of texts during ELA instruction. The goal is students are reading at their zone of proximal development. We continue to lead frontline meetings sharing expert analysis of daily and weekly assessment data with teachers and leaders so they can continue to focus on teaching and supporting scholar growth with rigorous materials.

ELA ACTION PLAN

We continue to hone our approach to data responsive literacy instruction. Using the data from our best-in-class assessments (STEP, mClass, Uncommon benchmark assessments) combined with strong curriculum and highly effective teaching practices, students will continue to grow to realize mastery. This year, we have introduced increase content specific teacher professional development and also trained our instructional leaders regarding phonics and fluency and guided reading. Our teachers engage in weekly meetings to plan for data driven instruction and are receiving feedback from administrators around outputs and daily lessons. Our students continue to have access to differentiated texts in small group literacy instruction and are exposed to different genres to gain further knowledge and access to material.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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.⁹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁰

⁹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹⁰ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	90	1	19	21.3%
2018	2021-22	108	1	20	20.4%
2019	2022-23	93	93	N/A	N/A

High School ELA Measure 2 - 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.

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.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	90	1	19	21.3%
2018	2021-22	108	1	20	20.4%
2019	2022-23	93	93	N/A	N/A

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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.

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	30	1	15	51.7%
2018	2021-22	49	1	12	25.0%
2019	2022-23	39	93	N/A	N/A

High School ELA Measure 8 - Growth

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 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.

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	30	1	15	51.7%
2018	2021-22	49	1	12	25.0%
2019	2022-23	39	93	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Rochester Prep HS students sit for their ELA Regents exam at the end of their 9th grade year. For those who do not pass they exam, they will again sit at the end of their 10th grade year. As previously shared in this document, it is the goal of our program that students have completed their Regents exam requirements at the conclusion of their second year of high school. Our ELA instructional program is academically rigorous and backwards mapped from both the SAT and AP standards. Both English I (9th grade) and English II (10th grade) are anchored by novels, as students fully read and analyze one each quarter, with supplemental fiction and non-fiction materials through the unit that serve to both build specific ELA skills and to develop context and schema for students.

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.	N/A (all students received exemptions)
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	N/A (all students

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	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.	received exemptions)
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.	N/A
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.	N/A
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.	N/A
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.	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 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.	N/A (all students received exemptions)
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.	N/A (all students received exemptions)

EVALUATION OF HIGH SCHOOL ELA GOAL

Students who passed their ELA course during the time that the COVID exam exemption was awarded received a NYS Regents exam exemption.

ADDITIONAL CONTEXT AND EVIDENCE

Students who passed their ELA course during the time that the COVID exam exemption was awarded received a NYS Regents exam exemption.

ACTION PLAN

RPHS is fully committed to preparing students to take and pass the NYS ELA Regents exam now that exemptions are no longer awarded.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 4: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Each year, 75% 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.

BACKGROUND

Rochester Prep leverages best practices to create rigorous standards aligned math curriculum and instructional practices. Each lesson is a combination of fluency development, building of conceptual mastery, and applying these skills and understandings to real world problems. Students practice both showing their work and writing about math using content specific vocabulary. Students also engage in discourse regarding math concepts. All these activities promote growth and flexible mastery at a high level so our students are able to succeed in calculus before heading to college.

To ensure all math teachers are proficient in facilitating learning, math teachers engage in pre-service and ongoing content-specific professional development where they plan and practice delivery of instruction. Teachers develop and hone skills for data-driven instruction, analyze the ways in which students will demonstrate mastery and align their instruction to promote flexible high-level mastery across content strands. Teachers analyze student work daily, weekly and after each interim assessment, create response to data plans that outline the key strengths, areas of growth, and reteach lessons or mini-lessons to ensure growth. In response to the larger number of gaps in foundational concepts and fact fluency, Uncommon simplified and narrowed the focus of the math curriculum. Instructional leaders and principals observe teachers and support by giving feedback on instruction and response to data implementation.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	83	0	7	0	0	0	3	0	93

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

4	77	0	9	0	0	0	2	0	88
5	79	3	1	0	0	0	1	0	84
6	89	3	0	0	0	0	0	0	92
7	89	2	0	0	0	0	0	0	91
8	N/A: Regents Algebra I							61	93
All	417	8	17	0	0	0	6	N/A	541

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	83	77	93%	83	77	93%
4	77	70	91%	63	60	95%
5	79	31	39%	79	31	39%
6	89	52	58%	89	52	58%
7	89	47	53%	87	47	54%
8	N/A – Regents Algebra I					
All	417	277	66%	401	267	67%

Math Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Proficient	Number Tested	Percent Proficient	Number Tested
3	93%	83	14%	1594
4	95%	63	6%	1531
5	39%	79	6%	1617
6	58%	89	8%	1580
7	54%	87	4%	1422
8	N/A: Regents Algebra I		N/A	N/A
All	67%	401	7%	7744

Math Measure 4 - 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.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	98%	45.6%	29.0%	0.85
4	92%	51.8%	23.9%	1.49
5	95%	25.6%	18.2%	0.46
6	98%	29.4%	18.0%	0.84
7	93%	43.6%	17.2%	1.7
8	96%	N/A	N/A	N/A
All	95%	39.2%	21.3%	1.07

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 5 - 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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **Internally developed**

2022-23 Uncommon Schools Interval Assessments:
Math Performance by Grade Level

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Math IA #1 Average Score	74%	70%	83%	60%	51%	59%	52%	43%
Math IA #3 Average Score	86%	79%	86%	82%	66%	60%	61%	60%
Δ from IA #1 to #3	+12%	+9%	+3%	+22%	+15%	+1%	+9%	+17%

SUMMARY OF THE MATHEMATICS GOAL

Rochester Prep did not meet the absolute performance goal in 3-8, Rochester Prep did meet the Comparative Goal.

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 mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at 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	Met

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	N/A

EVALUATION OF THE MATHEMATICS GOAL

While we did not meet the absolute goal across all 3-8 grade levels, we did see proficiency above the 75 percent goal in grades 3-4. While we have not yet the 75% threshold with student proficiency, we are seeing significant growth from the post-pandemic starting point. We need to continue to rebuild fluency and automaticity with scholars' math skills.

As outlined above, Rochester Prep implements daily exit tickets, weekly quizzes, and interim assessments every 6-8 weeks to ensure mastery is achieved. With each of these assessments, there is an aligned response-to-data process to ensure gaps in achievement are remedied swiftly.

ADDITIONAL CONTEXT AND EVIDENCE

For the past few years, Rochester Prep invested in acceleration around a significant number of pre-requisite standards not mastered during the pandemic. This slowed down grade level instruction, however, it is the right long-term investment to ensure future mastery. We expect to see mastery increase in our 5-8 grade spans.

As shown in the table above, most grades demonstrated growth in absolute performance. In the case of 5th and 6th grade, the rigor and breadth of the assessment increases significantly by IA3. We are working to adjust our instruction during the third assessment cycle to improve performance to average of 75-80%.

MATHEMATICS ACTION PLAN

The school continues to implement the high-leverage best-in-class approaches outlined above. In addition, schools are engaging in "Frontline" meetings ensure that leaders and teachers are working with Uncommon Schools curriculum experts to identify gaps and prepare to close them. Additional analyses support this work by projecting students' proficiency and planning intervention (small group or individual) depending on the need and learning style. Combined with frequent (re)assessment, teachers and leaders are constantly making adjustments to support better learning.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 a Regents exam in mathematics. 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.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	94	0	50	53.2%
2018	2021-22	108	0	69	63.8%
2019	2022-23	93	2	50	54.9%

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	91	1	74	82.2%
2018	2021-22	108	0	98	90.7%
2019	2022-23	93	2	83	91.2%

High School Math Measure 3 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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.

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

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

Cohort Designation	Fourth	Number in Cohort not	Number Exempted	Number Scoring at	Percent Scoring at Least Level 4 Among Students
--------------------	--------	----------------------	-----------------	-------------------	---

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Year	Proficient in 8 th Grade (a)	with No Valid Score (b)	Least Level 4 (c)	with Valid Score (c)/(a-b)
2017	2020-21	2	0	N/A	N/A
2018	2021-22	5	0	N/A	N/A
2019	2022-23	8	2	N/A	N/A
**We did not have students re-take the Algebra I Regents if they did not score proficient in 8th grade					

High School Math Measure 8 - Growth

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.

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 mathematics requirement for graduation.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	2	0	N/A	N/A
2018	2021-22	5	0	N/A	N/A
2019	2022-23	8	2	N/A	N/A

**We did not have students re-take the Algebra I Regents if they did not score proficient in 8th grade

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

As noted previously in this document, the goal of our academic program is for students to meet their NYS Regents exam requirements by the end of their 10th grade year. 9th grade students enroll in either Algebra I or Geometry, based on their middle school academic history, and take the appropriate exam as the end of the school year. With limited exception, all RPHS students enroll in math for 4 years of high school, despite NYS only requiring 3 academic credits in math. For seniors, this is typically an AP math course or Calculus.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A
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.	N/A
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.	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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Students who passed their Math course during the time that the COVID exam exemption was awarded received a NYS Regents exam exemption. In most cases, this was for Algebra I and/or Geometry.

ADDITIONAL CONTEXT AND EVIDENCE

Students who passed their Math course during the time that the COVID exam exemption was awarded received a NYS Regents exam exemption.

ACTION PLAN

RPHS is fully committed to preparing students to take and pass their NYS Regents mathematics exams.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 5: SCIENCE

All students demonstrate proficiency on the NYS science assessment.

BACKGROUND

All Rochester Prep students receive science instruction starting in kindergarten and continuing through to middle school and high school. The frequency increases from 2-4 days per week in ES (K-4) to daily in MS (5-8) and HS (9-12). The Uncommon science curriculum has been overhauled based on the new NYS science standards and to increase the amount of hands-on inquiry style lessons. Science teachers participate in pre-service and ongoing content specific PD which supports high ratio science teaching and discourse and scientific thinking skills. Each subject within science engages in vertical alignment exercises looking at AP, SAT, and Regents examinations in their subject and aligning their grade level curriculum.

Rochester Prep High School's Science Academic Program follows a progression that opens pathways and access for all students to AP level course programming as an 11th or 12th grader. In 9th grade, all RPHS students take Biology, and in 10th grade all RPHS students take Chemistry. Based on the student's 9th and 10th grade academic performance, in 11th grade they either take General Physics, or have the option to move to AP Physics, AP Biology, or AP Chemistry. Students also have the option to enroll in AP Computer Science Principles as an 11th grader, which culminates with AP Computer Science A as a 12th grader. Our science program is based in both the lab and in the classroom – students in all science course engage with lab and lab write-ups periodically throughout their course. For seniors, both Environmental Science and AP Environmental Science is offered, the former specifically as a non-AP option for students building a more balanced course-load their senior year.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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 science examination.

The New York State Testing Program did not conduct science assessments for 4th grade students in school year 2022-23. Our 8th graders take Living Environment Regents exams rather than the NYSTP science assessments.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	Not administered by NYSTP		

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

8 *Regents Living Environment*	49	29	59%
All	49	29	59%

Science Measure 2 - Comparative

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.

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.

2022-23 State Science Exam

Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	Not Administered by NYSTP					
8	49	29	59%	1271	383	30.1%
All	49	29	59%	1271	383	30.1%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

NYSTP did not administer 4th grade science tests and our 8th graders take the Living Environment Regents exam. 71% of our 8th grade students in their 2nd year earned proficiency and thus Regents credit for that course.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A (NYSTP did not administer 4 th grade science tests and our 8 th graders take Regents exams)
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.	Met

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION OF THE SCIENCE GOAL

Rochester Prep has met its comparative measure by earning higher proficiency on the Living Environment Regents exam compared to the same tested grades (course) in the local district of comparison.

ADDITIONAL CONTEXT AND EVIDENCE

We will continue to support this cohort with rigorous science instruction in 5th grade to resolve the gaps in understanding. We have augmented the curriculum to close gaps in their scientific thinking skills and mastery. Our 8th grade students

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	98	63	65%
8	2021-22	Living Environment	58	20	35%
8	2022-23	Living Environment	49	29	59%

ACTION PLAN

In response to the revised NYS science standards, we have increased the lab-based activities in our classes and additional at-bats connecting these at-bats with charts, data tables, and prose descriptions of context, so students are prepared to analyze similar situations. We look forward to our 5th grade students taking the new Science NYS Exam in SY23-24. Our 8th graders have performed at 59% proficiency on the Living Environment Regents exam in SY22-23.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

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. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	94	2	81	88.0%
2018	2021-22	108	2	86	81.1%
2019	2022-23	93	2	67	73.6%

High School Science Measure 2 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Rochester Prep High School students typically take and pass the Living Environment Regents exam. This course both aligns to their 8th grade MS program, and their 9th grade Biology course. We have historically been effective preparing students for this exam and prioritize students completing this requirement by the end of their 9th grade year.

Type	Measure	Outcome
Absolute	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.	Not Met
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Rochester Prep High School is a college preparatory school. An essential stepping stone on that pathway is graduation, as such, we prioritize students meeting their NYS Regents requirements. We continue to provide resources (tutoring, etc.) for students such that they can successfully meet that benchmark.

ADDITIONAL CONTEXT AND EVIDENCE

As with all parts of our school, the impact of COVID on our students is significant. The remote/hybrid year will take multiple years to recover from – and we see this in the academic data and results of students who were in 7th, 8th, or 9th grade during that window. Plainly, their academic foundation is

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

weaker than cohorts we've previously seen, and so we are intentional about attending to those gaps such that students can still achieve the same outcome as cohorts prior to COVID.

ACTION PLAN

Intentional planning, small group tutoring, and proactive family communication are the bedrock of our action plan to ensure that all RPHS students meet the NYS Regents exam requirements. We specially look to support 9th and 10th graders who have not yet earned their NYS Regents Science exam credit with these interventions and have strong belief that with the appropriate attention, we can see better academic outcomes in the next two cohorts.

GOAL 6: SOCIAL STUDIES

All students demonstrate proficiency in Social Studies.

BACKGROUND

Rochester Prep High School Social Studies Instruction backward maps from AP exams. We are proud that 100% of RP Seniors graduate having taken at least 1 AP course, as all 12th grades take AP Government their senior year. This course not only fulfills a NYS graduation requirement, it's an important gesture of equity and access. In 9th grade, students take Ancient World History and in 10th grade either AP World History or Modern World History. 11th Graders take either AP US History or US History. We typically see high pass rates on both the 10th grade Global History exam and the AP World History exam; most 11th graders will either sit for the US History regents exam, or pass the AP US History exam and use that passing score as a replacement for the Regents exam credit.

Our Social Studies program is fearless, as students interrogate primary sources and explore questions of power dynamics within the told story of history. Written response and analysis is a cornerstone of our History program and we see the strength of those skills as students transition into a college setting.

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	94	1	50	53.2%
2018	2021-22	108	108	0	N/A
2019	2022-23	93	93	N/A	N/A

Social Studies Measure 2 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	94	8	31	36.0%
2018	2021-22	108	108	N/A	N/A
2019	2022-23	93	93	N/A	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 4 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Students have historically scored well on NYS History exams and RPHS remains committed to preparing students to meet this threshold as part of their NYS Regents diploma pathway.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Rochester Prep HS is committed to preparing all students to resume their full complement of Regents exams following the exemption window.

ADDITIONAL CONTEXT AND EVIDENCE

Rochester Prep HS is committed to preparing all students to resume their full complement of Regents exams following the exemption window.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

Rochester Prep High School is fully committed to preparing all students for success on their NYS Regents exams through rigorous, data driven classroom instruction in addition to small group, focused instruction.

GOAL 7: ESSA

ESSA Measure 1

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.

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](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

True North Rochester Preparatory Charter School has been deemed in Good Standing every year of operation, including 2022-23.