



## **Rochester Prep Charter School 3**

# **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The Directors of Operations prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Geoffrey Rosenberger	Chair	Finance, Development, Academic, Facilities
Rebecca Sumner	Vice Chair	Academic, Finance, Development
Ronald Zarella	Treasurer	Finance, Development, Facilities
James Ryan	Trustee	Development, Finance, Facilities
Joshua Phillips	Trustee	n/a
Ebony Miller-Wesley	Trustee	Academic, Finance
Carlos Caballada	Trustee	n/a
Langston McFadden	Trustee	n/a

Christopher Shaffer has served as the Principal since 2016.

## SCHOOL OVERVIEW

Rochester Prep Elementary School #3 (“Rochester Prep”) first opened in 2016 serving Kindergarteners and has grown each year since then, serving 455 K-4<sup>th</sup> graders in the 2020-21 school year. In the 2021-22 school year, students from Elementary School #3 will move up to the newly opened Middle School #3. Rochester Prep operates under the Uncommon Schools Charter Management Organization, which also operates two other charters in Rochester: True North Rochester Preparatory Charter School (K-12) and Rochester Prep Charter School 3 (K-4).

The mission of 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.

Rochester Prep’s school design includes seven core components:

**1. Focus on Literacy.** Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Rochester Prep students, therefore, is tied to mastering this fundamental skill. In 2019-20, Rochester Prep provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

### Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1<sup>st</sup> grade, and for at least 30 minutes each night starting in 2<sup>nd</sup> grade.
- Students write in every class and use the Writer’s Workshop method to cultivate creativity and voice.

### Grades 5-8

- Scholars have two hours and a half hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.

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- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- mClass tested every student 2 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

### Grades 9-12

- Scholars have two and a half hours of daily reading instruction.
- The curricula address five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

**2. Target Curriculum Focused on Basic Skills.** Rochester Prep does not use an off-the-shelf curriculum. Rather, we use curricula developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Rochester Prep teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

**3. Assess Early and Often to Drive the Instructional Program.** The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of

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continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Rochester Prep administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). In the 9-11 Grades, students take quarterly interim assessments in all core subjects, four SAT Diagnostics annually, and the PSAT. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually. Rochester Prep teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Rochester Prep also utilized the information to target content- and skills-driven tutoring and small-group instruction. Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our schools.

**4. Make More Time.** To provide students with a comprehensive, college preparatory education, Rochester Prep has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Additionally, the Rochester Prep school year starts approximately 2 weeks earlier than other public school districts in the area and ends 1-2 weeks later. In the 2020-21 school year, we began instruction on 8/31/20 and ended on 6/11/2021 due to COVID related staffing and childcare needs. We will be returning to our usual extended school year in the 2021-22 school year.

Rochester Prep students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

**5. Emphasis on College.** For too many at-risk students, college only exists in the abstract. For Rochester Prep students, freshman year of college will be a natural extension of their educational experience at Rochester Prep.

Rochester Prep students begin talking about college on the first day of school as their homerooms are named after the alma maters of their teachers and Historically Black Colleges and Universities (HBCUs). Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Our College Access Team at the High School spends individual time with each student from freshman year forward to discuss college plans, application process, and financial aid, and ensures that students are in the best possible position to matriculate to and succeed in college. There is also an alumni support network in the regions where Uncommon Schools operates (Rochester, Albany, NYC, New Jersey, and Boston) that allows Rochester Prep graduates to receive personalized support while they are in college.

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**6. Provide Structure and Order.** Students need a safe and orderly environment to be productive. In 2019-20, Rochester Prep created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations and immediate responses to negative or inappropriate behavior
- Rubric system that provided immediate feedback to classes at the end of each class each day.

**7. Insist on Family Involvement.** Rochester Prep's educational program is structured so that families must be involved in their child's academic pursuits. In 2019-20, our families:

- picked up their child's report card in person at the school one time, and had virtual report card conferences during the COVID-19 closure;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and emails;
- were notified at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

In compliance with state and local health department mandates, Rochester Prep began the 2020-21 school year with fully remote instruction. During Spring and Summer 2020, we distributed Chromebooks to students who did not have an internet enabled device at home, and wifi Hotspots to students who did not have internet access. By October of 2020, each Rochester Prep student had received a Chromebook from the school so that they did not need to share a device with a parent or sibling to complete their schoolwork. Uncommon Schools and Rochester Prep are now committed to continually providing a Chromebook for every student so that students can develop digital literacy skills, or easily switch back to remote learning should the need ever arise again in the future.

In late Fall 2020, Rochester Prep reopened for hybrid learning. General education students in grades K-8 physically came to campus 2 days per week, and 9-12 grade students attended 1 day per week. SPED and ELL students of all grade levels came in-person 4 days per week. All students participated in synchronous and asynchronous learning on the days that they were not physically in the school building. Parents also had the choice to keep their children fully remote for the 2020-21 school year.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	90	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90
2017-18	90	90	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	180
2018-19	88	88	85	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	261
2019-20	91	95	92	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	370
2020-21	97	91	96	85	86	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	455

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

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

75% of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English Language Arts examination for grades 3-8. Due to the cancellation of the state exams, the goal is for 75% of students to attain proficiency on our internal assessments.

#### BACKGROUND

Rochester Prep’s curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Rochester Prep created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

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-4) there are three 50-minute long literacy blocks 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 three literacy blocks.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms

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and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

### METHOD

Due to the hybrid nature of the 2020-21 school year and our focus on social emotional learning, we Rochester Prep decided not to administer interval assessments in ELA for our elementary school students. We determined that the negative effects on students would outweigh the possible benefits, and that even if the assessments were administered, they would not provide accurate information about our students' wholistic needs. In a typical year, Rochester Prep uses internally developed Interim Assessments and Final Examinations in addition to the criterion-referenced New York State exams in ELA. The interval assessments in ELA are aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans, and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded, and data shared so that teachers and administrators can develop action plans based on objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans, and the implementation of these plans.

After the interval assessments are administered, teachers grade each exam and enter individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyze the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes.

Students in grades 3-4 took the NYS ELA assessments, although score data is not available at the time of this report.

During remote learning, students used Google Classroom for ELA instruction. This consisted of watching pre-recorded videos and reading whole-class novels at the middle school level with daily deliverables. Teachers held office hours and tutored small groups of students. Students with support services continued to receive specialized instruction.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Curriculum based

### RESULTS AND EVALUATION

ELA interval assessments were not administered to elementary schoolers this year in favor of emphasizing a positive learning environment and social emotional support during the pandemic.

### SUMMARY OF THE ELEMENTARY LANGUAGE ARTS GOAL

N/A



## ACTION PLAN

Rochester Prep is committed to improving ELA performance for its students. We will continue to tap into the best practices employed by the other Rochester Prep charter school campuses and our charter management organization, Uncommon Schools. We will return to regular interval assessments in the 2021-2022 school year to better assess where each individual student stands and how to create a customized learning plan to support them.

## GOAL 2: MATHEMATICS

### ELEMENTARY MATHEMATICS

#### Goal 2: Mathematics

All students will become proficient in mathematic concepts.

75% of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8. Due to the cancellation of the state exams, the goal is for 75% of students to attain proficiency on our internal assessments.

### BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our middle-grade students receive at least 90 minutes of math instruction per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Rochester Prep's Mathematics program emphasizes both strong computational procedures and problem-solving skills. At the elementary level 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.

### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Internally developed**

Rochester Prep typically uses data from the following assessments to ensure student proficiency in Mathematics:

- (1) Criterion-referenced New York State exams in Mathematics
- (6) Internally developed Interval Assessments in Mathematics
- (1) Internally developed Final Examination in Mathematics

During the 20-21 academic year, Rochester Prep was only able to use the internally developed Interval Assessments in Mathematics due to the COVID pandemic and shifts to remote & hybrid learning. Rochester Prep administered 1 of these Interval Assessments once students were able to

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return to school in a hybrid setting in February. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Rochester Prep also utilized the information to target content- and skills-driven tutoring throughout the day in school beginning in March (due to closure for COVID).

During remote and hybrid learning Rochester Prep continued to have consistent Math instruction where remote scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Remote students were also able to attend live remote instruction. Students in our hybrid learning model were able to participate in both our traditional in-person instruction, and our remote offerings. Teachers provided weekly feedback on submitted written assignments. Both instructional models designed data driven instruction based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the assignments submitted.

### RESULTS AND EVALUATION

Based on data from the limited Interim Assessments administered in 2020-2021, we have not made progress towards our goals. Administering tests in a hybrid setting presented unique challenges with attendance and administering exams online for the first time. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022.

Grade Level	K	1	2	3	4
% Proficient or Advanced	64%	88%	88%	75%	62%

### ADDITIONAL EVIDENCE

In the absence of state testing, Rochester Prep compared student performance on the internally developed Math interval assessments with that of other schools in the Uncommon Schools network. The table below outlines the percentage of Rochester Prep students achieving proficient or advanced status on interval assessment administration compared to the overall Uncommon Schools average. With the exception of Kindergarten, Rochester Prep students exceeded the performance of their Uncommon peers.

Grade Level	K	1	2	3	4
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Rochester Prep % Proficient / Advanced	64%	88%	88%	75%	71%
Uncommon Schools % Proficient / Advanced	77.2%	72.6%	73%	61.8%	62.4%

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Rochester Prep met the absolute measure of 75% of students achieving a proficient or advanced proficient rating on the internal assessments. A total of 77% of Rochester Prep students were proficient or advanced.

### ACTION PLAN

Over the course of the past school year Uncommon Schools has made continuous changes to its program to ensure that its curriculum, schedule, and instruction best support student learning in math. Changes include: refining the Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-4 are focused solely on reviewing difficult-to-master material throughout the school year; revising Interval Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA, even in a hybrid learning environment. We know that with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we continued to provide both real-time feedback and consistent feedback on written work submissions via teacher-led sessions on Zoom and comprehensive feedback on graded assignments. As a network, implemented small group instruction into the remote learning day. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collects these data and works with our principals and Assistant Superintendent to implement data-driven worksheets based on where our students need the most practice.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

Each year, 75% 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. The cancellation of state exams, the goal is the same with performing at proficiency on Rochester Prep's internal interim assessments.

## BACKGROUND

The science curriculum at Rochester Prep has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Rochester Prep continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

## METHOD

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

During the shift to fully remote learning in March 2020, Rochester Prep Elementary students continued to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Reading	2 days a week, students watch a video and complete a task. 3 days a week, students complete passage practice tasks.
Math	2 days a week, students watch a video and complete a task. 3 days a week, students complete mixed review/problem-solving.

## RESULTS AND EVALUATION

Science assessments are not administered to our K-4<sup>th</sup> graders at Rochester Prep.

## ADDITIONAL EVIDENCE

In the coming year, Rochester Prep looks forward to reviewing state testing results to determine student needs and trajectories.

## SUMMARY OF THE ELEMENTARY SCIENCE GOAL

N/A

## ACTION PLAN

Rochester Prep plans to do the following things to ensure that students continue to progress in this measure:

- Implement the Reading Taxonomy and Science Taxonomy techniques in all Science classes to continue to improve teaching practices in these classes
- Encourage collaboration between science and literacy teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during non-fiction lessons. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts. In addition, Science and Writing teachers will continue to collaborate to give students practice in research and non-fiction writing.
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the science curriculum continues to reinforce essential math and reading comprehension skills. The class schedule was created with these periods in mind. Each of these teachers has at least one period a week that they can meet with their counterpart to discuss these skills. As mentioned previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

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### RESULTS AND EVALUATION

Rochester Prep has been deemed to be in Good Standing in school year 2020-2021.

### ADDITIONAL EVIDENCE

Rochester Prep has been deemed to be in Good Standing for each of the past 3 years and beyond.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing