

# Accountability Plan Progress Reports for the 2008-09 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 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> 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**

**2008-09  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Dan Deckman prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Susan Adsit	Development committee chair
James Gleason	Chairman
Jean Howard	Development committee
Bob Howitt	Finance committee
Joseph Klein	Treasurer, Finance committee co-chair
Doug Lemov	Secretary
Geoffrey Rosenberger	Finance committee co-chair

**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
2004-05														
2005-06														
2006-07						73								73
2007-08						77	63							140
2008-09						82	79	50						211

## 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 7th grade in January 2009. 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.

**2008-09 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	83	0	0	0	83
6	80	0	0	0	80
7	51	0	0	0	51
8					
All	214	0	0	0	214

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

**Results**

All 214 Rochester Prep students enrolled in January 2009 took the New York State ELA assessment as scheduled. No students were exempted.

The 5<sup>th</sup> 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. 88% of Rochester Prep 5<sup>th</sup> grade students scored proficient on the 2009 NYS ELA exam. The 5<sup>th</sup> grade class at Rochester Prep has already reached the stated absolute goal of 75% proficiency in their first year.

Students in the 6<sup>th</sup> grade at Rochester Prep were returning for their second year at the school, and therefore are eligible for measurement in accordance with the stated measure. Ninety-four percent of all Rochester Prep 6<sup>th</sup> grade students and 95% of 6<sup>th</sup> grade students in at least their second year scored proficient on the 2009 NYS ELA exam. Rochester Prep’s 6<sup>th</sup> grade class exceeded the absolute goal for ELA in 2009 and showed exceptional gains from 2008.

Students in the 7<sup>th</sup> grade were returning for their third year at Rochester Prep as the founding cohort of students. They posted scores of 100% proficiency on the 2009 NYS ELA exam, surpassing the absolute goals for ELA.

**Charter School Performance on 2008-09 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	12	78.3	9.6	87.9	83
	Students in At Least 2 <sup>nd</sup> Year	0	0	0	0	0	0
6	All Students	0	6.3	92.5	1.3	93.8	80
	Students in At Least 2 <sup>nd</sup> Year	0	5.5	93.2	1.4	94.6	73
7	All Students	0	0	80.4	19.6	100	51
	Students in At Least 2 <sup>nd</sup> Year	0	0	80.4	19.6	100	51
All	All Students	0	7	84.1	8.9	93	214
	Students in At Least 2 <sup>nd</sup> Year	0	3.2	87.9	8.9	96.8	124

**Evaluation**

Rochester Prep exceeded all measures in the performance of its ELA program in 2009.

At the 5<sup>th</sup> grade level, with the 2009 ELA assessment given just four months after their arrival at Rochester Prep, 88% of students scored proficient on the state ELA test. Just 64% of Rochester City School District students were proficient on the same (grade 5) test. This marks not only a significant gap between Rochester Prep 5<sup>th</sup> graders and the host district, but also a large jump in performance levels for students in their first year of 5<sup>th</sup> grade at Rochester Prep. While the absolute measure is not yet applicable for Rochester Prep’s 5<sup>th</sup> 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 5<sup>th</sup> grade student scored at Level 1 on the 2009 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 minimal number of Level 1 scores. By this measure, Rochester Prep's excellent progress is visible.

Rochester Prep's 6<sup>th</sup> grade students in their second year at the school outperformed the absolute performance measure with 95% scoring proficient. Seventy percent (70%) 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 2008 ELA exam, where the same cohort of students scored 77% proficient on the 5<sup>th</sup> grade exam, but also a healthy outscoring of the stated absolute performance measure by 18 percentage points. In addition, out of all 6<sup>th</sup> grade students in their second year at Rochester Prep, no student scored a Level 1, and only 4 students scored a Level 2. This is a leap from 22 students scoring a Level 2 the previous year. In addition, a large number of students who scored at Level 2 in 2008 moved to Level 3 in 2009. Both data points indicate continued growth in ELA even beyond the fulfillment of absolute measure goals for Rochester Prep.

The founding class of Rochester Prep students was 100% proficient in the 2009 Grade 7 ELA test, outperforming the absolute performance measure by 25 percentage points. Not a single student received a Level 1 or Level 2. These results placed True North Rochester Prep as the top-performing public school in Monroe County on the English Language Arts exam in 2009. This is in comparison to the Rochester City School District whose seventh graders scored only 53% proficient. In addition, 20% of Rochester Prep's seventh graders scored a Level 4, placing Rochester Prep third in advanced performance among all Monroe County school districts.

While Rochester Prep exceeded all measures in the performance of its ELA program in 2009, we still believe there is much work to do before our students are fully prepared for college. We believe our intentional approach to vocabulary and fluency coupled with the school's commitment to 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**

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 6.7 percentage points higher for students in their second year compared with those in their first year at the school, and 12.2 percentage points higher for those in their third year compared with those 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.

**2008-09 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	88	83						
6	85.7	7	94.5	73				
7					100	51		
All	87.8	90	94.5	73	100	51		

**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									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6							85	62	94.5	73
7									100	51
All							85	62	96.8	124

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 5<sup>th</sup> grade students. A same-student cohort of Rochester Prep students gained 12.7 NCE in Reading and 16.4 NCE in Language, respectively. These are outstanding value-added gains by any standard and suggest that 1) the strong results in Rochester Prep’s third 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 2008-09 is 144. 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 2008-09 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-7	0	7	84	9	214

$$\begin{aligned}
 \text{PI} &= 7 + 84 + 9 = 99 \\
 &+ 84 + 9 = 93 \\
 \text{PI} &= \mathbf{192}
 \end{aligned}$$

**Evaluation**

Rochester Prep’s AMO target for ELA in 2008-2009 was 144. It achieved an ELA PI score of 192 in 2009, exceeding the goal by 48 points.

**Additional Evidence**

Rochester Prep’s PI for ELA in the 2008-2009 academic year was 192 compared to 180 for the 2007-2008 school year and 160 for the 2006-2007 school year. This 12 point increase from the prior year and 32 point increase from 2 years ago 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 an 11 percentage point drop in students scoring at Level 2, a 4 percentage point increase in students scoring at Level 3, and an 8 percentage point increase in students scoring at Level 4. Additionally, not one student in the entire school scored at Level 1 on the 2009 ELA tests.

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

Year	Grades <sup>2</sup>	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	
2008-09	5-7	214	0	7	84	9	192	

**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

<sup>2</sup> 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.

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 35 percentage points (97% vs 62%) on the 2008 grade 6 and 7 ELA exams.

**2008-09 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	94.5	73	69.7	2228
7	100	51	53.1	2135
All	<b>96.8</b>	124	<b>61.6</b>	4363

**Evaluation**

Rochester Prep exceeded the measure of comparative District proficiency in ELA during the 2008-2009 school year. Rochester Prep students in at least their second year outscored the Rochester City School District by 35 percentage points (97% vs 62%) overall. Rochester Prep outperformed the District by 25 percentage points (95% vs 70%) on the grade 6 ELA exam and by 47 percentage points (100% vs 53%) on the 2009 grade 7 ELA exam.

Rochester Prep’s sixth graders in their second year outscored 34 of the district 38 schools that enroll sixth graders on the grade 6 ELA assessment. On the grade 7 ELA exam, Rochester Prep’s seventh graders outscored all 15 of the district’s 15 schools that enroll seventh graders, thus placing Rochester Prep in the top 7% of the district’s schools serving 6<sup>th</sup> graders and in the top 1% of the district’s public schools serving 7<sup>th</sup> graders.

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 5<sup>th</sup> grade students at the school outscored the Rochester City School District by 24 percentage points (88% vs 64%) on the 2009 grade 5 ELA exam. The seven first year sixth graders also outperformed the district by 16 percentage points (86% vs. 70%) on the 2009 grade 6 ELA exam.

**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 students in at least their second year outperformed the local District cohorts.

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

Grade	Percent of Rochester Prep Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2004-2005		2005-06		2006-07		2007-08		2008-09	
	Rochester Prep	Local District	Rochester Prep	Local District	Rochester Prep	Local District	Rochester Prep	Local District	Rochester Prep	Local District
6							85	56	94.5	69.7
7									100	53.1
All							85	56	96.8	61.6

**2008-09 English Language Arts Performance of  
Charter School and Comparison Schools, Sixth Grade**

Grade	Percent of Rochester Prep Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient							
	TNRP Charter School		RCSD 16		RCSD 44		RCSD 29	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	94.5	73	72.1	61	69.6	46	46.3	54
All	<b>94.5</b>	73	72.1	61	69.6	46	46.3	54

**2008-09 English Language Arts Performance of  
Charter School and Comparison Schools, Seventh Grade**

Grade	Percent of Rochester Prep Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient							
	TNRP Charter School		Joseph C Wilson Magnet Foundation Academy		School 3 Nathaniel Rochester		Thomas Jefferson High School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	100	51	67.4	285	50.7	75	31.9	138
All	100	51	67.4	285	50.7	75	31.9	138

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 6<sup>th</sup> 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, Churchville-Chili, and Fairport. Our 7<sup>th</sup> grade results show that Rochester Prep outscored even the historically top-ranked suburban districts in Monroe County – Pittsford, Brighton and Penfield. 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.

<b>Proficiency Rates - 2009 Grade 6 NYS ELA - Monroe County</b>					
<b>District</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>	<b>% Proficient</b>
Brighton Central School District	0	1.4	80.7	17.9	98.6
Pittsford Central School District	0	3.6	76.1	20.3	96.4
Honeoye Falls-Lima Central School District	0	4.8	83.3	11.8	95.1
West Irondequoit Central School District	0	5	72.5	22.5	95
Wheatland-Chili Central School District	0	5.5	85.5	9.1	94.6
Penfield Central School District	0	5.8	77.7	16.5	94.2
<b>True North Rochester Preparatory CS</b>	<b>0</b>	<b>6.3</b>	<b>92.5</b>	<b>1.3</b>	<b>93.8</b>
Fairport Central School District	0	7.9	78.4	13.7	92.1
Webster Central School District	0	8.2	80.9	10.9	91.8
Brockport Central School District	0	8.7	80.3	11	91.3
Churchville-Chili Central School District	0	9.5	86	4.4	90.4
Hilton Central School District	0	10.2	77.6	12.2	89.8
Spencerport Central School District	0	10.8	76.1	13.1	89.2
Eugenio Maria De Hostos Charter School	0	14.3	83.3	2.4	85.7
Rush-Henrietta Central School District	0.2	14.1	78.2	7.5	85.7
Greece Central School District	0	14.4	78.1	7.5	85.6
<b>Monroe County Average</b>					<b>84.6</b>
Gates-Chili Central School District	0	16.1	77	6.8	83.8
Genesee Community Charter School	0	16.7	79.2	4.2	83.4
East Rochester Union Free School District	0	18.8	79.7	1.4	81.1
East Irondequoit Central School District	0	20.6	71.8	7.6	79.4
<b>Rochester City School District</b>	<b>0.2</b>	<b>30.2</b>	<b>67.9</b>	<b>1.8</b>	<b>69.7</b>
Urban Choice Charter School	0	36.7	59.2	4.1	63.3

Proficiency Rates - 2009 Grade 7 NYS ELA - Monroe County					
District	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
<b>True North Rochester Preparatory CS</b>	<b>0</b>	<b>0</b>	<b>80.4</b>	<b>19.6</b>	<b>100</b>
Pittsford Central School District	0	2.2	72.5	25.4	97.9
Brighton Central School District	0	3.7	72.5	23.8	96.3
Penfield Central School District	0	4.2	77.7	18.1	95.8
Honeoye Falls-Lima Central School District	0	4.5	82.5	13	95.5
Fairport Central School District	0	6	82.3	11.7	94
Webster Central School District	0	6	79.7	14.3	94
Spencerport Central School District	0	6.9	86.2	6.9	93.1
West Irondequoit Central School District	0	7	76.3	16.7	93
Churchville-Chili Central School District	0	7.3	80.2	12.5	92.7
Hilton Central School District	0.3	8.2	85.6	5.9	91.5
East Rochester Union Free School District	0	9.5	83.3	7.1	90.4
Wheatland-Chili Central School District	0	10.3	72.4	17.2	89.6
East Irondequoit Central School District	0.4	10.9	83	5.7	88.7
Greece Central School District	0.2	12.5	82.8	4.5	87.3
Rush-Henrietta Central School District	0.2	12.6	80.3	6.9	87.2
Gates-Chili Central School District	0	13.2	82.5	4.4	86.9
Brockport Central School District	0.6	12.9	82.7	3.8	86.5
<b>Monroe County Average</b>					<b>81.6</b>
Urban Choice Charter School	0	36.1	61.1	2.8	63.9
Rochester Academy Charter	3.4	34.5	62.1	0	62.1
<b>Rochester City School District</b>	<b>1.5</b>	<b>45.4</b>	<b>52.3</b>	<b>0.8</b>	<b>53.1</b>

We also believe that proficiency is not an indicator of college preparedness, but that advanced proficiency is. 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 for the sixth graders, Rochester Prep outscores 10 of Monroe County's school districts.

<b>College Prep Performance Index - 2009 NYS GRADE 6 ELA - Monroe County</b>						
<b>District</b>	<b>% L 1</b>	<b>% L 2</b>	<b>% L 3</b>	<b>% L 4</b>	<b>% Proficient</b>	<b>College Prep Index (2x Level 4 + Level 3)</b>
West Irondequoit Central School District	0	5	72.5	22.5	95	<b>1.18</b>
Pittsford Central School District	0	3.6	76.1	20.3	96.4	<b>1.17</b>
Brighton Central School District	0	1.4	80.7	17.9	98.6	<b>1.17</b>
Penfield Central School District	0	5.8	77.7	16.5	94.2	<b>1.11</b>
Honeoye Falls-Lima Central School District	0	4.8	83.3	11.8	95.1	<b>1.07</b>
Fairport Central School District	0	7.9	78.4	13.7	92.1	<b>1.06</b>
Wheatland-Chili Central School District	0	5.5	85.5	9.1	94.6	<b>1.04</b>
Webster Central School District	0	8.2	80.9	10.9	91.8	<b>1.03</b>
Brockport Central School District	0	8.7	80.3	11	91.3	<b>1.02</b>
Spencerport Central School District	0	10.8	76.1	13.1	89.2	<b>1.02</b>
Hilton Central School District	0	10.2	77.6	12.2	89.8	<b>1.02</b>
<b>True North Rochester Preparatory CS</b>	<b>0</b>	<b>6.3</b>	<b>92.5</b>	<b>1.3</b>	<b>93.8</b>	<b>0.95</b>
Churchville-Chili Central School District	0	9.5	86	4.4	90.4	<b>0.95</b>
Rush-Henrietta Central School District	0.2	14.1	78.2	7.5	85.7	<b>0.93</b>
Greece Central School District	0	14.4	78.1	7.5	85.6	<b>0.93</b>
Gates-Chili Central School District	0	16.1	77	6.8	83.8	<b>0.91</b>
Eugenio Maria De Hostos Charter School	0	14.3	83.3	2.4	85.7	<b>0.88</b>
Genesee Community Charter School	0	16.7	79.2	4.2	83.4	<b>0.88</b>
East Irondequoit Central School District	0	20.6	71.8	7.6	79.4	<b>0.87</b>
East Rochester Union Free School District	0	18.8	79.7	1.4	81.1	<b>0.83</b>
<b>Rochester City School District</b>	<b>0.2</b>	<b>30.2</b>	<b>67.9</b>	<b>1.8</b>	<b>69.7</b>	<b>0.72</b>
Urban Choice Charter School	0	36.7	59.2	4.1	63.3	<b>0.67</b>

In addition, the Rochester Prep seventh graders outperform all but 2 of the Monroe County School Districts in college preparedness, according to the College Prep Index. It should be noted that many of the outperformed districts have a poverty rate of less than 10% and are the districts to which affluent families move to access high quality education for their children.

College Prep Performance Index - 2009 NYS GRADE 7 ELA - Monroe County						
District	% L 1	% L 2	% L 3	% L 4	% Proficient	College Prep Index (2x Level 4 + Level 3)
Pittsford Central School District	0	2.2	72.5	25.4	97.9	1.23
Brighton Central School District	0	3.7	72.5	23.8	96.3	1.20
<b>True North Rochester Preparatory CS</b>	<b>0</b>	<b>0</b>	<b>80.4</b>	<b>19.6</b>	<b>100</b>	<b>1.20</b>
Penfield Central School District	0	4.2	77.7	18.1	95.8	1.14
West Irondequoit Central School District	0	7	76.3	16.7	93	1.10
Honeoye Falls-Lima Central School District	0	4.5	82.5	13	95.5	1.09
Webster Central School District	0	6	79.7	14.3	94	1.08
Wheatland-Chili Central School District	0	10.3	72.4	17.2	89.6	1.07
Fairport Central School District	0	6	82.3	11.7	94	1.06
Churchville-Chili Central School District	0	7.3	80.2	12.5	92.7	1.05
Spencerport Central School District	0	6.9	86.2	6.9	93.1	1.00
East Rochester Union Free School District	0	9.5	83.3	7.1	90.4	0.98
Hilton Central School District	0.3	8.2	85.6	5.9	91.5	0.97
East Irondequoit Central School District	0.4	10.9	83	5.7	88.7	0.94
Rush-Henrietta Central School District	0.2	12.6	80.3	6.9	87.2	0.94
Greece Central School District	0.2	12.5	82.8	4.5	87.3	0.92
Gates-Chili Central School District	0	13.2	82.5	4.4	86.9	0.91
Brockport Central School District	0.6	12.9	82.7	3.8	86.5	0.90
Urban Choice Charter School	0	36.1	61.1	2.8	63.9	0.67
Rochester Academy Charter	3.4	34.5	62.1	0	62.1	0.62
Rochester City School District	1.5	45.4	52.3	0.8	53.1	0.54

**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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

**Results**

**2007-08 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		76	77.6	68.45	9.15	0.70
6		64	84.4	52.14	32.26	2.04
7						
8						
All	67.12%	140	80.71	60.99	19.72	1.32

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

**Evaluation**

The currently available comparative performance effect size data for 2007-2008 is considerably out of date, particularly in the area of ELA. Rochester Prep met the comparative performance measure in 2007-2008 by exceeding the effect size of 0.3 by a large degree on the grade 5 and 6 2008 NYS ELA exam.

Based on our own preliminary analysis of similar 2009 ELA data, Rochester Prep expects to dramatically exceed the Effect Size in ELA again in grades 5, 6 and 7.

**Additional Evidence**

Since 2007-2008 was the second year of Rochester Prep’s operation this is the first time we can make an official year to year comparison between the Effect Sizes for the first time.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07	5	67%	77	61	55.8	0.37
2007-08	5,6	67%	140	80.71	60.99	1.32
2008-09						

**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 2008-09 and also have a state exam score in 2007-08. 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 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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 third year of operation, there are two grade level cohorts to which this measure applies. Rochester Prep’s 6<sup>th</sup> and 7<sup>th</sup> grade cohorts achieved their growth measure target for the 2009 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 2007-08 to 2008-2009**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
6	80	77	>77	94	YES
7	51	85	>85	100	YES
All	131	80	NA	96	YES

**Evaluation**

In 2008-2009, Rochester Prep’s 6<sup>th</sup> and 7<sup>th</sup> grade cohorts far exceeded their growth measure goals for ELA. Measuring the percentage of students at levels 3 and 4, the 6<sup>th</sup> grade cohort at Rochester Prep improved 17 percentage points from the 2008 exam to the 2009 exam and the 7<sup>th</sup> grade cohort improved 15 percentage points from the 2008 exam to the 2009 exam. The 6<sup>th</sup> grade cohort scored 77% proficient in 2007-08 and 94% proficient in 2008-09. The 7<sup>th</sup> grade cohort scored 85%

proficient in 2007-08 and 100% proficient in 2008-09. As the students started out above the absolute goal of 75% in 2007-2008, the goal of “at least an increase” in 2008-2009 was far exceeded.

**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	Number of Cohorts Meeting Target
2006-07	NA	NA	NA
2007-08	6	1	1
2008-09	6, 7	2	2

**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 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

**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. At 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 7th grade in March 2009. 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.

**2008-09 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
5	82	0	0	0	82
6	79	0	0	0	79
7	50	0	0	0	50
All	211	0	0	0	211

**Results**

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

All 211 Rochester Prep students enrolled in March 2009 took the New York State Math assessment as scheduled. No students were exempted.

The 5<sup>th</sup> 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 overall interim results here. Ninety-two percent (92%) of Rochester Prep 5<sup>th</sup> grade students scored proficient on the 2009 NYS Math exam. The 5<sup>th</sup> grade class at Rochester Prep has already reached the stated absolute goal in their first year at the school.

One hundred percent of all Rochester Prep 6<sup>th</sup> grade students and 100% of 6<sup>th</sup> grade students in at least their second year scored proficient on the 2009 NYS Math exam. Rochester Prep's 6<sup>th</sup> grade class exceeded the absolute goal for Math in 2009 and showed exceptional gains from the 2008 performance.

Returning for their second or third year at the school, students in the 7<sup>th</sup> grade at Rochester Prep also scored 100% proficient on the 2009 NYS Math exam. These results exceed the absolute goal of 75% proficient in Math in 2009.

**Charter School Performance on 2008-09 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	1.2	7.3	68.3	23.2	91.5	82
	Students in At Least 2 <sup>nd</sup> Year	0	0	0	0	0	0
6	All Students	0	0	68.4	31.6	100	79
	Students in At Least 2 <sup>nd</sup> Year	0	0	68.5	31.5	100	73
7	All Students	0	0	52	48	100	50
	Students in At Least 2 <sup>nd</sup> Year	0	0	52	48	100	50
All	All Students	0.5	2.8	64.5	32.2	96.7	211
	Students in At Least 2 <sup>nd</sup> Year	0	0	61.8	38.2	100	123

**Evaluation**

Rochester Prep exceeded all measures in the performance of its Math program in 2009.

At the 5<sup>th</sup> grade level, 92% of all students scored proficient on the state Math test in their first year of enrollment at Rochester Prep. Just 68% of Rochester City School District students were proficient on the same (grade 5) test. This marks a significant gap of 24 percentage points between all of Rochester Prep 5<sup>th</sup> graders and the host District. While the absolute measure is not yet applicable for Rochester Prep's 5<sup>th</sup> graders, students still managed to far exceed the stated absolute goal ahead of schedule. Additionally, it is worth noting that only one 5<sup>th</sup> grade student scored at Level 1 on the 2009 Math test.

Rochester Prep's 6<sup>th</sup> grade students in their second year at the school outperformed the absolute performance measure for Math with 100% scoring proficient. Just 65% of Rochester City School District students were proficient on the same (grade 6) test, marking a gap of 35 percentage points between the host District and Rochester Prep. The 100% proficiency marks not only an increase

from a solid performance on the 2008 Math exam, where the same cohort of students scored 90% proficient, but also an exceptional outscoring of the stated absolute performance measure by 25 percentage points. Out of all 6<sup>th</sup> grade students in their second year at Rochester Prep, no student scored at a Level 1 or 2. In addition, a significant number of students who scored at Level 2 in 2008 moved to Level 3 in 2009. Both data points indicate continued growth in Math at Rochester Prep even beyond the fulfillment of absolute measure goals.

At the 7<sup>th</sup> grade level, 100% of students in at least their second year at the school scored 100% proficient, outperforming the absolute measure for Math. Just 59% of Rochester City School District students scored proficient on the same grade 7 NYS Math exam - a gap of 41 percentage points between the host District and Rochester Prep. The proficiency rate of 100% marks an outscoring of the absolute performance measure by 25 percentage points. Out of all 7<sup>th</sup> grade students in at least their second year at Rochester Prep, no student scored at a Level 1 or 2.

**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 8 percentage points higher for students enrolled in at least their second year compared with those enrolled in their first year (100% vs. 92%). 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.

**2008-09 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	91.5	82						
6	100	6	100	73				
7					100	50		
All	92	88	100	73	100	50		

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-2009	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6							99	61	100	73
7									100	50
All							99	61	100	123

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 5<sup>th</sup> grade

students. A same-student cohort of Rochester Prep students gained 15.4 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 2008-09 is 119. 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 2008-09 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-7	0	3	64	32	211

$$\begin{array}{rcl}
 \text{PI} & = & 3 + 64 + 32 = 99 \\
 & & + 64 + 32 = 96 \\
 \text{PI} & = & \mathbf{195}
 \end{array}$$

**Evaluation**

Rochester Prep’s AMO target for Math in 2008-2009 was 119. It achieved a Math PI score of 195 in 2009, exceeding the goal by 76 points.

**Additional Evidence**

Rochester Prep’s PI for Math in the 2008-2009 academic year was 195, compared to 195 for 2007-2008, and 186 for the 2006-2007 school year. This consistently strong showing 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 increase in students scoring at Level 4 from 2008 to 2009. Additionally, only 1 student in the entire school scored at Level 1 on the 2009 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								
2006-07	5	77	3	10	55	33	186	
2007-08	5-6	139	2	5	68	27	195	
2008-09	5-7	211	0	3	64	32	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 38 percentage points (100% vs. 62%) overall on the 2009 Math exams.

**2008-09 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Rochester Prep Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	100	73	64.6	2276
7	100	50	58.5	2180
All	<b>100</b>	123	<b>61.6</b>	4456

**Evaluation**

Rochester Prep exceeded the measure of comparative District proficiency in Math during the 2008-2009 school year. The sixth graders in at least their second year outperformed the district sixth

graders by 35 percentage points (100% vs. 65%) and the seventh graders in at least their second year outperformed the district by 41 percentage points (100% vs. 59%) on the 2009 grade 7 Math exam.

The sixth graders outscored 35 of 38 district schools that enroll sixth graders, tying the top 3 district schools. On the seventh grade Math exam, Rochester Prep students outscored all 15 of the district schools that enroll seventh graders. These scores place Rochester Prep among the top 5% of district schools serving grade 6, and among the top 1% of district schools serving grade 7.

In addition, Rochester Prep exceeded the district’s performance among students who have not yet been enrolled at the school for two years. For the first year sixth graders, Rochester Prep students outperformed the district students by 35 percentage points (100% vs. 65%). While the measure is not yet applicable, 5<sup>th</sup> grade students who at Rochester Prep outscored the Rochester City School District by 24 percentage points (92% vs. 68%) on the 2009 grade 5 Math exam. Rochester Prep also outscored 36 of the district’s 38 schools that enroll fifth graders on the grade 5 Math assessment, thus placing Rochester Prep in the top 5% of a ranking of district schools that serve 5<sup>th</sup> graders.

**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 6<sup>th</sup> and 7<sup>th</sup> grade students in at least their second year have vastly outperformed the local District cohorts.

This is the second year Rochester Prep has had a grade level of students in at least their second year.

**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									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6							99	56	100	64.6
7									100	58.5
All							99	56	100	61.6

**2008-09 Mathematics Performance of  
Charter School and Comparison Schools, Sixth Grade**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient			
	TNRP Charter	RCSD 16	RCSD 44	RCSD 29

	School							
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	100	79	68	44	67	46	58	55
All	100	79	68	44	67	46	58	55

**2008-09 Mathematics Performance of  
Charter School and Comparison Schools, Seventh Grade**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient							
	TNRP Charter School		Joseph C Wilson Magnet Foundation Academy		School 3 Nathaniel Rochester		Thomas Jefferson High School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	100	50	68	289	65	72	36	163
All	100	50	68	289	65	72	36	163

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 6<sup>th</sup> and 7<sup>th</sup> 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 - 2009 Grade 6 NYS Math - Monroe County					
District	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
True North Rochester Preparatory CS	0	0	68.4	31.6	100
Pittsford Central School District	0.4	1.1	45.9	52.6	98.5

True North Rochester Preparatory Charter School 2008-09 Accountability Plan Progress Report

Wheatland-Chili Central School District	0	1.8	52.7	45.5	98.2
Eugenio Maria De Hostos Charter School	0	2.4	54.8	42.9	97.7
Penfield Central School District	0.6	2.3	48.3	48.8	97.1
Genesee Community Charter School	0	4.2	62.5	33.3	95.8
Churchville-Chili Central School District	0.3	4.7	50.3	44.6	94.9
Honeoye Falls-Lima Central School District	0	5.4	55.4	39.2	94.6
West Irondequoit Central School District	0.7	5	41.1	53.3	94.4
Spencerport Central School District	0	6.4	60.2	33.4	93.6
Brighton Central School District	0	6.5	64.8	28.7	93.5
Brockport Central School District	1.6	6.5	44.7	47.2	91.9
Webster Central School District	0.9	7.8	52.9	38.5	91.4
East Rochester Union Free School District	0	8.7	59.4	31.9	91.3
Rush-Henrietta Central School District	2.4	6.7	53.6	37.4	91
Greece Central School District	2.2	8	57.6	32.2	89.8
Hilton Central School District	2.1	9.4	57.5	31.1	88.6
Urban Choice Charter School	4.1	10.2	67.3	18.4	85.7
<b>Monroe County Average</b>					<b>84</b>
Gates-Chili Central School District	1.6	14.6	66.4	17.4	83.8
East Irondequoit Central School District	3.8	19.4	49.4	27.4	76.8
<b>Rochester City School District</b>	<b>7.1</b>	<b>28.4</b>	<b>57.2</b>	<b>7.4</b>	<b>64.6</b>

Proficiency Rates - 2009 Grade 7 NYS Math - Monroe County					
District	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
<b>True North Rochester Preparatory CS</b>	<b>0</b>	<b>0</b>	<b>52</b>	<b>48</b>	<b>100</b>
Pittsford Central School District	0	0.9	35.1	64	99.1

Honeoye Falls-Lima Central School District	0	1.1	46.1	52.8	98.9
Hilton Central School District	0.3	1.1	47.9	50.7	98.6
Spencerport Central School District	0	2.2	48.7	49.1	97.8
Penfield Central School District	0.3	1.9	53.2	44.6	97.8
Churchville-Chili Central School District	0	2.5	52.8	44.8	97.6
Brighton Central School District	0.4	2.9	52.6	44.2	96.8
Webster Central School District	0	3.3	46	50.7	96.7
Fairport Central School District	0	3.4	49.4	47.2	96.6
West Irondequoit Central School District	0	3.9	54	42.1	96.1
Wheatland-Chili Central School District	0	5.3	66.7	28.1	94.8
Greece Central School District	0.2	5.7	59.6	34.4	94
Rush-Henrietta Central School District	0.9	5.6	68.7	24.8	93.5
East Irondequoit Central School District	0.9	6.5	53.9	38.8	92.7
Brockport Central School District	1.3	6.6	60.4	31.6	92
Gates-Chili Central School District	1.2	6.9	63.3	28.6	91.9
Urban Choice Charter School	0	11.1	77.8	11.1	88.9
East Rochester Union Free School District	0	11.9	53.6	34.5	88.1
<b>Monroe County Average</b>					<b>86</b>
Rochester Academy Prep Charter	3.2	14.3	76.2	6.3	82.5
<b>Rochester City School District</b>	<b>7</b>	<b>34.5</b>	<b>54.6</b>	<b>3.9</b>	<b>58.5</b>

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 for the sixth graders, Rochester Prep outscores 12 of Monroe County's school districts.

District	% L 1	% L 2	% L 3	% L 4	% Proficient	College Prep Index (2x Level 4 + Level 3)
Pittsford Central School District	0.4	1.1	45.9	52.6	98.5	1.51
West Irondequoit Central School District	0.7	5	41.1	53.3	94.4	1.48
Penfield Central School District	0.6	2.3	48.3	48.8	97.1	1.46
Wheatland-Chili Central School District	0	1.8	52.7	45.5	98.2	1.44
Eugenio Maria De Hostos Charter School	0	2.4	54.8	42.9	97.7	1.41
Churchville-Chili Central School District	0.3	4.7	50.3	44.6	94.9	1.40
Brockport Central School District	1.6	6.5	44.7	47.2	91.9	1.39
Honeoye Falls-Lima Central School District	0	5.4	55.4	39.2	94.6	1.34
<b>True North Rochester Preparatory CS</b>	<b>0</b>	<b>0</b>	<b>68.4</b>	<b>31.6</b>	<b>100</b>	<b>1.32</b>
Webster Central School District	0.9	7.8	52.9	38.5	91.4	1.30
Genesee Community Charter School	0	4.2	62.5	33.3	95.8	1.29
Rush-Henrietta Central School District	2.4	6.7	53.6	37.4	91	1.28
Spencerport Central School District	0	6.4	60.2	33.4	93.6	1.27
East Rochester Union Free School District	0	8.7	59.4	31.9	91.3	1.23
Brighton Central School District	0	6.5	64.8	28.7	93.5	1.22
Greece Central School District	2.2	8	57.6	32.2	89.8	1.22
Hilton Central School District	2.1	9.4	57.5	31.1	88.6	1.20
East Irondequoit Central School District	3.8	19.4	49.4	27.4	76.8	1.04
Urban Choice Charter School	4.1	10.2	67.3	18.4	85.7	1.04
Gates-Chili Central School District	1.6	14.6	66.4	17.4	83.8	1.01
Rochester City School District	7.1	28.4	57.2	7.4	64.6	0.72

On the Grade 7 NYS Math exam in 2009, only 3 elite suburban districts out-performed Rochester Prep on the College Prep Index.

<b>College Prep Performance Index - 2009 NYS GRADE 7 MATH - Monroe County</b>						
<b>District</b>	<b>% L 1</b>	<b>% L 2</b>	<b>% L 3</b>	<b>% L 4</b>	<b>% Proficient</b>	<b>College Prep Index (2x Level 4 + Level 3)</b>
Pittsford Central School District	0	0.9	35.1	64	99.1	<b>1.63</b>
Honeoye Falls-Lima Central School District	0	1.1	46.1	52.8	98.9	<b>1.52</b>
Hilton Central School District	0.3	1.1	47.9	50.7	98.6	<b>1.49</b>
<b>True North Rochester Preparatory CS</b>	<b>0</b>	<b>0</b>	<b>52</b>	<b>48</b>	<b>100</b>	<b>1.48</b>
Webster Central School District	0	3.3	46	50.7	96.7	<b>1.47</b>
Spencerport Central School District	0	2.2	48.7	49.1	97.8	<b>1.47</b>
Fairport Central School District	0	3.4	49.4	47.2	96.6	<b>1.44</b>
Penfield Central School District	0.3	1.9	53.2	44.6	97.8	<b>1.42</b>
Churchville-Chili Central School District	0	2.5	52.8	44.8	97.6	<b>1.42</b>
Brighton Central School District	0.4	2.9	52.6	44.2	96.8	<b>1.41</b>
West Irondequoit Central School District	0	3.9	54	42.1	96.1	<b>1.38</b>
East Irondequoit Central School District	0.9	6.5	53.9	38.8	92.7	<b>1.32</b>
Greece Central School District	0.2	5.7	59.6	34.4	94	<b>1.28</b>
Brockport Central School District	1.3	6.6	60.4	31.6	92	<b>1.24</b>
Wheatland-Chili Central School District	0	5.3	66.7	28.1	94.8	<b>1.23</b>
East Rochester Union Free School District	0	11.9	53.6	34.5	88.1	<b>1.23</b>
Gates-Chili Central School District	1.2	6.9	63.3	28.6	91.9	<b>1.21</b>
Rush-Henrietta Central School District	0.9	5.6	68.7	24.8	93.5	<b>1.18</b>
Urban Choice Charter School	0	11.1	77.8	11.1	88.9	<b>1.00</b>
Rochester Academy Prep Charter	3.2	14.3	76.2	6.3	82.5	<b>0.89</b>
Rochester City School District	7	34.5	54.6	3.9	58.5	<b>0.62</b>

**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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

**Results**

**2007-08 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		76	89.4	75.9	13.5	0.90
6		63	98.4	68.57	29.83	1.78
7						
8						
All	67.12%	139	93.48	72.58	20.90	1.30

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

**Evaluation**

The currently available comparative performance effect size data for 2007-2008 is considerably out of date for Math. Rochester Prep met the comparative performance measure in 2007-2008 by exceeding the Effect Size of 0.3 on the grade 5 2008 NYS Math exam.

Based on our own preliminary analysis of similar 2009 Math data, Rochester Prep expects to dramatically exceed the Effect Size in Math again for 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades.

**Additional Evidence**

Since 2007-2008 was the second year of Rochester Prep’s operation this is the first time we can make an official year to year comparison between the Effect Sizes for the first time.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07	5	67%	77	87	66.7	1.13
2007-08	5,6	67%	139	93.48	72.58	1.30
2008-09						

**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 2008-09 and also have a state exam score in 2007-08. 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 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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 third year of operation, there are two grade level cohorts to which this measure applies. Rochester Prep’s 6<sup>th</sup> and 7<sup>th</sup> grade cohorts achieved their growth measure target for 2009 Math and therefore, the school met its overall performance target.

**Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
6	79	90	>90	100	YES
7	50	99	>99	100	YES
All	129	93	NA	100	YES

**Evaluation**

In 2008-2009, Rochester Prep’s 6<sup>th</sup> grade cohort exceeded its growth measure goal for Math. In fact, this cohort of students had already achieved the 75% proficiency goal in the 2007-2008 school year and therefore was required to show at least continued positive gains in 2008-2009. However, the 6<sup>th</sup> grade Rochester Prep cohort continued to make significant strides with a 9 percentage point leap in Math from 2007-2008. The 6<sup>th</sup> grade cohort of 79 students at Rochester Prep scored 90% proficient

in 2007-2008 as 5<sup>th</sup> graders and jumped to 100% proficient in 2008-2009. This one year gain demonstrates not only significant cohort growth, but also a remarkable achievement of 100% proficiency.

The 7<sup>th</sup> grade cohort also exceeded its growth measure goal for Math, having already achieved 99% proficiency in 2007-2008. The cohort of 50 students only had a 1 percentage point gain possible to reach 100% proficiency. This goal was achieved.

**Additional Evidence**

**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
2008-09	6, 7	2	2

**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 (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	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 United States history and global social science standards over the course of 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades. The Social Studies program will expand in scope and depth as the school grows into 8<sup>th</sup> grade in the coming school year. Rochester Prep has utilized periodic 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 5<sup>th</sup> grade in November 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.

### **Results**

Rochester Prep does not yet take the Grade 8 New York State Social Studies Examination. Since it enrolls students in 5<sup>th</sup> 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.

**2008-09 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	82	83	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-

The 5<sup>th</sup> 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 82 percent of Rochester Prep 5<sup>th</sup> grade students scored at Levels 3 or 4. This means that the 5<sup>th</sup> 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 has 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
2008-09	Good Standing