



# **UNIVERSITY PREP CHARTER HIGH SCHOOL**

## **2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## INTRODUCTION

Andrea d'Amato, Principal, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
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. UPCHS was nationally recognized as a 2016 National Blue Ribbon School in the category of Exemplary High-Performing Schools.

### **Theory of Action**

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.

### Key Design Elements

Our key design elements provide the UPCHS path toward achieving this theory of action.

*A Shared Commitment to Academic Excellence* – The UPCHS community of stakeholders shares a commitment to academic excellence. We design and decide together. At UPCHS, we prioritize our commitment to teacher voice and agency through our community decision-making model of distributed leadership. Distributed leadership means instructional decision-making is shared and extended between administrators and faculty; and, that responsibility for excellence is held by those with expertise. Anchored in our unique partnership with the United Federation of Teachers, our model provides systemic, mission-aligned opportunities for teachers to share responsibilities and lead various initiatives. To sustain and extend the effectiveness of our practice, we collaborate on the design of professional development opportunities. We ensure professional development provides teachers with timely, relevant and challenging content within structures inter-visitation, coaching, mentorship, small group leadership, etc.) created by and for teachers. We measure our shared commitment to excellence through multiple data points, including teacher turnover rate.

*Powerful Teaching and Learning* – The UPCHS instructional program delivers powerful teaching and learning throughout our community. To assess the power or impact of our teaching and learning we begin with an empirical foundation of data. Our administrators and faculty convene structured, data-rich meetings to benchmark performance and evaluate progress. Department team meetings, grade-level team meetings and inquiry groups inform our instructional decision-making and shape our approach to ongoing schoolwide impact analysis. Two cornerstones of our work are Integrated Co-Teaching (ICT) and our Problem-Solving methodology. Our ICT model places two certified teachers (one general education, one special education) in a single classroom. The model increases the individual attention for students, reduces our teacher-to-student ratio, and leverages the skills of highly-trained special education teachers in building comprehensive and collaborative solutions for all learners. The model also allows students with IEPs to receive instruction from a content specialist rather than a special educator.

Other products of our collaboration include potent programmatic approaches such as, but not limited to:

- Freshman and sophomore composition class. Our instructional teams ascertained that incoming students would benefit from a standards-based, rigorous writing class centered on improving reading comprehension, structured writing prowess and general literacy skills. The course, taken once weekly, accelerates learning for new students who often join the UPCHS family facing hurdles of uneven, interrupted or incomplete schooling.
- Block scheduling. The foundation of academic rigor is stamina. We encourage the development of powerful teaching and learning through scheduling double periods. Our approach permits teachers to build instructional depth and encourages students to make ongoing and meaningful inquiries and contributions within expanded lessons. The instructional depth of our seminar and project-based initiatives aligns with and prepares our

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students to meet and exceed NYS standards across the curriculum. Moreover, the scheduling encourages the formation of habits of mind that are transferable to co-curricular and extra-curricular activities.

- Advanced Placement courses. We currently offer AP instruction in Composition, Literature, Biology, Spanish and Government. In the next charter term, our AP offerings will include Math and Computer Science. UPCHS faculty are committed to preparing our students for academic success in rigorous and demanding collegiate environments. To achieve this goal, we have thoughtfully developed courses aligned with the strong foundation provided by our traditional curriculum.

We have also developed several other high impact approaches for students. Faculty hold weekly office hours with students. At UPCHS, students use office hours to build rapport with faculty, to probe deeply and build on knowledge acquired in class, to seek clarification on open questions, and to strengthen bonds within and across the community. We run a Saturday Academy to provide additional academic support for students throughout the year. Our Summer Bridge program, like the composition class, is a formal structure to mitigate the challenges faced by our incoming students. In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS students have achieved a 98% graduation rate and 100% college acceptance rate. Across our campus, we expect college enrollment and success. Our teams work internally, and with external partners, to broaden and illuminate the path for our students.

*Inclusive School Culture* – The integrity of the UPCHS learning community is rooted in our commitment to an inclusive school culture. We affirm “inclusion” as our shared point of departure, or beginning, in all communication and interactions within the community. Inclusion looks and feels like a thoughtful, principled commitment to practice and reinforce our core values by considering and respecting the true diversity (visible and invisible, spoken and unspoken) at UPCHS. Students work towards a set of four core values that keep them on course to be successful at the college of their choice and beyond. “The Core Four” are:

- Accepting Personal Responsibility: students see themselves as the primary cause of their outcomes and experiences
- Discovering Self-Motivation: students find purpose in their lives by discovering personally meaningful goals and dreams
- Mastering Self-Management: students plan for and take purposeful actions in pursuit of their goals and dreams
- Creating Positive Interdependence: students build mutually supportive relationships that help them to achieve their goals and dreams – while helping others do the same

We conduct regular Town Hall meetings. These monthly gatherings are shared celebrations of success within our learning and service communities. We present honor roll certificates and attendance awards. Students also showcase their talents in the performing arts. We have built rich, layered support structures wherein four counselors provide support services and loop with our students to ensure stability and to strengthen interpersonal connections.

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*Student Leadership and Character Development* – Fulfilling the mission of UPCHS calls for administrators and faculty to embody and instill principles of student leadership and character development. We model our ideals through a daily advisory period wherein students receive explicit instruction on essential skills such as life management, college readiness, and reducing risk factors. We supplement this instruction by providing students with opportunities to lead and demonstrate character through faculty-led clubs and athletics. Clubs include Spanish Honor Society, UPCHS Pillars (Boys Club), Music Club and the Dance and Movement Club. Extensive athletics offerings include basketball and soccer (boys and girls), baseball (boys), softball (girls), and cheerleading. In addition to the opportunities to lead during the academic year, students can demonstrate their acquired skills as Summer Bridge Assistants who welcome and guide incoming students to the UPCHS community.

*Family and Community Involvement* – At UPCHS, our model of family and community involvement comprises five traditional methods of information sharing and collaborative decision-making: parent association meetings, back-to-school night, introduction to college night, enrollment meetings and quarterly parent-teach conferences. Each of these structured events allow parents and families to be informed members of the school community. To ensure ongoing access to accurate and timely information, we deploy the PowerSchool school information platform and conduct seminars to train parents in using the platform, as well as e-mail.

### **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

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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.

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
- SETTS or ICT for SWDs
- Push-in services for ELLs
- Additionally, ELL students receive direct instruction in dedicated ENL classes appropriate to the students
- Access to College courses for students who meet the CUNY College Now criteria
- College Advisement built into every 12<sup>th</sup> grader's program

### 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.

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- 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 Demographics

In the 2016-17 school year, UPCS enrolled 406 students in grades 9-12. 61.6% of students were Hispanic, 35.25% Black, 1.2% Asian, 0.5% White, and 1.5% Multiracial. 84.0% of students were living in poverty, 16.5% had a disability, and 8.6% were English Language Learners.

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
2016-17	104	120	102	80	406



## 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 9<sup>th</sup> grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 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/](http://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 30<sup>th</sup>.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2014-15	2011-12	2011	86	0	86
2015-16	2012-13	2012	82	2	80
2016-17	2013-14	2013	80	2	78

### TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> 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

## HIGH SCHOOL COHORTS

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011	86	0	86
2015-16	2012-13	2012	83	0	83
2016-17	2013-14	2013	78	0	78

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010	0	0	0
2015-16	2011-12	2011	1	0	1
2016-17	2012-13	2012	0	0	0

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<sup>1</sup> 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.

<sup>2</sup> 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 Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents in Exam in English Language Arts (Common Core).<sup>3</sup> 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

68% of students in the 2013 cohort passed the Regents Exam in English Language Arts (Common Core) with a score of a Level 4 or higher. Previous cohorts have instead taken the Regents Comprehensive Exam in English. The 2013 cohort pass rate is a decrease from the year before when 73% of the 2012 cohort passed the Regents Comprehensive Exam in English with a score of 75 or higher and two years prior when 80% of the 2011 cohort passed the Regents Comprehensive Exam in English with a score of 75 or higher.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	86	80%
2012	80	73%
2013	78	68%

<sup>3</sup> 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.

<sup>4</sup> Based on the highest score for each student on the English Regents exam

## EVALUATION

UPCHS has exceeded the benchmark requiring 65 percent of students in the high school Accountability Cohort to meet the college and career readiness standard (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 by three percentage points.

Beginning in 2015-16, with the July 2015 addition of Principal Andrea d' Amato, UPCHS began to offer double blocks of instruction in ELA to students in both 9th and 10th grade. 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 ELA classes in grades 9 through 11, 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. Beginning in 2015-16, students began to 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 two 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 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

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

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 offer two Advanced Placement ELA courses, AP English Literature and AP English Composition, for advanced learners.

### ADDITIONAL EVIDENCE

Of the 101 students enrolled in the 2014 cohort, 63% have already met the college and career readiness standard by scoring a Level 4 (meeting Common Core expectations) on the Regents in Exam in English Language Arts (Common Core).<sup>5</sup>

English Regents Passing Rate with a score of 75 or Level 4 (Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013			83	64%	82	66%
2014					101	63%
2015						
2016						

#### 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 8<sup>th</sup> 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 57 students in the 2013 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 45 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 62% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core). Previous

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<sup>5</sup> 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.

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cohorts have taken the Regents Comprehensive Exam in English, instead of the Regents Exam in English Language Arts (Common Core). The proportion of students who were not proficient in 8<sup>th</sup> grade meeting the college and career readiness standard was flat from the year before in which 60% of students who were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam scored at a 75 or above on the New York State Regents English exam and a decrease from the year before that in which 69% of students who were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam scored at a 75 or above on the New York State Regents English exam.

### English Regents Passing Rate with a Score of 75 or Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>6</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	29	69%
2012	42	60%
2013	45	62%

## EVALUATION

UPCHS fell short of the benchmark requiring 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam to meet the college and career readiness standard by 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 by three percentage points.

## ADDITIONAL EVIDENCE

Our 11th Graders are making strong progress toward meeting this goal. Of the 64 students from the 2014 Cohort who were not proficient on the 8th Grade ELA exam, 53% (34 students) have already met the college and career readiness standard in English.

### 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:

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<sup>6</sup> Based on the highest score for each student on the English Regents exam

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

[www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](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 the 2016-17 English language arts AMO of **178**.

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

UPCHS's APL in Regents English for the 2013 Cohort was 161.

English Language Arts Accountability Performance Level (APL) For the 2013 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
78	5	29	23	43

  

PI	=	29	+	23	+	43	=	95
				23	+	43	=	<u>66</u>
						APL	=	161

### EVALUATION

UPCHS fell short of the AMO of 178 by 17 points.

### ADDITIONAL EVIDENCE

Last year, the APL was 170, which fell short of the AMO benchmark by 5 points. The prior year, the school's APL was 179, which exceeded the benchmark by 9 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 school district of comparison.

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

# HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

## RESULTS

District data for the 2013 cohort has not yet been released. For the 2012 cohort, UPCHS exceeded the APL for CSD 7 by 45 points. For the 2011 cohort, the school exceeded the APL for CSD 7 by 63 points.

English Regents Accountability Performance Level (APL)<sup>7</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	179	86	116	1,582
2012	170	80	125	1,577
2013	161	78	N/A	N/A

## EVALUATION

As the district data for the 2013 cohort is not yet available, progress toward this benchmark cannot yet be fully measured. For both the 2012 and 2011 cohorts, the APL for UPCHS has exceeded that of the district.

## ADDITIONAL EVIDENCE

The English Regents APL of UPCHS has exceeded that of the district each year since 2010.

<b>Goal 1: Additional Measure</b>
Not applicable
<b>METHOD:</b>
<b>RESULTS:</b>
<b>EVALUATION:</b>
<b>ADDITIONAL EVIDENCE:</b>

<sup>7</sup> For an explanation of the procedure to calculate the school's APL, see page 31.



## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>8</sup>

This year, UPCHS has met one of the three absolute goals and the comparative goal for ELA. In addition, we see evidence of continual growth and improvement, as measured by the number of students in the 2014 Cohort who have already demonstrated college and career readiness in their junior year.

Type	Measure	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 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.	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 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.	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 school district of comparison. (Using 2015-16 school district results.)	Achieved

## ACTION PLAN

In the 2017-2018 school year, UPCHS will continue to focus on implementing 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 also continue to utilize after-school and Saturday school instruction to provide remedial instruction as well as Regents prep.

In addition, UPCHS will continue to invest in remediation for students who are struggling in ELA to get them on-track earlier in their high school career. The school will once again implement best practices in preparation for the ELA Regents Exam and 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:

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

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

- The school is implementing a formal strategic inquiries initiative for students outside the sphere of success. For seven different groups of students (mostly subject specific), teachers will engage in a participatory action research cycle to examine student work, research strategies, reflect, and assess the impact of the strategies. This process will help UPCHS build varied custom effective strategies for helping students succeed academically.
- 10<sup>th</sup> grade students have joined 9<sup>th</sup> 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. A total of 26 10<sup>th</sup> grade students have taken the Regents ELA (Common Core) exam thus far, and all 26 scored at a 4 or above.
- 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.
- We are introducing an English as a New Language course to help students with English Language acquisition. In comparison to the push-in support for ELL students we had done previously, this new course will allow for more intensive targeted English instruction. 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.

We are also introducing programs to better support the emotional and physical needs of our high-poverty student population. UPCHS' school site has brought in a school-based health clinic with a full service doctor's office and support from social workers. UPCHS is also starting a new leadership course called Peer Group Connection, where 25 12<sup>th</sup> grade students will participate in a year-long leadership class to build facilitation and communication skills. The 12<sup>th</sup> grade students in turn teach 9<sup>th</sup> grade students one a week, which will help create connections between students and building a culture of responsibility and interdependence across the school. In addition, we have implemented a staff-wide diversity training series to help ensure staff are developing their abilities to be culturally responsive and sensitive to student needs.

## GOAL 2: 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 a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).<sup>9</sup> 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

63% of students in the 2013 Cohort passed one or more Mathematics Regents exam with a score of 80 a New York State Regent math exam or a Level 4 on a Regents Common Core math exam. The 2013 cohort pass rate is an increase from the year before when 48% of the 2012 Cohort met the college and career readiness standard and two years prior when 35% of the 2011 Cohort met the college and career readiness standard.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort<sup>10</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	86	36%
2012	80	48%
2013	78	63%

<sup>9</sup> 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.

<sup>10</sup> Based on the highest score for each student on the Mathematics Regents exam

### EVALUATION

UPCHS has fallen short of the benchmark requiring 65 percent of students in the high school Accountability Cohort to meet the college and career readiness standard (scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort by two percentage points.

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 9<sup>th</sup> 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. By the end of this course, students are able to solve and graph linear and quadratic equations. There is also 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.

To help solidify the mathematics foundation upon which our program builds, we have added in an additional math class in 9<sup>th</sup> grade. Now in addition to 9th Grade Algebra I, all students 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 use discovery-based strategies and collaborative learning techniques to develop crucial problem solving skills that are applicable in all academic contents and in life. This class will prepare our students for success in advanced topics in mathematics and science.

Where appropriate, students move onto 10<sup>th</sup> 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.

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

## HIGH SCHOOL GOALS: MATHEMATICS

program will ensure every student builds the required level of mathematical knowledge and skills before advancing to higher levels of math.

Students in 11<sup>th</sup> grade take Algebra II/ Trigonometry, and students in 12<sup>th</sup> grade take Pre-calculus. Students who passed the Algebra Regents in the 8<sup>th</sup> grade and took geometry in the 9<sup>th</sup> grade will qualify to take calculus their senior year of high school.

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.

### ADDITIONAL EVIDENCE

Of the 105 students enrolled in the 2014 cohort, 7% have already met the college and career readiness standard by scoring a Level 4 (meeting Common Core expectations) on a Regents in Exam in Mathematics. Fewer students are achieving this standard by the end of the 10<sup>th</sup> grade as students are now taking more rigorous Regents Common Core mathematics exams.

Mathematics Regents Passing Rate with a score of 80 or Level 4(Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013			86	61%	82	60%
2014					101	7%
2015						
2016						

### 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 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

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

### RESULTS

Of the 57 students in the 2013 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 46 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 57% scored above

## HIGH SCHOOL GOALS: MATHEMATICS

an 80 on a New York State Regents math exam or fully met Common Core Expectation on a Regents Exam in Mathematics. The proportion of students who were not proficient in mathematics in 8<sup>th</sup> grade meeting the college and career readiness standard increased from the year before, in which 24% of students who were not proficient on the 8<sup>th</sup> Grade NYS Math Exam met this standard and a increase from the year before that in which 7% of students who were not proficient on the 8<sup>th</sup> Grade NYS Math Exam met this standard.

### Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core exam among Students Who Were Not Proficient in 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>11</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	29	7%
2012	29	24%
2013	48	57%

## EVALUATION

UPCHS fell short of the benchmark requiring 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade Mathematics exam to meet the college and career readiness standard by the completion of their fourth year in the cohort by eight percentage points.

## ADDITIONAL EVIDENCE

N/A

### 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.

## 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](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

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<sup>11</sup> Based on the highest score for each student on the Mathematics Regents exam

## HIGH SCHOOL GOALS: MATHEMATICS

must have an Accountability Performance Level (APL) that equals or exceeds 2016-17 mathematics AMO of 165.

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

The APL in Regents Mathematics for the 2013 Cohort was 149.

Mathematics Accountability Performance Level (APL) For the 2013 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
82	0	34	52	14

  

PI	=	34	+	52	+	14	=	100
				52	+	14	=	<u>66</u>
						APL	=	166

### EVALUATION

UPCHS exceeded the AMO of 165 by 1 point.

### ADDITIONAL EVIDENCE

UPCHS has demonstrated strong gains in this benchmark. Last year, the APL was 147, which fell short of the AMO by 12 points. The year prior, the APL was 170, which fell short of the AMO benchmark by 5 points.

#### 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 school district of comparison.

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

# HIGH SCHOOL GOALS: MATHEMATICS

## RESULTS

District data for the 2013 cohort has not yet been released. For the 2012 cohort, the school's APL was 147, which is 48 points higher than CSD 7.

Mathematics Accountability Performance Level (APL)  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>12</sup>

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	161	86	92	1,304
2012	147	80	99	1,177
2013	166	78	N/A	N/A

## EVALUATION

The data for CSD 7 has not yet been made available for the 2013 cohort. However UPCHS's APL for the 2012 cohort exceeded that of CSD 7 by 48 points.

## ADDITIONAL EVIDENCE

UPCHS has consistently met this measure for the 2010, 2011, and 2012 cohorts.

<b>Goal 2: Additional Measure</b>
[Include additional measures that are part of the Accountability Plan.]
<b>METHOD:</b>
<b>RESULTS:</b>
<b>EVALUATION:</b>
<b>ADDITIONAL EVIDENCE:</b>

## SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>13</sup>

This year, UPCHS has met one of the three absolute goals and the comparative goals for Math. In addition, we see evidence of continual growth and improvement, as measured by the improved performance of the 2013 cohort as compared to the 2012 cohort.

<sup>12</sup> See page 39 above for an explanation of the APL.

<sup>13</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.



## HIGH SCHOOL GOALS: MATHEMATICS

Type	Measures	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 OR fully meeting Common Core expectations on a Regents Common Core 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 OR fully meeting Common Core expectations on a Regents Common Core 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.	Achieved
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 school district of comparison. (Using 2015-16 school district results.)	Achieved

### ACTION PLAN

In the 2017-2018 school year, UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in Mathematics. UPCHS has invested significantly in shifting its mathematics program to meet the New York State Common Core Learning Standards. The school altered its mathematics curriculum, beginning with Algebra I, and purchased 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 has introduced its problem-solving class, a STEM focus class in 9<sup>th</sup> grade to help students solve unfamiliar and challenging problems. This class has been fundamental in improving our students' abilities in navigating Common Core mathematics. 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.

UPCHS will also invest more deeply in remediation for students who are struggling in math to get them on-track earlier in their high school career. UPCHS will use continue inventions to support learners who do not demonstrate proficiency in mathematics prior to 9<sup>th</sup> grade. Targeted students take algebra for a year and a half (as opposed to a year), which has already shown strong results in

## HIGH SCHOOL GOALS: MATHEMATICS

helping struggling learners to demonstrate proficiency in mathematics. UPCHS will use the strategic inquiries initiative to develop additional strategies to support struggling learners.

The additional physical and emotional supports provided by the onsite clinic, Peer Group Connection course, and staff-wide diversity training series will help students be ready to learn and reduce disruption and truancy.

## GOAL 3: SCIENCE

### Goal 3: Science

Students will meet and exceed state standards for master of skills and content knowledge in the area of 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 schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. 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

99% (77 out of 78 students) of the 2013 cohort have passed a Science Regents examination with a score of 65 or higher.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>14</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	86	98
2012	80	94
2013	78	99

### EVALUATION

UPCHS has exceeded this measure by 24 percentage points. UPCHS has exceeded this measure by 19 or more percentage points for the past three years.

At UPCHS, students will continue to take at least three years of science, starting with Living Environment in 10<sup>th</sup> grade. Whereas Environmental Science 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, Living Environment covers ecology, cells, genetics, evolution, microorganisms, fungi,

<sup>14</sup> Based on the highest score for each student on any science Regents exam

## HIGH SCHOOL GOALS: SCIENCE

plants, invertebrates, chordates, and the human body. It includes a minimum of 1,200 minutes of laboratory activities, including the four mandated labs. This course ends in the Regents Exam. The determination to shift to a Living Environment course was motivated by factors including, but not limited to, increased rigor, and stronger alignment with chemistry and AP biology classes.

Students then progress to Chemistry, followed by either Forensic Science or AP Biology. In 2016-17, forty percent of students were enrolled in AP Biology.

UPCHS does not offer instruction in Physics. However, administrators and faculty may consider offering Physics and Calculus at some point during the next charter term. Such an offering would require some supplemental instruction, perhaps during a summer, to strengthen student's capacity to excel in both courses.

### ADDITIONAL EVIDENCE

Of the 101 students enrolled in the 2014 cohort, 87% have already passed a Science Regents examination with a score of 65 or higher. Of the 120 students enrolled in the 2015 cohort, 77% have already passed a Science Regents examination with a score of 65 or higher.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	96	89	86	93	78	99
2014			103	68	101	87
2015					120	77
2016						

### 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 school district of comparison.

### METHOD

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

### RESULTS

94% of UPCHS students in the 2012 Cohort passed a Regents Science exam, compared to 57% in CSD 7.

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

Cohort	Charter School	School District
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## HIGH SCHOOL GOALS: SCIENCE

	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	98	86	59	1,731
2012	94	80	57	1,703
2013	96	82	N/A	N/A

### EVALUATION

The percent of UPCHS students in the 2012 cohort who passed a Regents Science exam exceeded that of CSD 7 by 37 percentage points. UPCHS also met this metric with its 2011 cohort. District data for the 2013 cohort is not yet available.

### ADDITIONAL EVIDENCE

Of the 101 students enrolled in the 2014 cohort, 87% have already passed a Science Regents examination with a score of 65 or higher. Of the 120 students enrolled in the 2015 cohort, 77% have already passed a Science Regents examination with a score of 65 or higher.

## GOAL 4: 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

100% of the 2013 cohort have passed the US History Regents examination with a score of 65 or higher.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>15</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	86	98
2012	80	94
2013	78	100

## EVALUATION

UPCHS has exceeded this measure by 25 percentage points. UPCHS has exceeded this measure by 19 or more percentage points for the past three years.

## ADDITIONAL EVIDENCE

Of the 101 students enrolled in the 2014 cohort, 91% have already passed the US History Regents examination with a score of 65 or higher.

<sup>15</sup> Based on the highest score for each student on a science Regents exam

## HIGH SCHOOL GOALS: SOCIAL STUDIES

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013			86	89	78	100
2014					101	91
2015						
2016						

#### 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 school district of comparison.

#### METHOD

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

#### RESULTS

94% of UPCS students in the 2012 Cohort passed the US History Regents exam, compared to 51% in CSD 7.

### 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
2011	98	86	69	1,402
2012	94	80	51	1,703
2013	100	78	N/A	N/A

#### EVALUATION

The percent of UPCS students in the 2012 cohort who passed the Regents US History exam exceeded that of CSD 7 by 43 percentage points. UPCS also met this metric with its 2011 cohort. District data for the 2013 cohort is not yet available.

#### ADDITIONAL EVIDENCE

Of the 101 students enrolled in the 2014 cohort, 91% have already passed the US History Regents examination with a score of 65 or higher.

## HIGH SCHOOL GOALS: 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 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

99% (77 out of 78 students) of the 2013 cohort have passed the Global History examination with a score of 65 or higher.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>16</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	86	95
2012	80	95
2013	78	99

### EVALUATION

UPCHS has exceeded this measure by 24 percentage points. UPCHS has exceeded this measure by at least 20 percentage points for the past three years.

### ADDITIONAL EVIDENCE

Of the 101 students enrolled in the 2014 cohort, 91% have already passed the Global History Regents examination with a score of 65 or higher.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	96	80	86	91	78	99
2014			103	67	101	91
2015						
2016						

<sup>16</sup> Based on the highest score for each student on a science Regents exam



## 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 school district of comparison.

## METHOD

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

## RESULTS

95% of UPCHS students in the 2012 Cohort passed the Regents Global History exam, compared to 45% in CSD 7.

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
2011	95	86	47	2,183
2012	95	80	45	1,703
2013	95	82	N/A	N/A

## EVALUATION

The percent of UPCHS students in the 2012 cohort who passed the Regents Global History exam exceeded that of CSD 7 by 50 percentage points. UPCHS also met this metric with its 2011 cohort. District data for the 2013 cohort is not yet available.

## ADDITIONAL EVIDENCE

Of the 101 students enrolled in the 2014 cohort, 91% have already passed the Global History Regents examination with a score of 65 or higher.

## NCLB

### Goal 5: NCLB

The school will meet the expectations outlined in NCLB.

### Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

## METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

## RESULTS

UPCHS’s 2016-17 Accountability Status is in good standing.

## EVALUATION

The school has met this measure.

## ADDITIONAL EVIDENCE

UPCHS has been in good standing each of the last three years.

NCLB Status by Year

Year	Status
2014-15	In good standing
2015-16	In good standing
2016-17	In good standing

## GOAL 6: HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

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

### Goal 6: Absolute Measure

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. 70% is the minimum passing score. The school day runs from 8:30 am to 5:00 pm. Courses are 90 minutes per day for 30 days, except:

- Advisory meets for two hours per week so it is only worth one credit each year.
- Participation in Civics and Economics are both senior year semester-long courses that are valued at one-credit each.

Students may re-take up to three classes in summer school. 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 UPCHS's 9<sup>th</sup> Grade students and 10<sup>th</sup> Grade students earned the number of credits in 2016-17 school year required to be promoted to the next grade.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2016-17

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Cohort Designation	Number in Cohort	Percent promoted
2015	120	100%
2016	103	100%

### EVALUATION

UPCHS has exceeded this benchmark by 25 percentage points.

### 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 9<sup>th</sup> Graders take 15 credits and 10<sup>th</sup> 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 2017, the 2015 cohort will have completed its second year.

### RESULTS

By the end of their second year, all students in the 2015 Cohort have taken the Algebra I Common Core Regents, Geometry Common Core Regents, Living Environment Regents, Earth Science Regents, and Global History Regents examinations. Some students have taken additional Regents examinations as well. 83% of students in the 2015 Cohort have passed three or more Regents examinations by the end of their second year. This is an increase from the year prior, when 59% of the 2014 cohort had passed three or more Regents by the end of their second year, and an increase from the year before that, when 75% of the 2013 cohort had passed three or more Regents by the end of their second year.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013	96	75%
2014	106	59%
2015	119	83%

### EVALUATION

UPCHS exceeded this benchmark by eight percentage points.

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

### ADDITIONAL EVIDENCE

Many UPCHS students pass a third Regent exam in their third year. 92% of the 2014 Cohort passed three Regents by the end of their third year.

#### 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 9<sup>th</sup> grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.<sup>17</sup> 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 2013 cohort, all but one student enrolled at the end of their fourth year graduated. 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
2011	86	99
2012	80	99
2013	78	99

#### Percent of Students in Graduation Cohort Who Have Graduated After Five Years

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

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<sup>17</sup> The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

### 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.

### ADDITIONAL EVIDENCE

99% of UPCHS students have graduated after four years in each of the last three years, exceeding both benchmarks substantially.

#### 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 school district of comparison.

### 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 school district of comparison<sup>18</sup>. 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

95% of UPCHS's 2012 Cohort graduated in four years, compared to 57% in CSD 7.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	86	99	1,731	56
2012	83	95	1,703	57
2013	78	99	N/A	N/A

### EVALUATION

UPCHS's 2012 cohort four-year graduation rate of 95% exceeds that of CSD 7 by 38 percentage points. While district results are not available for the 2013 cohort, it is likely that UPCHS's graduation rate for this cohort will exceed that of CSD 7.

<sup>18</sup> 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](#).

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

### ADDITIONAL EVIDENCE

N/A

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

UPCHS has met the benchmark for all four High School Graduation goals.

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 New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
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 school district of comparison.	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.

## GOAL 7: 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 10<sup>th</sup> 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 10<sup>th</sup> 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 or the 2016-17 year. Please note that the PSAT score scale also changed in the 2015 year.

In 2014-15, the most recent year for which data is available, New York State’s PSAT performance exceeded that of UPCHS by 7 points in Critical Reading and 6.6 points in Math.

10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2014-15	91	91	38.0	45.0	40.3	46.9
2015-16	103	97	395	N/A	420	N/A
2016-17	119	109	418	N/A	425	N/A

### EVALUATION

The school is not able to evaluate this measure for the past two years. In 2014-15, the most recent year for which data is available, UPCHS did not meet this benchmark. However UPCHS did narrow the gap to New York state in both Critical Reading and in Mathematics:

UPCHS Variance to NY State - Critical Reading

2013-2014: - 9.9

2014-2015: - 7



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UPCHS Variance to NY State - 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 12<sup>th</sup> 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 the New York State average for all 12<sup>th</sup> grade test takers in the given year.

### RESULTS

UPCHS's 2013 cohort scored an average of 503 in Reading and 485 in Mathematics on the SAT. CollegeBoard has not yet released the results for New York State for 2016-17. However the New York State average exceeded UPCHS the last two years.

12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2014-15	86	84	419	497	437	513
2015-16	89	65	431	489	437	501
2016-17	82	77	503	N/A	485	N/A

### EVALUATION

CollegeBoard has not yet released the results for New York State for 2016-17. The school did not meet this measure in the two years prior. However each year, UPCHS students are making significant strides towards meeting this measure. The school's scores have improved in each of the past three years. As well, UPCHS has narrowed the gap with NY State in the years prior:

Reading

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2013-2014: - 88

2014-2015: - 78

2015-2016: - 64

Mathematics

2013-2014: - 84

2014-2015: - 76

UPCHS has introduced a new SAT prep course for all 11<sup>th</sup> grade students, which will ensure the school makes progress towards this goal.

### 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 its new SAT prep course as well as afterschool and Saturday classes and quality instruction.

#### Goal 7: Comparative

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 meeting the college and career readiness standard on a math Regents exam AND an 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 meeting the college and career readiness standard on a math Regents exam and on an 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 scores below the college and career readiness standard – are likely to require remediation in college.

### RESULTS

55% of students in UPCHS’s 2013 cohort met the state’s APM.

Percent of Graduates Meeting the Aspirational Performance Measure<sup>19</sup>

<sup>19</sup> 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](#).

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Cohort	Charter School	Statewide <sup>20</sup>
2011	30	40.0
2012	45	N/A
2013	55	N/A

### EVALUATION

The percent of graduates from the 2012 and 2013 cohorts 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 2013 cohort compared to the 2012 cohort, the 2012 cohort when compared to the 2011 cohort, and the 2011 cohort when compared to the 2010 cohort.

#### Goal 7: Comparative

The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the district of comparison.

### 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).

### RESULTS

17% of UPCHS students in the 2013 cohort graduated with a Regents Diploma with Advanced Designation. District graduation rates for the Class of 2017 (2013 cohort) are not yet available. 19% of UPCHS students in the 2012 cohort graduated with a Regents Diploma with Advanced Designation. 3% of CSD 7 students in the 2012 cohort graduated with a Regents Diploma with Advanced Designation

#### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>21</sup>

Cohort	Charter School	School District <sup>22</sup>
2011	25	3
2012	19	3
2013	17	N/A

<sup>20</sup> Statewide results for the 2013 cohort are not yet available.

<sup>21</sup> 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](#).

<sup>22</sup> District results for the 2013 cohort are not yet available.

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### EVALUATION

The percent of UPCHS students from the 2012 Cohort who graduated with a Regents diploma with Advanced Designation exceeded CSD 7 by 16 percentage points. The percent of UPCHS students from the 2011 Cohort who graduated with a Regents diploma with Advanced Designation exceeded CSD 7 by 22 percentage points.

#### Goal 7: Absolute

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 Advanced Placement (“AP”) exams to demonstrate college-level proficiency. The number of students who passed at least one AP exam with a score of 3 or better determines the percentage of students who demonstrate preparation for college.

### RESULTS

Of the 78 graduates from the 2013 Cohort, 21 students (26%) have passed the equivalent of a college level course, as indicated by scoring a 3 or better on an Advanced Placement exam.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>23</sup>
2011	86	17
2012	80	34
2013	78	26

### EVALUATION

The school has not met this ambitious goal for the 2013 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. Only 28 students from the 2013 Cohort took an AP exam; 21 of 28 (75%) who took an AP exam passed at least one AP exam.

#### Goal 7: Absolute

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

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

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### 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.

### RESULTS

77 of 78 graduates of the Class of 2017 (2013 Cohort) were accepted into college or university. 70 students (90%) have enrolled in college courses.

### EVALUATION

The school's matriculation rate of 90% exceeds the goal by 15 percentage points.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

UPCHS met one of three College Preparation Goals. UPCHS did not meet one of three College Preparation Goals and one of two Comparative goals. The performance against remaining goals could not be evaluated because the data has not been made available.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> 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 <sup>th</sup> 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.	N/A
	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 meet the college readiness standards. The specific strategies to be used include:

- Doubling ELA instruction time for 9<sup>th</sup> and 10<sup>th</sup> Grade students and doubling math instruction time for 9<sup>th</sup> grade students
- Introducing independent reading, with the support of a literacy specialist and guided by an

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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 10<sup>th</sup> grade
- Offering a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks
- Introduction of new SAT prep course for all 11th grade students
- Administering regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math