

**TRUE NORTH  
TROY PREPARATORY  
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Mark Muscatiello this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
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**INTRODUCTION**

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

In 2010, Troy Prep grew to include a fifth and sixth grade with a total enrollment of 107 students. Troy Prep is open to all students in the surrounding community. Troy Prep’s student population consists of 61% African American, 13% Hispanic, and 25% Caucasian students. Ninety-four percent of Troy Prep students qualify for free or reduced price lunch. Students from Troy, Lansingburgh, , , Green Island, Watervliet, and Rensselaer school districts attend Troy Prep.

Troy Prep teachers and administrators believe that every child will succeed through hard work and excellent behavior. Troy Prep offers an extended school day (7:40 AM – 4:40 PM) and extended school year (195 days). Academic tutoring and Saturday sessions are offered throughout the school year for students who require it or families who request it. Students receive double blocks of language arts and math daily.

At Troy Prep our students work hard and are committed to a strict code of conduct. Students wear school uniforms and conduct themselves with dignity and honor at all times. Parents are expected to support this rigorous code of conduct. Discipline is serious and caring. Students and staff regularly meet as a community to reinforce their commitment to the school’s culture of hard work and discipline.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07														
2007-08														
2008-09														
2009-10						55								55
2010-11						54	53							107

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

All students will achieve mastery of English language arts skills in reading and writing.

#### **Background**

Troy Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Troy Prep created a scope and sequence for reading and writing and divided the year into five units, each culminating in a formal assessment.

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

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

Additionally, our team meets every Friday to review the past week's progress and to finalize preparations for the next week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

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

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language arts examination.<sup>1</sup>

#### **Method**

The school administered the New York State Testing Program English language arts assessment to students in 5<sup>th</sup> through 8<sup>th</sup> grade in April 2011. Each student's raw score has been converted to a grade-specific time adjusted cut score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year

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<sup>1</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

(defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Time adjusted cut Score at or above the state’s Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
5	654
6	654
7	652
8	652

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 been enrolled for less than one year.

**2010-11 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	0	0	0	0	0
4	0	0	0	0	0
5	54	0	0	0	54
6	53	0	0	0	53
7	0	0	0	0	0
8	0	0	0	0	0
All	107	0	0	0	107

**Results**

100% of students enrolled at Troy Prep in April 2011- 7% of whom had IEPs- took the New York State ELA assessment as scheduled. A total of fifty-eight students had been enrolled at Troy Prep for two years at the time of the exam. Fifty-three of these students were promoted to 6<sup>th</sup> grade in 2010-2011 and five students were retained.

Seventy five percent (75%) of Troy Prep 5<sup>th</sup> grade students scored at least a 654 time adjusted cut score or above on the 2011 NYS ELA exam. The 5<sup>th</sup> grade class at Troy Prep reached the stated absolute goal of 75% of students at a 654 time adjusted cut score.

Of the five Troy Prep 5th graders retained for a second year in the 5th grade at Troy Prep, 100% scored at least a 654 time adjusted cut score.

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<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Ninety (90%) of Troy Prep 6th grade students in at least their second year at the school scored at least a 654 time adjusted cut score on the 2011 NYS ELA exam. Troy Prep’s 6th grade class exceeded the absolute goal for ELA in 2011 by 15 percentage points.

Overall, eighty-three percent (83%) of Troy Prep students achieved a time adjusted cut score of 654, exceeding the stated absolute goal by eight percentage points.

**Charter School Performance on 2010-11 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
4	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
5	All Students		54
	Students in At Least 2 <sup>nd</sup> Year		5
6	All Students		53
	Students in At Least 2 <sup>nd</sup> Year		53
7	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
8	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
All	All Students		107
	Students in At Least 2 <sup>nd</sup> Year		58

**Evaluation**

Troy Prep exceeded the measure of 75% or more students meeting the time adjusted cut scores in both its 5<sup>th</sup> and 6<sup>th</sup> grade classes.

At the 5<sup>th</sup> grade level, with the 2011 ELA assessment given in most of the students’ first year at the school, 75% of students scored at a time adjusted cut score of 654 or above on the state ELA exam.

Troy Prep’s 6th grade students in at least their second year at the school outperformed the absolute performance measure with 90% scoring a time adjusted cut score of 654 or more. The cohort outscored the stated absolute performance measure (75% proficient) by 15 percentage points.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5							100%	5
6							90%	53
7								
8								
All							91%	58

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

**Goal 1: Comparative Measure**

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 English language arts exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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**

Troy Prep students in at least their second year outscored the Troy City School District by 26.1 percentage points (66% vs 39.3%) on the 2011 grade 6 ELA Exam.

**2010-11 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	20%	5	42%	
6	66%	53	39.3%	
7				
8				
<b>All</b>	<b>26.1</b>	58	<b>39.3%</b>	

**Evaluation**

Troy Prep exceeded the measure of comparative district proficiency in ELA during the 2010-2011 school year. Only five students in Troy Prep’s fifth grade were in their second year at the school, which we do not believe is statistically significant. Troy Prep students in at least their second year outscored the Troy City School District by 19.7 percentage points (60% vs 39.3%) overall. Troy Prep did outperform the District by 26.7 percentage points (66% vs 39.3%) on the grade 6 ELA exam.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5						NA	20%	36%
6						NA	66%	38%
7								
8								
All								

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch 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. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state’s release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

**Results**

Troy exceeded the comparative performance data standard of an effect size of 0.3, instead showing a substantial effect size of school-wide effect size of 1.58.

**2009-10 English Language Arts Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		54	37.0	31.5	5.48	0.35
6		52	69.0	26.1	42.9	2.86
7						
8						
<b>All</b>	<b>96</b>	<b>106</b>	<b>53.0</b>	<b>28.8</b>	<b>24.2</b>	<b>1.58</b>

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

**Evaluation**

We are particularly pleased with this standard as it takes into account Troy Prep’s challenge of educating a student body consisting of 94% of students who qualify for free and reduced price lunch (FRPL). The FRPL rate is the best indicator of poverty levels found in schools. Research illustrates a negative correlation between the FRPL rate at a school and student assessment results.

The currently available comparative performance effect size data for 2009-2010 shows that Troy Prep met the comparative performance measure in 2009-2010. The students and staff did this by exceeding the effect size of 0.3 by .05 effect size points on the 5<sup>th</sup> Grade 2010-2011 New York State ELA exam and by 2.56 effect size points on the 6<sup>th</sup> Grade 2010-2011 New York State ELA exam. .

**Goal 1: Growth Measure**

On the current year’s state English language arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

The lone cohort from Troy Prep that qualifies for this analysis was our founding class of 6<sup>th</sup> graders. This class did achieve its target growth with a twenty-six point increase in the number of students achieving a Level 3 or Level 4. We hope to see this trend continue as other classes advance through Troy Prep.

**Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11**

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	53	40	>57.5	66	YES
All	53	40	>57.5		YES

**Cohort Performance on State English Language Arts Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2010-11	6	1	1

**Summary of the English Language Arts Goal**

Troy Prep achieved all English Language Art goals in the 2010-2011 school year.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB 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 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
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Achieved

**Action Plan**

Troy Prep's ELA curriculum includes several methods and strategies designed to improve our students' academic performance. In most cases students entering Troy Prep have a history of scoring below the state's ELA assessment standards while at their former schools. We intend to improve our students' academic performance and expect all our students will meet or exceed the state's standards.

We start by conducting school wide fluency assessments and comprehensive screening early in the year to identify which students need additional diagnostic review. This includes DIBELS testing for all students, Terra Nova benchmarking and internal interval testing which continues throughout the year to measure students' progress towards end of year proficiency goals and allows for continual remediation in both small and large group settings.

To improve their performance, all our students receive three hours of reading and writing instruction daily. This represents approximately double the amount received in traditional public schools in the Troy area. All fifth grade students participate in Troy Prep's Book Club program to provide additional reading opportunities. Additionally, our science and social studies curricula are fully integrated with our literacy program.

Four times throughout the year we conduct interval testing to assess what areas of improvement our students require and what lessons and/or concepts should be re-taught. Results are provided

to our teachers immediately and action plans are created for each concept that requires additional instruction. Intervention plans are also made for individual students based on these testing results.

For students who need specific intervention Troy Prep offers the following:

- A daily enrichment period at the conclusion of each day to assist students who are struggling with key concepts taught in their classes.
- Our reading intervention program is available to all students, regardless if they have an IEP.
- ELA intervention groups are established based on interval testing, in class observations and short written assessments conducted at the conclusion of each lesson (i.e., “exit tickets”).
- Wilson Intervention Program, a supplemental reading and writing curriculum designed to promote reading accuracy (decoding) and spelling (encoding) skills for students with word-level deficits.
- Qualitative Reading Inventory (QRI), an individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully.
- Dynamic Indicators of Basic Early Literary Skills (DIBELS) to monitor the progress of students receiving intervention services as well as all students’ progress in reading fluency.
- Fluency improvement program (Read Naturally) which features weekly recording and monitoring of fluency assessments on the computer.
- A special education coordinator to synchronize and lead our intervention services.
- A “Reading Specialist” position that enables us to reach twice as many at-risk students who, although they do not have IEPs are considered seriously at risk in terms of their reading proficiency.

## MATHEMATICS

### **Goal 2: Mathematics**

Students will achieve mastery skills in Mathematics

#### **Background**

Troy Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Troy Prep created a scope and sequence for math and divided the year into five units, each culminating in a formal assessment.

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

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

Additionally, our team meets every Friday to review the past week's progress and to finalize preparations for the next week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

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

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination<sup>3</sup>.

#### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 5<sup>th</sup> and 6<sup>th</sup> grade in May 2011. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS

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<sup>3</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
5	653
6	653
7	651
8	652

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 been enrolled for less than one year.

**2010-11 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	54				54
6	53				53
7					
8					
All	107				107

**Results**

100% of students enrolled at Troy Prep in April 2011- 7% of whom had IEPs- took the New York State Math assessment as scheduled. A total of fifty-eight students had been enrolled at Troy Prep for two years at the time of the exam. Fifty-three of these students were promoted to 6<sup>th</sup> grade in 2010-2011 and five students were retained.

Ninety percent (90%) of Troy Prep 5<sup>th</sup> grade students scored at a 653 time adjusted cut score or above on the 2011 NYS ELA exam. The 5<sup>th</sup> grade class at Troy Prep reached the stated absolute goal of 75% of students at a 654 time adjusted cut score.

Of the five Troy Prep 5<sup>th</sup> graders retained for a second year in the 5<sup>th</sup> grade at Troy Prep, 100% scored at least a 653 time adjusted cut score.

100% of Troy Prep 6<sup>th</sup> grade scored at a 653 time adjusted cut score on the 2011 NYS Math exam. Troy Prep’s 6<sup>th</sup> grade class exceeded the absolute goal for Math in 2011 by 25 percentage points.

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<sup>4</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

**Charter School Performance on 2010-11 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	91%	54
	Students in At Least 2 <sup>nd</sup> Year	<u>100%</u>	5
6	All Students	100%	53
	Students in At Least 2 <sup>nd</sup> Year	<u>100%</u>	53
All	All Students	96%	107
	Students in At Least 2 <sup>nd</sup> Year	<u>100%</u>	58

**Evaluation**

Troy Prep exceeded the measure of 75% or more students meeting the time adjusted cut scores in both its 5<sup>th</sup> and 6<sup>th</sup> grade classes. Overall, 96% of Troy Prep students scored at or above a time-adjusted cut score of 653.

At the 5<sup>th</sup> grade level, with the 2011 Math assessment given in most of the students' first year at the school, 90% of students scored at a time adjusted cut score of 653 or above on the state Math exam.

Troy Prep's 6th grade students in at least their second year at the school outperformed the absolute performance measure with 100% scoring a time adjusted cut score of 653 or more. The cohort outscored the stated absolute performance measure (75% proficient) by 25 percentage points.

**Additional Evidence**

Troy Prep students continue to exhibit a strong track record of success on the New York State Math exam. For two years running, over 90% of Troy Prep 5<sup>th</sup> first year 5<sup>th</sup> grade students scored above the time adjusted cut score. 100% of Troy Prep 5<sup>th</sup> grade students in their second year scored at or above the time adjusted cut score. Even more impressively, 100% Troy Prep 6<sup>th</sup> grade students not only scored at the time adjusted cut score, but also scored at level three on the Math exam. Troy Prep hopes to continue this momentum into the coming years.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5					93%	55	91%	54
6							100%	53
7								
8								
All								

**Goal 2: Absolute Measure**  
 Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

**Goal 2: Comparative Measure**

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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

**Results**

98% of students in their second year at Troy Prep scored at a level 3 on the 2010-2011 New York State Math exam. 100% of the 53 students in the 6<sup>th</sup> grade scored at level 3 on the 6<sup>th</sup> grade math exam and four out of the five students repeating 5<sup>th</sup> grade scored at a level 3.

**2010-11 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	80%	5	42%	497
6	100%	53	36%	502
7				
8				
All	<b>98%</b>	58	<b>39%</b>	999

**Evaluation**

Overall, Troy Prep exceeded Troy City School District performance by fifty-nine percentage points on the 2010-2011 New York State Math exam. Students in their second year of 5<sup>th</sup> grade outscored their district counter-parts thirty-eight percentage points. Meanwhile, 100% of 6<sup>th</sup> grade students at Troy Prep scored a level three on the exam, compared to 36% of Troy City School District 6<sup>th</sup> graders- a full sixty-four percentage point margin.

**Additional Evidence**

It is also important to note that 74% of 5<sup>th</sup> grade students as a whole, forty-nine who were in their first year at the school scored a level three on the 2010-2011 New York State Math exam.

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch 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. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state’s release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

**Results**

**2009-10 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	96						
4							
5		54	74.1	45.6	28.5	1.46	
6		53	100.0	37.2	62.9	3.22	
7							
8							
All			107	87.1	41.5	45.6	2.64

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

**Evaluation**

In our first year, Troy Prep far exceeded the comparative performance standard with an Effect Size of 2.64- well above the required standard of 0.3. The predicted percent of students achieving a score of three or four is 41.5 percent. With 87.1 percent of Troy Prep students scoring a three or four, we exceeded the predicted level by 45.6 percentage points.

**Additional Evidence**

We are particularly pleased with this standard as it takes into account Troy Prep’s challenge of educating a student body consisting of 94% of students who qualify for free and reduced price lunch (FRPL). The FRPL rate is the best indicator of poverty levels found in schools. Research illustrates a negative correlation between the FRPL rate at a school and student assessment results.

The currently available comparative performance effect size data for 2009-2010 shows that Troy Prep met the comparative performance measure in 2009-2010. The students and staff did this by exceeding the effect size of 0.3 by 2.64 effect size points on the 5<sup>th</sup> Grade 2010-2011 New York State Math exam and by 2.34 effect size points on the 6<sup>th</sup> Grade 2010-2011 New York State ELA exam.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07						
2007-08						
2008-09						
2009-10	5	98%	55	70.9	33.9	2.98
2010-11	56	94%	107	87.1	41.5	2.64

**Goal 1: Growth Measure**

On the current year’s state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

Only the 6<sup>th</sup> grade at Troy Prep qualifies for evaluation under this standard. In 2009-2010, 71% of students achieved at least a level 3 score on the New York State Math exam. In 2010-2011, 100% of 6<sup>th</sup> grade students scored at least a level 3 on the New York State Math exam.

**Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11**

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4					
5					
6	53	71%	73%	100%	YES
7					
8					
All	53	71	72.5%	100%	YES

**Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2010-11	6	1	1

**Evaluation**

With 100% of 6<sup>th</sup> graders at Troy Prep scoring a level 3, the grade scored well above its target of 73% of students achieving a level 3 score on the New York State 2010-2011 Math exam. The number speaks for itself in this area as only 17 other schools in the entire state were able to achieve the perfect score. Further, a full 66% of 6<sup>th</sup> graders at Troy Prep scored a level 4 “advanced” on the exam.

**Summary of the Mathematics Goal**

Troy Prep met and exceeded all of the measures and outcomes for which data is available in its second year. Troy Prep students across grade levels significantly outperformed their counterparts in the Troy City School District. However, we realize that our students will not only compete with Troy students for college admission. As a result, we will continue to pursue excellence in all areas of mathematics. With 100% of students in 6<sup>th</sup> grade scoring at least a level 3 and 66% of 6<sup>th</sup> graders scoring at a level 4, we believe all our students are currently on the path to college.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved/
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB 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 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/
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved/
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Achieved/

**Action Plan**

Troy Prep’s math curriculum includes several methods and strategies designed to improve our students’ academic performance. In many cases students entering Troy Prep have a history of scoring below the state’s math assessment standards while at their former schools. We intend to improve our students’ academic performance and expect all our students will meet or exceed the state’s standards.

For every incoming student we conduct comprehensive screening prior to their arrival on the first day of school to identify which students need additional diagnostic review. We receive diagnostic information on returning students during the first round of school-wide interval testing in the early fall each year. This includes Terra Nova benchmarking and internal interval testing which continues throughout the year to measure students’ progress towards end of the year proficiency goals and allows for continual remediation in both small and large group settings.

To improve their performance, all our students receive two blocks of mathematics instruction daily. In the morning our 75 minute math period consists of learning basic skills and procedural concepts. The 60 minute afternoon math period focuses on math language as many of our students have difficulty with the language component of mathematics. Additionally, our math curriculum is fully integrated with our curricula throughout Troy Prep.

Four times throughout the year we conduct interval testing to assess what areas of improvement our students require and what lessons and/or concepts should be re-taught. Results are provided to our teachers immediately and action plans are created for each concept that requires additional instruction. Intervention plans are also made for individual students based on these testing results.

For students who need specific intervention Troy Prep offers the following:

- A daily enrichment period at the conclusion of each day to assist students who are struggling with key concepts taught in their classes.
- Our teachers are each required to provide at least two hours of additional tutoring weekly to our students.
- Mathematics intervention groups are established based on interval testing, in class observations and short written assessments conducted at the conclusion of each lesson (i.e. “exit tickets”).
- Specific resource room instruction is provided by our special education coordinator for students who require additional teaching in mathematics.
- A special education coordinator to synchronize and lead our intervention services.