

**True North Rochester Preparatory
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2013

By Brian Marciano, Director of Operations, Elementary School
and Marya Murray-Diaz, Director of Operations, Middle School

630 Brooks Ave. Rochester, NY 14619
899 Jay St. Rochester, NY 14611

Brian Marciano, Director of Operations at the elementary school, and Marya Murray-Diaz, Director of Operations at the middle school, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Geoffrey Rosenberger	Chair
James Gleason	Trustee
Jean Howard	Trustee
Jim Ryan	Trustee
Jane Glazer	Trustee
Ronald Zarella	Trustee
Rebecca Sumner	Trustee
Doug Lemov	Trustee
Joshua Phillips	Trustee

David McBride has served as the Principal of the Middle School since 2009 and Jaimie Brillante has served as the Principal of the Elementary School since 2012.

INTRODUCTION

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

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

School Enrollment by Grade Level and School Year

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd and 5th through 8th grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	80	0	0	0	80
4					
5	95	0	0	0	95
6	96	0	0	0	96
7	67	0	0	0	67
8	57	0	0	0	59
All	395	0	0	0	395

Results

397 of the Rochester Prep students enrolled in April 2013 took the New York State ELA assessment as scheduled. Twenty-five percent of Rochester Prep 3rd grade students reached proficiency on the 2013 NYS ELA exam. The vast majority of the 5th grade class at Rochester Prep is in its first year at the school, and the 8 students who repeated 5th grade did not reach proficiency.

Eight percent of Rochester Prep 6th grade students in at least their second year at the school reached proficiency on the 2013 NYS ELA exam. Fifteen percent of Rochester Prep 7th graders in at least their second year at the school reached proficiency on the 2013 NYS ELA exam. Students in the 8th grade posted a proficiency rate of 23% on the 2013 NYS ELA exam.

Overall, 17% of Rochester Prep students in at least their second year reached proficiency levels on the NYS ELA exam.

**Performance on 2012-13 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	23%	80	25%	72
4				
5	4%	95	0%	8
6	10%	96	8%	74
7	15%	67	15%	65
8	23%	57	23%	57
All	14%	395	17%	276

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

Evaluation

Rochester Prep fell short of meeting the first Absolute measure of its accountability plan. The school had 17% of students scoring proficient or advanced, or 58 percentage points below the stated goal. Each individual grade fell below the 75% measure, with the difference ranging from 71 percentage points for 5th graders in their 2nd year, to 52 percentage points for Rochester Prep’s 8th grade.

Before and during the 2012-13 school year, Rochester Prep made improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Rochester Prep also made changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Rochester Prep’s instructional leaders feel that these changes improved upon an already strong program and led to increased student learning in Reading and Writing. In 2012-13, test scores decreased dramatically for every school in the state. Like all other schools in the state and the region, Rochester Prep saw a dramatic decline in its test scores. Because of the improvements made in Rochester Prep’s curriculum and assessment program, Rochester Prep does not feel that the decline in scores reflects a deficiency in the Rochester Prep program. Rather, the decrease is reflective of a significant change in the New York State Test.

While we believe that the Rochester Prep ELA program improved in 2012-13, school leaders acknowledge that there is much work to be done in the area of ELA performance. As described at the end of this section, Rochester Prep will undertake important changes in the 2013-14 school year, which school leaders expect to lead to increased ELA performance. In addition, Rochester Prep will continue its already effective ELA program, and will continue to hone those where there is room for growth. 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.

Additional Evidence

English Language Arts Performance by Grade Level and School Year

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

As displayed in the chart above, Rochester Prep students have performed well in ELA in past years. Rochester Prep has met its first Absolute Accountability Plan measure in ELA in the past two years.

Because the 2012-13 New York State ELA exam differed drastically from the ELA exams given in years past, it is difficult to draw comparisons between the 2012-13 test and its predecessors.

Goal 1: Absolute Measure

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

Method

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

Results

A table displaying the calculation of Rochester Prep’s Performance Level Index for the 2012-13 school year appears below. However, the State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program. Rochester Prep cannot report results in this section of the Accountability Plan Progress Report.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
395	41	46	12	2

$$\begin{array}{rcccccc}
 \text{PI} & = & 46 & + & 12 & + & 2 & = & 60 \\
 & & & & 12 & + & 2 & = & \underline{14} \\
 & & & & & & \text{PLI} & = & 74
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

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

Goal 1: Comparative Measure

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

Method

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

Results

Rochester Prep students in at least their second year outscored the Rochester City School District's aggregate performance by 8 percentage points (14% vs 6%) on the 2013 grade 3, 5, 6, 7, and 8 ELA exams.

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	25%	72	6%	2221
4				
5	0%	8	5%	2118
6	8%	74	6%	2138
7	15%	65	6%	1997
8	23%	57	6%	2053
All	14%	204	6%	10527

Evaluation

Rochester Prep exceeded the measure of comparative district proficiency in ELA during the 2012-2013 school year in every grade except for one. Rochester Prep 5th graders in at least their second year fell short of surpassing the district. While we are disappointed in the performance of our 8 students who repeated 5th grade, we do not believe this number is statistically significant. In all other grade levels the Rochester Prep students outperformed the Rochester City School District. Students in at least their second year outscored the District by 8 percentage points (14% vs 6%) overall. Rochester Prep outperformed the District by 19 percentage points (25% vs 6%) on the grade 3 ELA exam, by 2 percentage points (8% vs 6%) on the 2012 grade 6 ELA exam, by 9 percentage points (15% vs 6%) on the grade 7 ELA exam, and by 17 percentage points (23% vs. 6%) on the grade 8 ELA exam.

Additional Evidence

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

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

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

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

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

**2012-13 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 16		School 44		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	25%	72	5%	42	5%	40	7%	59
4								
5	0%	8	2%	41	2%	42	6%	64
6	8%	74	2%	46	2%	57	2%	67
7	15%	65	2%	53	2%	57	5%	96
8	23%	57	0%	52	0%	47	5%	100
All	17%	276	2%	234	2%	243	5%	386

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

The Effect Size demonstrates that the school's overall comparative performance is higher than expected to a small degree.

2011-12 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	63.8%					
4						
5		95	44.2	48.8	-4.6	-0.31
6		88	47.7	43.6	4.1	0.27
7		65	63.1	39.8	23.3	1.40
8	44	38.6	37.8	0.8	0.05	
All	63.8%	292	48.6	43.6	5.0	0.30

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

Evaluation

The currently available comparative performance Effect Size data for 2011-2012 show that Rochester Prep met the comparative performance measure in 2011-2012, meeting the goal of an Effect Size of 0.3. Rochester Prep students scored higher than expected to a small degree, on the aggregate, and had positive Effect Sizes in 3 out of the 4 grade levels studied.

Additional Evidence

The 2011-2012 school year was the sixth year of Rochester Prep's operation. It was the fifth time we can make an official year to year comparison between the Effect Sizes.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-8	60%	254	64.6	41.0	1.39
2010-11	5-8	70%	275	49.1	37.1	0.75
2011-12	5-8	64%	292	48.6	43.6	0.30

The Effect Size has dropped by 0.45 (0.75 to 0.30) from 2010-2011 to 2011-2012.

Goal 1: Growth Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results

Because the State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year, Rochester Prep cannot report on its performance on this measure.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain 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 made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2011-12 and 2012-13. It includes students who repeated the grade. In addition, the school examines the the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Students in grades Kindergarten through 2nd grade took the Terra Nova Comprehensive Exam in ELA in the fall of 2012 and the spring of 2013. Although this exam cannot be compared with the Rochester City School District, it's a national norm-referenced exam. The table below shows the growth in Terra Nova scores over the course of the school year.

Results

Cohort Growth on Cohort Growth on Terra NovaTest from Spring 2012 to Spring 2013

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2011-12	Target	2012-13	
K	92	96%	96%	82%	No
1	86	89%	89%	76%	No
2	89	95%	95%	74%	No
All	247	93%	93%	77%	No

Evaluation

Rochester Prep administered a different version of the Terra Nova test for the first time in the spring of 2013. This new version was more rigorous than the one we administered in the past. As a result, comparisons with previous administrations of the Terra Nova Test are not valid. Rochester Prep reports the results of the spring 2012 and 2013 assessments above.

Summary of the English Language Arts Goal

Rochester Prep fell short of the applicable absolute measure in the Accountability Plan Progress Report. Seventy-five percent of all tested students enrolled in at least their second year would perform at proficiency on the New York State English Language Arts exam.

However, Rochester Prep achieved all three of the comparative goals outlined in the Accountability Plan Progress Report. First, for every grade level but one, Rochester Prep students outperformed their Rochester City School District counterparts, and outperformed the RCSD on the aggregate as well. Second, the students of Rochester Prep met the predicted Effect Size, performing higher than expected to a small degree, in the 2011-2012 school year. Third, Rochester Prep students in at least their second year reached higher proficiency levels than similar students in local K-8 schools in the Rochester City School District in all grade levels but one, and outperformed these schools on the aggregate as well.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved in grades 3, 6, 7, 8. Did not achieve in grade 5 (8 students)
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Growth	Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

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

Common Core

First, beginning in the 2013-14 school year, Rochester Prep will implement a curriculum that is fully aligned with the Common Core Learning Standards. In addition, Rochester Prep will partner with the other Uncommon schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Rochester Prep expects that these changes will positively affect students' performance on the New York State exam. In addition, Rochester Prep plans to continue and further refine its effective strategies for teaching reading and writing.

Remediation

Second, in grades 7 and 8, there are now targeted tutoring groups daily for all students who did not reach proficiency on the previous year's NYS ELA exam or the internal Interim Assessments. All teachers will participate in this tutoring daily.

Observation & Feedback

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

Expansion

Part of Rochester Prep's action plan is to create a strong K-12 program for our students. As is demonstrated from the NYS ELA results, the Rochester Prep students who are with us earlier achieve proficiency faster than students who come to us in 5th grade. Our 3rd graders achieved 25 percent proficiency after only two years at our school, whereas our 8th graders achieved 23% proficiency after 4 years in our school. As the elementary students rise into the middle school, Rochester Prep expects to continue to see compounded growth in proportion to the number of years in our schools.

MATHEMATICS

Goal 1: Mathematics

Students will achieve mastery of skills in Mathematics.

Background

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

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd and 5th through 8th grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	80	0	0	0	80
4					
5	94	0	0	1	95
6	96	0	0	0	96
7	67	0	0	0	67
8	57	0	0	0	59
All	394	0	0	1	395

Results

Three-hundred ninety-four enrolled students at Rochester Prep took the New York State Math assessment as scheduled in April of 2013.

Rochester Prep did not meet the absolute measure of 75 percent of all students in at least their second year performing at proficiency on the NYS Mathematics exam. In the 3rd grade, 12 percent of students reached proficiency. No 5th grade student, among the 8 returning, reached proficiency. In the 6th grade, 18 percent reached proficiency; in the 7th grade, the number was 14 percent, and in the 8th grade 32% reached proficiency on the NYS Math exam in 2013.

On the aggregate, 17 percent of Rochester Prep students scored a 3 or 4 on the New York State Mathematics exam in 2013.

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	16%	80	12%	77
4				
5	5%	94	0%	8
6	19%	96	18%	74
7	13%	67	14%	65
8	32%	57	32%	57
All	16%	394	17%	281

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.

Evaluation

Rochester Prep did not meet the absolute measure of 75% proficient on the NYS Math exam in 2013. All grade levels fell short of this absolute measure.

In the 3rd grade, students in at least their second year fell short of the goal by 63 percentage points (12%). At the 5th grade level, no student among the 8 returning students achieved a proficient score on the NYS Math exam. In the 6th grade, students fell short by 57 percentage points; in the 7th grade, Rochester Prep fell short by 61 percentage points; and in 8th grade, students fell short by 43 percentage points.

Overall, there is an upward trajectory in the performance levels as students spend more time at our schools. The slight dip in performance in 7th grade can be attributed to a new Math teacher at that grade level. On the aggregate, 17 percent of students in all 5 grade levels reached proficiency levels on the NYS Math exam, falling short of the goal of 75 percent by 58 percentage points.

Additional Evidence

Mathematics Performance by Grade Level and School Year

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

As displayed in the chart above, Rochester Prep students have performed well in mathematics in past years. Rochester Prep has met its first Absolute Accountability Plan measure in mathematics in every year except for the current one. In 2012-13, Rochester Prep fell short of meeting its first Absolute Accountability Plan measure in Math.

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

Goal 1: Absolute Measure

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

Method

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

Results

A table displaying the calculation of Rochester Prep’s Performance Level Index for the 2012-13 school year appears below. However, the State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program. Rochester Prep cannot report results in this section of the Accountability Plan Progress Report.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	36	48	14	2

$$\begin{array}{rcccccccl}
 \text{PI} & = & 48 & + & 14 & + & 2 & = & 64 \\
 & & & & 14 & + & 2 & = & \underline{16} \\
 & & & & & & \text{PLI} & = & 80
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Goal 1: Comparative Measure

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

Method

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

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

Results

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

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	12%	77	6%	2246
4				
5	0%	8	6%	2148
6	18%	74	5%	2174
7	14%	65	4%	2033
8	32%	57	4%	2074
All	17%	281	5%	10675

Evaluation

Rochester Prep’s aggregate proficiency, for students tested and in at least their second year, was 17% on the New York State Mathematics exam in 2013. The comparative aggregate performance of the Rochester City School District was 5%. Thus, Rochester Prep outperformed the district by 12 percentage points. In every grade but one, Rochester Prep students outperformed district students in terms of proficiency.

In the 3rd grade, Rochester Prep students exceeded district performance by 6 percentage points (12% vs. 6%). In the 5th grade, Rochester Prep students fell short of the district’s performance by 6 percentage points (0% vs. 6%). We do not believe 8 students is statistically significant. In the 6th grade, Rochester Prep students outperformed the district by 13 percentage points (18% vs. 5%); in the 7th grade, by 10 percentage points (14% vs. 4%); and in 8th grade by 28 percentage points (32% vs. 4%).

Additional Evidence

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

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

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

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

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

**2012-13 Math Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 16		School 44		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	12%	77	0%	42	2%	41	3%	62
4								
5	0%	8	2%	41	2%	42	8%	64
6	18%	74	0%	46	3%	58	0%	68
7	14%	65	0%	52	3%	58	2%	96
8	32%	57	0%	52	2%	48	3%	101
All	17%	281	0%	233	3%	247	3%	391

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

In the 2011-12 school year, the Comparative Performance Analysis showed that Rochester Prep performed "Higher than expected to a large degree." Rochester Prep's overall effect size was 1.02, far exceeding the required 0.3 effect size. Rochester Prep exceeded the 0.3 effect size in all grades except 5th grade.

2011-12 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						
4						
5		94	57.5	59.9	-2.4	-0.13
6		87	89.7	54.9	34.8	1.69
7		65	81.5	53.2	28.3	1.35
8		44	86.4	50.2	36.2	1.67
All	63.8%	290	76.9	55.4	21.5	1.02

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

Evaluation

The currently available comparative performance Effect Size data for 2011-2012 show that Rochester Prep met the comparative performance measure in 2011-2012 in Mathematics, exceeding the goal of an Effect Size of 0.3 by 0.72 (1.02 vs. 0.3). Rochester Prep students scored higher than expected to a large degree, on the aggregate, and had positive Effect Sizes in 3 out of the 4 grade levels studied.

Additional Evidence

Over the past three years, the Effect Size has been similar, demonstrating a higher than expected comparative performance to a large degree in each of the past three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-8	60.4	254	76.0	51.5	1.12
2010-11	5-8	65.5	190	75.7	50.5	1.26
2011-12	5-8	64%	290	76.9	55.4	1.02

Goal 1: Growth Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results

Because the State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year, Rochester Prep cannot report on this measure.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-2) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2011-12 and 2012-13. It includes students who repeated the grade. In addition, the school examines the the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Students in grades Kindergarten through second grade 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 Rochester 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.

Cohort Growth on Cohort Growth on Terra Nova Test from Spring 2012 to Spring 2013

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2011-12	Target	2012-13	
K	92	99%	99%	98%	YES
1	86	100%	100%	91%	No
2	89	96%	96%	90%	No
All	247	98%	98%	93%	No

Evaluation

Rochester Prep administered a different version of the Terra Nova test for the first time in the spring of 2013. This new version was more rigorous than the one we have administered in the past. As a result, comparisons with previous administrations of the Terra Nova Test are not valid.

Mathematics – Regents Integrated Algebra

Goal 1: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

Results

Rochester Prep's 8th graders exceeded the percent of 9th grade students passing the Regents Integrated Algebra exam in the Local School District by 31 percentage points.

Mathematics Regents Passing Rate with a Score of 65 of Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District ⁴	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	59%	56	28%*	220

*2012-2013 scores are unavailable for District Students. In the above table scores from 2011-2012 were used.

Summary of the Mathematics Goal

Rochester Prep fell short of the applicable absolute measure and growth measure in the Accountability Plan Progress Report. The school fell short, on an aggregate, by 58 percentage points from the absolute goal of 75% achieving proficiency on the 2012-2013 Mathematics exams.

However, Rochester Prep achieved all four of the comparative goals outlined in the Accountability Plan Progress Report. First, for every grade level but one, Rochester Prep students outperformed their Rochester City School District counterparts, and outperformed the RCSD on the aggregate as well. Second, the students of Rochester Prep exceeded the predicted Effect Size, performing higher than expected to a large degree in the 2011-2012 school year. Third, Rochester Prep students in at least their second year reached higher proficiency levels than similar students in local K-8 schools in the Rochester City School District in all grade levels but one, and outperformed these schools on the aggregate as well. Fourth, Rochester Prep 8th graders outperformed the local school district on the Regents Integrated Algebra exam.

⁴ District results for the 2009 cohort are not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved in grades 3,6, 7, 8. Did not achieve in grade 5 (8 students)
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Growth	Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-2) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Achieved

Action Plan

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

Common Core

First, beginning in the 2013-14 school year, Rochester Prep will implement a curriculum that is fully aligned with the Common Core Learning Standards. In addition, Rochester Prep will partner with the other Uncommon schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Rochester Prep expects that these changes will positively affect students' performance on the New York State exam. In addition, Rochester Prep plans to continue and further refine its effective strategies for teaching mathematics.

Remediation

Second, in grades 7 and 8, there is now targeted tutoring groups daily for all students who did not reach proficiency on the previous year's NYS Math exam or the internal Interim Assessments. All teachers will participate in this tutoring daily.

Observation & Feedback

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

Expansion

Part of Rochester Prep's action plan is to create a strong K-12 program for our students. As is demonstrated from the NYS Math results, the Rochester Prep students who are with us earlier achieve proficiency faster than students who come to us in 5th grade. Our 3rd graders achieved 16 percent proficiency after only two years at our school. As the elementary students rise into the middle school, Rochester Prep expects to continue to see compounded growth in proportion to the number of years in our schools.

SCIENCE

Goal 3: Science

Students will demonstrate mastery of skills and knowledge in Science.

Background

Rochester Prep's Science curriculum takes a comprehensive instructional look at Science standards over the course of four grades, 5 through 8. The Science program has expanded in scope and depth as the school has grown over the past seven years.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In the 2012-13 school year, 80% of Rochester Prep students performed at or above proficiency on the 8th grade Science test. Every student in Rochester Prep's 8th grade class had been enrolled in the school for 2 or more years. Rochester Prep exceeded the requirement that 75% of students enrolled in their second year achieve proficiency in Science.

Charter School Performance on 2012-13 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	80	55	28*	508*

*2012-2013 scores are unavailable for District Students. In the above table scores from 2011-2012 were used.

Evaluation

The students surpassed the 75% absolute measure by 5 percentage points (80% vs. 75%). The results demonstrate the effects of a strong Science program over four years at Rochester Prep.

Additional Evidence

There was a 13% drop from this year’s proficiency rate from the 2011-2012 school year. Overall, the grade surpassed the absolute measure.

Science Performance by Grade Level and School Year

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

Goal 3: Comparative Measure

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

Method

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

Results

Although 2012-2013 district data is unavailable, we have used the 2011-2012 district data as a point of comparison for this comparative measure. Using this data, Rochester Prep students outperformed the district by 52 percentage points, exceeding the comparative measure.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	80	55	28*	508*

*2012-2013 scores are unavailable for District Students. In the above table scores from 2011-2012 were used.

Evaluation

Eighty percent of 8th grade students taking the 8th grade NYS Science exam passed the exam with a 3 or 4, outperforming the district by 52 percentage points, and exceeding the comparative measure.

Additional Evidence

Rochester Prep outperformed the district in each of the past 3 years. In 2010-2011, Rochester Prep 8th graders outperformed the district by 67 percentage points, in 2011-2012 by 65 percentage points, and in 2012-2013 by 52 percentage points.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	98	31	93	28	80	28*
All	98	31	93	28	80	28*

*2012-2013 scores are unavailable for the District Students. Used 2011-2012 scores here.

Summary of the Science Goal

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

We will continue sharing best practices with other high-performing Science programs across the state, share curriculum and scopes and sequences across the Uncommon schools and Rochester and Troy regions, and continue to develop Rochester Prep Science teachers by giving them targeted professional development and ensure their participation in Science conferences.

NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

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

Method

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

Results

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

Evaluation

This goal has been achieved each of the past 6 reporting years.

Additional Evidence

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

NCLB Status by Year

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