ROCHESTER PREP
AN UNCOMMON SCHOOL

Rochester Prep Charter School 1

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT

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2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

The Directors of Operations prepared this 2025-26 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Langston McFadden	Chair	Academic, Audit. Finance, Facilities
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Ebony Miller	Trustee	Academic, Audit, Finance
Geoffrey Rosenberger	Trustee	Audit. Facilities
Jim Costanza	Trustee	Academic, Facilities
Josh Phillips	Trustee	n/a

Keana Courtois has served as the Principal of the Elementary School since 2025.

Benjamin Evans has served as the Principal of the Middle School since 2024.

Kristina Dicks has served as the Principal of the High School since 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

SCHOOL OVERVIEW

Rochester Prep Charter School 1 ("Rochester Prep") first opened as a middle school in 2006. In 2010, the elementary school opened with grades K and 1. The high school opened to 9th graders in 2014 and now serves grades 9-12. Currently, Rochester Prep serves 3000+ students in grades kindergarten through 12. Rochester Prep operates under the Uncommon Schools Charter Management Organization, which operates two other charter LEAs in Rochester, Rochester Prep Charter School 2 and Rochester Prep Charter School 3. Students from these LEAs matriculate into Rochester Prep High School after 8th grade, thus giving all RP students a continuous path from kindergarten to college.

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. We address this central issue immediately to ensure students will have all the advantages of an excellent education. The ultimate academic success of Rochester Prep students, therefore, is tied to mastering this fundamental skill. In 2025-2026, Rochester Prep provided explicit instruction in literacy skills and differentiated support to promote mastery of skills and content according to the grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program in K-2 (Reading Mastery), an Uncommon Schools designed reading comprehension curriculum which balances narrative and informational texts, daily read-alouds, and the use of the DIBELS/mClass Assessment to evaluate progress and adjust instruction.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 17:1.
- Students are expected to read for at least 20 minutes at home each night in all grade levels.
- Students write in every class and use the Uncommon Schools writing curriculum to cultivate creativity and voice.

Grades 5-8

- Scholars have two hours of daily reading instruction which balances reading rigorous texts and writing in response to evidence-based prompts.
- Scholars are required to read grade level-appropriate books during the summer.

- There is required, graded, written work in every class and daily homework in all subjects.
    - 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.
    - In 5th and 6th grades, students are assessed using mClass three times during the year to monitor progress and ensure that students are growing at the right pace according to their level.

2. Target Curriculum Focused on Basic Skills. Rochester Prep does not use an off-the-shelf curriculum. Rather, we use curricula developed by our Uncommon Schools Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensure students master a core set of academic skills and concepts before they go on to 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 achievement data garnered from UFLI, mClass and our internal benchmark assessments. 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 daily assessment materials. Rochester Prep teachers use these curriculum resources as a tool to lead their students to high level mastery. Teachers and leaders engage in lesson preparation by determining what exemplar mastery of a standard looks like and how to teach and lead practice around the most productive tasks, prompts, and problems. These high-level processes built around high rigor resources ensure that every student receives aligned rigorous instruction and develops mastery and allows us to share best practices quickly across schools and grades.

3. Check for Understanding and Mastery Early and Often to Drive Master and Learning Growth. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Each year, prior to the administration of New York State exams, Rochester Prep administers multiple internally aligned Interim Assessments (3 in ELA, 4 in Math). In grades 5 through 8, students take four interim assessments in all core subjects. These tests assess ongoing student mastery of Math, ELA, Science and History skills and standards throughout the year and provide immediate data on individual student and class growth. Rochester Prep teachers, with the support of the Principal, use 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. To continue to support greater data responsiveness and learning growth, the schools began the use of weekly data collection through weekly quizzes in both ELA and math. The data from these assessments is used by teachers, leaders, CAT and LLPs to address gaps in mastery and share best practices from positive outliers.

4. Every Minute Matters. To provide students with a comprehensive, college preparatory education, Rochester Prep has an extended school day and school year. The regular school day begins at 7:15 AM (ES)/8:45 AM (MS). and ends at 3 PM (ES)/4:15 PM (MS). Additionally, the Rochester Prep school year

starts approximately 2 weeks earlier than other school districts in the area. In the 2025-2026 school year, we began instruction on 8/25/25 and ended on 6/12/2026.

Rochester Prep students extend their learning beyond the school day completing 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 students residing in low income communities, college only exists in the abstract. For Rochester Prep students, freshman year of college is a natural extension of their educational experience at Rochester Prep. Rochester Prep students begin talking about college on the first day of kindergarten as their homerooms are named after the alma maters of their teachers and Historically Black Colleges and Universities (HBCUs). Through informal conversations and field trips starting in elementary school, college becomes a normal and tangible reality as demonstrated by the majority of our graduates who are enrolled or matriculating at four year institutions.

6. Structure and Order. Students need a safe and orderly environment to be productive. In 2025-26, Rochester Prep creates a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Implement school dress code that helps all students to be ready for school and to feel safe, no matter their circumstances.
- Social emotional approach to teaching students the behaviors and cognitive skills to be successful and demonstrate resilience in the face of challenges. We leverage tools from the Yale RULER SEL curriculum to support students.
- Behavior management system that provides quick and immediate reinforcement of positive and prosocial behaviors.
- Rubric system that builds the culture of collective success providing immediate feedback to classes at the end of each class.

7. Family Partnership and Engagement. Rochester Prep's educational program is structured to partner with families and work together at a high level to support their child's academic success. In 2025-2026, our families:

- Picked up their child's report card in person;
- 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 of daily successes or struggles;
- Were asked to offer input on the school on a year-end surveys, grading the school;
- Were offered the opportunity to participate in a potluck and watch their children perform

during school performances and ceremonies 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.

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
2023-24	92	85	84	92	91	89	91	91	92	171	124	112	95	1310
2024-25	83	96	97	93	98	89	95	95	93	196	161	104	100	1400
2025-26	76	83	89	98	100	99	98	101	98	264	157	123	93	1479

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2022 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2022-23 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2025-26 school year, and either remained in the school for the rest of the year or left for an acceptable reason.[1]

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2023-24	2020-21	2020	97	3	94
2024-25	2021-22	2021	106	3	103
2025-26	2022-23	2022	99	3	96

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first entered the 9th grade at any school. Students in a fourth-year cohort all entered high school for the first time during the school year that is four years prior to the end of August of the graduation reporting year; i.e. the 2022 cohort entered 9th grade in 2022-23 and are in their fourth year in 2025-26.

[1] See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons.

The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual.

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on August 31 of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were **Not** Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2023-24	2020-21	2020	94	5	99
2024-25	2021-22	2021	100	3	103
2025-26	2022-23	2022	96	6	102

The fifth-year cohort is cumulative. The 2021 total cohort consists of all students with a First Date of Entry into Grade 9 during the 2021-22 school year regardless of their current grade level, and inclusive of students who have graduated in 2024-25 (at the end of their fourth high school year). For more information, please see the page 296 of the SIRS manual.

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on August 31 of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were **Not** Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2023-24	2019-20	2019	92	1	93
2024-25	2020-21	2020	92	7	99
2025-26	2021-22	2021	98	4	102

PROMOTION POLICY

When students fail a course, they do not earn academic credit for that course. When a student fails one or two core academic classes, they have the opportunity to earn back that missing credit during Summer Credit Recovery (summer school). Students who fail 3 or more core academic classes are not promoted to their next grade level, and instead repeat their current grade level. Core Academic classes are defined as those required for graduation, and typically mean: Math, Science, ELA, History, and Spanish. In NYS, students are required to earn 3 credits in math and science to graduate and need 4 credits in ELA and History. There are individual instances where a student failed math or science as a 10th or 11th grader, did not make up the credit, but enrolled successfully as a senior, with the caveat that the student must pass science/math (as appropriate) in order to meet graduation requirements.

GOAL 1: HIGH SCHOOL GRADUATION

All Rochester Prep students will graduate from High School.

Graduation Goal Measure 1 - Leading Indicator

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Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2025-26

Cohort Designation	Number in Cohort during 2025-26	Percent Promoted
2024	160	82.5%
2025	245	86.5%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2026, the 2024 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2022	2023-24	124	46.7%
2023	2024-25	151	21.2%
2024	2025-26	160	20.0%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years[2]

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2020	2023-24	124	86	93.4%
2021	2024-25	151	97	94.2%
2022	2025-26	160	90	88.2%

The fifth-year graduation 'number who graduated' should include students who graduated after five years **and** students who graduated after four years. For example, if the 2020 cohort had 75 students

[2] These data reflect August graduation rates.

who graduated after four years, then the 'number who graduated' after five years should include those 75 fourth-year graduates **plus** any students who graduated after five years. The 'number in cohort' can and may change; please reference the SIRS manual for reasons why a student would be excluded from the cohort.

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years[3]

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2023-24	93	91	97.8%
2020	2024-25	99	91	92.2%
2021	2025-26	102	98	96.1%

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District[4]

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2020	2023-24	92	86	93.4%	1818	63%
2021	2024-25	103	97	94.2%	1936	54%
2022	2025-26	102	90	88.2%	1936*	54%*

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Rochester Prep does not offer alternative pathways to graduation.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Our ultimate goal is for all of our students to enroll and persist in a 4-year college. That said, a necessary stepping stone on that path is to successfully graduate high school. Consistent with all public schools in NYS, RPHS pursues and awards NYS Regents diplomas for students. Our goal is to have 100% of RPHS students earn a NYS Regents diploma.

[3] These data reflect August graduation rates.

[4] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A
TOTAL	Of the required measures, the school met:	5/5

EVALUATION OF THE GRADUATION GOAL

Rochester Prep HS has consistently met graduation goals. Our college preparatory emphasis pushes us to prioritize Regents Exam thresholds by the end of 10th grade (2nd year in cohort). Thus far, we have consistently met our Academic Credit goals, but have not consistently met our threshold of 75% of second year students passing 3 or more Regents exams. We continue to reverse the learning loss from COVID and work with all stakeholders - students, families, and staff to meet this goal. We have constantly met our graduation goals for 4th and 5th year members of the cohort.

Our 5-year diploma threshold for the 25-26 school year are students whose first year of high school was 2021 - a challenge for all students starting high school that year because of the pandemic. Our 5-year graduation % of 92.2% is slightly lower than our target of 95%, which we have otherwise consistently achieved.

We continue to see the Regents exams as a substantial threshold for our students to cross and have invested in small-group and targeted tutoring work, provided students with additional resources and support, worked to specifically build teacher skill by understanding the demands and rigors of Regents exams.

ADDITIONAL CONTEXT AND EVIDENCE

We continue to see the impact of COVID, the years remote/hybrid, as impacting our students, even 4-5 years out from the pandemic. We continue to invest time and resources into small group support for students, teacher training and skill building, and a responsiveness in our curricular planning that attends

to both foundational skills (often weaker post-COVID) and promoting high-level college standards (ie, AP). I am optimistic that in time we will see our overall Regents exam performance continue to improve.

ACTION PLAN

We have and are taking the following actions to prepare our students to meet the rigor of NYS Regents exams:

1. Messaging and Alignment Across All Stakeholders - that parents, students, and staff are aligned on the necessity of passing Regents exams in order to obtain a Regents diploma. That parents, students, and staff understand the requirements for a NYS Regents diploma.
2. Opt In Resources and Tutoring for Students - Monday, Wednesday, Thursday we provide option after school tutoring and support for all students.
3. Small Group Intervention - We use school time Tuesday and Thursday afternoons to provide intervention to our most struggling students, as determined by their academic data.
4. School-Based Work Accountability Systems - students whose homework is below a set threshold are required to attend "Homework Hall," as an intervention to improve homework outcomes, another opportunity for students to independently build skill and mastery of their content.

GOAL 2: COLLEGE PREPARATION

Rochester Prep's mission is for all students to enter, succeed in and graduate from a four year college or university..

Note: Schools are not required to report on College Preparation Measures 2 & 3 for 2025-26. These measures are not templated in this document.

At Rochester Prep High School, we believe all students and families deserve a pathway and support system such that they can enroll in , graduate from, and find success beyond college.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher[5]
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

[5] Report how many students passed at least one AP exam in ANY subject area; do not report separately by subject/assessment

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Percentage of the 2022 Total Cohort Graduates Demonstrating College Preparation by Indicator[6]			
Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement Exam with a score of 3 or higher	90	45	50.0%
SAT CCR Benchmark achieved in Evidence Based Reading & Writing	90	53	58.9%
SAT CCR Benchmark achieved in Math	90	26	28.9%
Overall	90	57	63.3%

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Schools should provide preliminary data for the 2022 cohort and should update prior years matriculation rates with any data received after last year's APPR submission, as additional graduates might have matriculated into college.

Matriculation Rate of Graduates by Year				
Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2020	2023-24	93	78	84%
2021	2024-25	97	88	90.1%
2022	2025-26	90	82	91.1%

SUMMARY OF THE COLLEGE PREPARATION GOAL

As previously shared, Rochester Prep High School is a college preparatory school. Our mission is for our students to enroll and persist in a 4-year college program. This preparation is both cultural – our school visually showcases colleges and college options, and instructional, from 9th – 12th grade, all students attend "College Seminar," a course where students specifically prepare for a college trajectory. In 9th Grade College Seminar prioritize skills to be successful in high school: understanding GPA, time management, self-advocacy. In 10th grade, students strengthen hard skills like email composition and

[6] Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

google suite. 11th and 12th grade truly prioritize the college process, starting with building college lists and planning applications to college. We maintain a robust relationship with RPHS alumni and welcome them back to campus annually on our "Alumni Day," typically in December.

We partner with two local colleges - Rochester Institute of Technology (RIT) and University of Rochester (UR). The RIT partnership offers students an array of opportunities to engage on campus, and we see RPHS alums successfully apply, enroll, and graduate from RIT. Our UR partnership is more specific to student-athletes through a program called CHAMPP. We see this as a similar opportunity for our RPHS students to see and follow pathways to, through, and beyond college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met
TOTAL	Of the required measures, the school met:	1/2

EVALUATION OF THE COLLEGE PREPARATION GOAL

We continue to pursue a goal of 4-year college enrollment for all RPHS graduates. Our "College Access and Success" Team includes 5 school based members, who work primarily with 11th and 12th grade students, and two beyond school based members, who work with our alumni. Our approach is intentional and focused: our school-based counselors typically work with a portfolio of 40-50 students, a caseload comparable to many private and/or parochial schools. Our alumni team works both to support students actively enrolled in college, as well as students not currently on a college pathway. Our promise to students and families is comprehensive and extends beyond HS graduation.

ADDITIONAL CONTEXT AND EVIDENCE

The impact of the COVID-19 Pandemic on our 4-year college enrollment and persistence is undeniable. Nationally, all demographics of students enrolled and persisted at lower rates – and this was specifically true for low-income, first generation college students, which comprise more than 90% of Rochester Prep's student body. In our return to school post-COVID, we've made progress (and continue to make progress) reinvesting in a 4-year college pathway for all students.

A significant obstacle for our students (or any student) attending college is cost. It is a significant part of our College Team to directly confront this obstacle. For the RP Class of 2025, just under 50% of college going students enrolled into a fully-funded 4-year pathway.

We continue to see evidence of growth and improvement in the years following COVID.

ACTION PLAN

Our action plan is to continue to expand and improve our current program. We have the resources allocated to prepare and support 4-year college pathways for all RP students. For the first time in our young history, we have the benefit of RP Alums who are college graduates, and their ability to connect, share, and mentor current RP students. We have multiple RPHS alumni (Classes of 2018-2025) on our instructional staff full time. The impact of alumni – their very presence – cannot be overstated. We're

eager to continue to leverage the voice and experience of our Alums with our currently enrolled students.

GOAL 3: 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.

BACKGROUND

The 25-26 school year allowed Rochester Prep ELA teachers to once again implement the high leverage instructional practices that have brought scholars success for the past 17 years. As part of Uncommon Schools, all ELA teachers engage in pre-service and ongoing content-specific professional development where they plan and practice delivery of instruction. Teachers develop and hone skills for data-driven instruction, analyze the ways in which students will demonstrate mastery and align their instruction to promote flexible high-level mastery across a broad range of texts. Teachers analyze student work daily, weekly and after each interim assessment, create response to data plans that outline the key strengths, areas of growth, and reteach lessons or mini-lessons to ensure growth. In response to the larger number of lower readers, we launched Guided Reading and utilized DIBELS, UFLI and mClass literacy assessment which provide a helpful augmentation for our lower readers. Instructional leaders and principals observe teachers and supported by giving feedback on instruction and response to data implementation.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent 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.

2025-26 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	82	101	81.2%
4	74	100	74.0%
5	94	98	95.9%
6	93	99	93.9%
7	87	100	87.0%
8	91	95	95.8%
All	521	593	87.9%

Performance on 2025-26 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[7]

[7] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	82	49	59.8%	70	41	58.6%
4	74	47	63.5%	66	40	60.6%
5	94	16	17.0%	85	16	18.8%
6	93	35	37.6%	76	28	36.8%
7	87	24	27.6%	76	22	28.9%
8	91	42	46.2%	81	42	51.9%
All	521	213	40.9%	454	190	41.9%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 English language arts MIP for all students of **126.5**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [8]

English Language Arts 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
521	25%	34%	29%	12%

$$PI = (0 * [25\%]_{Level\ 1} + 1 * [34\%]_{Level\ 2} + 2 * 29_{Level\ 3} + 2.5 * [12\%]_{Level\ 4}) * 100 = \mathbf{122}$$

ELA Measure 3 - Comparative

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

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

[8] You can find the statewide MIP goals for 2022-23 to 2028-29 here. Note: 2023-24 and 2022-23 MIP goals were retroactively updated and increased in the new guidance before the 2025-26 school year.

school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[9]

2025-26 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	58.6%	70	22%	1365
4	60.6%	66	19%	1260
5	18.8%	85	19%	1409
6	36.8%	76	20%	1367
7	28.9%	76	17%	1227
8	51.9%	81	18%	1235
All	41.9%	454	19%	7863

ELA Measure 4 - Comparative

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

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.[10]

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

2024-25 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	90.3	444.0	445.7	-0.15
4	90.8	456.0	446.1	0.89
5	92.1	442.0	445.3	-0.30
6	90.5	443.0	442.3	0.07

[9] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. Schools can access these data at data.nysed.gov.

[10] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
7	81.1	443.0	446.1	-0.29
8	84.9	447.0	446.7	0.03
All	88.3	445.8	445.3	0.05

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.[11]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score from 2023-24 including students who were retained in the same grade. Students with the same 2023-24 score are ranked by their 2024-25 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile.

2024-25 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	60.9	50.0
5	31.9	50.0
6	59.0	50.0
7	49.1	50.0
8	37.8	50.0
All	48.4	50.0

ELA INTERNAL EXAM RESULTS

During 2025-26, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

We refer to these internally developed assessments as Interim Assessments (IA's) and they are administered three-four times per year across 3-8. In SY25-26 we launched CBT (Computer Based

[11] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

Testing) for our IA's in our third cycle so students had additional practice with typing and testing on Chromebooks.

2025-26 Uncommon Schools Interval Assessments: ELA Performance by Grade Level						
	3rd	4th	5th	6th	7th	8th
ELA IA #1 Average Score	38%	40%	50%	56%	52%	64%
ELA IA #2 Average Score	47%	48%	57%	65%	62%	70%
Growth from IA #1 to IA #2	+9	+8	+7	+9	+10	+6

SUMMARY OF THE ELA GOAL

Rochester Prep has outlined five measures to evaluate its student performance on ELA progress. These comprise absolute, comparative and growth metrics. Rochester Prep met two out of the five measures for SY25-26:

- Absolute: Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.
- Comparative: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.
- Growth: Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Not Met
TOTAL	Of the required measures, the school met:	1/5

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

EVALUATION OF ELA GOAL

While we continue to see progress in ELA in some of the measures and goals we have set, we have not met all of our goals, specifically that 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Exam. Literacy challenges have continued to impact the 25-26 school year, which has led to challenges implementing our data-driven approach with 100% of our students, 100% of the time. The word solving and fluency gaps have impacted comprehension even more in 5th grade and this has caused performance to be below the proficiency benchmark of 75%.

ADDITIONAL CONTEXT AND EVIDENCE

We continue to see attendance (both student and teacher) increase and are optimistic that we will be able to fully support the growth necessary to meet our ELA goals. We have also adopted the UFLI curriculum to incorporate the "science of reading" and phonics instruction in both K-4 and 5th-6th grade. To ensure growth and mastery, we continue to increase the differentiation of texts during ELA instruction. The goal is students are reading in their zone of proximal development. We continue to lead frontline meetings sharing expert analysis of daily and weekly assessment data with teachers and leaders so they can continue to focus on teaching and supporting scholar growth with rigorous materials. We have implemented literacy professional development for our teachers specifically on decoding and fluency to ensure that our teachers are hyper-focused on listening to students read and increasing the rate and comprehension while working with different genres of texts.

ELA ACTION PLAN

We continue to hone our approach to data responsive literacy instruction. Using the data from our best-in-class assessments (DIBELS, mClass, UFLI, Uncommon benchmark assessments) combined with strong curriculum and highly effective teaching practices, students will continue to grow to realize mastery. This year, we have introduced increased content specific teacher professional development and trained our instructional leaders regarding phonics and fluency and guided reading. Our teachers engage in weekly meetings to plan for data driven instruction and receive feedback from administrators around outputs and daily lessons. Our students continue to have access to differentiated texts in small group literacy instruction and are exposed to different genres to gain further knowledge and access to material. In our elementary schools, we have added a specific content block that focuses solely on phonics and giving scholars repeated at bats to build word solving skills. This content block is connected to our close reading block in 3rd & 4th grade where there is heavy emphasis in the first two days of the lesson plan structure on fluency and giving students opportunities to read aloud to peers to build confidence and address errors in the moment.

HIGH SCHOOL ELA

Note: Schools are not required to report on High School ELA Measures 3 & 6 in 2025-26. These measures are not templated in this document.

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.[12]

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort[13]

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2020	2023-24	97	93	0	N/A
2021	2024-25	103	15	13	14.8%
2022	2025-26	99	0	14	14.1%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2020	2023-24	97	93	2	50%
2021	2024-25	103	15	54	61.2%
2022	2025-26	99	0	43	43.4%

[12] Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

[13] Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results. [14]

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5
2020	N/A	N/A	1818	20%
2021	103	14.8%	1936	20%
2022	99	14.1%	1936*	20%*

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher

[14] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

2020	N/A	N/A	1818	47%
2021	103	61.2%	1936	49%
2022	99	43.4%	1936*	49%*

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A
2022	2025-26	32	0	0	0%

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2020	2023-24	N/A	N/A	N/A	N/A

2021	2024-25	N/A	N/A	N/A	N/A
2022	2025-26	32	0	1	3%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

RPHS's ELA program is rooted in students reading and critically responding to authentic texts, starting in 9th grade and extending through 12th grade. We prioritize an Advanced Placement or AP pathway for students - and look to meet the NYS Regents exam requirements for ELA in 9th or 10th grade (year 1 or year 2 of the cohort). We typically do not see students re-testing their ELA exam once they've achieved a passing score, hence the gap between our actual outcome and the desired 80% or more meeting a threshold of 3 or higher. Our students consistently graduate, having met the NYS Regents exam threshold, and are prepared for the rigors of reading and writing in college.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Not Met
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Not Met
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
TOTAL	Of the required measures, the school met:	0/6

EVALUATION OF HIGH SCHOOL ELA GOAL

We consistently see RPHS students meet the minimum threshold for ELA Proficiency - passing the ELA Regents exam - but we see a gap in our actual performance from our goal of 80% scoring at a level 3 or higher.

ADDITIONAL CONTEXT AND EVIDENCE

In 9th and 10th grade, the priority is foundational reading and responding to authentic text. In 11th and 12th grade, students have the opportunity to take Advanced Placement (AP) exams as an indicator of college readiness.

ACTION PLAN

We continue to prioritize students taking and passing the ELA Regents exam in their 9th or 10th grade year with us (year 1 or year 2 of the cohort). We provide robust test preparation and tutoring to ensure all RPHS students pass the Regents exam as a condition of their graduation.

GOAL 4: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

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

BACKGROUND

Rochester Prep leverages best practices to create rigorous standards aligned math curriculum and instructional practices. Each lesson is a combination of fluency development, building of conceptual mastery, and applying these skills and understandings to real world problems. Students practice both showing their work and writing about math using content specific vocabulary. Students also engage in discourse regarding math concepts. All these activities promote growth and flexible mastery at a high level so our students can succeed in calculus before heading to college. In SY25-26, our middle schools adopted the Illustrative Math curriculum to increase student stamina with problem solving and critical thinking.

To ensure all math teachers are proficient in facilitating learning, math teachers engage in pre-service and ongoing content-specific professional development where they plan and practice delivery of instruction. Teachers develop and hone skills for data-driven instruction, analyze the ways in which students will demonstrate mastery and align their instruction to promote flexible high-level mastery across content strands. Teachers analyze student work daily, weekly and after each interim assessment, create response to data plans that outline the key strengths, areas of growth, and reteach lessons or mini-lessons to ensure growth. In response to the larger number of gaps in foundational concepts and fact fluency, Uncommon simplified and narrowed the focus of the math curriculum. Instructional leaders and principals observe teachers and support by giving feedback on instruction and response to data implementation.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent 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.

METHOD

2025-26 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	82	101	81.2%
4	77	100	77.0%
5	94	89	105.6%
6	91	99	91.9%
7	90	100	90.0%
8	N/A	95	N/A
All	434	593	73.2%

Performance on 2025-26 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	82	74	90.2%	69	62	89.9%
4	77	72	93.5%	70	65	92.9%
5	94	17	18.1%	85	17	20.0%
6	91	23	25.3%	75	18	24.0%
7	90	30	33.3%	76	28	36.8%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	434	216	49.8%	375	191	50.9%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 mathematics MIP for all students of **130.4**. The PI is the sum

of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
434	27%	23%	31%	19%

$PI = (0 * [27\%]_{Level\ 1} + 1 * [23\%]_{Level\ 2} + 2 * 31_{Level\ 3} + 2.5 * [19\%]_{Level\ 4})$ * 100= **132.2**

Math Measure 3 - Comparative

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[15]

2025-26 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	89.9%	69	25%	1456
4	92.9%	70	17%	1319
5	20.0%	85	13%	1472
6	24.0%	75	18%	1411
7	36.8%	76	15%	1255
8	N/A	N/A	N/A	N/A
All	50.9%	375	17%	6913

Math Measure 4 - Comparative

[15]Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

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

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.[16]

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

2024-25 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	90.3	474.0	449.9	1.5
4	90.8	483.0	450.0	2.08
5	92.1	433.0	446.0	-0.89
6	90.5	435.0	443.8	-0.62
7	81.1	449.0	450.9	-0.12
8	N/A	N/A	N/A	N/A
All	89.0	454.2	448.1	0.35

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.[17]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 scores and assigned a percentile based on their

[16] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

[17] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile.

2024-25 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	69.5	50.0
5	10.5	50.0
6	32.0	50.0
7	42.4	50.0
8	N/A	50.0
All	38.7	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2025-26, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Internally developed.

2025-26 Uncommon Schools Interval Assessments: ELA Performance by Grade Level

	3rd	4th	5th	6th	7th	8th
ELA IA #1 Average Score	38%	40%	50%	56%	52%	64%
ELA IA #2 Average Score	47%	48%	57%	65%	62%	70%
Growth from IA #1 to IA #2	+9	+8	+7	+9	+10	+6

SUMMARY OF THE MATHEMATICS GOAL

Rochester Prep did not meet two of the performance goals in 3-8, however Rochester Prep did meet the three out of the five goals below within absolute and comparative metrics.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met

Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Not Met
TOTAL	Of the required measures, the school met:	3/5

EVALUATION OF THE MATHEMATICS GOAL

While we did not meet the absolute goal across all 3-8 grade levels, we did see proficiency above the 75 percent goal in grades 3-4. While we have not yet reached the 75% threshold with student proficiency, specifically in 5th-8th grade, we are seeing significant growth from the post-pandemic starting point. We need to continue to rebuild fluency and automaticity with scholars' math skills.

As outlined above, Rochester Prep implements daily exit tickets, weekly power practice quizzes, and interim assessments every 6-8 weeks to ensure mastery is achieved. With each of these assessments, there is an aligned response-to-data process to ensure gaps in achievement are remedied swiftly.

ADDITIONAL CONTEXT AND EVIDENCE

For the past few years, Rochester Prep invested in acceleration around a significant number of pre-requisite standards not mastered. This slowed down grade level instruction; however, it is the right long-term investment to ensure future mastery. We expect to see mastery increase in our 5-8 grade spans.

As shown in the table above, most grades demonstrated growth in absolute performance. In the case of 5th and 6th grade, the rigor and breadth of the assessment increases significantly by IA3. We are working to adjust our instruction during the third assessment cycle to improve performance to average of 75-80%.

MATHEMATICS ACTION PLAN

The schools continue to implement the high-leverage best-in-class approaches outlined above. In addition, schools are engaging in "Frontline" meetings ensure that leaders and teachers are working with Uncommon Schools curriculum experts to identify gaps and prepare to close them. Additional analyses support this work by projecting students' proficiency and planning intervention (small group or individual) depending on the need and learning style. Combined with frequent (re)assessment, teachers and leaders are constantly adjusting support better learning. In our elementary schools, we have been working with more manipulatives and building efficient use of strategies in story problems to increase the accessibility and stamp conceptual understanding to support our data driven instruction each day.

HIGH SCHOOL MATHEMATICS

Note: Schools are not required to report on High School Mathematics Measures 3 & 6 in 2025-26. These measures are not templated in this document.

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2020	2023-24	97	94	0	0%
2021	2024-25	103	42	1	1.6%
2022	2025-26	99	0	1	1%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2020	2023-24	97	94	2	66.7%
2021	2024-25	103	42	22	36.1%
2022	2025-26	99	0	12	12.1%

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.[18]

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5
2020	97	0%	1818	2%
2021	103	1.6%	1936	3%
2022	99	1%	1936*	3%*

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.[19]

Percent Scoring at Least Level 3 or Higher on a Mathematics Regents Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher
2020	N/A	N/A	1818	14%
2021	103	36.1%	1936*	26%
2022	99	12.1%	1936*	26%*

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness

[18] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

[19] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2020	2023-24	N/A	95	0	N/A
2021	2024-25	N/A	N/A	N/A	N/A
2022	2025-26	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort.**

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2020	2023-24	N/A	95	2	N/A
2021	2024-25	N/A	N/A	N/A	N/A
2022	2025-26	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

At RPHS students follow a progression of Algebra I, Geometry, Algebra II, and then Pre-Calculus, Calculus, or AP Math (Calculus or Statistics). Our math program is rooted in a foundation of Algebra and we see that foundation as a substantial driver of higher level student math. RPHS students take and pass the Algebra I Regents exam, and we see many students take and pass the Geometry exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Not Met
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Not Met
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
TOTAL	Of the required measures, the school met:	0/6

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

While we see all RPHS students taking and passing the Algebra I Regents Exam we, see a gap between our actual performance of passing the exam and our goal performance of scoring at or above a Level 4.

ADDITIONAL CONTEXT AND EVIDENCE

Once students at RPHS take and pass the Regents exams we typically do not see students re-take the exam to boost or improve their score. Instead, we see students prepare to take, or start taking, Advanced Placement (AP) courses as an indicator of College Readiness**.**

ACTION PLAN

We continue to stress the importance of readiness for the Algebra I and Geometry Regents exams and will continue to provide ongoing test readiness and support during classroom instruction.

GOAL 5: SCIENCE

All students demonstrate proficiency on the NYS science assessment.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

BACKGROUND

All Rochester Prep students receive science instruction starting in kindergarten and continuing through to middle school and high school. The frequency increases from 2-4 days per week in ES (K-4) to daily in MS (5-8) and HS (9-12). The Uncommon science curriculum has been overhauled based on the new NYS science standards and to increase the amount of hands-on inquiry style lessons. Science teachers participate in pre-service and ongoing content specific PD which supports high ratio science teaching and discourse and scientific thinking skills. Each subject within science engages in vertical alignment exercises looking at AP, SAT, and Regents examinations in their subject and aligning their grade level curriculum.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2026. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2025-26 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	95	35	36.8%
8	85	55	64.7%
All	180	90	50.0%

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.[20]

2025-26 State Science Exam

[20] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	95	35	36.8%	1468	212	14%
8	85	55	64.7%	947	91	10%
All	180	90	50.0%	2415	303	12.5%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Our 5th graders took the NY State Science Exam for the 2nd time in 25-26 in a CBT format. We saw 50% proficiency on the State Exam which was a 18% increase from SY24-25. However this growth, does not meet the absolute goal of 75% proficiency. Students did meet the comparative goal for ES-MS science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met
TOTAL	Of the required measures, the school met:	1/2

EVALUATION OF THE SCIENCE GOAL

Rochester Prep has met its comparative measure by earning higher proficiency on the 5th and 8th exam compared to the same tested grades (course) in the local district of comparison. Rochester Prep did not meet the absolute measure on the 5th grade and 8th NYS Science Exam, but it did meet the comparative metric. Overall proficiency increased from 38% to 50% in SY25-26 at Rochester Prep 1.

ADDITIONAL CONTEXT AND EVIDENCE

We will continue to support this cohort with rigorous science instruction in 5th and 8th grade to resolve the gaps in understanding. We have augmented the curriculum to close gaps in their scientific thinking skills and mastery. Our 8th grade students will no longer take the Living Environment Regents due to NYS discontinuing that course.

Performance on Regents Exam in Any Science Subject of 8th Grade Students Enrolled in At Least Their Second Year[21]				
Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing

[21] Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

2023-24	83	31%	1818	17%
2024-25	78	41%	1936	26%
2025-26	N/A – NYSTP Science			

ACTION PLAN

In response to the revised NYS science standards, we have increased the lab-based activities in our classes and additional at-bats connecting these at-bats with charts, data tables, and prose descriptions of context, so students are prepared to analyze similar situations. We look forward to our 5th grade and 8th grade students taking the Science NYS Exam in SY26-27, and demonstrating growth in their performance.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score **at least 65** on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth and Space Sciences, Chemistry, and Physics. The school administered Living Environment. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2020	2023-24	97	94	0	0%
2021	2024-25	103	54	27	55.1%
2022	2025-26	99	37	6	9.6%

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of **65 or above** will exceed that of the high school Total Cohort from the school district of comparison.

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school should compare to the previous year's district results.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

	Charter School	School District

Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2020	N/A	N/A	17%	1818
2021	103	55.1%	1936*	26%*
2022	99	9.6%	1936*	26%*

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

RPHS prioritizes the Life Science/Biology Regents exam pathway for all students in pursuit of the "4+1" Diploma Pathway in NYS. Our goal is to have 100% of RPHS students pass the exam such that they can make progress towards a NYS Regents Diploma.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Not Met
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Not Met
TOTAL	Of the required measures, the school met:	0/2

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

RPHS did not meet the absolute or comparative goal.

ADDITIONAL CONTEXT AND EVIDENCE

During COVID, students were awarded an exam exemption when passing the aligned course. For this reason we see many RPHS students with an exemption credit. When comparing these exemptions against our goals, it appears we have not met the threshold - but in these instances, students continued to make progress towards a NYS Regents Diploma.

ACTION PLAN

We continue to express the importance of the Biology/Life Science Regents exam and provide high quality instruction with additional test preparation and small group supports for all students.

GOAL 6: SOCIAL STUDIES

All students demonstrate proficiency in Social Studies.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

BACKGROUND

At RPHS our History program is rooted in students analyzing and responding to primary historical sources. We work for students to achieve their History Regents Exam Credits in 10th or 11th grades (year 2 and year 3 of the cohort) and truly prioritize Advanced Placement (AP) opportunities for all 11th and 12th graders.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. To graduate, students must pass one of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass these exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2020	2023-24	97	59	10	26%
2021	2024-25	103	82	9	43.5%
2022	2025-26	99	39	18	30.0%

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school should report the most recently available district results.[22]

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

	Charter School	School District

[22] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2020	97	26%	1818	24%
2021	97	43.5%	1936	27%
2022	99	30%	1936*	27%*

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. To graduate, students must pass one of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass these exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2020	2023-24	97	2	46	48%
2021	2024-25	103	21	50	63.4%
2022	2025-26	99	0	53	53.5%

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

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

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2020	97	48%	1818	34%
2021	103	63.4%	1936	34%

2022	99	53.5%	1936*	34%*

SUMMARY OF THE SOCIAL STUDIES GOAL

RPHS Students passed the Global History Regents at a higher rate than the US History Regents, surpassing the comparison district. As we prioritize the 4+1 pathway, students who may have passed the Global History exam in 10th grader likely would not have sat to take the US History exam in 11th grade, showing less than 75% passing on the absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Not Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Not Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Met
TOTAL	Of the required measures, the school met:	2/4

EVALUATION OF THE SOCIAL STUDIES GOAL

RPHS did not meet the absolute goal, but did meet the comparative goal.

ADDITIONAL CONTEXT AND EVIDENCE

We pursue the 4+1 Regents Diploma pathway - as such, students who passed the Global exam in 10th grade likely do not attempt the US History exam in 11th grade. All RPHS students meet the History threshold for a NYS Regents diploma, either with the Global exam credit or the US History exam credit.

ACTION PLAN

We continue to express the importance of the History Regents exam and provide high quality instruction with additional test preparation and small group supports for all students.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

GOAL 7: ESSA

ESSA Measure 1

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.

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 Every Student Succeeds Act ("ESSA") accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Schools can find their 2025-26 Preliminary Accountability Status in the Information and Reporting Services Portal (IRSP), in the download titled "2025-26 Preliminary Accountability Determinations ROS". All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

Year	Status
2023-24	Local Support & Improvement
2024-25	Local Support & Improvement
2025-26	Local Support & Improvement

ADDITIONAL CONTEXT AND EVIDENCE

Rochester Prep Charter School 1's status is Local Support and Improvement, as it has been every year since opening.