

**True North Rochester Preparatory
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Brian Marciano, Director of Operations at the elementary school, and John Claypool, Director of Operations at the middle school, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

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

Patrick Pastore has served as the Principal of the Middle School since 2013 and Jaimie Brillante has served as the Principal of the Elementary School since 2012.

INTRODUCTION

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10						76	69	65	45					255
2010-11	84	83				86	81	60	51					445
2011-12	83	83	81			95	88	65	44					539
2012-13	92	86	89	80		95	96	67	57					662
2013-14	90	91	90	86	79	93	88	78	55					750

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Rochester Prep's ELA program emphasizes both strong reading and strong writing. In reading the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary and comprehension. In the elementary school grades (K-4) there are 3 literacy blocks of 50 minutes each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the 3 literacy blocks.

In the middle school grades (5-8), in addition to an hour and fifteen minutes per day of reading instruction we offer book club for 25 minutes every day. During book club, students constantly practice decoding and fluency. Students who struggle are augmented with remedial reading groups based on Wilson Reading and other intervention strategies. Our reading teachers have made a particularly intentional investment in building vocabulary as a key to literacy- they teach a single vocabulary word each day, using a protocol that draws on the work of Isabel Beck and others to ensure deep meaning of words. Students also receive an hour of writing instruction every day. The writing program at Rochester Prep is also integrated into the other subject areas, including Math, Science, and History. The writing classes emphasize both composition and mechanics.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	86	0	0	0	86
4	79	0	0	0	79
5	88	0	0	0	88
6	89	0	0	0	89
7	83	0	0	0	83
8	56	0	0	0	56
All	481	0	0	0	481

Results

481 of the Rochester Prep students enrolled in April 2014 took the New York State ELA assessment as scheduled. Fifty two percent of Rochester Prep 3rd grade students and forty one percent of Rochester Prep 4th grade students reached proficiency on the 2014 NYS ELA exam.

Ten percent of Rochester Prep 6th grade students in at least their second year at the school reached proficiency on the 2014 NYS ELA exam. Nineteen percent of Rochester Prep 7th graders in at least their second year at the school reached proficiency on the 2013 NYS ELA exam. Students in the 8th grade posted a proficiency rate of 20% on the 2014 NYS ELA exam.

Overall, 26% of Rochester Prep students in at least their second year reached proficiency levels on the NYS ELA exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	52%	86	51%	78
4	40%	79	46%	69
5	11%	88	0%	6
6	9%	89	10%	73
7	19%	83	19%	72
8	20%	56	20%	56
All	25%	481	26%	354

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Evaluation

Rochester Prep did fall short of meeting the first Absolute measure of its accountability plan. The school had 26% of students scoring proficient or advanced, or 49 percentage points below the stated goal. Each individual grade fell below the 75% measure, with the difference ranging from 75 percentage points for 5th graders in their 2nd year, to 24 percentage points for Rochester Prep's 3rd grade.

Before and during the 2013-14 school year, Rochester Prep made improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Rochester Prep also made changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Rochester Prep's instructional leaders feel that these changes improved upon an already strong program and led to increased student learning in Reading and Writing. In 2012-13, test scores decreased dramatically for most schools in the state. Like all other schools in the state and the region, Rochester Prep saw a decline its test scores.

While we believe that the Rochester Prep ELA program improved in 2013-14, school leaders acknowledge that there is much work to be done in the area of ELA performance. As described at the end of this section, Rochester Prep will undertake important changes in the 2014-15 school year, which school leaders expect to lead to increased ELA performance. In addition, Rochester Prep will continue its already effective ELA program, and will continue to hone in on areas where there is room for growth. We believe our intentional approach to ELA is a key driver of our success and that the impact of these programs will compound going forward. We have continued to focus on making writing rigorous and demanding across the curriculum as the lever of future growth and a predictor of college success.

Additional Evidence

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					25%	72	51%	78
4							46%	69
5					0%	8	0%	6
6	82%	65	65%	80	8%	74	10%	73
7	92%	59	88%	65	15%	65	19%	72
8	71%	52	73%	44	23%	57	20%	56
All	82%	177	75%	189	17%	276	26%	354

As displayed in the chart above, Rochester Prep students had performed well in ELA in 2010-11 and 2011-12. Rochester Prep has not met its Absolute Accountability Plan measure in ELA in the past two years.

Because the 2013-14 New York State ELA exam differed drastically from the ELA exams given prior to the 2012-2013 school year, it is difficult to draw comparisons between the 2013-14 test and its predecessors, other than 2012-2013.

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

A table displaying the calculation of Rochester Prep’s Performance Level Index for the 2013-14 school year appears below.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
481	31	44	22	4					
	PI	=	44	+	22	+	4	=	70
					22	+	4	=	26
							PLI	=	96

Evaluation

Rochester Prep exceeded the Annual Measurable Objective by 7 points. Rochester Prep achieved a PLI of 96, and the Annual Measurable Objective PLI target was 89.

Goal 1: Comparative Measure

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

Method

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

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

Results

Rochester Prep students in at least their second year outscored the Rochester City School District's aggregate performance by 20 percentage points (26% vs 6%) on the 2014 grade 3, 4, 5, 6, 7, and 8 ELA exams.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	51%	78	5%	2186
4	46%	69	7%	2180
5	0%	6	6%	2103
6	10%	73	4%	2057
7	19%	72	4%	1900
8	20%	56	6%	1960
All	26%	354	6%	12386

Evaluation

Rochester Prep exceeded the measure of comparative district proficiency in ELA during the 2013-2014 school year in every grade except for one. Rochester Prep 5th graders in at least their second year fell short of surpassing the district. While we are disappointed in the performance of our 6 students who repeated 5th grade, we do not believe this number is statistically significant. In all other grade levels the Rochester Prep students outperformed the Rochester City School District. Students in at least their second year outscored the District by 20 percentage points (26% vs 6%) overall. Rochester Prep outperformed the District by 46 percentage points (51% vs 5%) on the grade 3 ELA exam, by 39 percentage points (46% vs. 7%) on the 2014 grade 4 ELA exam, by 6 percentage points (10% vs 4%) on the 2014 grade 6 ELA exam, by 15 percentage points (19% vs 4%) on the grade 7 ELA exam, and by 14 percentage points (20% vs. 6%) on the grade 8 ELA exam.

Additional Evidence

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2010-11		2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					25%	6%	51%	5%
4							46%	7%
5					0%	5%	0%	6%
6	71%	30%	46%	22%	8%	6%	10%	4%
7	49%	21%	63%	16%	15%	6%	19%	4%
8	50%	17%	39%	19%	23%	6%	20%	6%
All	57%	22%	50%	19%	17%	6%	26%	6%

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

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

**2013-14 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 16		School 44		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	51%	78	4%	47	3%	34	3%	71
4	46%	69	0%	36	5%	38	7%	58
5	0%	8	12%	25	3%	37	0%	58
6	10%	73	0%	39	0%	38	4%	71
7	19%	72	2%	57	0%	5	4%	93
8	20%	56	0%	51	2%	155	3%	93
All	26%	354	3%	255	2%	253	3%	444

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

The Effect Size demonstrates that the school’s overall comparative performance is lower than expected.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	69.9	80	22.5	25.3	- 2.8	-0.22
4						
5	91.6	95	4.3	17.1	-12.8	-1.05
6	86.5	96	10.4	14.3	- 3.9	-0.38
7	85.5	67	14.9	16.8	- 1.9	-0.16
8	81.0	57	22.8	19.3	3.5	0.29
All	83.4	395	13.9	18.4	- 4.4	-0.38

School's Overall Comparative Performance:
Lower than expected

Evaluation

The currently available comparative performance Effect Size data for 2012-2013 show that Rochester Prep did not meet the comparative performance measure in 2012-2013. Rochester Prep students scored lower than expected on the aggregate, and had positive Effect Sizes in 1 out of the 4 grade levels studied.

Additional Evidence

The 2012-2013 school year was the sixth year of Rochester Prep's operation. It was the fifth time we can make an official year to year comparison between the Effect Sizes.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-8	60%	254	64.6	41.0	1.39
2010-11	5-8	70%	275	49.1	37.1	0.75
2011-12	5-8	64%	292	48.6	43.6	0.30
2012-13	3, 5-8	83.4%	395	13.9	18.4	-.38

The Effect Size has dropped by 0.68 (0.30 to -0.38) from 2011-2012 to 2012-2013.

Goal 1: Growth Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results

The data below shows that Rochester Prep's mean growth for the 2013-2014 ELA Exam exceeded the state wide median in all grades except 7th. Overall, Rochester Prep exceeded the statewide median by 8.9 percentage points.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4	64.0	50.0
5	68.0	50.0
6	56.5	50.0
7	48.5	50.0
8	57.5	50.0
All	58.9	50.0

Summary of the English Language Arts Goal

Rochester Prep fell short of the one of the applicable absolute measures in the Accountability Plan Progress Report. First, 75 percent of all tested students enrolled in at least their second year would perform at proficiency on the New York State English Language Arts exam.

However, Rochester Prep achieved four of the accountability plan goals in the 13-14 school year (with the caveat being 5th grade on the one of the comparative measures). First, for every grade level, Rochester Prep students outperformed their Rochester City School District counterparts, and outperformed the RCSD on the aggregate as well. Also, Rochester Prep students in at least their second year reached higher proficiency levels than similar students in local K-8 schools in the Rochester City School District in all grade levels, and outperformed these schools on the aggregate as well.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved in grades 3, 4, 6, 7, and 8. Did not achieve in grade 5 (6 students)
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 12-13 school district results.)	Did Not Achieve in 12-13
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

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

Common Core

First, in 2013-14 school year, Rochester Prep implemented a curriculum that was fully aligned with the Common Core Learning Standards. In 2014-2015, Rochester Prep has made additional changes to the curriculum to further align with the Common Core Learning Standards. In addition, Rochester Prep will continue to partner with the other Uncommon Schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Specific to grades 5-8, Rochester Prep will no longer separate Reading and Writing classes. Instead, students will have a 2 hour English class. This aligns more accurately to the Common Core Learning Standards, whereby students' written work must be based on a text they have read. Rochester Prep expects that these changes will positively affect students' performance on the New York State exam. In addition, Rochester Prep plans to continue and further refine its effective strategies for teaching reading and writing.

Remediation

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

Observation & Feedback

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

Expansion

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

MATHEMATICS

Goal 1: Mathematics

Students will achieve mastery of skills in Mathematics.

Background

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

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in May 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	86	0	0	0	86
4	79				79
5	88	0	0	0	88
6	88	0	0	0	88
7	84	0	0	0	84
8	58	0	0	0	58
All	483	0	0	0	483

Results

Four hundred eighty three enrolled students at Rochester Prep took the New York State Math assessment as scheduled in May of 2014.

Rochester Prep did meet the absolute measure of 75 percent of all students in at least their second year performing at proficiency on the Third Grade NYS Mathematics exam. In the 3rd grade, 77 percent of students reached proficiency. Rochester Prep did not meet the absolute measure of 75 percent of all students in at least their second year performing at proficiency on the Fourth Grade NYS Mathematics exam. In 3rd grade, 58 percent of students reached proficiency. Among the six returning 5th grade students, 17% reached proficiency. In the 6th grade, 27 percent reached proficiency; in the 7th grade, the number was 47 percent, and in the 8th grade 55% reached proficiency on the NYS Math exam in 2014.

On the aggregate, 47 percent of Rochester Prep students scored a 3 or 4 on the New York State Mathematics exam in 2014.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	72%	86	77%	78
4	54%	79	58%	69
5	30%	88	17%	6
6	26%	88	27%	73
7	44%	84	47%	73

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

8	55%	58	55%	58
All	47%	483	47%	357

Evaluation

Rochester Prep did not meet the absolute measure of 75% proficient on the NYS Math exam in 2014. All grade levels, except 3rd, fell short of this absolute measure.

In the 3rd grade, students in at least their second year exceeded the goal by 2 percentage points (2%). At the 4th grade level, students in at least their second year fell short of the goal by 17 percentage points (17%). At the 5th grade level, among the 6 returning students, fell short by 58 percentage points (58%). In the 6th grade, students fell short by 48 percentage points, (48%); in the 7th grade, Rochester Prep fell short by 28 percentage points (28%); and in 8th grade, students fell short by 20 percentage points (20%).

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

Additional Evidence

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					12%	77	77%	78
4							58%	69
5					0%	8	17%	6
6	100%	65	89%	79	18%	74	27%	73
7	98%	60	82%	65	14%	65	47%	73
8	100%	51	86%	44	32%	57	55%	58
All	99%	176	86%	188	17%	281	47%	357

As displayed in the chart above, Rochester Prep students have performed well in mathematics in past years. Rochester Prep has met its first Absolute Accountability Plan measure in mathematics in every year except for last year and the current year. In 2013-14, Rochester Prep fell short of meeting its Absolute Accountability Plan measure in Math, for the second year in a row.

Because the 2013-14 and the 2012-13 New York State mathematics exam differed drastically from the math exams given in years past, it is difficult to draw comparisons between the 2013-14 test and any test prior to 2012-2013.

Goal 1: Absolute Measure

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

Method

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

Results

A table displaying the calculation of Rochester Prep’s Performance Level Index for the 2013-14 school year appears below. The State Education Department has recalibrated the AMO to align with the new Mathematics 3-8 testing program. Rochester Prep’s results in this section of the Accountability Plan Progress Report are below.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
483	14	39	35	12					
	PI	=	39	+	35	+	12	=	86
					35	+	12	=	<u>47</u>
							PLI	=	133

Evaluation

Rochester Prep exceeded the Annual Measurable Objective by 47 points. Rochester Prep achieved a PLI of 133, and the Annual Measurable Objective PLI target was 86.

Goal 1: Comparative Measure

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

Method

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

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

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

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	77%	78	11%	2218
4	58%	69	12%	2240
5	17%	6	8%	2135
6	27%	73	6%	2082
7	47%	73	5%	1910
8	55%	58	1%	1799
All	47%	357	7%	12384

Evaluation

Rochester Prep’s aggregate proficiency, for students tested and in at least their second year, was 47% on the New York State Mathematics exam in 2014. The comparative aggregate performance of the Rochester City School District was 7%. Thus, Rochester Prep outperformed the district by 40 percentage points. In every grade, Rochester Prep students outperformed district students in terms of proficiency.

In the 3rd grade, Rochester Prep students exceeded district performance by 66 percentage points (77% vs. 11%), in the 4th grade by 46 percentage points (58% vs. 12%), in the 5th grade by 9 percentage points (17% vs. 8%), in the 6th grade by 21 percentage points (27% vs. 6%), in the 7th grade by 42 percentage points (47% vs. 5%), and in the 8th grade by 54 percentage points (55% vs. 1%). It is important to note that we do not believe the 5th grade results are statistically significant given our total of 6 2nd year students taking the 5th grade exam.

Additional Evidence

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2010-11		2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					12%	6%	77%	11%
4							58%	12%
5					0%	6%	17%	8%
6	99%	34%	89%	30%	18%	5%	27%	6%
7	90%	30%	82%	23%	14%	4%	47%	5%
8	82%	20%	86%	20%	32%	4%	55%	1%
All	90%	28%	86%	24%	17%	5%	47%	7%

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

Rochester Prep students in at least their second year outperformed these local schools in every grade level except 5th grade.

**2013-14 Math Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 16		School 44		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	77%	86	28%	47	12%	33	3%	72
4	58%	79	5%	37	5%	40	12%	60
5	17%	6	16%	26	0%	36	2%	58
6	27%	73	0%	39	8%	38	1%	70
7	47%	73	0%	55	4%	51	4%	96
8	55%	58	0%	49	5%	55	0%	88
All	47%	357	8%	253	6%	253	4%	444

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

The chart below displays how the charter school students in each grade performed compared to students in public schools in New York State with the same grade and a similar percent of economically disadvantaged students.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	69.9	80	16.3	28.5	-12.2	-0.73
4						
5	91.6	94	5.3	17.6	-12.3	-0.81
6	86.5	96	18.7	17.3	1.4	0.09
7	85.5	67	13.4	14.2	- 0.8	-0.05
8	81.0	57	31.6	16.3	15.3	0.90
All	83.4	394	16.0	19.0	- 3.0	-0.20

School's Overall Comparative Performance:

Lower than expected

Evaluation

In the 2012-13 school year, the Comparative Performance Analysis showed that Rochester Prep performed “lower than expected.” Rochester Prep’s overall effect size was -0.20, below the required 0.3 effect size. Rochester Prep exceeded the 0.3 effect size in 8th grade only.

Additional Evidence

The three years prior to 2012-13, the Effect Size was higher than expected to a large degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-8	60.4	254	76.0	51.5	1.12
2010-11	5-8	65.5	190	75.7	50.5	1.26
2011-12	5-8	64%	290	76.9	55.4	1.02
2012-13	3, 5-8	80.1%	394	16.0	19.0	-.020

Goal 1: Growth Measure
 Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4	77.5	50.0
5	86.0	50.0
6	84.0	50.0
7	82.5	50.0
8	75.0	50.0
All	81.0	50.0

Summary of the Mathematics Goal

Rochester Prep fell short of the applicable absolute measure and growth measure in the Accountability Plan Progress Report in all grades except 3rd. The school fell short, on an aggregate, by 28 percentage points from the absolute goal of 75% achieving proficiency on the 2013-2014 Mathematics exams.

However, Rochester Prep achieved one of its absolute goals, its two comparative goals in 13-14, and one of its growth goals as outlined in the Accountability Plan Progress Report. First, for every grade, Rochester Prep students outperformed their Rochester City School District counterparts, and outperformed the RCSD on the aggregate as well. Second, Rochester Prep students in at least their second year reached higher proficiency levels than similar students in local K-8 schools in the Rochester City School District in all grade, and outperformed these schools on the aggregate as well.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve in 12-13
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted	Achieved

	growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

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

Common Core

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

Remediation

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

Observation & Feedback

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

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

Expansion

Part of Rochester Prep's action plan is to create a strong K-12 program for our students. This year Rochester Prep Middle School is receiving students from our Elementary school for the first time. The majority of our incoming 5th graders is no longer "new" to Rochester Prep, but has been with

our school system for 1-5 years already. As is demonstrated from the NYS Math results, the Rochester Prep students who are with us earlier achieve proficiency faster than students who come to us in 5th grade. As the elementary students continue to rise into the middle school, Rochester Prep expects to continue to see compounded growth in proportion to the numbers of years in our schools.

SCIENCE

Goal 3: Science

Students will demonstrate mastery of skills and knowledge in Science.

Background

Rochester Prep's Science curriculum takes a comprehensive instructional look at Science standards over the course of five grades, 4 through 8. The Science program has expanded in scope and depth as the school has grown over the past eight years.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In the 2013-14 school year, 86% of Rochester Prep students performed at or above proficiency on the 4th and 8th grade Science test. Every student in Rochester Prep's 8th grade class had been enrolled in the school for 2 or more years. Rochester Prep exceeded the requirement that 75% of students enrolled in their second year achieve proficiency in Science.

Charter School Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Charter School Students In At Least 2 nd Year	
	Percent	Number Tested
4	90	80
8	83	55

*2012-2013 and 2013-2014 scores are unavailable for District Students.

Evaluation

The students surpassed the 75% absolute measure by 11 percentage points (86% vs. 75%). The results demonstrate the effects of a strong Science program at Rochester Prep.

Additional Evidence

There was a 6% increase from this year's proficiency rate from the 2012-2013 school year. Overall, the grade surpassed the absolute measure.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2010-11		2011-12		2012-13		20103-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4							90	80
8	98	48	93	37	80	55	83	55
All	98	48	93	37	80	55	86	135

Goal 3: Comparative Measure

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

Method

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

Results

District data is unavailable.

Evaluation

District data is unavailable

Additional Evidence

District data is unavailable

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students							
	2010-11		2011-12		2012-13		2013-2014	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4							90	DATA NOT AVAILABLE
8	98	31	93	28	80	DATA NOT AVAILABLE	83	DATA NOT AVAILABLE
All	98	31	93	28	80	DATA NOT AVAILABLE	86	DATA NOT AVAILABLE

*2013-2014 scores are unavailable for the District Students

Summary of the Science Goal

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

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

Action Plan

We will continue sharing best practices with other high-performing Science programs across the state, share curriculum and scopes and sequences across the Uncommon Schools and Rochester and Troy regions, and continue to develop Rochester Prep Science teachers by giving them targeted professional development and ensure their participation in Science conferences. In addition, at the Middle School, in the 2014-2015 school year, for the first time we will be offering Science class, 4 days a week, for each student (grades 5-8).

NCLB

Goal 5: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 5: Absolute Measure

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

Method

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

Results

Under the state's NCLB accountability system, Rochester Prep was deemed to be in "Good Standing."

Evaluation

This goal has been achieved each of the past 8 reporting years.

Additional Evidence

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

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing