

**TRUE NORT PREPARATORY  
CHARTER SCHOOL**

**2011-12 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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

<b>Trustee's Name</b>	<b>Board Position</b>
Jeff Buell	Board President
Ken Baer	Voting
Rev. Eric Shaw	Voting
Barb McCandless	Voting
Doug Lemov	Voting
Josh Phillips	Voting
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Robert Bellafiore	Voting

**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 2011, Troy Prep grew to include a kindergarten as well as grades 5-7, with a total enrollment of 214 students. Troy Prep is open to all students in the surrounding communities. Troy Prep’s student population consists of approximately 70% African American, 13% Hispanic, and 18% Caucasian students. Ninety-four percent of Troy Prep students qualify for free or reduced price lunch. Students from Troy, Lansingburgh, Albany, Averill Park, Cohoes, Green Island, North Colonie, Schenectady, South Colonie, Rensselaer, Watervliet, and Waterford-Halfmoon 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 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
2011-12	59					66	46	43						214

## 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 middle school 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 five 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.

Troy Prep's elementary school ELA program emphasizes both strong reading and strong writing. The reading program emphasizes four key aspects of literacy: decoding, fluency, vocabulary and comprehension. In the elementary school grades (K) there are 3 literacy blocks of 45 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.

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>

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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

**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 2012. 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 (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, 2010-11 and 2011-2012, 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.

**2011-12 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	66	0	0	0	66
6	44	0	0	0	44
7	43	0	0	0	43
8	0	0	0	0	0
All	153	0	0	0	153

**Results**

100% of the 153 Troy Prep students enrolled in April 2012 took the New York State ELA assessment as scheduled. The large majority of the 5th grade class at Troy Prep is only in its first year at the school, so the stated measure is therefore not yet applicable. However, we do wish to discuss their

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Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

<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.

interim results here. Eighty-two percent (81.8%) of Troy Prep 5th grade students scored at a 654 time adjusted cut score or above on the 2012 NYS ELA exam. The 5th grade class at Troy Prep has reached the stated absolute goal of 75% at a 654 time adjusted cut score in their first year.

Seventy-three percent (72.9%) of Troy Prep 6th grade students in at least their second year at the school scored at a 654 time adjusted cut score on the 201-2012 NYS ELA exam. Troy Prep’s 6th grade class did not meet the absolute goal for ELA in 2012 as a cohort, falling short by 3 percentage points.

Ninety-eight percent (97.6%) of Troy Prep 7th graders in at least their second year at the school scored at a time adjusted cut score of 652 or above on the 2012 NYS ELA exam, surpassing the absolute goals for ELA by 22.6 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		66
	Students in At Least 2 <sup>nd</sup> Year		6
6	All Students		44
	Students in At Least 2 <sup>nd</sup> Year		37
7	All Students		43
	Students in At Least 2 <sup>nd</sup> Year		43
8	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
All	All Students		153
	Students in At Least 2 <sup>nd</sup> Year		86

**Evaluation**

Troy Prep exceeded the measure of 75% or more students meeting the time adjusted cut scores in grades 5-7.

At the 5<sup>th</sup> grade level, with the 2011-2012 ELA assessment given in most of the students’ first year at the school, 82% of students scored at a time adjusted cut score of 654 or above on the state ELA exam. Students in their second year at Troy Prep did not fare as well- three out of the six students in fifth grade for a second year did not achieve the cut score.

Troy Prep’s 6th grade students in at least their second year at the school fell short of the absolute performance measure with 72% scoring a time adjusted cut score of 654 or more. Sixth graders in the

city of Troy scored an average of 654, compared to our average of 662 scaled score, a difference of ten points.

The 7th grade students in at least their second year at Troy Prep outperformed the absolute performance measure with 98% of the students scoring a time adjusted cut score of 652 or more. The seventh graders surpassed the absolute measure by 23 percentage points. Troy Prep students scored, on average, a scale score of 665 as compared to the students in the city of Troy who scored an average of 657, a difference of eight points.

In 2011-2012, there were eighty-six students in grades 5-7 in their second year at Troy Prep. Of these students, eighty-four percent were able met the absolute measure of time adjusted cut scores in the performance of its ELA program in 2012. We believe there is much work to do before our students are fully prepared for college. We believe our intentional approach to ELA, by keeping Reading and Writing as separate courses, coupled with the school’s commitment to decoding, fluency, and classic literature 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.

**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 2008-0 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2008-09		2009-10		2010-11		2011-2012	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5					100%	5	50%	6
6					90%	53	73%	37
7							98%	43
8								
All					91%	58	79.5%	93

**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, which for 2011-12 is 148. The PI 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 PI is 200.

**Results**

Rochester Prep’s Performance Index for ELA in 2012 was 140.4.

**Calculation of 2011-12 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-7	6.5	47.7	45.8	0	153

$$\begin{array}{rcl}
 \text{PI} & = & 47.7 + 45.8 + 0 = 93.5 \\
 & & + 45.8 + 0 = 45.8 \\
 \text{PI} & = & \mathbf{139.3}
 \end{array}$$

**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 20 percentage points (50% vs 33%) on the 2012 grade 5-7 ELA Exams.

**2011-12 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	17%	6	31%	262
6	49%	37	33%	271
7	56%	43	36%	252
8				
All	<b>50%</b>	86	<b>33%</b>	785

**Evaluation**

Troy Prep exceeded the measure of comparative district proficiency in ELA during the 2011-2012 school years. Troy Prep students in at least their second year outscored the Troy City School District by 18 percentage points (50% vs 33%) overall.

**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							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5					20%	36%	17%	31%
6					66%	38%	49%	33%
7							56%	36%
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 2011-12 analysis is not yet available. This report contains 2010-11 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.

**2010-11 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	96						
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>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 2010-2011 shows that Troy Prep met the comparative performance measure in 2010-2011. 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 2011-12 and also have a state exam score in 2010-11. 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**

While neither cohort at Troy Prep achieved its target growth on the 2011-2012 ELA exam, the 6<sup>th</sup> grade cohort did take a step in the right direction. The 6<sup>th</sup> grade cohort showed a nine percentage point increase in the number of students achieving a Level 3 or Level 4. Unfortunately, the 7<sup>th</sup> grade cohort showed a ten percentage point decrease in the number of students achieving a Level 3 or Level 4.

**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
		2010-11	Target	2011-12	
6	44	40	>57.5	49	NO
7	43	66	.>70.5	56	NO
All	87	53	>64	52.5	NO

**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
2011-2012	6,7	0	2

**Elementary School Results**

Students in kindergarten took the Terra Nova Comprehensive Exam in ELA in the fall of 2011 and the spring of 2012. Although this exam cannot be compared with the Troy City School District, it is a national norm-reference exam. The table below shows the growth over the course of the school year.

Terra Nova scores are based on a Normal Curve Equivalent (NCE) score. This is a normalized score where a score of 50 equates to performance at grade level. For example, a student with a reading NCE score of 50 in kindergarten is performing at grade level. NCE scores are used to compare schools nationally because, unlike national percentiles, NCE scores can be averaged.

**Kindergarten Terra Nova ELA Results for the 2011-2012 School Year  
Percent Performing At or Above NCE of 50**

Grade	September 2011	June 2012	Percentage point change
K Reading	14%	97%	83
K Language	34%	97%	63

**Kindergarten ELA Results for the 2011-2012 School Year  
NCE**

Grade	September 2011	June 2012	Percentage point change
K Reading	35%	81%	46
K Language	42	85	42

As the results show, dramatic growth was demonstrated in kindergarten in English Language Arts.

**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.	Not 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
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.	Not 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.
- Saturday School where students and faculty meet for specific instruction in areas of deficiency.
- Our teachers are each required to provide at least two hours of additional tutoring weekly to our students.
- 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 1: 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 middle school created a scope and sequence for math and divided the year into five units, each culminating in a formal assessment.

The school then designed five 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.

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

In the elementary school, there is one 55 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 afternoon students are provided with an additional 15 minute "Math Meeting" where concepts from earlier lessons are reinforced and retaught when necessary.

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, 2010-11 and 2012, 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 grades 5-7 in April 2012. 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 day of the previous school year) to score at Levels 3 or 4. For 2009-10, 2010-11 and 2012-2013, 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.

**2011-12 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
5	66	0	0	0	66
6	44	0	0	0	44
7	43	0	0	0	43
8	0	0	0	0	0
All	153	0	0	0	153

**Results**

<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).

<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.

100% of the 153 Troy Prep students enrolled in April 2012 took the New York State Math assessment as scheduled. The large majority of the 5th grade class at Troy Prep is only in its first year at the school, so the stated measure is therefore not yet applicable. However, we do wish to discuss their interim results here. Ninety-two percent (92.4%) of Troy Prep 5th grade students scored at a 653 time adjusted cut score or above on the 2012 NYS Math exam. The 5th grade class at Troy Prep has reached the stated absolute goal of 75% at a 653 time adjusted cut score in their first year.

100% of Troy Prep 6th grade students in at least their second year at the school scored at a 653 time adjusted cut score on the 2011-2012 NYS Math exam. The 6th grade class at Troy Prep exceeded the stated absolute goal of 75% at a 653 time adjusted cut score by twenty-five percent.

100% of Troy Prep 7th grade students in at least their second year at the school scored at a 653 time adjusted cut score on the 2011-2012 NYS Math exam. The 7th grade class at Troy Prep exceeded the stated absolute goal of 75% at a 653 time adjusted cut score by twenty-five percent.

**Charter School Performance on 2011-12 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
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	92.4%	66
	Students in At Least 2 <sup>nd</sup> Year	<b>100%</b>	6
6	All Students	100%	44
	Students in At Least 2 <sup>nd</sup> Year	<b>100%</b>	37
7	All Students	100%	43
	Students in At Least 2 <sup>nd</sup> Year	<b>100%</b>	43
8	All Students		
	Students in At Least 2 <sup>nd</sup> Year		
All	All Students	96.7%	153
	Students in At Least 2 <sup>nd</sup> Year	<b>100%</b>	86

**Evaluation**

Troy Prep exceeded the measure of 75% or more students meeting the time adjusted cut scores in all grades. Overall, 96.7% of Troy Prep students scored at or above a time-adjusted cut score of 653.

100% of students in their second year scored above the time adjusted cut score, exceeding the goal by 25%.

At the 5<sup>th</sup> grade level, with the 2011-2012 Math assessment given in most of the students' first year at the school, 92.4% of students scored at a time adjusted cut score of 653 or above on the state Math exam.

Troy Prep's 6th grade students 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.

Troy Prep's 7th grade students 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 three 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> and 7<sup>th</sup> grade students scored the time adjusted cut score. 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, 2010-11 and 2011-2012							
	2008-09		2009-10		2010-11		2011-2012	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5			93%	55	91%	54	93%	66
6					100%	53	100%	44
7							100%	43
8								
All								

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) on the State Math 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, which for 2011-12 is 148. The PI 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 PI is 200.

**Results**

Rochester Prep’s Performance Index for ELA in 2012 was 140.4.

**Calculation of 2011-12 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-7	2	12.4	34	51.6	153

$$\begin{array}{rclclclclcl}
 \mathbf{PI} & = & 12.4 & + & 34 & + & 51.6 & = & 98 \\
 & & & & + & & 51.6 & = & 85.6 \\
 & & & & & & \mathbf{PI} & = & \mathbf{183.6}
 \end{array}$$

**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 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 2011-2012 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.

**2011-12 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	83%	6	40%	263
6	93%	37	33%	271
7	100%	43	48%	253
8				
All	<b>96%</b>	86	<b>40%</b>	787

**Evaluation**

Overall, Troy Prep exceeded Troy City School District performance by fifty-six percentage points on the 2011-2012 New York State Math exam. Students in their second year of 5<sup>th</sup> grade outsourced their district counter-parts forty-three percentage points. Meanwhile, 93% of 6<sup>th</sup> grade students at Troy Prep scored a level three or four on the exam, compared to 33% of Troy City School District 6<sup>th</sup> graders- a full fifty-six percentage point margin. Finally, 100% of Troy Prep seventh graders achieved a Level 3 or Level 4 on the 2011-2012 New York State Math exam.

**Additional Evidence**

It is also important to note that 71% 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 2011-2012 New York State Math exam.

**Goal 1: 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 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent ones available.

**Results**

**2010-11 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	96	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 2011-12 and also have a state exam score in 2010-11. 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> and 7<sup>th</sup> grades at Troy Prep qualify for evaluation under this standard. In 2010-2011, 74% of current 6<sup>th</sup> students achieved at least a level 3 score on the New York State Math exam. In 2011-2012, 93% of 6<sup>th</sup> grade students scored at least a level 3 on the New York State Math exam. In 2010-2011, 100% of current 7<sup>th</sup> students achieved at least a level 3 score on the New York State Math exam. In 2011-2012, 100% of 7<sup>th</sup> grade students scored at least a level 3 on the New York State Math exam. 96% of Troy Prep students eligible for evaluation under this criterion scored as at least a level three on the 2011-2012 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
		2010-11	Target	2011-2012	
4					
5					
6	44	74%	75%	93%	YES
7	43	100%	75%	100%	YES
8					
All	53	71	72.5%	96%	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
2011-2012	6,7	22	2

**Evaluation**

With 96% of 6<sup>th</sup> and 7<sup>th</sup> graders at Troy Prep scoring a level 3 or level 4, the school scored well above its target of 72.5% of students achieving a level 3 score on the New York State 2010-2011 Math 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 7<sup>th</sup> grade scoring at least a level 3 or 4 and 96% of 6<sup>th</sup> graders scoring at a level 3 or 4, we believe all our students are currently on the path to college.

**Elementary School Results**

Students in kindergarten took the Terra Nova Comprehensive Exam in math in the fall of 2011 and the spring of 2012. Although this exam cannot be compared with the Troy City School District, it is a national, norm-referenced exam. The table below shows the growth in Terra Nova scores over the course of the school year.

Terra Nova scores are based on a Normal Curve Equivalent (NCE) score. This is a normalized score where a score of 50 equates to performance at grade level. For example, a student with a math NCE score of 50 in kindergarten is performing at grade level. NCE scores are used to compare schools nationally because, unlike national percentiles, NCE scores can be averaged.

**Kindergarten Terra Nova Math Results for the 2010-2011 School Year  
Percent Performing At or Above NCE of 50**

Grade	September 2011	June 2012	Percentage point change
K Math	25%	95%	70

**Kindergarten Terra Nova Math Results for the 2010-2011 School Year  
NCE**

Grade	September 2011	June 2012	Percentage point change
K Math	36%	89%	53

As the results show, dramatic growth was demonstrated in kindergarten in math.

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.	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
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.
- Saturday School where students and faculty meet for specific instruction in areas of deficiency.
- 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.