



# New York State Education Department

## ***Renewal Site Visit Report 2016-2017***

**Rochester Academy Charter School**

**Visit Date:** 11/02-03/2016

**Date of Report:** 2/14/2017

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## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Rochester Academy Charter School
<b>Board Chair</b>	Mahmut Gedemenli
<b>School Leader</b>	Mehmet Demirtas
<b>District of location</b>	Rochester City School District
<b>Opening Date</b>	September 7, 2008
<b>Charter Terms</b>	Initial Charter Term: 1/15/2008-1/14/2013 First Renewal Charter Term:1/15/2013-6/30/2014 Second Renewal:7/1/2013-6/30/2014 Third Renewal: 7/1/2014-6/30/2017
<b>Management Company</b>	N/A
<b>Educational Partners</b>	N/A
<b>Facilities</b>	841 Genesee Street, Rochester, New York 14611 (Grades 7-8) 1757 Latta Road, Greece, New York 14612 (Grades 9-12)
<b>Mission Statement</b>	<i>To provide students in grades 7-12 with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially and emotionally.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Provide students with the skills and experiences necessary that will help them master the knowledge detailed in the NYS Core Curriculum Learning Standards</li> <li>• Provide a strong focus on math and science and use national competitions and science fairs to motivate students</li> <li>• Build a strong supervisory and monitoring system that will provide individualized attention to each student</li> <li>• Provide broad tutoring services that will help students address learning needs and/or issues</li> </ul>

<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

<b>Name of Charter School</b>	Rochester Academy Charter School
	<p>with specific content</p> <ul style="list-style-type: none"> <li>• Build strong parent/student/school relationships</li> <li>• Require enhanced professional development for staff members</li> <li>• Build partnerships with community organizations and other educational institutions</li> </ul>
<b>Requested Revisions</b>	To expand to K-4 and 6-12 with a maximum enrollment of 750, by adding Grade 6 in 2017-2018, Grades K and 1 in 2018-2019, Grade 2 in 2019-2020, Grade 3 in 2020-2021, and Grade 4 in 2021-2022. The school intends to add Grade 5 during a subsequent renewal period.

### Enrollment

School Year	Grades Served	Maximum Authorized Enrollment	Actual Enrollment
2016-2017	7-12	360	372
2015-2016	7-12	360	372
2014-2015	7-12	360	361

## METHODOLOGY

A full day renewal site visit was conducted at Rochester Academy Charter School (RACS) on November 2-3, 2016. The CSO team conducted interviews with the board of trustees, school leadership team, and parents. In cooperation with school leadership, the school administered an anonymous survey to teachers at the beginning of the current school year.

The team conducted 15 classroom observations in Grades 7-12. The observations were approximately 20 minutes in length and conducted jointly with the dean of the middle school and the instructional coach.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Staff roster**
- **Current organization chart**
- **A master school schedule**
- **Board materials**
- **Board self-evaluation documents**
- **Blank teacher and administrator evaluation forms**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **Curricular documents consisting of unit and lesson plans**
- **School-administered teacher, parent, and student surveys**
- **A list of major assessments**
- **Enrollment data including subgroups**
- **Professional development plans and schedules**
- **Academic data**
- **NYSED teacher survey**

## BENCHMARK ANALYSIS

The Performance Framework outlines 10 Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the site visit will be presented in alignment with the [Performance Framework](#) Benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school's performance will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
<b>Exceeds</b>	The school meets the performance benchmark; potential exemplar in this area.
<b>Meets</b>	The school generally meets the performance benchmark; few concerns are noted.
<b>Approaches</b>	The school does not meet the performance benchmark; a number of concerns are noted.
<b>Falls Far Below</b>	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from 11/2/2016 to 11/3/2016 at RACS, see the following Performance Benchmark Scores and discussion.

**New York State Education Department  
Charter School Performance Framework Rating**

Performance Benchmark		Level
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Performance Benchmark	Level
<b>Summary of Findings</b>	

The performance of middle school students at Rochester Academy Charter School (RACS) surpasses that of students in the Rochester City School District (RCSD) on math and ELA state exams but remains below state averages.

At the high school level, RACS has met or exceeded the state average high school total 4-year Regents outcomes for all students in all Regents testing areas (ELA, math, global history, U.S. history, and science) for the 2010, 2011, and 2012 cohorts. Graduation rates have also exceeded the state average. The 2010 cohort had a graduation rate of 92% and the 2011 cohort had a graduation rate of 93%. 2012 cohort data is not available as of the date of this report.

RACS school leaders have begun to put in place systems that set high expectations for student academic outcomes, including a curriculum aligned with the NYSLS and intervention strategies to ensure that students have multiple opportunities to succeed. Close monitoring of student achievement and the use of technology-based remediation programs enables the school to target interventions and curriculum supports to specific student learning needs.

School leaders at RACS have designated staff to monitor and support student social and emotional well-being and they have adopted strategies to encourage a safe and orderly learning environment. Families expressed overall satisfaction with the school’s program, leadership and management, and the school reports a high rate of returning students, including students in special populations, namely those with disabilities and those who are English language learners.

The RACS Board of Trustees has been actively involved in overseeing the academic performance of the school and refining or revising policies to best serve students and improve the viability of the organization. The board cites the high rate of student persistence (65.03%) and the increasing proportion of returning teachers as evidence that board decisions have strengthened the stability of the organization.

RACS operates under an organizational structure that accommodates and coordinates operations across two buildings under a common school leader, allocating responsibilities and deploying personnel to accomplish the school’s mission. Systems and protocols have been implemented to regularly monitor student academic performance and address deficiencies. Strategies to ensure a stable teaching staff and ensure consistent instructional quality are being implemented.

The school has taken steps to fulfill the core commitment in its mission, to provide opportunities for students to develop the skills to be successful academically, socially and emotionally. The school has made progress toward implementation of the key design elements in its charter.

RACS enrolls a higher proportion of economically disadvantaged students than the district, but a smaller percentage of English language learners and students with disabilities. The school has made modifications to its recruitment practices but the enrollment of special populations does not yet mirror the proportions in the district.

## **Benchmark 1: Student Performance**

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

### **Finding: Meets**

**Summative Evidence for Benchmark 1:** See Appendix A for further information.

#### **1.a. ESEA designation**

RACS is designated as school *In Good Standing* under current New York State criteria as defined by the Elementary and Secondary Education Act (ESEA).

#### **Elementary/Middle School Outcomes**

##### **1.b. Similar Schools Comparison**

Data, as reported by the school, indicate that math and ELA results at the middle school level are slightly higher than those of similar schools, and grow to a more positive difference at the high school level. The school attributes this to the length of time that students are attending the school. However, no specific data was provided to support this claim.

##### **2.a. (i-ii) Growth**

The school reports that its seventh and eighth graders demonstrate modest trends toward proficiency in ELA and math. RACS states that students who have moved up one level have remained steady, with the highest level of growth observed in 2015-2016.

##### **2.b. (i-iii) Proficiency 3-8 Assessments**

Proficiency rates for RACS seventh and eighth graders in ELA show a gradual increase, as shown on Table 2 in Appendix A. The percentage of students who are proficient on the mathematics exam has been low over the charter term, with 9 percent on the 2015 test, and 8 percent on the most recent (2016) test. RACS students achieved a higher proficiency rate than their peers in the Rochester City School District (RCSD) by 3 points in ELA on the most recent test, and by 6 percentage points in mathematics. RACS seventh and eighth graders fall below the state average proficiency in ELA by 28 percentage points and in mathematics by 23 points on the 2016 assessments.

The proficiency rate for economically disadvantaged students at RACS mirrors the rates for all students as this subgroup constitutes the majority of the school's population, with modest trends toward proficiency in ELA and mixed results in mathematics.

One of the 16 students with disabilities tested in 2016 met the proficiency standard in ELA, a rate of 6 percent, which surpasses the RCSD rate of 0 percent for students with disabilities. In mathematics, 6 percent of the RACS students with disabilities met the proficiency target, exceeding the district rate of 0 percent. In both ELA and mathematics, RACS students with disabilities are at or above the state average for students with disabilities. None of the RACS English language learners met proficiency, compared with a district rate of 1 percent in ELA and 0 percent in mathematics.

#### **High School Outcomes**

### Annual Regents Outcomes

The most recent annual Regents outcomes that are publicly available include results for the 2015-2016 school year. The performance of RACS students is shown in Appendix A. RACS students surpassed the state average on the Geometry and Global History Regents exams by a few points. The school fell below state averages on other tests, with the greatest deficits on the Common Core Geometry, Earth Science, Living Environment, and U. S. History Regents.

### Total Cohort Regents Testing Outcomes

The school's four-year total cohort Regents passing rates have met or exceeded state averages. In four years of their high school program, RACS students in the 2012 cohort, which graduated in June 2016, passed Regents exams at rates between 82 and 95 percent. The 2011 and 2010 cohorts averaged passing rates on their Regents exams at or above 81 percent and 89 percent, respectively, across four years.

### Graduation Outcomes

Graduation rates have exceeded the state average. The 2010 cohort had a graduation rate of 92% and the 2011 cohort had a graduation rate of 93%. 2012 cohort data is not yet available.

According to data provided by the school, 78% of the 2011 cohort (graduated in 2015) and 88% of the 2012 cohort (graduated in 2016) were designated on track to graduate, having passed three Regents exams by their third year at the high school. Eighty-eight percent and 93% respectively met the graduation target by their fourth year. Economically disadvantaged students, who comprise a majority of the population, demonstrated the same trend. RACS enrolled one English language learner in the 2011 cohort and one in the 2012 cohort, each of whom passed three Regents exams by their fourth year at the school. Of the four students with disabilities in the 2011 cohort, one met the on-track target by their third year in the high school. Of the two students with disabilities in the 2012 cohort, one met the on-track goal of passing three Regents by the end of the third year of high school.

### Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none"><li>a. The school has a documented curriculum that is aligned to the CCLS.</li><li>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</li><li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>d. The curriculum is differentiated to provide opportunities for all students to</li></ul>

<u>Element</u>	<u>Indicators</u>
	master grade-level skills and concepts.
2. <i>Instruction</i>	<ul style="list-style-type: none"> <li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li> <li>b. Instructional delivery fosters engagement with all students.</li> </ul>
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> <li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li> <li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li> <li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.</li> </ul>
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> <li>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</li> <li>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</li> </ul>

### **Summative Evidence for Benchmark 2:**

RACS school leaders have begun to put in place systems that set high expectations for student academic outcomes, including a curriculum aligned with the New York State Learning Standards (NYSLS) and intervention strategies to ensure that students have multiple opportunities to succeed. Close monitoring of student achievement and the use of technology-based remediation programs enable the school to target interventions and curriculum supports to specific student learning needs.

RACS school leaders reported that teachers have been adapting and modifying the Engage NY modules in English language arts and mathematics to create the curriculum for grades seven and eight. During professional development sessions prior to the opening of school, teachers created a scope and sequence of topics aligned with the NYSL and developed unit plans and weekly lesson overviews as the framework for their courses. Teachers of elective or special classes such as music and Spanish devise their curriculum based on state standards using open source materials or commercial resources. The dean of the middle school reviews weekly lesson outlines to monitor alignment with the NYSL. Renewal site visit team members collected lesson plans from six of the seven middle school classes observed, and noted three different formats in use across the school. Across the three different formats (teachers may choose), teachers referenced common elements, including the NYS learning standards addressed in the unit or lesson and learning objectives stating what students will know, understand, and be able to do at the end of the lesson. Lesson plans also describe the instructional role of each of the two teachers assigned to the math and ELA classes at RACS and the activities in which students will participate during the lesson. While the lesson plans cited appropriate grade level standards, team members noted that lesson activities did not always match the level of challenge intended by the NYS learning standard, and

in two cases, the activity did not align with the learning objective. While the concepts stated on the lesson plan were challenging, lesson activities as implemented required simple recall of facts, following standard procedures to solve problems, or copying notes from the screen into their notebooks. In two classes, students worked in groups to complete a task (plot diagram or poetry interpretations) which reflected a higher level of cognitive demand.

The high school curriculum is also developed by RACS teachers who use NYS Regents course materials to develop a scope and sequence and prepare unit and weekly or daily lesson plans to structure student learning activities. Elective and special subject classes design a scope and sequence using multiple sources which teachers align with the relevant state or national standards. Weekly plans collected by the renewal site visit team for the seven high school classes observed followed a common format listing relevant state standards, an essential question for the units, learning objectives stating what students will know, understand, and do, and a formative or summative assessment to determine student mastery of the lesson concepts. High school classes visited by the team followed the lesson plan content closely, and, while not all students were equally successful in mastering the skill or concept of the lesson, the small class sizes and extra support teachers in four of the classes created an environment in which a majority of students were actively engaged in learning.

The RACS school leaders predicted that purposeful grouping and frequent student to student interaction in discussion would be common instructional practices at both the middle school and high school. Three of the middle school classes had two teachers and a small number of students, so the students were in two groups each working with one of the instructors. In the intervention class in the math lab, students worked independently at computers on software practice lessons. In three of the middle school classes, students were seated in groups but working independently on worksheets or reading with little student to student interaction. At the high school, three of the seven classes were engaged in whole class instruction with students interacting with the teacher rather than with each other to solve problems or review new material, and in four of the classes students worked on their assignment with their peers in groups.

RACS administers the STAR assessment and the Scholastic Reading Inventory (SRI) to determine baseline reading levels. The school revised its daily schedule at the middle school to provide two periods of math and two periods of ELA, one of each designated as an intervention period where students receive guided reading or math support targeted to their needs. The decision to modify the schedule to incorporate remediation into the school day emerged from a review of assessment results from prior years showing insufficient movement toward proficiency, particularly among middle school students. School leaders schedule time during Wednesday early release days for grade level teams to review student progress on classroom work, tests, and quizzes as well as reports from software programs such as Read 180, Accelerated Math, and IXL math, to determine if students need additional intervention or support. In the middle school, students receive extra help during the intervention reading or math period. At the high school, classroom teachers provide extra help to students during study hall or before or after school. The school is continuing its relationship with Monroe Community College (MCC) to provide tutors from the college who work in designated classrooms to provide additional in-class support to struggling students.

Services to support students who are English language learners are offered by RACS teachers during study halls and intervention periods, but also as an optional ninth period after the end of the school day. Students with disabilities are served by teachers employed by the Rochester City School District (RCSD) who work in the classrooms where students with IEPS are grouped.

### Benchmark 3: Culture, Climate and Family Engagement

*The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"><li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li><li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li><li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li><li>d. Classroom environments are conducive to learning and generally free from disruption.</li></ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"><li>a. Teachers communicate with parents to discuss students' strengths and needs.</li><li>b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li><li>c. The school has a systematic process for responding to parent or community concerns.</li><li>d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li></ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"><li>a. School leaders collect and use data to track the socio-emotional needs of students.</li><li>b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.</li></ul>

#### Summative Evidence for Benchmark 3:

School leaders at RACS have designated staff to monitor and support student social and emotional well-being and they have adopted strategies to encourage a safe and orderly learning environment. The school reports a high rate of returning students, including students in special populations, namely those with disabilities and those who are English language learners, as an indicator of family satisfaction.

RACS employs a counselor at both the high school and middle school buildings and a social worker to serve the high school students. The counselor and social worker contribute to the design and implementation of interventions for students experiencing social and emotional challenges as part of the Response to Intervention (RtI) process and those services required by students' individual education plans (IEPs). Two student management supervisors, one at each building, work with students sent from class for infractions of the code of conduct to devise alternative behaviors so that students can return to the classroom promptly. When infractions persist, the student management supervisor oversees the in-school suspension placement. Security guards at each building provide additional monitoring of hallways and common areas as well as the area surrounding each of the buildings.

The school has a detailed discipline policy listing infractions and consequences, dress codes, internet policies, and attendance expectations to encourage a positive learning environment. The Code of Conduct includes promotion and graduation requirements and a description of the positive behavior interventions and supports (PBIS) point system. Teachers award points to reinforce expected classroom behavior and students redeem their points for privileges such as dress-down days. The code includes an extensive discussion of policies and procedures to address instances of bullying, including consequences for infractions. A student parent contract lists the rights and responsibilities of both families and students. The code of conduct does not list procedures for addressing expectations and consequences for students with disabilities if their disability is a factor in the behavior.

Renewal site visit team members observed productive classrooms and orderly hallways at the high school, consistent with the school's code of conduct. On the RACS student survey, 91% of the 219 students responding agreed that they feel safe at the school. Only one of the eight parents in the focus group expressed hesitation when asked whether their child was safe at the school. In contrast, 12 of the 30 teachers (40%) responding to the RACS survey agreed that students feel safe from harassment and bullying while 19 (63%) were neutral or disagreed. At the middle school, team members observed that hallways were more boisterous and student movement in and out of classrooms during class periods was more frequent. The RACS survey responses were not disaggregated by school building and neither students nor parents were asked explicitly about bullying and harassment making it difficult to compare responses across all three stakeholder groups.

Responsibility for student social and emotional well-being is shared by the classroom teachers and the student support team. The student support team, consisting of the director, counselors, social worker and student management supervisor meet weekly to review behavior and discipline data in order to identify students displaying evidence of need. Grade level teams identify students for referral to the student support team for either academic or behavioral issues as part of the RtI process. The student support team devises action steps to address chronic or acute concerns and monitors changes in student behavior to assess whether the action steps are producing the desired results.

The school encourages family participation in the students' academic program through regular communication. Both teachers and parents agreed that the school communicates frequently about individual student academic performance. Parents spoke positively about their access to the online portal to view student grades. On the survey, over 75% of teachers agreed that the school communicates effectively with parents about students' behavior and academic progress. School leaders listed five-week progress reports, quarterly report cards, parent conferences and the online portal as the school's primary vehicles for sharing student progress with families. Most communication between the school and families is about the individual student. Parents were unfamiliar with the overall

performance of the school in comparison to state averages. A link to the school report card is not posted on the school's website and parents were unaware how to access information about the school's performance overall.

**Benchmark 4: Financial Condition**

*The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

**Finding: Meets**

**Summative Evidence for Benchmark 4:**

**Financial Condition**

RACS appears to be in adequate financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

**Overall Financial Outlook**

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. RACS' composite score for 2014-2015 is 3.00. The table below shows the school's most recently available composite scores from 2012-2013 through 2014-2015.

**Rochester Academy Charter School's Composite Scores  
2012-2013 to 2014-2015**

<i>Year</i>	<i>Composite Score</i>
2014-2015	3.00
2013-2014	2.30
2012-2013	3.00

Source: NYSED Office of Audit Services

**Near-Term Indicators**

Near-term indicators of financial health are used to understand the current financial performance and viability of the charter school. NYSED CSO uses three measures:

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory,

receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2015-2016, RACS had a current ratio of 3.3.

*Unrestricted cash* measures, in days, whether the charter school can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, RACS operated with 65 days of unrestricted cash.

*Enrollment stability* measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Schools typically strive to have low variability in enrollment over time. Actual enrollment that is over 85 percent is considered reasonable. RACS' enrollment stability for 2015-2016 was at 100 percent.

**Long-Term Indicators**

A school's *debt to asset ratio* measures the extent to which the charter school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2015-2016, RACS' debt to asset ratio was 0.2.

*Total margin* measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2015-2016, RACS total margin was -5.0 percent.

**Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

**Finding:** Meets

**Summative Evidence for Benchmark 5:**

The Charter School Office reviewed RACS' 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

**Benchmark 6: Board Oversight and Governance**

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

**Finding:** Meets

Element

Indicators

Element

Indicators

1. *Board Oversight and Governance*

- a. The board recruits and selects board members with skills and expertise that meet the needs of the school.
- b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.
- c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.
- d. The board regularly updates school policies.
- e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.
- f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

**Summative Evidence for Benchmark 6:**

The RACS board of trustees has been actively involved in overseeing the academic performance of the school and refining or revising policies to improve the viability of the organization. The board cites the high rate of student persistence and the increasing proportion of returning teachers as evidence that board decisions have strengthened the stability of the organization.

Members of the board of trustees have remained stable across the charter term, with two new members joining the board since 2013. The board reported it has begun using the Board on Track tool and the High Bar skill matrix to map the areas of expertise among current members in order to identify skills to be sought when new members are recruited. Members of each board committee have been charged with identifying at least one potential candidate who might fill their roles should terms expire or a member resign. The board is seeking individuals with expertise or experience in the area of school governance, including charter school law and regulations and open meeting law compliance. Board members reported that one of the newest members of the board fulfilled a need for human resources experience.

The board functions through its standing committees to monitor operational effectiveness and recommend policy or practice changes to the full board. The board’s finance committee, chaired by the treasurer, oversaw the lease and renovations of the high school building and manages the budget. The governance committee, chaired by the board president, conducts the yearly evaluation of the school principal, monitors board operations for legal compliance, and facilitates the annual board retreat. The academic excellence committee reviews monthly reports from school leaders on student academic performance and school climate.

The RACS strategic plan was developed for the current charter term and board members explained they review progress toward the plan’s goals at their annual retreat. Board members update and revise their goals related to academic performance, graduation, fiscal strength, and staff stability. Policy changes have been adopted at the annual meetings, including a change in teacher compensation to provide bonuses for student performance and longevity. Board members considered the feedback from state reviews as the basis to take action to improve the retention of experienced teachers, and noted that all of the middle school math and ELA teachers returned for the 2016-2017 school year.

Board minutes show regular review of school policies, with the student code of conduct and board by-laws recently reviewed and updated. The board stated they contract with an attorney to ensure policies meet legal and regulatory requirements.

The governance committee of the board conducts an annual evaluation of the principal. The school provided a sample “CEO Evaluation” form to the team but referred to the Board on Track tool as the instrument used in the school leader’s evaluation. The governance committee solicits input from each of the board members on the director’s performance across thirteen competency areas, and summarizes the input into the final assessment. Board members include staff survey feedback in their review of the director. The board’s self-evaluation consists of review of progress toward the strategic goals examined at the annual retreat.

The board referred to the continual increase in graduation rate and high rate of college acceptance as evidence that it continues to fulfill the central promise in its mission, to prepare students to be successful academically. The board has chosen to invest in the robotics program and sponsor participation in academic competitions to ensure implementation of the key design element intended to build students’ skills in science and math. The board has also chosen to launch an athletics program to maintain enrollment in response to feedback from students who transferred out of RACS in order to participate in sports programs at other schools.

**Benchmark 7: Organizational Capacity**

*The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> <li>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</li> <li>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</li> <li>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</li> <li>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</li> </ul>
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> <li>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</li> <li>b. The school has established structures for frequent collaboration among teachers.</li> </ul>

Element

Indicators

3. *Contractual Relationships*  
 N/A

- c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.
- d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.
- e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.

- a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.
- b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.
- c. The school monitors the efficacy of contracted service providers or partners.

**Summative Evidence for Benchmark 7:**

RACS operates under an organizational structure that accommodates and coordinates operations across two sites under a common school leader, allocating responsibilities and deploying personnel to accomplish the school’s mission. Systems and protocols have been implemented to regularly monitor student academic performance and address deficiencies. Strategies to ensure a stable teaching staff and ensure consistent instructional quality are being implemented.

The school director oversees an educational organization sited in two buildings, one housing grades seven and eight, the other serving grades nine through twelve. The leadership team consists of the director, the dean of the middle school and the instructional coach. Descriptions of the responsibilities for the roles of board member, director, business manager, dean of the middle school, instructional coach and student management supervisor were provided to the renewal site visit team and define clear areas of responsibility for managing the work in each of the two buildings. Instructional quality is overseen by the dean at the middle school and by the instructional coach at the high school. Student social-emotional well-being is monitored by the guidance counselor and student management supervisor at the middle school and the social worker and student management supervisor at the high school. A technology specialist is assigned to each building and the business manager serves both.

According to school leaders, systems and protocols to guide the development, implementation and improvement of the academic program are in place. During three days of professional development prior to school opening, teachers meet in grade level and content area teams to develop curriculum maps, building from curricula developed in prior years. The middle school dean and the instructional coach review the curricula to confirm alignment with the NYSLS. Implementation of the academic program is monitored by the two instructional leaders, using the Danielson rubric for formal observations and selected elements of the rubric to guide feedback during informal walkthroughs. Changes to the academic program for individual students are made as needed after bi-weekly grade level meetings during which teachers review grades and classwork to identify those in need of extra support. Broader changes in the academic program, such as the addition of electives or restructuring the daily schedule to provide academic intervention services, take place over the summer after a review of state assessment results and stakeholder surveys. According to school leaders, the school’s protocols

and systems have contributed to the gradual improvement in state test results for all students over the course of the charter term shown in Appendix A as well as the strong graduation rate.

The school has been somewhat successful in recruiting and retaining staff over the course of its charter term. Nineteen of 28 teachers (68%) returned between 2014 and 2015; 16 of 36 (44%) continued from 2015 to 2016; and 23 of 33 (70%) returned for 2016-2017. Although board members have modified the compensation system to provide bonuses for longevity, more than half the teachers responding to the RACS survey disagreed or were neutral when asked if their salary is fair and competitive for the work they do. In addition, more than half disagreed or were neutral when asked if compensation practices were administered consistently for all employees. Board members indicated that one of their goals is to provide a professionally rewarding environment for teachers to encourage them to stay at RACS, and two thirds of the teachers responding to the survey agreed that they have opportunities to increase their instructional knowledge and effectiveness, with one third disagreeing or remaining neutral. However, just under two thirds disagreed or gave a neutral response to the statement, “I wouldn’t want to work in any other school,” an indicator of an uncertain commitment to their continuing role at RACS.

The primary system for improving the quality of the academic program at RACS is professional development provided by school leaders and external consultants during the summer and over the course of the year. Weekly early release days include time for professional learning, and school leaders provided a list of topics to be addressed during these sessions and during the three full days across the year. Teachers were divided in their opinion about whether their professional development was tailored to their needs, with slightly more than half the teachers disagreeing or remaining neutral and slightly less than half approving. Feedback following formal and informal observations is an additional strategy used by school leaders to improve instructional quality, and two thirds of teachers felt that the feedback they receive from their instructional supervisor is actionable while one-third disagreed. Observations of the fifteen lesson segments by the renewal site visit team revealed variability in instruction across the school, with the greatest range of quality in the middle school classes.

### **Benchmark 8: Mission and Key Design Elements**

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

#### **Finding: Meets**

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

#### **Summative Evidence for Benchmark 8:**

The school has taken steps to fulfill the core commitment in its mission - to provide opportunities for students to develop the skills to be successful academically, socially and emotionally. The school has made progress toward implementation of the key design elements in its charter.

The RACS mission statement promises, “To provide students in grades 7-12 with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially and emotionally.” The school has initiated programs and practices to provide students the opportunity to reach state academic targets, including the design of the school schedule to include two periods each of math and ELA, plus academic intervention for the large number of students working below grade level. Strategies such as grade level meetings to review student progress, periodic benchmark assessments, and an RTI process to diagnose specific needs and devise individualized intervention plans serve to ensure that every student is offered the chance to succeed. While the school encourages teachers to use hands-on learning, most of the math and ELA classes observed by the renewal site visit team follow the model of presentation of information by the teacher, guided or independent practice, and question and answer sessions facilitated by the teacher. Several of the high school classes included opportunities for group discussions, but hands-on activities were not prevalent.

The RACS mission also commits to provide opportunities for students to develop socially and emotionally. While the school has established protocols to monitor student behavior and assigns staff to work with students to maintain an orderly learning environment, the school does not provide a consistent comprehensive curriculum or program to promote the social and emotional well-being of all students. Counselors and the social worker address individual student social-emotional needs as identified by teachers or a student’s IEP. Students meet weekly for an advisory session, but school leaders reported that the agenda for the advisory is to review student’s academic performance, attendance and progress toward graduation. The teacher survey responses mentioned in Benchmark 3 expressed concerns that instances of bullying and harassment occur and may present barriers to students’ success.

RACS has made progress toward implementation of several of the key design elements in its charter and is taking steps toward implementation of others.

Key design elements:

- Provide students with the skills and experiences necessary that will help them master the knowledge detailed in the NYS Core Curriculum Learning Standards

As shown in Appendix A and discussed under Benchmark 1, many students at RACS are achieving at higher rates than their peers in RCSD although in the aggregate, students perform well below state averages. Over the course of the charter term, the school has modified students’ daily schedules to include two sessions of math and two sessions of ELA as well as an additional class of academic intervention for students performing below grade level. The school intends to continue its relationship with Monroe Community College to provide tutors in each building to offer additional in-class support. The school continues its practice of providing services to students with disabilities using teachers employed by the Rochester City School District rather than hiring their own staff, despite concerns voiced by school leaders about monitoring the quality of special education services and the continuing gap between the performance of students with disabilities and their general education peers. The school employs its own teachers to serve the small number of English language learners enrolled at the school.

- Provide a strong focus on math and science and use national competitions and science fairs to motivate students

While the school implemented changes in the student schedule to increase the number of math classes each day, student schedules accommodate only one science class per day. RACS continues its sponsorship of teams to compete in regional and national math and engineering competitions, and the school also sponsors six students to attend a summer research program at SUNY Oswego. Students selected to participating in these activities benefit from this design element, but overall student performance on NYS science exams and Regents scores do not demonstrate broad benefits from this design element. As shown in Appendix A, RACS Regents scores are below state passing averages, and only 27% of RACS eighth graders were proficient on the 2016 NYS science test, well below the state average of 60%.

- Build a strong supervisory and monitoring system that will provide individualized attention to each student

RACS has systems and procedures for closely monitoring the performance of each student in weekly advisory groups, bi-weekly grade level team meetings, regular RTI meetings and leadership team meetings. Teachers meet one on one with each of their advisees to review class grades, attendance, and progress toward promotion or graduation. Students not making adequate progress are referred to the RtI team where an intervention plan targeting the issue is devised. Teachers, counselors and student managers track changes in student performance or behavior in response to the intervention strategies. Parents praised the school for its caring attention to their students' needs and for their regular communication with families that foster a unified approach to encouraging student success. School leaders credit the school's improving academic standing to the close monitoring of individual students.

- Provide broad tutoring services that will help students address learning needs and/or issues with specific content

School leaders indicated that teachers are expected to provide additional tutoring for struggling students during study halls and after school. The optional after school program run by a community agency provides homework help and tutoring along with robotics club. The school's partnership with Monroe Community College (MCC) brings college student tutors into the building to provide additional instructional support. Optional Saturday school and summer programs are additional opportunities for students to access extra help.

- Build strong parent/student/school relationships

Parent survey responses and an interview with eight parents during the renewal site visit indicate strong positive relationships with families. Board members cited the school's high rate of retention as evidence of family satisfaction, with 92% of students returning for the 2016-2017 school year. Special populations - English learners and students with disabilities - re-enroll at similarly high rates, 80% for ELLS and 90% for SWD.

- Require enhanced professional development for staff members

Teachers participate in a three-day institute prior to the start of the school year focused on curriculum development and instructional practices aligned with the school's mission. During the school year, teachers participate in grade level or content area team meetings and additional professional learning during weekly early release day sessions. Three additional full days of professional development are

scheduled during the year. As detailed under Benchmark 7, teachers offer mixed assessments of the quality of their professional development, with more than half disagreeing that the PD sessions are suited to their needs. School leaders explained that the online subscription tool designed to strengthen teaching practices has not yet been put into use this year.

- Build partnerships with community organizations and other educational institutions

RACS school leaders have established relationships with two community agencies, one contracted to provide the after school program and the other, MCC, to provide college student tutors. While counselors and the social worker interact with other community agencies when working with individual students and their families, the school cited no other relationship with community organizations. Board members expressed an interest in developing relationships with educational institutions in the area to bring student teachers into the building as a future effort.

**Benchmark 9: Enrollment, Recruitment, and Retention**

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.*

**Finding: Approaches**

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	<ul style="list-style-type: none"> <li>a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.</li> </ul>
2. <i>Targets are not met</i>	<ul style="list-style-type: none"> <li>a. The school is making regular and significant annual progress toward meeting the targets.</li> <li>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</li> <li>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</li> </ul>

**Table 1: Student Demographics – Rochester Academy Charter School Compared to District of Location**

	2014-15			2015-16			2016-17
	Percent of Enrollment		Variance <sup>2</sup>	Percent of Enrollment		Variance	Percent of Enrollment
	RACS	RCSD		RACS	RCSD		RACS <sup>3</sup>
<b>Enrollment of Special Populations</b>							
Economically Disadvantaged	89%	91%	-2	94%	91%	+3	94%
English Language Learners	6%	13%	-7	6%	13%	-7	8%
Students with Disabilities	8%	19%	-11	10%	20%	-10	12%

**Summative Evidence for Benchmark 9:**

RACS enrolls a higher proportion of economically disadvantaged students than the district, but a smaller percentage of English language learners and students with disabilities.

The RACS renewal application lists two basic strategies for outreach to recruit a student population similar to the district: translated enrollment documents on the website and presentations at community events. Board members indicated that their data shows the most productive outreach strategy is word of mouth. Guidance from the school’s Advertising and Marketing firm helped to identify zip codes for immigrant and refugee communities, which were targeted for recruitment efforts. Board members expressed optimism that positive publicity about the school’s strong graduation rate will attract applications across a wider range of neighborhoods in the city.

School leaders explained that they have contacted other charter schools and have been invited to give presentations about RACS to their sixth and eighth graders. RACS students were the featured speakers at one presentation that resulted in six applications. The school plans to continue its current recruitment strategies of visiting churches and community centers, participation in city-wide charter school fairs, offering information materials in Spanish as well as English, and providing translators at public meetings.

The board and school leaders reported they hired a social media specialist in 2015 to make better use of social media to recruit students. The specialist is charged with adding more photos to the school’s website and to create a RACS presence on Twitter and Facebook.

<sup>2</sup> Variance is defined as the difference in percent of subgroup enrollment between the charter school and the district of location.

<sup>3</sup> Reported by the school.

As family and friend connections can lead to interest in enrollment, in the spring of 2016 the school held an Open House hosted by the local radio station, with which the school has developed a good relationship. Market research identified this station as the one most listened to by the school’s families. RACS’ administrators have built connections with several local cultural centers and churches, which resulted in twenty-five new enrollees, including ELLs and SWDs.

CSO will monitor whether these efforts are effective at reducing the gap between the district and the charter school over the next term.

**Benchmark 10: Legal Compliance**  
*The school complies with applicable laws, regulations, and the provisions of its charter.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Legal Compliance</i></p>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

**Summative Evidence for Benchmark 10:**

Based on a review of their key policies and procedures over the course of this charter term, RACS has demonstrated substantial compliance with applicable laws and regulations. As detailed in Benchmark 8, the school has implemented most of the provisions of its charter.

## APPENDIX A: ASSESSMENT AND GRADUATION OUTCOMES

**Table 2: Grade 7-8 Assessment Proficiency Outcomes for All Students:  
RACS, RCSD and NYS Level Aggregates**

All Students	ELA					Math				
	RACS	RCSD		NYS		RACS	RCSD		NYS	
		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2014-15	8%	5%	+3	32%	-24	9%	2%	+7	38%	-29
2015-16	10%	7%	+3	38%	-28	8%	2%	+6	39%	-31

**Table 3: Grade 7-8 Assessment Proficiency Outcomes by Subgroup –  
Economically Disadvantaged Students: RACS, RCSD and NYS Level Aggregates**

Economically Disadvantaged	ELA					Math				
	RACS	RCSD		NYS		RACS	RCSD		NYS	
		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2014-15	6%	4%	+2	21%	-15	7%	2%	+5	27%	-20
2015-16	10%	6%	+4	27%	-18	**	2%	**	28%	

\*\* Data not available

**Table 4: Grade 7-8 Assessment Proficiency Outcomes by Subgroup –  
Students with Disabilities: RACS, RCSD and NYS Level Aggregates**

Students with Disabilities	ELA					Math				
	RACS	RCSD		NYS		RACS	RCSD		NYS	
		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2014-15	*	1%	*	5%		8%	0%	+8	6%	+2
2015-16	6%	0%	+6	7%	-1	6%	0%	+6	6%	0

Students with Disabilities	ELA					Math				

\*Data is suppressed due to small student sample size.

**Table 5: Grade 7-8 Assessment Proficiency Outcomes by Subgroup – English Language Learners: RACS, RCSD and NYS Level Aggregates**

English Language Learners	ELA					Math				
	RACS	RCSD		NYS		RACS	RCSD		NYS	
		RCSD	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)		RCSD	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)
2014-15	0%	1%	-1	2%	-2	0%	1%	-1	9%	-9
2015-16	*	1%	*	1%	*	*	0%	*	8%	*

\*Data is suppressed due to small student sample size.

**Table 6: Annual Regents Results: 2014-2015 and 2015-2016**

Percent scoring at or above 65. (For CC tests, percent scoring at levels 3, 4 & 5).

All Students	RACS 2014-2015	NYS 2014-2015	RACS 2015-2016	NYS 2015-2016
English	70%	83%	38%	53%
English Language Arts Common Core	67%	90%	73%	87%
Integrated Algebra	73%	62%	-	58%
Geometry	30%	72%	39%	38%
Algebra 2 Trigonometry	40%	60%	45%	55%
Algebra 1 CC	33%	63%	69%	72%
Geometry CC	28%	63%	31%	64%
Global History and Geography	40%	67%	70%	68%
US History and Government	63%	84%	43%	82%
Living Environment	65%	77%	55%	78%
Physical Setting/ Earth Science	33%	72%	42%	71%
Physical Setting/ Chemistry	52%	75%	59%	76%

SWD	RACS 2014-2015	NYS 2014-2015	RACS 2015-2016	NYS 2015-2016
Algebra 2 Trigonometry	40%*	39%	-	36%
Algebra 1 CC	40%*	26%	40%	41%
Global History and Geography	20%*	34%	25%	36%
US History and Government	33%*	56%	6%	54%

SWD	RACS 2014-2015	NYS 2014-2015	RACS 2015-2016	NYS 2015-2016
Living Environment	17%*	46%	-	48%

\*Comparisons are unreliable due to the small number of RACS SWD.

ELLs	RACS 2014-2015	NYS 2014-2015	RACS 2015-2016	NYS 2015-2016
US History and Government	63%*	52%	13%	48%
Living Environment	50%*	40%	-	42%

\* Comparisons are unreliable due to the small number of RACS ELLs.

Economically Disadvantaged Students	RACS 2014-2015	NYS 2014-2015	RACS 2015-2016	NYS 2015-2016
Geometry	31%	60%	-	33%
Algebra 1 CC	32%	48%	80%	44%
Global History and Geography	36%	56%	69%	57%
US History and Government	64%	76%	43%	74%
Living Environment	64%	68%	-	69%
Physical Setting/ Chemistry	57%	62%	61%	63%

**Table 7: High School Total 4-Year Regents Outcomes for All Students: School, District & NYS Level Aggregates**

4-Yr Cohort: All Students	2010 Cohort			2011 Cohort			2012 Cohort		
	Subject	School	Variance	State	School	Variance	State	School	Variance
ELA	92%	+10	82%	83%	-1	84%	89%	+5	84%
Math	92%	+8	84%	86%	0	86%	98%	+12	86%
Global History	92%	+14	78%	81%	+2	79%	82%	+4	78%
US History	89%	+10	79%	86%	+5	81%	95%	+6	81%
Science	92%	+9	83%	88%	+2	84%	95%	+11	84%
Graduation Rate	92%	+12	80%	93%	+13	80%	N/A <sup>4</sup>		80%

**Table 8: High School Total 4-Year Regents Outcomes by Subgroup – Economically Disadvantaged Students: School, District & NYS Level Aggregates**

4-Yr Cohort: Economically Disadvantaged	2010 Cohort			2011 Cohort			2012 Cohort		
	Subject	School	Variance	State	School	Variance	State	School	Variance

<sup>4</sup> Graduation rate data not available at the time of this report

4-Yr Cohort: Economically Disadvantaged	2010 Cohort			2011 Cohort			2012 Cohort		
	ELA	89%	+14	75%	81%	+4	78%	***	
Math	89%	+10	79%	84%	+3	81%	***		81%
Global History	89%	+19	70%	78%	+7	71%	***		70%
US History	89%	+17	72%	86%	+12	74%	***		74%
Science	89%	+13	76%	86%	+8	78%	***		78%
Graduation Rate	89%	+9	80%	92%	+12	80%	***		80%

\*\*\*Reporting error: all ED proficiency rates are blank in the 2015-2016 RACS School Report Card, which notes that the school tested 42 students.

**Table 9: High School Total 4-Year Regents Outcomes by Subgroup – Students with Disabilities:  
School, District & NYS Level Aggregates**

4-Yr Cohort: Students with Disabilities	2010 Cohort			2011 Cohort			2012 Cohort			
	Subject	School	Variance	State	School	Variance	State	School	Variance	State
ELA	*			43%	*		49%	*		51%
Math	*			46%	*		50%	*		51%
Global History	*			39%	*		40%	*		40%
US History	*			42%	*		46%	*		47%
Science	*			48%	*		49%	*		50%
Graduation Rate	*			80%	*		80%	*		80%

\*Data is suppressed due to small student sample size.

**Table 10: High School Total 4-Year Regents Outcomes by Subgroup – English Language Learners:  
School, District & NYS Level Aggregates**

4-Yr Cohort: English Language Learners	2010 Cohort			2011 Cohort			2012 Cohort			
	Subject	School	Variance	State	School	Variance	State	School	Variance	State
ELA	*			39%	*		41%	*		30%
Math	*			58%	*		56%	*		48%

4-Yr Cohort: English Language Learners	2010 Cohort			2011 Cohort			2012 Cohort		
	*			*			*		
Global History	*		39%	*		35%	*		24%
US History	*		41%	*		41%	*		30%
Science	*		45%	*		43%	*		32%
Graduation Rate	*		80%	*		80%	*		80%

*\*Data is suppressed due to small student sample size.*