ROCHESTER PREP
AN UNCOMMON SCHOOL

Rochester Prep Charter School 2

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT

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2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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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Jim Costanza	Trustee	Academic, Facilities
Josh Phillips	Trustee	n/a

Annemarie Aman has served as the Principal of the Elementary School since 2024.

Shaniqua Johnson has served as the Principal of the Middle School since 2024.

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SCHOOL OVERVIEW

Rochester Preparatory Charter School 2 ("Rochester Prep"), formerly known as True North Rochester Preparatory Charter School - West Campus first opened as a middle school in 2011. In 2013, the elementary school opened with grades K and 1. Rochester Prep now serves over 800 students in grades kindergarten through 8. Rochester Prep operates under the Uncommon Schools Charter Management Organization, which operates two other charters in Rochester, Rochester Preparatory Charter School 1 and Rochester Preparatory Charter School 3. Rochester Prep's students matriculate to Rochester Prep High School after 8th grade. The high school opened in 2014 and now serves grades 9-12 and gives 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 mClass/DIBELS 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 ensures 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 DIBELS, 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 5through 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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

School Year	K	1	2	3	4	5	6	7	8	Total
2023-24	72	76	83	101	106	92	91	88	95	804
2024-25	79	78	80	99	98	97	100	95	95	821
2025-26	76	102	84	94	89	85	96	93	95	814

GOAL 1: ENGLISH LANGUAGE ARTS

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

75% of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English Language Arts examination for grades 3-8.

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 responses 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 provide support 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	72	88	81.8%
4	65	84	77.4%
5	81	91	89.0%
6	86	98	87.8%
7	84	90	93.3%
8	83	93	89.2%
All	471	544	86.6%

Performance on 2025-26 State English Language Arts Exam

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

By All Students and Students Enrolled in At Least Their Second Year[1]						
Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	69	54.2%	62	34	54.8%
4	65	48	73.8%	59	44	74.6%
5	81	16	19.8%	69	13	18.8%
6	86	40	46.5%	76	38	50.0%
7	84	29	34.5%	77	26	33.8%
8	83	56	67.5%	76	51	67.1%
All	471	228	48.4%	419	209	49.9%

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. [2]

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
471	24	28	30	19

$$PI = (0 * [24]_{Level\ 1} + 1 * [28]_{Level\ 2} + 2 * [30]_{Level\ 3} + 2.5 * [19]_{Level\ 4}) * 100 = 135.5$$

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.

[1] 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.

[2] 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.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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.[3]

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	62	54.8%	1365	22%
4	59	74.6%	1260	19%
5	69	18.8%	1409	19%
6	76	50.0%	1367	20%
7	77	33.8%	1227	17%
8	76	67.1%	1235	18%
All	419	49.9%	7863	19%

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.[4]

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	82.8	446.0	446.9	-0.09

[3] 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.

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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
4	88.8	441.0	446.4	-0.51
5	88.7	445.0	445.9	-0.09
6	92.0	437.0	442.0	-0.49
7	82.1	449.0	446.0	0.29
8	76.8	450.0	447.8	0.23
All	85.3	444.6	445.8	-0.11

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.[5]

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	54.0	50.0
5	50.9	50.0
6	54.5	50.0
7	65.6	50.0
8	52.4	50.0
All	55.6	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

2024-25 Uncommon Schools Interval Assessments:

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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

ELA Performance by Grade Level						
	3rd	4th	5th	6th	7th	8th
ELA IA #1 Average Score	41%	44%	56%	53%	51%	68%
ELA IA #2 Average Score	50%	61%	59%	61%	58%	72%
Growth from IA #1 to IA #2	+9	+17	+3	+8	+7	+4

SUMMARY OF THE ELA GOAL

Rochester Prep has outlined five measures to evaluate it's student performance on ELA progress. These comprise absolute, comparative and growth metrics. Rochester Prep met three 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.	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.	Met
TOTAL	Of the required measures, the school met:	3/5

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EVALUATION OF ELA GOAL

While the Rochester Prep team implemented a best-in-class approach to literacy instruction, we experienced multiple challenges that impacted the overall level of proficiency as outlined in the table below. Students overall started the year at lower levels than ever encountered. Staffing attendance was a challenge with open positions and leader transitions mid-year led to inconsistency around teacher and student development. Disaggregating the results, in 5th grade there was a decline from 24-25 which was due to students not being proficient in word solving and fluency, and we can grow our proficiency significantly in the coming months and years to ensure a heavy amount of instruction is focused on comprehension.

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. To ensure growth and mastery, we continue to increase the differentiation of texts during ELA instruction. The goal is students are reading at 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, UFLI, mClass, 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 also trained our instructional leaders regarding phonics and fluency and guided reading. Our teachers engage in weekly meetings to plan for data driven instruction and are receiving 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 a 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.

GOAL 2: MATHEMATICS

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

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 are able to succeed in calculus before heading to college.

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 responses 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.

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	71	88	80.7%
4	65	84	77.4%
5	87	91	95.6%
6	90	98	91.8%
7	84	90	93.3%
8	0	93	N/A
All	397	544	73.0%

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	71	67	94.4%	61	57	93.4%
4	65	63	96.9%	59	57	96.6%
5	87	64	39.1%	76	28	36.8%
6	90	51	56.7%	80	47	58.8%
7	84	60	71.4%	77	56	72.7%
8	N/A – Regents Algebra I					

All	397	275	69.3%	353	247	70.0%

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
397	13	17	43	26

$$PI = (0 * [13]_{Level\ 1} + 1 * [17]_{Level\ 2} + 2 * [43]_{Level\ 3} + 2.5 * [26]_{Level\ 4}) * 100 = 168$$

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.[6]

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

Grade	Percent of Students at or Above Proficiency

[6]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.

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	Charter School Students In At Least 2nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	61	93.4%	1456	25%
4	59	96.6%	1319	17%
5	76	36.8%	1472	13%
6	80	58.8%	1411	18%
7	77	72.7%	1255	15%
8	N/A – Regents Algebra I		N/A	N/A
All	247	70.0%	6913	17*

Math Measure 4 - 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.

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.[7]

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	82.8	472.0	451.4	1.29
4	88.8	455.5	450.5	0.29
5	88.7	443.0	446.8	-0.27
6	92.0	448.0	443.5	0.32
7	82.1	458.0	450.7	0.46
8	N/A – Regents Algebra I			
All	86.9	455.0	448.6	0.41

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

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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.[8]

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 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	47.2	50.0
5	21.0	50.0
6	63.4	50.0
7	58.9	50.0
8	N/A	50.0
All	48.5	50.0

MATHEMATICS INTERNAL EXAM RESULTS

Rochester Prep used multiple rounds of Interval Assessments (IAs) in Math in SY25-26 and will continue to do so in SY26-27. Teachers, school leaders and network curriculum planners evaluate student performance on these assessments to support struggling students on key standards using our data analysis tool - Illuminate (now Renaissance). This allows teachers to create re-teach lessons and provide additional at-bats with key mathematical skills to increase student mastery. We are encouraged by the increase in growth over IA rounds last year showing a +15% improvement by the time students in spring after IA3 which is taken in early March, leading into the NYS Exams. This past year we also piloted new CBT (Computer Based Testing) formatted IA's to align more closely with NYS Exam predictive data.

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: Interim Assessments (IA's) and Power Practice Quizzes (PPQs).

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

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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
Math Performance by Grade Level

	3rd	4th	5th	6th	7th
Math IA #1 Average Score	74%	75%	62%	53%	38%
Math IA #2 Average Score	72%	76%	58%	49%	54%
Growth from IA #1 to IA #2	-2	1	-4	-4	+16

SUMMARY OF THE MATHEMATICS GOAL

Rochester Prep met the goal related to math proficiency for three out of five measures for the mathematics goal. Rochester Prep did achieve absolute and comparative goals, but did not meet the first absolute goal around 75% of tested students and the growth goal.

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 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 an average of 75-80%.

Our internal benchmark assessments indicate students are demonstrating growth. These assessments also allow our teachers and leaders to identify gaps in mastery and growth. Once identified, the team develops response-to-data plans to address the misconceptions and build skill. The final step in each plan is a reassessment, the data from which provides the opportunity to continue to engage in the response-to-data cycle.

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 to 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 making adjustments to 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.

GOAL 3: SCIENCE

All students demonstrate proficiency on the NYS science assessment.

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.

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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	85	19	22.3%
8	89	64	71.9%
All	174	83	47.7%

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.[9]

2025-26 State Science Exam
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	85	19	22.3%	1468	212	14%
8	89	64	71.9%	947	91	10%
All	174	83	47.7%	2415	303	12.5%

[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. District results can be found at data.nysed.gov.

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SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Our 5th graders took the State Science Exam for the 2nd time in 25-26 using the Computer Based Testing (CBT) format . We saw 47.7% overall proficiency on the State Exam which was a 13.7% increase from SY24-25. While this 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.	Not Met
TOTAL	Of the required measures, the school met:	0/2

EVALUATION OF THE SCIENCE GOAL

Rochester Prep has met its comparative measure by earning higher proficiency on the Living Environment Regents exam compared to the same tested grades (course) in the local district of comparison. Rochester Prep did not meet the absolute measure on the new 5th grade NYS Science Exam.

ADDITIONAL CONTEXT AND EVIDENCE

We will continue to support this cohort with rigorous science instruction in 5th through 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 continue to take the Living Environment Regents course as it has been phased out of the NYS Regents curriculum.

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.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

GOAL 4: 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 2's status is Local Support and Improvement, as it has been every year since opening.