

Accountability Plan Progress Reports for the 2007-08 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**TRUE NORTH ROCHESTER
PREPARATORY
CHARTER SCHOOL**

**2007-08
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July 31, 2008

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Trustee's Name	Board Position
James Gleason	Chairman, Membership committee
Joseph Klein	Treasurer, Finance committee, Development committee
Doug Lemov	Membership committee
Jean Howard	Development committee
Bob Howitt	Finance committee
Geoffrey Rosenberger	Finance committee
Susan Miller Barker	

INTRODUCTION

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04														
2004-05														
2005-06														
2006-07						73								73
2007-08						77	63							140

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Rochester Prep’s ELA program emphasizes both strong reading and strong writing. In reading the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary and comprehension. In addition to an hour and fifteen minutes per day of reading instruction we offer reading club for 25 minutes every day. During reading club, students constantly practice decoding and fluency. Students who struggle augment with remedial reading groups based on Wilson Reading. Our reading teachers have made a particularly intentional investment in building vocabulary as a key to literacy- they teach a single vocabulary word each day, using a protocol that draws on the work of Isabel Beck and others to ensure deep meaning of words. The writing program at Rochester Prep is not limited to writing class but within writing class emphasizes a balance between composition and mechanics.

Goal 1: Absolute Measure

Each year, 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.

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 6th grade in January 2008. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires 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.

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.

2007-08 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	76	0	0	0	76
6	64	0	0	0	64
7					
8					
All	140	0	0	0	140

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

Results

All 140 Rochester Prep students enrolled in January 2008 took the New York State ELA assessment as scheduled. No students were exempted.

The 5th grade class at Rochester 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. 77% of Rochester Prep 5th grade students scored proficient on the 2008 NYS ELA exam. The 5th grade class at Rochester Prep has already reached the stated absolute goal in their first year.

Students in the 6th grade at Rochester Prep were returning for their second year at the school, and therefore constitute the first group of students eligible for measurement in accordance with the stated measure. 84% of all Rochester Prep 6th grade students and 85% of 6th grade students in at least their second year scored proficient on the 2008 NYS ELA exam. Rochester Prep’s 6th grade class exceeded the absolute goal for ELA in 2008 and showed exceptional gains from 2007.

**Charter School Performance on 2007-08 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0	22	76	1	77	76
	Students in At Least 2 nd Year						
6	All Students	2	14	84	0	84	64
	Students in At Least 2 nd Year	2	13	85	0	85	62
All	All Students	1	18	80	1	81	140
	Students in At Least 2 nd Year	2	13	85	0	85	62

Evaluation

Rochester Prep exceeded all measures in the performance of its ELA program in 2008.

At the 5th grade level, with the 2008 ELA assessment given just four months after their arrival at Rochester Prep, 77% of students scored proficient on the state ELA test. Just 58% of Rochester City School District students were proficient on the same (grade 5) test. This marks not only a significant gap between Rochester Prep 5th graders and the host District, but also a large jump in performance levels for students in their first year of 5th grade at Rochester Prep. While the absolute measure is not yet applicable for Rochester Prep’s 5th graders in their first year, students still managed to exceed the stated goal ahead of schedule.

Additionally, it is worth noting that not a single 5th grade student scored at Level 0 on the 2008 ELA test. If students were truly making accelerated progress towards long-term proficiency, one would expect to see them moving out of Level 1 even before they began arriving at Level 3 and Level 4. That is, even if we might not expect students to reach Level 4 in ELA by January of the first year, we

might expect to see a minimum of Level 1 scores. By this measure, Rochester Prep’s excellent progress is again visible.

Rochester Prep’s 6th grade students in their second year at the school outperformed the absolute performance measure with 85% scoring proficient. Just 56% of Rochester City School District students were proficient on the same (grade 6) test. This marks not only a significant jump from a solid performance on the 2007 ELA exam, but also a healthy outscoring of the stated absolute performance measure by 10 percentage points. Again, out of all 6th grade students in their second year at Rochester Prep, only one scored at Level 0. In addition, a large number of students who scored at Level 2 in 2007 moved to Level 3 in 2008. Both data points indicate continued growth in ELA even beyond the fulfillment of absolute measure goals for Rochester Prep.

While Rochester Prep exceeded all measures in the performance of its ELA program in 2008, at the same time we believe there is a long way to go before our students are fully prepared for college. We believe our intentional approach to vocabulary and fluency is a key driver of our success and that the effect of these programs will compound going forward. We intend to focus on making writing rigorous and demanding across the curriculum as the lever of future growth.

Additional Evidence

As Rochester Prep expands its program to additional grade levels, indicators suggest that the school’s academic performance is strengthening with growth. As shown in the table below, there are significant trends of higher ELA achievement among students attending TNRP for at least their second year. The percentage of students scoring at Levels 3 and 4 is 9 percentage points higher for students in their second year compared with those in their first year at the school. The correlation between increased ELA performance and number of years enrolled in the school point directly to a tangible value added by Rochester Prep’s academic program.

**2007-08 English Language Arts Performance
by Grade Level and Years Attending the School**

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	77	76						
6			85	62				
All	77	76	85	62				

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									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6									85	62
All									85	62

A final indication that Rochester Prep’s ELA scores will continue to rise under the current program can be gleaned from an analysis of the Terra Nova Reading and Language batteries given to first-year 5th grade students. A same-student cohort of Rochester Prep students gained 12.8 NCE in Reading and 17.6 NCE in Language, respectively. These are outstanding value-added gains by any standard and suggest that 1) the strong results in Rochester Prep’s first year were not a result of a selection effect but rather the growth of previously low performing students and 2) students are making rapid progress in comparison to their peers on an assessment strongly correlated to, if admittedly different from, the state assessment.

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 2007-08 is 133. 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

Calculation of 2007-08 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-6	1	18	80	1	140

$$\begin{array}{rcl}
 \text{PI} & = & 18 + 80 + 1 = 99 \\
 & & + 80 + 1 = 81 \\
 \text{PI} & = & \mathbf{180}
 \end{array}$$

Evaluation

Rochester Prep’s AMO target for ELA in 2007-2008 was 133. It achieved an ELA PI score of 180 in 2008, exceeding the goal by 47 points.

Additional Evidence

Rochester Prep’s PI for ELA in the 2007-2008 academic year was 180, compared to 160 for the 2006-2007 school year. This 20 point increase from the prior year is attributed directly to the strength and impact of Rochester Prep’s ELA program. The resulting shift in performance on the NYS ELA exams translated into a 20 percentage point drop in students scoring at Level 2 and a 20 percentage point increase in students scoring at Level 3 in 2008. Additionally, only one student in the entire school scored at Level 0 on the 2008 ELA tests.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06							122	
2006-07	5	77	1	38	60	1	160	
2007-08	5-6	140	1	18	80	1	180	

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

Rochester Prep students in at least their second year outscored the Rochester City School District by 21 percentage points (85% vs 56%) on the 2008 grade 6 ELA exam.

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**2007-08 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	85	62	56	2134
All	85	62	56	2134

Evaluation

Rochester Prep exceeded the measure of comparative District proficiency in ELA during the 2007-2008 school year. Rochester Prep students in at least their second year outscored the Rochester City School District by 21 percentage points (85% vs 56%) on the 2008 grade 6 ELA exam. Rochester Prep also outscored 36 of the district’s 37 schools that enroll sixth graders on the grade 6 ELA assessment, thus placing Rochester Prep in the top 95% of a ranking of district schools.

Rochester Prep also exceeded the District’s performance among students who have not yet been enrolled at the school for two years. While the measure is not yet applicable, Rochester Prep’s 5th grade class who are in their first year at the school outscored the Rochester City School District by 18 percentage points (77% vs 59%) on the 2008 grade 5 ELA exam. Rochester Prep also outscored 32 of the district’s 37 schools that enroll fifth graders on the grade 5 ELA assessment, thus placing Rochester Prep in the top 85% of a ranking of district schools.

Additional Evidence

The tables below illustrate the high levels of performance for Rochester Prep students in their second year compared to the local District as a whole, as well as the three Rochester City School District schools closest in proximity to Rochester Prep. In all cases, Rochester Prep’s 6th grade students in at least their second year have outperformed the local District cohorts.

Since this is the first year Rochester Prep has a grade level of students in at least their second year, there is only one year’s worth of applicable data.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6									85	56
All									85	56

**2007-08 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	TNRP Charter School		RCSD 16		RCSD 44		RCSD 29	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	85	62	59	54	59	27	35	43
All	85	62	59	54	59	27	35	43

In the long run, though, we believe that it's not just students in Rochester against whom our students will compete for seats in college. A comparison of our 6th grade results to every district in Monroe County (most of them serving populations of significantly lower need) shows that Rochester Prep managed to outscore several highly regarded suburban districts such as Webster and Churchville-Chili. Several of these districts have poverty rates below 10% and are exactly the districts to which privileged families move to ensure effective educational options for their children.

Proficiency Rates - 2008 Grade 6 NYS ELA - Monroe County					
District	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
Genesee Community Charter School	0	3.3	86.7	10	96.7
Pittsford Central School District	0.2	6.4	79.5	13.8	93.3
Brighton Central School District	0	12.1	77.3	10.5	87.8
Fairport Central School District	0.4	12.6	79.6	7.4	87
Penfield Central School District	0.6	12.8	79.2	7.4	86.6
West Irondequoit Central School District	1.1	12.3	74	12.6	86.6
Honeoye Falls-Lima Central School District	0	14.7	78	7.3	85.3
True North Rochester Preparatory CS	1.6	14.1	84.4	0	84.4
Webster Central School District	0.1	16	76.1	7.8	83.9
Churchville-Chili Central School District	0.6	16	78.8	4.5	83.3
Hilton Central School District	0.3	17.3	76	6.4	82.4
Spencerport Central School District	0	19.2	80.5	0.3	80.8
Gates-Chili Central School District	0.9	22.4	75.8	0.9	76.7
Greece Central School District	0.4	23.8	70.9	4.9	75.8
Rush-Henrietta Central School District	0.7	23.8	66.2	9.3	75.5
Monroe County Average					74.9
East Irondequoit Central School District	1.3	23.8	71.9	3	74.9
Brockport Central School District	1.6	26.8	70.1	1.6	71.7
Wheatland-Chili Central School District	0	28.8	69.5	1.7	71.2
East Rochester Union Free School District	0	29.2	69.4	1.4	70.8
Rochester City School District	2.7	41	54.9	1.4	56.3
Eugenio Maria De Hostos Charter School	0	45	52.5	2.5	55
Urban Choice Charter School	0	56.1	41.5	2.4	43.9

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 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

2006-07 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		77	61	55.8	5.2	0.37
6						
7						
8						
All	67%	77	61	55.8	5.2	0.37

School’s Overall Comparative Performance:
Higher than expected to a small degree

Evaluation

The currently available comparative performance effect size data for 2006-2007 is considerably out of date, particularly in the area of ELA. Rochester Prep met the comparative performance measure in 2006-2007 by exceeding the Effect Size of 0.3 on the grade 5 2007 NYS ELA exam.

Based on our own preliminary analysis of similar 2008 ELA data, Rochester Prep expects to dramatically exceed the Effect Size in ELA by an even wider margin for both 5th and 6th grades.

Estimated Rochester Prep Effect Sizes 2008 State Assessments	
Test Battery	Effect Size
Grade 6 ELA	1.67
Grade 5 ELA	1.16
Due to lack of complete statewide data, Effect Sizes are calculated in comparison to all Rochester City School District Schools. Analyses available on request.	

Additional Evidence

Since 2006-2007 was the first year of Rochester Prep’s operation and the 2008 Effect Size information is not yet available, there is no official year to year comparison possible.

Goal 1: Growth Measure

Each year, 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 on the current year’s state English language arts exam. 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 proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. 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

Since Rochester Prep is in its second year of operation, there is only one grade level cohort to which this measure applies. Rochester Prep’s 6th grade cohort achieved their growth measure target for 2008 ELA by a significant margin and therefore, the school met its overall performance target as well.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
6	62	73	74	85	YES
All	62	73	74	85	YES

Evaluation

In 2007-2008, Rochester Prep’s 6th grade cohort far exceeded its growth measure goal for ELA. The 6th grade Rochester Prep cohort collapsed a 2 point “gap” in 2006-2007 and turned it into a 9 point excess of the target measure in 2007-2008. The cohort of 62 6th grade students at Rochester Prep scored 73% proficient in 2006-2007 and jumped to 85% proficient in 2007-2008. This significant one year gain puts Rochester Prep 10 percentage points ahead of the ultimate 75% proficient ELA goal, which is all the more impressive considering this is only the school’s second year of operation.

Additional Evidence

Additional year-to-year cohort performance measures are not yet applicable to Rochester Prep since there is currently only one historical cohort.

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
2006-07	NA	NA	NA
2007-08	6	1	1

Summary of the English Language Arts Goal

True North Rochester Preparatory Charter School not only achieved, but exceeded by a significant degree every ELA target measure outlined in the Accountability Plan.

Type	Measure	Outcome
Absolute	Each year, 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 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	Achieved

	the same tested grades in the local school district.	
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	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved

MATHEMATICS

Goal 2: Mathematics

Students will achieve mastery of skills in Mathematics.

Background

Rochester Prep's Mathematics program emphasizes both strong computational procedures and problem solving skills. In addition to an hour and fifteen minutes per day of math procedural instruction we offer another hour for the development of practical math problem solving skills. Students who struggle with mathematical concepts augment the daily two hours and fifteen minutes of classroom instruction with remedial tutoring groups based on interim assessment data. Our math teachers have made a particularly intentional investment in building a systematic approach toward understanding. The math program at Rochester Prep takes arithmetic concepts and breaks them down to concrete, step-by-step approaches toward solving problems. A Rochester Prep, math instruction incorporates a rigorous balance between mechanics and problem solving.

Goal 2: Absolute Measure

Each year, 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.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 6th grade in March 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires 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.

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.

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	76	0	0	0	76
6	63	0	0	0	63
All	139	0	0	4	139

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

Results

All 139 Rochester Prep students enrolled in March 2008 took the New York State Math assessment as scheduled. No students were exempted.

The 5th grade class at Rochester 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. 90% of Rochester Prep 5th grade students scored proficient on the 2008 NYS Math exam. The 5th grade class at Rochester Prep has already reached the stated absolute goal in their first year at the school.

Students in the 6th grade at Rochester Prep were returning for their second year at the school, and therefore constitute the first group of students eligible for measurement in accordance with the stated measure. 98% of all Rochester Prep 6th grade students and 99% of 6th grade students in at least their second year scored proficient on the 2008 NYS Math exam. Rochester Prep’s 6th grade class exceeded the absolute goal for Math in 2008 and showed exceptional gains from 2007’s performance.

**Charter School Performance on 2007-08 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level ¾	
5	All Students	1	9	78	12	90	76
	Students in At Least 2 nd Year						
6	All Students	2	0	57	41	98	63
	Students in At Least 2 nd Year	2	0	56	43	99	61
All	All Students	2	5	68	27	95	139
	Students in At Least 2 nd Year	2	0	56	43	99	61

Evaluation

Rochester Prep exceeded all measures in the performance of its Math program in 2008.

At the 5th grade level, 90% of students scored proficient on the state Math test in just their first year of enrollment at Rochester Prep. Just 59% of Rochester City School District students were proficient on the same (grade 5) test. This marks a significant gap between Rochester Prep 5th graders and the host District. This is also a slight jump in performance levels for students in their first year of 5th grade at Rochester Prep compared with 2007. While the absolute measure is not yet applicable for Rochester Prep’s 5th graders in their first year, students still managed to far exceed the stated absolute goal ahead of schedule. Additionally, it is worth noting that only one 5th grade student scored at Level 0 on the 2008 Math test.

Rochester Prep’s 6th grade students in their second year at the school outperformed the absolute performance measure for Math with 99% scoring proficient. Just 56% of Rochester City School District students were proficient on the same (grade 6) test. This marks not only a slight increase from a solid performance on the 2007 Math exam, but also an exceptional outscoring of the stated

absolute performance measure by 24 percentage points. Out of all 6th grade students in their second year at Rochester Prep, only one scored at Level 0. In addition, a significant number of students who scored at Level 2 in 2007 moved to Level 3 in 2008. Both data points indicate continued growth in Math at Rochester Prep even beyond the fulfillment of absolute measure goals.

Additional Evidence

As Rochester Prep expands its program to additional grade levels, indicators suggest that the school’s academic performance is strengthening with growth. As shown in the table below, there are significant trends of higher Math achievement among students attending TNRP for at least two years as opposed to those in just their first year. The percentage of students scoring at Levels 3 and 4 is 9 points higher for students enrolled in their second year compared with those enrolled in their first year. The correlation between increased ELA performance and number of years enrolled in the school point directly to a tangible value added by Rochester Prep’s academic program.

**2007-08 Math Performance
by Grade Level and Years Attending the School**

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	90	76						
6			99	61				
All	90	76	99	61				

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6									99	61
All									99	61

A final indication that Rochester Prep’s Math scores will continue to rise under the current program can be gleaned from an analysis of the Terra Nova Mathematics battery given to first-year 5th grade students. A same-student cohort of Rochester Prep students gained 12.2 NCE in Math. This is an outstanding value-added gain by any standard and suggests that 1) the strong results in Rochester Prep’s first year were not a result of a selection effect but rather the growth of previously low performing students and 2) students are making rapid progress in comparison to their peers on an assessment strongly correlated to, if admittedly different from, the state assessment.

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 Math AMO, which for 2007-08 is 102. 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

Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-6	2	5	68	27	139

$$\begin{array}{rclclclcl}
 \text{PI} & = & 5 & + & 68 & + & 27 & = & 100 \\
 & & & & + & & 27 & = & 95 \\
 & & & & & & \text{PI} & = & \text{195}
 \end{array}$$

Evaluation

Rochester Prep’s AMO target for Math in 2007-2008 was 102. It achieved a Math PI score of 195 in 2008, exceeding the goal by 93 points.

Additional Evidence

Rochester Prep’s PI for Math in the 2007-2008 academic year was 195, compared to 186 for the 2006-2007 school year. This 9 point increase from the prior year is attributed directly to the strength and impact of Rochester Prep’s Math program. The resulting growth in performance on the NYS Math exam translated into a 5 percentage point drop in students scoring at Level 2 from 2007 to 2008. Additionally, only 2 students in the entire school scored at Level 0 on the 2008 Math tests.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06							86	
2006-07	5	77	3	10	55	33	186	
2007-08	5-6	139	2	5	68	27	195	

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

Rochester Prep students in at least their second year outscored the Rochester City School District by 43 percentage points (99% vs 56%) on the 2008 grade 6 Math exam.

**2007-08 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	99	61	56	2175
All	99	61	56	2175

Evaluation

Rochester Prep exceeded the measure of comparative District proficiency in Math during the 2007-2008 school year. Rochester Prep students in at least their second year outscored the Rochester City School District by 43 percentage points (99% vs 56%) on the 2008 grade 6 Math exam. Rochester Prep also outscored all 37 of the district schools that enroll sixth graders on the grade 6 Math assessment.

In addition, Rochester Prep exceeded the District’s performance among students who have not yet been enrolled at the school for two years. While the measure is not yet applicable, 5th grade students who are in their first year at Rochester Prep outscored the Rochester City School District by 11 percentage points (90% vs 59%) on the 2008 grade 5 Math exam. Rochester Prep also outscored 34 of the district’s 37 schools that enroll fifth graders on the grade 5 Math assessment, thus placing Rochester Prep in the top 90% of a ranking of district schools.

Additional Evidence

The tables below illustrate the high levels of Math performance for Rochester Prep students in their second year compared to the local District as a whole, as well as the three Rochester City School District schools closest in proximity to Rochester Prep. In all cases, Rochester Prep’s 6th grade students in at least their second year have vastly outperformed the local District cohorts.

Since this is the first year Rochester Prep has a grade level of students in at least their second year, there is only one year’s worth of applicable data.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6									99	56
All									99	56

**2007-08 Mathematics Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	TNRP Charter School		RCSD 16		RCSD 44		RCSD 29	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	99	61	51	53	68	28	38	42
All	99	61	51	53	93	40	38	42

In the long run, though, we believe that it's not just students in Rochester against whom our students will compete for seats in college. A comparison of our 6th grade Math results shows that Rochester Prep managed to outscore every single school district in Monroe County (most of them serving populations of significantly lower need), including such widely hailed suburban districts as Pittsford and Brighton. Several of these districts have poverty rates below 10% and are exactly the districts to which privileged families move to ensure effective educational options for their children.

Proficiency Rates - 2008 Grade 6 NYS Math - Monroe County					
District	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
True North Rochester Preparatory CS	1.6	0	57.1	41.3	98.4
Pittsford Central School District	0.4	3.7	38	57.9	95.9
Churchville-Chili Central School District	0.6	4.8	47.3	47.3	94.6
Honeoye Falls-Lima Central School District	0.6	5.1	62.9	31.5	94.4
Fairport Central School District	0.9	5.6	54.2	39.2	93.4
Brighton Central School District	0.8	6	55.8	37.4	93.2
Genesee Community Charter School	0	6.9	65.5	27.6	93.1
Penfield Central School District	2.6	4.6	52.6	40.3	92.9
West Irondequoit Central School District	1.1	7.1	49.6	42.2	91.8
Spencerport Central School District	1	8	57.2	33.8	91
Webster Central School District	3.1	6.6	53.1	37.3	90.4
Eugenio Maria De Hostos Charter School	2.4	7.3	48.8	41.5	90.3
Hilton Central School District	2	8.3	54	35.6	89.6
Wheatland-Chili Central School District	1.7	10	60	28.3	88.3
Brockport Central School District	1.9	11.1	61.6	25.4	87
Rush-Henrietta Central School District	4.5	8.9	52	34.6	86.6
Greece Central School District	2.7	13.9	54	29.4	83.4
East Irondequoit Central School District	4.3	13.7	64.5	17.5	82
East Rochester Union Free School District	2.8	15.5	57.7	23.9	81.6
Monroe County Average					80.7
Gates-Chili Central School District	4.1	17.2	63.8	14.9	78.7
Urban Choice Charter School	2.5	37.5	57.5	2.5	60
Rochester City School District	13.2	30.5	50.1	6.2	56.3

We also believe that the danger of proficiency is its insufficiency in the long run. Students need to score *advanced*, not just proficient, to enroll and succeed at top colleges. In fact, because Level 4 scores are so important, we ranked Rochester Prep compared to schools in Monroe County according to a College Prep Index, which calculates a score for each school or district by doubling the percent of students scoring at level 4 and adding to that the percent of students scoring at level 3- a more rigorous version of the state's Performance Index (PI). On the College Prep Index, Rochester Prep is outscored by only 2 of Monroe County's elite suburban districts (all of which serve privileged populations).

College Prep Performance Index - 2008 NYS GRADE 6 MATH - Monroe County

District	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient	College Prep Index (2x Level 4 + Level 3)
Pittsford Central School District	0.4	3.7	38.0	57.9	95.9	1.54
Churchville-Chili Central School District	0.6	4.8	47.3	47.3	94.6	1.42
True North Rochester Preparatory Charter School	1.6	0.0	57.1	41.3	98.4	1.40
West Irondequoit Central School District	1.1	7.1	49.6	42.2	91.8	1.34
Penfield Central School District	2.6	4.6	52.6	40.3	92.9	1.33
Fairport Central School District	0.9	5.6	54.2	39.2	93.4	1.33
Eugenio Maria De Hostos Charter School	2.4	7.3	48.8	41.5	90.3	1.32
Brighton Central School District	0.8	6.0	55.8	37.4	93.2	1.31
Webster Central School District	3.1	6.6	53.1	37.3	90.4	1.28
Honeoye Falls-Lima Central School District	0.6	5.1	62.9	31.5	94.4	1.26
Hilton Central School District	2.0	8.3	54.0	35.6	89.6	1.25
Spencerport Central School District	1.0	8.0	57.2	33.8	91.0	1.25
Rush-Henrietta Central School District	4.5	8.9	52.0	34.6	86.6	1.21
Genesee Community Charter School	0.0	6.9	65.5	27.6	93.1	1.21
Wheatland-Chili Central School District	1.7	10.0	60.0	28.3	88.3	1.17
Greece Central School District	2.7	13.9	54.0	29.4	83.4	1.13
Brockport Central School District	1.9	11.1	61.6	25.4	87.0	1.12
East Rochester Union Free School District	2.8	15.5	57.7	23.9	81.6	1.06
East Irondequoit Central School District	4.3	13.7	64.5	17.5	82.0	1.00
Gates-Chili Central School District	4.1	17.2	63.8	14.9	78.7	0.94
Urban Choice Charter School	2.5	37.5	57.5	2.5	60.0	0.63
Rochester City School District	13.2	30.5	50.1	6.2	56.3	0.63

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 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

2006-07 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3							
4							
5		77	87	66.7	20.4	1.13	
6							
7							
8							
All		67%	77	87	66.7	20.4	1.13

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

The currently available comparative performance effect size data for 2006-2007 is considerably out of date for Math. Rochester Prep met the comparative performance measure in 2006-2007 by exceeding the Effect Size of 0.3 on the grade 5 2007 NYS Math exam.

Based on our own preliminary analysis of similar 2008 Math data, Rochester Prep expects to dramatically exceed the Effect Size in Math by an even wider margin for both 5th and 6th grades.

Estimated Rochester Prep Effect Sizes 2008 State Assessments	
Test Battery	Effect Size
Grade 6 Math	2.01
Grade 5 Math	1.54
Due to lack of complete statewide data, Effect Sizes are calculated in comparison to all Rochester City School District Schools. Analyses available on request.	

Additional Evidence

Since 2006-2007 was the first year of Rochester Prep’s operation and the 2008 Effect Size information is not yet available, there is no official year to year comparison possible.

Goal 2: Growth Measure

Each year, 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 on the current year’s state mathematics exam. 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 proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. 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

Since Rochester Prep is in its second year of operation, there is only one grade level cohort to which this measure applies. Rochester Prep’s 6th grade cohort achieved their growth measure target for 2008 Math and therefore, the school met its overall performance target as well.

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
6	61	92	>92	99	YES
All	61	92	>92	99	YES

Evaluation

In 2007-2008, Rochester Prep’s 6th grade cohort exceeded its growth measure goal for Math. In fact, this cohort of students had already achieved the 75% proficiency goal in the 2006-2007 school year and therefore was required to show at least continued positive gains in 2007-2008. However, the 6th grade Rochester Prep cohort continued to make significant strides with a 7 percentage point leap in Math for 2007-2008. The cohort of 6th grade cohort of 61 students at Rochester Prep scored 92% proficient in 2006-2007 and jumped to 99% proficient in 2007-2008. This one year gain demonstrates not only significant cohort growth, but also a remarkable step forward that places Rochester Prep’s 6th grade cohort within 1 percentage point of 100% proficiency in only the school’s second year of operation.

Additional Evidence

Additional year-to-year cohort performance measures are not yet applicable to Rochester Prep since there is currently only one historical cohort.

**Cohort Performance on Mathematics 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
2006-07	NA	NA	NA
2007-08	6	1	1

Summary of the Mathematics Goal

True North Rochester Preparatory Charter School not only achieved, but exceeded by a significant degree every Math target measure outlined in the Accountability Plan.

Type	Measure	Outcome
Absolute	Each year, 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 examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective	Achieved

	(AMO) set forth in the state's NCLB accountability system.	
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	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved

SCIENCE

Goal 3: Science

Students will demonstrate mastery of skills and knowledge in Science.

Rochester Prep does not yet take the Grade 8 New York State Science Examination.

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate mastery of skills and knowledge in Social Studies.

Background

Rochester Prep's Social Studies curriculum takes a comprehensive instructional look at both United States history and global social science standards over the course of 5th and 6th grades. The Social Studies program will expand in scope and depth as the school grows into 7th grade in the coming school year. Rochester Prep has also begun utilizing diagnostic assessments as a means for ensuring key standards are covered as part of the Social Studies curriculum. The Social Studies program emphasizes elements of the writing curriculum through the course of instruction as well.

Goal 4: Absolute Measure

Each year, 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 social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2007. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires 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.

Results

Rochester Prep does not yet take the Grade 8 New York State Social Studies Examination. Since it enrolls students in 5th grade, results of the Grade 5 New York State Social Studies Examination, given just two months into their tenure at Rochester Prep, do not apply to this measure. However, we do wish to discuss their interim results here.

**2007-08 Social Studies Performance
by Grade Level and Years Attending the School**

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	87	76	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-

The 5th grade class at Rochester Prep was only two months into its first year at the school when the Social Studies exam was administered, so the stated measure is not yet applicable. However, despite the short window for instruction, a remarkable 87% of Rochester Prep 5th grade students scored at Levels 3 or 4. This means that the 5th grade class at Rochester Prep has already reached the stated absolute goal in their first year.

Evaluation

Results of the Grade 5 New York State Social Studies Examination, given just two months into their tenure at Rochester Prep, do not apply to this measure.

Additional Evidence

Results of the Grade 5 New York State Social Studies Examination, given just two months into their tenure at Rochester Prep, do not apply to this measure.

Goal 4: 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 social studies exam will be greater than that of all students in the same tested grades in the local school district.

Results of the Grade 5 New York State Social Studies Examination, given just two months into their tenure at Rochester Prep, do not apply to this measure.

Summary

Results of the Grade 5 New York State Social Studies Examination, given just two months into their tenure at Rochester Prep, do not apply to this measure.

NCLB

Goal 5: NCLB
 Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Goal 5: Absolute Measure
 Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Under the state’s NCLB accountability system, Rochester Prep was deemed to be in “Good Standing.”

Additional Evidence

Rochester Prep only been deemed to be in “Good Standing” under NCLB for every year it has been in operation.

NCLB Status by Year

Year	Status
2003-04	NA
2004-05	NA
2005-06	NA
2006-07	Good Standing
2007-08	Good Standing