



**UNIVERSITY PREP
CHARTER HIGH SCHOOL**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

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Andrea d'Amato, Principal, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Steve Barr	Chairman
Randi Weingarten	Member
Gideon Stein	Member
Burt Sacks	Member
Hunter Schoenfeld	Teacher Representative

Andrea d'Amato has served as the Principal since July 1, 2015.

INTRODUCTION

University Prep Charter High School (UPCHS) strives to develop and sustain a dynamic and collaborative school community in which learning outcomes for **all** students result in the attainment of a social-emotional and academic skill set that prepares students to excel in college and in their future careers. At UPCHS, the theory of action is as follows:

- If teachers are knowledgeable about the Common Core Learning Standards, the outcomes that reflect high levels of learning, and if they participate in collaborative curriculum development and inquiry, then, teachers will be able to assess their own knowledge and skills against rigorous standards and students will demonstrate higher levels of performance in their learning across the content areas.
- If students are knowledgeable about the content and skills needed to succeed in college, and if students are tracking their own progress and engaging in challenging learning activities that equip them with the skills necessary to persevere and grow their intelligence over time, then, students will be able to assess their own learning and demonstrate high levels of performance that indicate college readiness.
- If parents are knowledgeable about college readiness standards and partner with the school in supporting students to achieve at their highest level of ability, then, parents will be instrumental in successfully guiding students throughout their high school experience to attain the skills necessary for college and beyond.

The University Prep Charter High School Model

UPCHS is rooted in a steadfast belief that central to a school's success is the presence of a strong teacher in every classroom. The UPCHS model is grounded in the belief that the first keystone to increasing student outcomes is consistent and effective professional development. Our experience, supported by research in teacher leadership and professional learning communities indicates that teachers function best when they collaborate and make their practice public. Teachers at UPCHS are critical practitioners who share and reflect on their practice by using artifacts to support their learning. The existence of school-based professional learning communities that provide teachers with ongoing professional growth focused on effective classroom instruction and collaborative learning and problem solving drives instructional improvement. UPCHS embraces a site-based decision-making model in which teachers take full responsibility for the continual improvement of their practice and increase in student achievement.

The second keystone to increasing student achievement is the belief that students excel in a school culture that provides a personalized learning environment. The UPCHS model adheres to research that demonstrates that students can grow their intelligence given the right supports and learning tasks that both challenge their thinking and build their perseverance. This research indicates that students learn best in a nurturing, supportive environment where they are challenged to develop critical thinking skills, but where they are also known and treated as individuals whose backgrounds are respected as teachers come to understand the whole child as a learner. Core to this model are Six Tenets which serve as the levers for student success.

The Six Tenets

1.) Small, Safe, Personalized School

UPCHS has created a personalized environment that gives each student the best chance of success. In such a setting, students are held accountable for their actions while administrators and teachers develop personal relationships with each student and his/her family. Smaller high schools, with a clear and consistently applied code of conduct, have proven to be safer and to decrease the security risks inherent in urban schools as potential problems are recognized earlier and are mitigated. The student to teacher ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels. Additionally, UPCHS has an advisory system aimed at supporting the social and emotional growth of students.

2.) High Expectations and Extra-Supports

The school has high expectations for all students. At UPCHS, every student will take demanding college preparatory courses that meet the New York State Common Core Learning Standards. Extensive student intervention and support programs are offered in order to help students master a challenging college preparatory curriculum. These support programs are designed to address the needs of those students who are not ready for 9th grade-level work. As a result, University Prep students are prepared for success at a four-year college or university.

3.) Local Control with Extensive Professional Development and Accountability

Administrators and teachers collaborate and own all critical decisions at the school site related to hiring, instruction, and curriculum. Charter School Business Management supports the operation of the school with regards to budget, procurement, and the maintenance of facilities, and Charter Technology Solutions supports the technology maintenance and development of the school.

Extensive training and professional development prepare the school's administrators and teachers to make effective decisions related to instruction and school site management. A comprehensive professional development program is implemented at the school, based on core principles of collaboration, reflection, and continuous improvement.

Site-based management extends to students, who are included in important school decisions. Empowering students in this way allows them to develop a greater sense of responsibility for their own education and a heightened excitement for learning. At UPCHS, students participate in the planning of school-wide events with teachers and utilize the student council to voice their concerns about the school and make suggestions.

4.) Parent Participation

Families are invited and expected to participate in their children's educational experience. UPCHS is committed to actively integrating parents/guardians into all aspects of their children's school experience through educational programs aimed at helping parents support their students. This year, the school had three parent-teacher conferences. All three had between 50% and 85% family representation at these meetings.

5.) Get Dollars into the Classroom

UPCHS drives as much funding as possible into the classroom. Through efficient operation, UPCHS incorporates best practices from the private and public sectors in order to maximize efficiency and drive dollars towards activities that directly impact student achievement.

6.) *Keep Schools Open Later*

Facilities of UPCHS are kept open until at least 5:00pm daily to provide students with safe, enriching after-school programs and to allow community groups offering quality services to the neighborhood to use the facilities. A variety of after school programs such as clubs, sports, teacher office hours and homework clubs are provided to help with students' educational development and also give them a safe-haven after school when their neighborhoods can be particularly dangerous. Additionally, UPCHS partners with SOBRO to provide some of the afterschool activities that are offered to our students.

Additional practices of the UPCHS model are as follows:

- College-preparatory curriculum
- Faculty office hours
- One day a week early student dismissal to facilitate school-wide professional development
- Tuning protocols and consultancies utilized by professional learning communities to examine adult work and student work to facilitate adjustments in instructional practices
- Peer inter-visitation cycles
- Formal academic intervention programs for students in ELA and mathematics
- Professional learning plans for teachers
- Descriptive Reviews of students to focus on at-risk students
- Extensive social, emotional, and academic counseling for mandated and at-risk students
- Push-in SETTS or ICT for SWDs
- Push-in services for ELLs
- Access to College courses for students who meet the CUNY College Now criteria
- College Advisement built into every 12th grader's program

Standards-Aligned and Regents-Ready Curriculum

UPCHS students enroll in a scope and sequence of courses aligned to the New York State Common Core Learning Standards and will take the complete set of Regents exams necessary to earn a Regents Diploma or an Advanced Regents Diploma. Electives are offered such as technology classes and College Now classes.

Academic Support and Intervention

The following are some of the intervention and support programs built into the UPCHS model:

- *Summer Bridge Program*: Typically a four-week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health, and character education through advisory. The curriculum serves to support incoming freshman by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful.
- *Freshman Composition Class*: This course is given to freshman to support the development of rigorous common core aligned writing skills that high school students are expected to master. Argumentative and expository writing are highlighted in this course.

- *Saturday Academy*: Students struggling in classes that end with Regents Exams are provided with extra support during Saturday classes that focus on teaching the essential skills and concepts needed to pass both the course and the State exam.
- *Advisory*: The advisory program is designed to be a 30-minute period in the middle of the school day aimed at supporting the academic progress and social-emotional development of the student. Typically, students meet with their advisors four times per week. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.
- *Special Education and ELL Support*: UPCHS has a track record of working with ELL students, with a focus on building English fluency and writing skills. ELL services are usually provided by using a push-in model. Its special education approach combines push-in SETTS services with the ICT model, giving students personalized supports that are consistent with their IEPs in the least restrictive environment. In addition to the service mandates in their IEPs, students with disabilities receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.
- *Faculty Office Hours*: All faculty hold office hours for at least one hour per week but frequently more during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.
- *Counseling*: The school model includes one school counselor per grade. Each counselor has a manageable caseload so that she can provide mandated and at-risk counseling for social and emotional issues, as well as academic counseling. The school counselors also facilitate professional development for the teachers to support the teachers in their efforts to understand the whole child, differentiate instructional practices for the diverse learners in their classrooms, and develop more effective classroom management skills. The school also has a college counselor who provides students with information on the college admissions and financial aid process. The college counselor communicates with students and families while assisting students with each step of the application, admissions, and financial aid processes.

Extensive Professional Development

Professional development for teachers and school-site leaders is a critical component of UPCHS school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine of University Prep, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide as well as individual teacher goals.

- The administrative team will provide Professional Development sessions on the Danielson Rubric to support teachers in their construction of their Professional Development Plans and their ability to give their colleagues constructive feedback.
- Principal, Assistant Principals, and lead teachers will present Professional Development in the areas of argumentative writing and modeling to support teachers' lesson studies and development of learning units or math performance tasks.
- Professional development sessions will also be dedicated to supporting teachers in the design of Common Core-aligned lessons.

- The Danielson Rubric will be used for teachers to self-assess and for informal observations during teacher inter-visitations.
- Each teacher on every grade team will present a minimum of one tuning protocol and/or consultancy protocol. These protocols will be utilized to look at adult and/or student work and provide critical feedback to the presenter. Feedback will be given that is aligned to the teacher’s professional growth goals.

School Information

This year, UPCHS opened with its Summer Bridge Program on in July, 2015.

The Class of 2016 started high school in July 2012 and graduated in June 2016 with 80 seniors. The Class of 2017 started 9th grade in July 2013 and finished their junior year with 86 students. The Class of 2018 entered high school in July 2014 and finished their sophomore year with 106 students. The Class of 2019 started 9th grade in July 2015 and finished their freshman year with 113 students.

The student body is 34% African-American, 64% Hispanic-American and 1% unclassified, bi-racial, Asian, Caucasian, or other. 80% of the entire student body is entitled to free or reduced-price lunch.

The school averaged over 94% attendance for the 2015-2016 school year.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2012-13	99	90	84	87	360
2013-14	94	87	86	83	350
2014-15	113	91	85	86	374
2015-16	113	106	86	80	385

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2013-14	2010-11	2010	83	0	83
2014-15	2011-12	2011	86	0	86
2015-16	2012-13	2012	82	2	80

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	83	0	83
2014-15	2011-12	2011	86	0	86
2015-16	2013-13	2012	83	0	83

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	0	0	0
2014-15	2010-11	2010	0	0	0
2015-16	2011-12	2011	1	0	1

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

GOAL 1 : ENGLISH LANGUAGE ARTS

(§) Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

96% of students in the 2012 cohort passed the English Regents exam with a score of 65 or higher, and 73% of the cohort met or exceeded the standard for college and career readiness with a score of 75 or higher. This is a slight decrease from the year before when 80% of the 2011 cohort passed with a score of 75 or higher, and a slight improvement from two years prior when 72% of the 2010 cohort passed with a score of at least 75.

**English Regents Passing Rate with a Score of 75
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	83	72%
2011	86	80%
2012	80	73%

³ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

⁴ Based on the highest score for each student on the English Regents exam

Evaluation

For the 2012 cohort, University Prep Charter High School has met the benchmark requiring that 65% of its Accountability Cohort attain a score of at least 75, and exceeded it by 8 percentage points.

To achieve these results, UPCHS allots a significant amount of learning time to English Language arts and aligns its courses to the Common Core Learning Standards. Students in 9th grade and, starting this year, 10th grade receive two different courses in English. One course is focused on the development of argumentative and expository writing skills and the other is a traditional ELA class, which emphasizes literature, poetry, and informational texts. Independent Reading is stressed in the 9th 10th and 11th grade ELA classes, and significant time and emphasis is placed on helping the students to develop as critical readers. Texts within the independent library range from contemporary to classic and are of various skill levels and genres. Starting this year, students will also use LightSail, an adaptive technology that captures data about our students' literacy levels and provides them with level-appropriate texts to read, during daily independent reading time.

The ELA department collectively adopts a unified stance on writing. For every English course, a portion of the grade is allotted to writing pieces. These writing projects encourage students to view writing as a process. Students write a major paper that is assessed as a finished product while drafts are also counted toward the final grade to honor the writing process.

The 9th grade English course covers various genres and skills associated with the study of English literature and language. A diverse selection of short stories and books are chosen for students to read. The course heavily focuses on the development of the students' reading skills and their ability to communicate effectively in their writing. Lastly, informational texts are included in this course to make connections between the 9th grade ELA curriculum and Global History.

The 10th grade ELA course focuses on the idea of alienation and students read a variety of texts around that theme including *Night*, by Elie Weisel; as well as poetry, non-fiction text and short stories. The course draws deeper on the students' analytical skills by exposing them to a critical lens prompt daily that encouraged them to make literary connections among the various books they have read over the 2 years. It also attempts to make connections with the Global History curriculum in grade 10 through its selection of novels and non-fiction texts that support a deeper understanding of the historical context and setting of the literature.

The 11th grade ELA course connects themes in the English Language Arts in an interdisciplinary approach while preparing students for the Regents Exam. The 11th grade ELA course focuses on language development as well as the development of analytical and critical thinking skills. Students read a variety of texts around that theme including: *The Great Gatsby* by F. Scott Fitzgerald, *Hamlet* by William Shakespeare, and *Death of a Salesman* by Arthur Miller along with analyzing other supplemental stories. Due to the fact that students are being prepared to take the ELA regents

exam, the class focuses more on the application of skills acquired over the course of the previous two years.

The 12th grade ELA course continues to explore literary themes through a focus on novels, short stories, and poetry. Students read texts including: *To Kill a Mockingbird* by Harper Lee, *The Pearl* by John Steinbeck, *The Help* by Kathryn Stockett, and *Spoon River Anthology* by Edgar Lee Masters. As students prepare for college, there is a major focus on the development of papers where students create a thesis and justify it through explained evidence within the text. Students are required to complete a research paper in the second half of the course after being exposed to a variety of issues and concepts.

We are also offering two Advanced Placement ELA courses, AP English Literature and AP English Composition, for advanced learners.

Additional Evidence

Of the 83 enrolled students in the 2013 cohort, 64% have already met or exceeded the college and career readiness benchmark by scoring over a 75 on the Regents ELA Common Core exam.

English/ELA Common Core Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012			89	66%	80	73%
2013					83	64%
2014						
2015						

(§) Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

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

Results

Of the 70 students in the 2012 Cohort for whom UPCHS has 8th Grade score information, 42 scored a Level 1 or 2 on the 8th Grade ELA exam, and of these students, 60% scored at least a 75 on the English Regents, meeting or exceeding the benchmark for college and career readiness. This represents a decrease from the year before in which 69% of the students who performed below grade level in ELA in 8th Grade met this standard; and a slight decrease from the year before that when 63% of the students below grade level upon entering scored a 75 by the completion of their fourth year.

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	49	63%
2011	29	69%
2012	42	60%

Evaluation

UPCHS fell short of this goal by 5 percentage points. However this cohort is very small – 5 percentage points represents just over 2 students.

Additional Evidence

Our 11th Graders are making strong progress toward meeting this goal. A total of 55 students from the 2013 Cohort were not proficient on the 8th Grade ELA exam, and, 51% (28 students) have already scored at least a 75 on the ELA Common Core exam.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

⁵ Based on the highest score for each student on the English Regents exam

toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of **174**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

The APL for UPCHS for the 2012 Cohort was 170.

**English Language Arts Accountability Performance Level (APL)
For the 2012 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
80	3	24	69	4

$$\begin{array}{rcccccc}
 \text{PI} & = & 24 & + & 69 & + & 4 & = & 97 \\
 & & & & 69 & + & 4 & = & \underline{73} \\
 & & & & & & \text{APL} & = & 170
 \end{array}$$

Evaluation

With an APL of 170, the school fell short of meeting this measure by four points.

Additional Evidence

UPCHS has seen strong performance in its APL over the several years. Last year, the APL was 179, which exceeded the benchmark by 9 points. The year prior, the APL was 172, which exceeded the benchmark by 6 points.

(§) Goal 1: Comparative Measure
Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.⁶

Results

District data for the 2012 cohort has not yet been released. For the 2011 cohort, the school exceeded the APL for CSD 7 by 41 points. For the 2010 cohort, UPCHS exceeded the APL for CSD 7 by 42 points.

**English Regents Accountability Performance Level (APL)⁷
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	172	83	130	1,783
2011	179	86	138	1,731
2012	170	80	N/A	N/A

Evaluation

As the district data for the 2012 cohort is not yet available, progress toward this benchmark cannot yet be fully measured. For both the 2010 and 2011 cohorts, however, the APL for UPCHS has exceeded that of the district.

<p>Goal 1: Optional Measure Not Applicable</p>
<p>Method</p> <p>Results</p> <p>Evaluation</p> <p>Additional Evidence</p>

Summary of the High School English Language Arts Goal⁸

This year, UPCHS has met one of the three absolute goals and the one comparative goal for ELA for Cohort 2012. In addition, we see evidence of continual growth and improvement for the students

⁶ The New York State Report Card provides the district results for students scoring at or above 65.

⁷ For an explanation of the procedure to calculate the school’s APL, see page 31.

⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

in Cohort 2012, as measured by the number of students who have already demonstrated college and career readiness in their junior year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(\$ Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	(\$ Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did not achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did not achieve
Comparative	(\$ Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

Action Plan

In the 2016-2017 school year, UPCHS will continue to focus on implement the schoolwide strategies that were developed in response to the transition to the Common Core Standards in English. The school will continue to emphasize student literacy skill development through nonfiction complex text, closer reading, deeper analysis, text citation, and writing using sources. Teachers will continue to receive professional development on the implementation of the Common Core Literacy Standards and will follow curriculum adjustments. The school will continue to utilize after-school and Saturday school instruction to provide remedial instruction as well as Regents prep.

UPCHS will also invest more deeply in remediation for students who are struggling in ELA to get them on-track earlier in their high school career. For the Class of 2017, the students who have yet to pass the ELA Regents and demonstrate college and career readiness will attend additional classes to prepare for the exam to obtain a score above 75. For the subsequent cohorts of students, the school will continue to implement best practices in preparation for the ELA Regents Exam and continue to institute a Saturday Academy to improve student literacy levels for targeted groups of students such as ELLs, SWDs, and students in the lowest one-third. Specific strategies include:

- Adding in an additional ELA course to the schedule for 10th grade students. 10th grade students will join 9th grade students in taking both an ELA and Composition class. The additional time allows the teachers to slow the pace of the courses, thereby accommodating the remedial needs of students, allowing for deeper probing of material, and developing more cross-content connections.

- Carving out time for independent reading 4 days per week. Our lowest-performing students now engage in daily independent reading, which is monitored and supported by a literacy specialist.
- We are now using an interactive reading application called LightSail to build our students' literacy skills. LightSail is an adaptive technology that captures data about our students' literacy levels and provides them with level-appropriate texts to read during daily independent reading time. Students take assessments that are imbedded into the reading material and teachers can track the student growth and modify assignments instantaneously.
- Introducing English as a New Language to help students with English Language acquisition. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.

MATHEMATICS

(§) Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra, and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 to meet the college and career readiness standard.⁹ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Of the 80 students in the 2012 cohort, 48% passed one or more Regents Math exam with a score of 80 or higher. The majority of the students earned this score on the Integrated Algebra exam.

Mathematics Regents Passing Rate with a Score of 80 by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	83	20%
2011	86	36%
2012	80	48%

Evaluation

This measure was not met. The school did show significant improvement, however, from the previous year when 36% of the students in Cohort 2011 passed a Math Regents exam with a score of 80 or higher.

⁹ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁰ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

While the school has not yet met this goal, it is worth noting that an additional 33% of the cohort (26 students) was within 5 points from the benchmark of 80. Additionally, 61% of our 11th Graders have already achieved the college ready standard, pointing to the strength of the early intervention strategies and curricular improvements we have put in place over the past few years.

The mathematics curriculum at UPCHS is based on New York’s Common Core Learning Standards. The school aims to fashion a mathematics course of study for the individual learner. Starting this past school year, all incoming freshmen take Common Core Algebra. The 9th grade course is a skills based course aimed at helping students to develop a working knowledge of algebraic concepts so that the student can apply the terms and skills in a geometry course and higher-level mathematics. The major outcome of this course is that students are able to solve and graph linear and quadratic equations. There is a very limited introduction to trigonometry, probability, and set theory. Major assessments include cumulative unit exams that are administered every six weeks, which prepare students for the Regents Exam in Common Core Algebra. Where appropriate, students move onto 10th grade mathematics with a focus on Common Core Geometry. Students study Geometry as a mathematical system through the deductive development of relationships in the plane and space developed intuitively in Common Core Algebra and previous years. Students study congruent segments and angles, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. This course will use real world/practical problems as well as reinforce skills and concepts developed in Common Core Algebra. Juniors take Algebra II/ Trigonometry and seniors take Pre-calculus. Students who passed the Algebra Regents in the 8th grade and took geometry in the 9th grade will qualify to take calculus their senior year of high school.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	89	1%	89	5%	80	48%
2013	96	63%			86	61%
2014			110	59%*		
2015						

* The students in the 2014 cohort took the Common Core Algebra and 59% scored a level 3 or 4.

(§) Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

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

Results

A total of 29 students from the 2012 cohort scored a Level 1 or 2 on the 8th Grade Math exam, and of these 7 (24%) passed a Math Regents exam with a score of 80 or higher. This percentage is 17 percentage points higher than the 2011 cohort and 18 percentage points higher than the 2010 cohort.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	33	6%
2011	29	7%
2012	29	24%

Evaluation

This goal was not met, though the percentage of this subgroup of students who passed a Math Regents exam with a score of 80 or higher increased significantly this year. Moreover, an additional 48% of the cohort (14 students) were within five points of meeting the benchmark of 80. Based on the improved performance in Math shown over time, UPCHS believes that the curricular changes combined with increased instructional time afterschool and on Saturdays are resulting in significant gains and that these numbers will continue to improve in subsequent years.

Additional Evidence

Demonstrating the point referenced above, for the 2013 cohort, 52 students scored a level 1 or 2 on their 8th Grade Math exam. Of these students, 56% (29 students) have already scored 80 or better on a Math Regents exam and an additional 32% (18 students) are within 5 points.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

¹¹ Based on the highest score for each student on the Mathematics Regents exam

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of **159**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

In the class of 2016, 38% of students scored a 80% or higher on a Math Regents exam, and all tested students passed with at least a 65 on one or more Math exams in their four years at UPCHS. Therefore, the school’s APL for this year was **147**.

Mathematics Accountability Performance Level (APL) For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
80	0	51	43	5

$$\begin{array}{rcccccccc} \text{PI} & = & 51 & + & 43 & + & 5 & = & 99 \\ & & & & 43 & + & 5 & = & \underline{48} \\ & & & & & & \text{APL} & = & 147 \end{array}$$

Evaluation

With an APL of 147, the school fell short of the Annual Measureable Objective by 12 points.

Additional Evidence

UPCHS has seen significant increases in its APL over the several years. Last year, the APL was 161, which exceeded the AMO by 7 points. The year prior, the school’s APL was 120.

(§) Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹²

Results

District data for the 2012 cohort has not yet been released. For the 2011 cohort, the school's APL was 25 points higher than for CSD 7. For the 2010 cohort, UPCHS' APL was 15 points lower than the APL for CSD 7.

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District¹³**

Cohort	Charter School		NYC CSD 7	
	APL	Cohort Size	APL	Cohort Size
2010	120	83	135	1,783
2011	161	86	136	1,731
2012	180	80	N/A	N/A

Evaluation

The data for CSD 7 has not yet been made available for the 2012 cohort. However UPCHS's APL for the 2011 cohort exceeded that of CSD 7 by 25 points.

¹² The New York State Report Card provides the district results for students scoring at or above 65.

¹³ See page 39 above for an explanation of the APL.

Goal 1: Optional Measure Not Applicable
Method
Results
Evaluation
Additional Evidence

Summary of the High School Mathematics Goal ¹⁴

This year, UPCHS has met none of three absolute goals and one comparative goal for Math for the 2012 cohort. In addition, we see evidence of continual growth and improvement for the students in Cohorts 2013 as measured by the number of students who have already demonstrated college and career readiness in their junior year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

Action Plan

UPCHS has invested significantly in shifting its mathematics program to meet the Common Core State Standards. The school altered its mathematics curriculum, beginning with Algebra I, and purchased

¹⁴ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

additional Common Core-aligned materials to support student learning aligned to these standards. Math teachers receive targeted professional development that will support their use and implementation of the new resources to ensure that their math lessons address the instructional shifts in math. To help students become proficient in the application of mathematical skills and concepts, the school will continue to incorporate, within the curriculum, unit exams that have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for intervention programs, including office hours, small-group tutoring, and Saturday classes.

This year, a faculty member who has extensive experience in teaching college-level mathematics is working to ensure our mathematics program builds the skills required for high school and college-level math. Our curriculum is being revised to incorporate the explicit instruction of academic behaviors that will help our students succeed in high school and beyond.

To help solidify the mathematics foundation upon which our program builds, we have added in an additional math class in 9th grade. Now in addition to 9th Grade Algebra I, all students will also take an innovative new class called "Problem Solving," which doubles the amount of time 9th grade students spend in a math course. This course is in response to our students' struggles with analytical thinking and logical reasoning. This course is designed to teach wide-ranging strategies for solving problems, many of them popularized by George Polya's classic book *How to Solve it*. Students will use discovery-based strategies and collaborative learning techniques to develop crucial problem solving skills that are applicable in all academic contents and in life. We believe that this class will better prepare our students for success in advanced topics in mathematics and science.

Our 10th grade geometry course employs a Flipped Classroom model, where students learn through a self-paced curriculum. This allows the teacher to meet every student where they are and bring them forward at an appropriate pace. Students learn by watching tutorials and videos, and the teacher works one-on-one with students as they grapple with new material and practice the skills they learned in the video. The teacher is continually observing the students, providing them with feedback relevant in the moment, and assessing their work. This entirely individualized program will ensure every student builds the required level of mathematical knowledge and skills before advancing to higher levels of math.

UPCHS will continue its interventions to support learners who do not demonstrate proficiency in mathematics prior to 9th grade. Targeted students take algebra for a year and a half (as opposed to a year), which has already shown strong results in helping struggling learners to demonstrate proficiency in mathematics.

To encourage higher-level learners to deepen their appreciation for mathematics, the school allows seniors to take classes at Hostos Community College or City College as part of the College Now program. The school also offers pre-calculus and calculus as higher level math courses for seniors, who also have the opportunity to take the geometry and Trigonometry Regents Exams to earn an Advanced Regents diploma.

SCIENCE

Goal 3: Absolute Measure

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

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Chemistry Regents. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

Every student except for 5 in the 2012 cohort passed either the Living Environment or Chemistry Regents exam with a score of 65 or higher by their fourth year of high school.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁵**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	83	98
2011	86	98
2012	80	94

Evaluation

The school has met this measure. Of the five students who did not pass, two have an IEP and were within five points of passing, one fell only 1-point short of passing, and the remaining two did not report scores.

Additional Evidence

Of the 80 students in the 2012 cohort, 94% passed the Living Environment Regents exam with a score of 65 or higher. 3 students also passed the Chemistry Regents exam. A significant percentage of our 10th and 11th Graders have also passed the Living Environment Regents as reflected in the following table. This achievement is due to the school's comprehensive science courses available at the school. Currently, students are eligible to take Living Environment, Anatomy and Physiology, Earth Science, and Chemistry throughout the high school years at UPCHS.

¹⁵ Based on the highest score for each student on any science Regents exam

For the Class of 2016, in year 1, students took Environmental Science. The Environmental Science course is a one year course that follows the NYS curriculum. It covers the natural sciences and non-living systems and living systems and is a survey course providing students with a basic understanding of key environmental science concepts and how humans interact with their environments. This includes but is not limited to a study of the physical sciences (chemistry, physics, geology, geography, et al.) and the physical environment. The course also examines global environmental issues and addresses those concerns under the lens of applied science. Students participate in both lab and classroom learning.

In year 2, students took Living Environment. This course investigates ecology, cells, genetics, evolution, microorganisms, fungi, plants, invertebrates, chordates, and the human body. It includes a minimum of 1200 minutes of laboratory activities, including the four mandated labs. This course ends in the Regents Exam.

In year 3, students took Chemistry. This traditional physical science course investigates matter, atoms and their particles, ions, bonding, properties of chemicals, chemical reactions, various elements, stoichiometry, molarity, thermochemistry, oxidation-reduction reactions, and nuclear chemistry. This course incorporates a myriad of laboratory activities and ends in a Regents Exam for students.

In Year 4, some seniors were eligible to take online science courses as their elective, including Forensics and Intro to Health Administration. We were unable to offer AP Biology as planned due to staffing difficulties, but we intend to add that as an elective in the coming school year.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	89	90			80	94
2013			96	89	86	93
2014					103	68
2015						

Goal 3: Comparative Measure

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

Method

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

Results

District data for the 20112 cohort has not yet been released. The 2010 cohort surpassed the district by 40 percentage points, and the 2011 cohort surpassed the district by 39 percentage points.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	98	83	58	1,783
2011	98	86	59	1,731
2012	94	80	N/A	N/A

Evaluation

Although district data for the 2012 cohort is not yet available, the goal was met for both the 2010 cohort and the 2011 cohort.

SOCIAL STUDIES

Goal 4: Social Studies

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of Social Studies.

Goal 4: Absolute Measure

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

All but five students in the 2012 cohort passed the U.S. History Regents exam with a score of 65 or higher.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	83	100
2011	86	98
2012	80	94

Evaluation

The school has met this measure for the 2016 graduating class as well as 2015 and 2014. Two students who did not pass with at least a 65 have IEP's and scored within 9 points of passing. Two students did not report scores.

¹⁶ Based on the highest score for each student on a science Regents exam

Additional Evidence

In addition to this cohort, a significant percentage of our 11th Graders have also passed the U.S. History Environment Regents as reflected in the following table.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012			89	88	80	94
2013					86	89
2014						
2015						

Goal 4: Comparative Measure

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

Method

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

Results

District data for the 2012 cohort has not yet been released. The 2011 cohort surpassed the district’s passing rate by 29 percentage points, and the 2010 cohort surpassed the district’s passing rate by 50 percentage points.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	100	83	50	1,783
2011	98	86	69	1,402
2012	94	80	N/A	N/A

Evaluation

Although district data for the 2012 cohort is not yet available, the goal was met for both the 2010 cohort and the 2011 cohort.

Goal 4: Absolute Measure

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

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

Of the 80 students in the 2012 cohort, 95% (76 students) passed the Global History Regents with a score of 65 or higher. Of the four students who did not pass the Global History Regents exam, three have a IEP.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	83	98
2011	86	95
2012	80	95

Evaluation

The school has far exceeded this measure for the Classes of 2016, 2015, and 2014.

Additional Evidence

In addition to this cohort, a significant percentage of our 11th Graders have already passed the Global History Regents as reflected in the following table.

¹⁷ Based on the highest score for each student on a science Regents exam

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	89	84	89	6	80	95
2013			96	80	86	91
2014					103	67
2015						

Goal 4: Comparative Measure

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

Method

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

Results

District data for the 2012 cohort has not yet been released. The 2011 cohort surpassed the district by 48 percentage points, and the 2010 cohort surpassed the district by 51 percentage points.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	98	83	47	1,783
2011	95	86	47	2,183
2012	95	80	N/A	N/A

Evaluation

Although district data for the 2012 cohort is not yet available, the goal was met for both the 2011 cohort and the 2010 cohort.

NCLB Status by Year

Year	Status
2008-2009	In good standing
2009-2010	In good standing
2010-2011	In good standing
2011-2012	In good standing
2012-2013	In good standing
2013-2014	In good standing
2014-2015	In good standing
2015-2016	In good standing

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

University Prep Charter High School students will meet all of the New York State graduation requirements.

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Courses at UPCHS are annualized with students earning two credits for a passing final grade where 70% is the minimum passing score. The only courses not annualized are Participation in Government and Economics, which are both senior year semester-long courses that are valued at one-credit each. Advisory meets for two hours per week so it is only worth one credit each year. In addition, students may re-take up to five classes in summer school as the school day runs from 8:30am to 5:00pm and each course is 90 minutes per day for 30 days. During the summer session, UPCHS offers a variety of courses required for graduation based on the needs of the students in attendance. Students in their fourth year of high school must have earned 44 credits to graduate and those credits are in accordance with the guidelines set by the New York State Education Department.

Results

All of our 9th Grade students and all but two of our 10th Grade students earned the required number of credits to be promoted to the next grade for the 2015-2016 school year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014	106	99%
2015	115	100

Evaluation

With a promotion rate of close to 100% for the 2014 and 2015 cohorts based on credit accumulation, UPCHS has met this goal.

Additional Evidence

UPCHS has met this goal in all years of its charter, with promotion rates over 90%. The school structures its course loads so that all 9th Graders take 15 credits and 10th graders take at least 12 credits to increase the likelihood that they will graduate within four years.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2016, the 2014 cohort will have completed its second year.

Results

By the end of their second year, all students in the 2012, 2013, and 2014 cohorts were required to have taken Integrated Algebra, Living Environment, and Global History Regents exams. For the 2012 and 2013 cohorts, at least 75% of the students had scored a 65 or better on three Regents exams by the end of 10th Grade. For the 2014 cohort, 59% of students had scored a 65 or better on three Regents exams by the end of 10th Grade.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	87	85%
2013	96	75%
2014	106	59%

Evaluation

UPCHS did not meet this measure. Notably 75% (79 students) of the 2014 cohort did not demonstrate proficiency on their 8th grade ELA exam and 67% (71 students) in this cohort did not demonstrate proficient on their 8th grade math exam. This indicates that a higher proportion of students enrolling at UPCHS require additional remediation and support to pass their Regents examinations.

Goal 6: Absolute Measure

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

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2012 cohort and graduated four years later and those who entered as members of the 2011 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

In the 2012 cohort, all but four students graduated. Three of the four students transferred to other schools prior to graduation; one student remains enrolled. For the 2011 cohort, all but one student graduated after four years. In the 2010 cohort, all students graduated after four years.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2010	83	100
2011	86	99
2012	80	99

Percent of Students in the Graduation Cohort who have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	86	100
2010	83	100
2011	86	99

Evaluation

This past year, all but one student graduated after four years, exceeding the goal by nearly 25 percentage points. We credit this accomplishment, in large part, to our low ratio of school counselors per student and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

Goal 6: Comparative Measure

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

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district¹⁸. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

Unfortunately local district data is not yet available for the 2012 cohort. For the 2011 cohort, the graduation rates at UPCHS exceeded the rate for NYC CSD 7 by 33 percentage points:

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010	83	100	1783	54
2011	86	99	1731	56
2012	83	95	Unknown	N/A

Evaluation

Our graduation rate of 99% in 2015 likely far surpasses the district. While the district's graduation rate for 2015 is not yet available, we are confident that our rate will exceed the district's rate again.

Summary of the High School Graduation Goal

UPCHS has met and exceeded three of the four High School Graduation Goals stated below.

Type	Measure	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different	Did Not Achieve

¹⁸ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

	New York State Regents exams required for graduation by the completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

Action Plan

The school will continue to provide the levels of support in place for all students including counseling, office hours in every class, summer school for remediation, professional development around the transition to the Common Core Learning Standards, Saturday and after school test prep sessions, and extended academic support for at-risk students. We will continue to promote a positive school culture, small class sizes, small student-to-teacher ratio, eight classes per year for all students, frequent parental communication, and an effective discipline system. Most importantly, we will continue to provide high quality instruction daily.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

University Prep Charter High School students will be prepared for institutions of higher education.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

Unfortunately College Board has not released PSAT score averages for New York State for the 2015-16 year. Please note that the PSAT score scale also changed in the 2015 year.

Prior to the 2015-16 year, the PSAT averages for Critical Reading for UPCHS students ranged from 35.6 to 38. The PSAT averages for math for UPCHS students ranged from 36.7 to 40.3. In both areas in all years, the NYS average has exceeded UPCHS.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	87	87	35.6	45.5	36.7	47
2014-15	91	91	38	45.0	40.3	46.9
2015-16	103	97	395	N/A	420	N/A

Evaluation

The school has not met this measure in the past two years when data was available. The variance between the school's average and the State's is as follows:

Critical Reading
2013-2014: - 9.9

2014-2015: - 7

Mathematics

2013-2014: - 10.3

2014-2015: - 6.6

Additional Evidence

Given that the NYS averages for each year are boosted by students in wealthy districts, UPCHS believes that its PSAT scores are strong. Nonetheless, the school will continue to increase its efforts to provide effective preparation through afterschool and Saturday classes and quality instruction.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages to the New York State average for all 12th grade test takers in the given year.

Results

The SAT averages for Reading for UPCHS students over the past three years have ranged from 408 to 431. The SAT averages for Math for UPCHS students have ranged from 430 to 437. In both areas in all years, the NYS average has exceeded UPCHS.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	86	86	423	496	429	514
2013-14	82	82	408	496	430	514
2014-15	86	84	419	497	437	513
2015-16	89	65	431	495	437	511

Evaluation

The school has not met this measure in any of the past three years. However each year, UPCHS students are making significant strides towards meeting this measure. In Reading, the variance between the school's average and the State's was the least in 2015-16 and the greatest for the 2013-2014 school year, as follows:

Reading

2013-2014: - 88

2014-2015: - 78

2015-2016: - 64

In Math, the variance between the school's average and the State's was the least in 2015-2016 and the greatest for the 2013-2014 school year, as follows:

Mathematics

2013-2014: - 84

2014-2015: - 76

2015-2016: -75

Additional Evidence

Given that the NYS averages for each year are boosted by students in wealthy districts, UPCHS believes that its SAT scores are strong. Nonetheless, the school will continue to increase its efforts to provide effective preparation through afterschool and Saturday classes and quality instruction.

(§) Goal 7: School Created College Preparation Measure

The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

In the 2012 cohort, 36 out of 80 students scored a 75 or higher on the English Regents exam and an 80 or higher on a Math Regents exam. In the 2011 cohort, 26 out of 86 students scored a 75 or higher on the English Regents exam and an 80 or higher on a Math Regents exam. In the 2010 cohort, 16 out of 83 students scored a 75 or higher on the English Regents exam and an 80 or higher on a Math Regents exam.

Percent of Graduates Meeting the Aspirational Performance Measure¹⁹

Cohort	Charter School	Statewide ²⁰
2010	19%	38.1%
2011	30%	40.0%
2012	45%	N/A

Evaluation

The percent of graduates from the 2012 cohort meeting the Aspirational Performance Measure statewide is not available. For the 2011 cohort, 30 percent of UPCHS graduates met this measure, 10 percentage points lower than the statewide rate of 40 percent.

We have seen significant gains, however, for the 2012 cohort when compared to the 2011 cohort and for the 2011 cohort when compared to the 2010 cohort.

(S) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

¹⁹ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁰ Statewide results for the 2011 cohort are not yet available.

Results

In the graduating Class of 2016, 16% (13 students) earned a Regents Diploma with Advanced Designation. In the graduating Class of 2015, 25% (21 students) earned an Advanced Regents Diploma. A total of 12% of the Class of 2014 (10 students) earned a Regents Diploma with Advanced Designation.

Percent of Graduates with a Regents Diploma with Advanced Designation²¹

Cohort	Charter School	School District ²²
2010	12	2
2011	25	3
2012	19	N/A

Evaluation

District graduation rates for the Class of 2016 (2012 cohort) are not yet available. The school exceeded the rate for the District by 22 percentage points for the Class of 2015 and 10 percentage points for the Class of 2014.

(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

UPCHS uses the AP exams to demonstrate college-level proficiency, we are using the number of students who passed at least one AP exam with a score of 3 or better to determine the percentage of students who demonstrate preparation for college.

Results

27 students in the 2012 cohort passed at least one AP Exam with a score of 3 or better.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²³
2010	83	17

²¹ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²² District results for the 2011 cohort are not yet available.

²³ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

2011	86	17
2012	80	34

Evaluation

The school has not met this goal for the 2012 cohort or for either of the prior cohorts. The majority of our students come to the school significantly unprepared for high school work, and our focus is to ensure that they are college ready. Given this, very few of our students take an AP exam.

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

Method

The school has defined matriculation as having paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course. As most of this information has not been gathered yet for the Class of 2015, we can only base our information for the 2011 cohort on students’ acceptances and final decisions at this time.

Results

All graduates in the Class of 2015 have been accepted into a college or university and have made a final decision for attendance. Matriculation, as determined by the factors above, will be determined as soon as possible.

Evaluation

Using the criteria defined above, UPCHS feels that this benchmark has been met for the 2012 cohort, as it was for the two prior cohorts. While our data for the 2012 cohort is based on final decisions, rather than evidence of actual matriculation which has not yet been attained, we believe that our 100% acceptance and decision rate ensures that we have met the matriculation benchmark.

Summary of the College Preparation Goal

UPCHS has not met any of the measures that compare the school to New York State, including percentage of students meeting the State’s Aspirational Performance Measures. The school has also not met the goal for passing rates for AP exams. Given our acceptance and final decision rate of 100%, we are stating that the college matriculation goal has been met, although complete data has not yet been gathered.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

Action Plan

To continue to ensure that UPCHS graduating students are prepared to enter and be success in institutions of higher education, the school will continue to focus on increasing the percentage of students who receive a score of 80 or higher on a Math Regents exam or 75 or higher on the English Regents, gradually transitioning to the Common Core State exams. The specific strategies to be used include:

- Doubling ELA instruction time for 9th and 10th Grade students and doubling math instruction time for 9th grade students
- Introducing independent reading, with the support of a literacy specialist and guided by an individualized reading program LightSail, 4 days per week
- Introducing English as a New Language to help students with English Language acquisition. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.
- Providing supplemental instruction to targeted students in ELA and in Math who have come close to obtaining college readiness benchmark scores on NYS Regents exams. Students in this category will be encouraged to sit for the math and/or ELA Regents again after receiving more support in the appropriate content area.
- Enrolling more students in College Now classes starting in the 10th grade
- Offering a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks
- Devoting more time in advisory to preparation of the PSAT and SAT
- Administering regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math