



**UNIVERSITY PREP  
CHARTER HIGH SCHOOL**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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Andrea d’Amato, Principal, prepared this 2014-15 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Steve Barr	Chairman
Randi Weingarten	Member
Gideon Stein	Member
Burton Sacks	Member
Donial Rodriguez	Teacher Representative

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

## INTRODUCTION

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

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

### **The University Prep Charter High School Model**

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

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

come to understand the whole child as a learner. Core to this model are Six Tenets which serve as the levers for student success.

## **The Six Tenets**

### *1.) Small, Safe, Personalized School*

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

### *2.) High Expectations and Extra-Supports*

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

### *3.) Local Control with Extensive Professional Development and Accountability*

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

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

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

### *4.) Parent Participation*

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

### *5.) Get Dollars into the Classroom*

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

### *6.) Keep Schools Open Later*

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

Additional practices of the UPCHS model are as follows:

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

### **Standards-Aligned and Regents-Ready Curriculum**

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

### **Academic Support and Intervention**

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

- *Summer Bridge Program*: Typically a four-week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health, and character education through advisory. The curriculum serves to support incoming freshman by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful.

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

### **Extensive Professional Development**

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

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

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

**School Information**

UPCHS opened with its Summer Bridge Program on July 7, 2014. The Class of 2015 started high school in July 2011 with 100 students and graduated in June 2015 with 84 seniors. The Class of 2016 started 9<sup>th</sup> grade in 2012 and finished this school year with 85 juniors. The class of 2017 started 9<sup>th</sup> grade in 2013 and finished their sophomore year with 91 students. The Class of 2018 entered high school in July 2014 and finished their freshman year with 113 students.

The student body is 29% African-American, 69% Hispanic-American and 2% unclassified, bi-racial, Asian, Caucasian, or other. 88% of the entire student body is entitled to free or reduced-price lunch.

The school averaged over 94% attendance for the 2014-2015 school year.

**School Enrollment by Grade Level and School Year**

School Year	9	10	11	12	Total
2011-12	100	92	95	90	292
2012-13	99	90	84	87	360
2013-14	94	87	86	83	350
2014-15	113	91	85	86	374

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

### High School Cohorts

#### Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 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>
2012-13	2009-10	2009	87	1	86
2013-14	2010-11	2010	83	0	83
2014-15	2011-12	2011	86	0	86

#### 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. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 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**

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)
2012-13	2009-10	2009	86	0	86
2013-14	2010-11	2010	83	0	83
2014-15	2011-12	2011	86	0	86

**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)
2012-13	2008-09	2008	0	0	0
2013-14	2009-10	2009	0	0	0
2014-15	2010-11	2010	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 New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.<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**

Every student in the 2011 cohort passed the English Regents exam with a score of 65 or higher, and 80% met or exceeded the standard for college and career readiness. This is a slight increase from the year before when 72% of the 2010 cohort passed with a score of 75 or higher, and a significant increase from 2009 when 57% of the 2009 cohort passed with a score of at least 75.

#### **English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort<sup>4</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	86	57%
2010	83	72%
2011	86	80%

### **Evaluation**

For the 2011 cohort, University Prep Charter High School has met the benchmark requiring that 65% of its Accountability Cohort attain a score of at least 75, and exceeded it by 15 percentage points.

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<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

To achieve these results, UPCS allots a significant amount of learning time to English Language arts and aligns its courses to the Common Core Learning Standards. 9<sup>th</sup> graders receive two different courses in English. One course is focused on the development of argumentative and expository writing skills and the other is a traditional ELA class, which emphasizes literature, poetry, and informational texts. Independent Reading is stressed in the 9<sup>th</sup> 10<sup>th</sup> and 11<sup>th</sup> grade ELA classes, and significant time and emphasis is placed on helping the students to develop as critical readers. Texts within the independent library range from contemporary to classic and are of various skill levels and genres.

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 9<sup>th</sup> 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 9<sup>th</sup> grade ELA curriculum and Global History.

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

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

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

## Additional Evidence

Of the 89 students in the 2012 cohort, 66% have already met or exceeded the college and career readiness benchmark by scoring over a 75 on the English Regents.

**English Regents Passing Rate with a score of 75 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011			86	80%		
2012					89	66%
2013						
2014						

### (§) 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 86 students in the 2011 Cohort, 29 scored a Level 1 or 2 on the 8<sup>th</sup> Grade ELA exam, and of these students, 69% scored at least a 75 on the English Regents, meeting or exceeding the benchmark for college and career readiness. This represents a modest increase from the year before in which 63% of the students who performed below grade level in ELA in 8<sup>th</sup> Grade met this standard and a significant increase from 2013 when 41% of the students below grade level upon entering scored a 75 by the completion of their fourth year.

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	34	41%
2010	49	63%
2011	29	69%

**Evaluation**

UPCHS was pleased to exceed this goal by 4%, demonstrating the success of our efforts to provide additional support and remediation of our lowest performing students, including:

- Allotting additional instructional time for ELA for all students, especially 9<sup>th</sup> Graders who take two courses in English to augment reading and writing skills;
- Stressing independent reading skills in the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Grade ELA classes; and
- Utilizing after-school and Saturday school instruction to provide remedial instruction as well as Regents prep.

**Additional Evidence**

Our 11<sup>th</sup> Graders are making progress toward meeting this goal. A total of 50 students from the 2012 Cohort were not proficient on the 8<sup>th</sup> Grade ELA exam, and, of these 25 (50%) have already scored at least a 75 on the English Regents exam.

**Goal 1: Absolute Measure**

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

**Method**

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

[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>5</sup> Based on the highest score for each student on the English Regents exam

must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of 170.

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

### Results

The APL for UPCHS for the 2010 Cohort was 179.

#### English Language Arts Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	1	19	77	3

$$\begin{array}{rcccccccl}
 \text{PI} & = & 19 & + & 77 & + & 3 & = & 99 \\
 & & & & 77 & + & 3 & = & \underline{80} \\
 & & & & & & \text{APL} & = & 179
 \end{array}$$

### Evaluation

With an APL of 179, the school met this measure, exceeding the Annual Measureable Objective by 9 points.

### Additional Evidence

UPCHS has seen increases in its APL over the several years. Last year, the APL was 172, which exceeded the benchmark by 6 points.

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

### Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>6</sup>

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

## Results

District data for the 2011 cohort has not yet been released. For the 2010 cohort, UPCHS exceeded the APL for CSD 7 by 42 points. For the 2009 cohort, UPCHS' APL was 29 points higher than the APL for CSD 7.

### 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
2009	157	86	128	1,870
2010	172	83	130	1,783
2011	179	86	N/A	N/A

## Evaluation

As the district data for the 2011 cohort is not yet available, progress toward this benchmark cannot yet be fully measured. For both the 2009 and 2010 cohorts, however, the APL for UPCHS has exceeded that of the district by a significant margin.

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

## Summary of the High School English Language Arts Goal<sup>8</sup>

This year, UPCHS has met all of the absolute goals for ELA for Cohort 2011 and one of two comparative goals. (The 2<sup>nd</sup> comparative goals for ELA cannot be measured at this time.) In addition, we see evidence of continual growth and improvement for the students in Cohort 2012, as measured by the number of students who have already demonstrated college and career readiness in their junior year.

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

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

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
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, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

### Action Plan

In the 2015-2016 school year, UPCHS will continue to focus on implement the schoolwide strategies that were developed in response to the transition to the Common Core Standards in English. The school will continue to emphasize student literacy skill development through nonfiction complex text, closer reading, deeper analysis, text citation, and writing using sources. Teachers will continue to receive professional development on the implementation of the Common Core Literacy Standards and will follow curriculum adjustments.

For the Class of 2016, the students who have yet to pass the ELA Regents and demonstrate college and career readiness will attend additional classes to prepare for the exam to obtain a score above 75. The school will also continue to require 9<sup>th</sup> grade students to take two English classes. For the subsequent cohorts of students, the school will continue to implement best practices in preparation for the ELA Regents Exam and continue to institute a Saturday Academy to improve student literacy levels for targeted groups of students such as ELLs, SWDs, and students in the lowest one-third.



## MATHEMATICS

### **(§) Goal 2: Absolute Measure**

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

### **Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 to meet the college and career readiness standard.<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**

Of the 86 students in the 2011 cohort, 36% passed one or more Regents Math exam with a score of 80 or higher. The majority of the students earned this score on the Integrated Algebra exam.

#### **Mathematics Regents Passing Rate with a Score of 80 by Fourth Year Accountability Cohort<sup>10</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	86	30%
2010	83	20%
2011	86	36%

### **Evaluation**

This measure was not met. The school did show significant improvement, however, from the previous year when 20% of the students in Cohort 2010 passed a Math Regents exam with a score of 80 or higher.

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<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

## Additional Evidence

While the school has not yet met this goal, it is worth noting that an additional 23 students (27% of the cohort) was within 5 points from the benchmark of 80. Additionally, 44% of our 11<sup>th</sup> Graders have already achieved the college ready standard, pointing to the strength of the early intervention strategies and curricular improvements we have put in place over the past few years.

The mathematics curriculum at UPCHS is based on New York's Common Core Learning Standards. The school aims to fashion a mathematics course of study for the individual learner. Starting this past school year, all incoming freshmen take Common Core Algebra. The 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. The major outcome of this course is that students are able to solve and graph linear and quadratic equations. There is a very limited introduction to trigonometry, probability, and set theory. Major assessments include cumulative unit exams that are administered every six weeks, which prepare students for the Regents Exam in Common Core Algebra. Where appropriate, students move onto 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. Juniors take Algebra II/ Trigonometry and seniors 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.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	86	27%			86	9%
2012	89	38%	89	1%	89	5%
2013			96	63%		
2014					110	59%*

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

#### **(§) Goal 2: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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) by the completion of their fourth year in the cohort.

## Method

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

## Results

A total of 29 students from the 2011 cohort scored a Level 1 or 2 on the 8<sup>th</sup> Grade Math exam, and of these 2 (7%) passed a Math Regents exam with a score of 80 or higher. One student received this score on the Integrated Algebra exam, and the other on the Geometry exam. This percentage is 1% higher than the 2010 cohort and .5% lower than the 2009 cohort.

### **Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 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
2009	15	7.5%
2010	33	6%
2011	29	7%

## Evaluation

This goal was not met, and the percentage of this subgroup of students who passed a Math Regents exam with a score of 80 or higher has remained fairly consistent from year to year. For the 2011 cohort, an additional 8 students (28%) were within five points of meeting the benchmark of 80. Based on the improved performance in Math shown by 9<sup>th</sup> and 10<sup>th</sup> graders, UPCHS believes that the curricular changes combined with increased instructional time afterschool and on Saturdays are resulting in significant gains and that these numbers will improve in subsequent years.

## Additional Evidence

Demonstrating the point referenced above, 34 students in the 2012 cohort scored a level 1 or 2 on the 8<sup>th</sup> Grade Math exam. Of these students, 7 (34%) have scored 80 or better on a Math Regents exam and an additional 15 students (44%) are within 5 points. For the 2013 cohort, 57 students scored a level 1 or 2 on their 8<sup>th</sup> Grade Math exam. Of these students, 32 (56%) have scored 80 or better on a Math Regents exam and an additional 18 students (32%) are within 5 points.

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

**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 must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of 154.

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

**Results**

In the class of 2015, 61% of students scored a 75% or higher on a Math Regents exam, and all students passed with at least a 65 on one or more Math exams in their four years at UPCHS. Therefore, the school’s APL for this year was 161.

**Mathematics Accountability Performance Level (APL)  
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
86	0	39	55	6

$$\begin{array}{rcccccccl}
 \text{PI} & = & 39 & + & 55 & + & 6 & = & 100 \\
 & & & & 55 & + & 6 & = & \underline{61} \\
 & & & & & & \text{APL} & = & 161
 \end{array}$$

**Evaluation**

With an APL of 161, the school met this measure, exceeding the Annual Measureable Objective by 7 points.

## Additional Evidence

UPCHS has seen significant increases in its APL over the several years. Last year, the APL was 120, which fell short of the benchmark by 28 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 local school district.

## Method

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

## Results

District data for the 2011 cohort has not yet been released. For the 2009 cohort, the APL for UPCHS was equal to the APL for CSD 7. For the 2010 cohort, UPCHS' APL was 15 points lower than the APL for CSD 7.

**Mathematics Accountability Performance Level (APL)  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>13</sup>**

Cohort	Charter School		NYC CSD 7	
	APL	Cohort Size	APL	Cohort Size
2009	130	86	130	1,870
2010	120	83	135	1,783
2011	161	86	N/A	N/A

## Evaluation

This goal was not met. The APL for UPCHS did not exceed that of the district for either the 2009 and 2010 cohorts. Progress for 2014-2015 school year cannot yet be measured as the district data for the 2011 cohort has not yet been made available.

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

<sup>13</sup> See page 39 above for an explanation of the APL.

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

**Summary of the High School Mathematics Goal <sup>14</sup>**

This year, UPCHS has met one of three absolute goals for Math for the 2011 cohort. In addition, we see evidence of continual growth and improvement for the students in Cohorts 2012 and 2013 as measured by the number of students who have already demonstrated college and career readiness in their junior year. For the comparative goals for Math, UPCHS did not meet one of two goals, and the 2<sup>nd</sup> goal cannot be measured at this time.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Did not Achieve

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

## Action Plan

To help students become proficient in the application of mathematical skills and concepts, the school will continue to incorporate, within the curriculum, unit exams that have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for the following intervention programs: office hours, small-group tutoring, and Saturday classes.

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

As several of the goals for math outlined in the Accountability plan have not yet been met, the school will continue to implement the following improvement strategies:

- The school will also seek to alter its curriculum in order to be aligned to the new Common Core State Standards for mathematics, beginning with Algebra I as it addresses the six shifts within mathematics.
- Targeted students will take algebra for a year and a half. The purpose of this is to slow down the curriculum to build the numeracy skills of students who enter high school with math levels that fall below 8<sup>th</sup> grade standards.
- Additional common core aligned materials will be purchased.
- Math teachers will 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.

## SCIENCE

### Goal 3: Absolute Measure

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

### Method

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

### Results

Every students except for 2 in the 2011 cohort passed either the Living Environment of Chemistry Regents exam with a score of 65 or higher by their fourth year of high school.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>15</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	86	100
2010	83	98
2011	86	98

### Evaluation

The school has met this measure. Of the two students who did not pass, one has an IEP and attained a score higher than the required safety net calculation. The other student was only 2 points away from passing.

### Additional Evidence

Of the 86 students in the 2011 cohort, 98% passed the Living Environment Regents exam with a score of 65 or higher. In addition, 20 students (23%) passed the Chemistry Regents exam. A significant percentage of our 10<sup>th</sup> and 11<sup>th</sup> Graders have also passed the Living Environment Regents as reflected in the following table. This achievement is due to the school's comprehensive science courses available at the school. Currently, students are eligible to take Living Environment, Anatomy and Physiology, Earth Science, and Chemistry throughout the high school years at UPCHS.

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



For the Class of 2015, in year 1, students took Environmental Science. The Environmental Science course is a one year course that follows the NYS curriculum. It covers the natural sciences and non-living systems and living systems and is a survey course providing students with a basic understanding of key environmental science concepts and how humans interact with their environments. This includes but is not limited to a study of the physical sciences (chemistry, physics, geology, geography, et al.) and the physical environment. The course also examines global environmental issues and addresses those concerns under the lens of applied science. Students participate in both lab and classroom learning.

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

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

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

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	86	96	86	2		
2012	89	1	89	90		
2013					96	89
2014						

**Goal 3: Comparative Measure**

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

**Method**

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

## Results

District data for the 2011 cohort has not yet been released. The 2009 cohort surpassed the district's passing rate in Science by 45%, and the 2010 cohort surpassed the district by 40%.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	100	86	55	1,870
2010	98	83	58	1,783
2011	98	86	N/A	N/A

## Evaluation

Although district data for the 2011 cohort is not yet available, the goal was met for both the 2009 cohort and the 2010 cohort.

## SOCIAL STUDIES

### Goal 4: Social Studies

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

### Goal 4: Absolute Measure

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

### Method

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

### Results

All but two students in the 2011 cohort passed the U.S. History Regents exam with a score of 65 or higher.

#### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>16</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	86	100
2010	83	100
2011	86	98

### Evaluation

The school has met this measure for the 2015 graduating class as well as 2014 and 2013. Both students who did not pass with at least a 65 have IEP's and met the adjusted criteria for a passing grade.

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

**Additional Evidence**

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

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011			86	98%		
2012					89	88%
2013						
2014						

**Goal 4: Comparative Measure**

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

**Method**

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

**Results**

District data for the 2011 cohort has not yet been released. The 2009 cohort surpassed the district’s passing rate in Science by 50%, and the 2010 cohort surpassed the district by 52%.

**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
2009	100	86	48	1,870
2010	100	83	50	1,783
2011	98	86	N/A	N/A

**Evaluation**

Although district data for the 2011 cohort is not yet available, the goal was met for both the 2009 cohort and the 2010 cohort.

**Goal 4: Absolute Measure**

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

**Method**

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

**Results**

Of the 86 students in the 2011 cohort, 95% (82 students) passed the Global History Regents with a score of 65 or higher. The four students who did not attain a score of 65 passed because of their Individualized Education Plans.

**Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>17</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	86	100
2010	83	98
2011	86	95

**Evaluation**

The school has far exceeded this measure for the Classes of 2015, 2014, and 2013.

**Additional Evidence**

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

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<sup>17</sup> Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	86	84	86	12		
2012			89	84	89	6
2013					96	80
2014						

**Goal 4: Comparative Measure**  
 Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

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

**Results**

District data for the 2011 cohort has not yet been released. The 2009 cohort surpassed the district’s passing rate in Science by 53%, and the 2010 cohort surpassed the district by 51%.

**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
2009	100	86	47	1,870
2010	98	83	47	1,783
2011	95	86	N/A	N/A

**Evaluation**

Although district data for the 2011 cohort is not yet available, the goal was met for both the 2009 cohort and the 2010 cohort.

### NCLB Status by Year

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

## HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

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

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

#### Method

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

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

#### Results

All of our 9<sup>th</sup> and 10<sup>th</sup> Grade students earned the required number of credits to be promoted to the next grade for the 2015-2016 school year.

#### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2013	96	100
2014	110	100



## Evaluation

With a promotion rate of 100% for the 2013 and 2014 cohorts based on credit accumulation, UPCHS has met this goal.

## Additional Evidence

UPCHS has met this goal in all years of its charter, with promotion rates over 90%. The school structures its course loads so that all 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 2015, the 2013 cohort will have completed its second year.

## Results

By the end of their second year, all students in the 2011, 2012 and 2013 cohorts were required to have taken Integrated Algebra, Living Environment, and Global History Regents exams. For each cohort, at least 75% of the students had scored a 65 or better on three Regents exams by the end of 10<sup>th</sup> Grade.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	90	83
2012	87	85
2013	96	75

## Evaluation

UPCHS has met this measure. The percentage for the 2013 cohort would actually be higher if a number of students were not discharged during the year or absent on the day of the exam. While we met the goal for all years, we are disappointed in the decline for the 2013 school year and will utilize our school counselors to ensure that 9<sup>th</sup> and 10<sup>th</sup> graders in the 2015-2016 are actively supporting students as they prepare to take the exam and that low performing students are receiving interventions during the school day as well as afterschool and on Saturdays.

**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 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

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

**Results**

In 2012-2013 and 2013-2014, all students graduated after four years. For the 2011 cohort, all but student graduated after four years.

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

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

**Evaluation**

This past year, all but one student graduated after four years, exceeding the goal by 24 percentage points. We credit this accomplishment, in large part, to our low ratio of school counselors per student and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

**Goal 6: Comparative Measure**

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

## Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<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

Graduation rates at UPCHS were close to twice the rate for NYC CSD 7.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	86	100	1870	51
2010	83	100	1783	54
2011	86	99	Unknown	N/A

## Evaluation

Our graduation rates of 100% in 2014 and 2013 have almost doubled the district rate overall. While the district's graduation rate for 2015 is not yet available, we are confident that our rate will exceed the district's rate again.

## Summary of the High School Graduation Goal

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

Type	Measure	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different 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

<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](#).

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

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

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

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

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 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

The PSAT averages for Critical Reading for UPCHS students over the past three years have ranged from 35.6 to 38. The PSAT averages for math for UPCHS students have ranged from 36.7 to 40.3. In both areas in all years, the NYS average has exceeded UPCHS.

#### 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
2012-13	93	93	36.9	41.5	38.5	42.1
2013-14	87	87	35.6	45.5	36.7	47
2014-15	91	91	38	45	40.3	46.9

#### Evaluation

The school has not met this measure in any of the past three years. The variance between the school's average and the State's was the least in 2012-2013 and the greatest for the 2013-2014 school year, as follows:

Critical Reading

2012-2013: - 4.6

2013-2014: - 9.9

2014-2015: - 7

Mathematics  
 2012-2013: - 3.6  
 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**

The SAT averages for Reading for UPCHS students over the past three years have ranged from 408 to 423. The SAT averages for Math for UPCHS students have ranged from 429 to 437. In both areas in all years, the NYS average has exceeded UPCHS.

**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
2012-13	86	86	423	496	429	514
2013-14	82	82	408	496	430	514
2014-15	86	84	419	497	437	513

## Evaluation

The school has not met this measure in any of the past three years. In Reading, the variance between the school's average and the State's was the least in 2012-2013 and the greatest for the 2013-2014 school year, as follows:

### Reading

2012-2013: - 73

2013-2014: - 88

2014-2015: - 78

In Math, the variance between the school's average and the State's was the least in 2014-2015 and the greatest for the 2012-2013 school year, as follows:

### Mathematics

2012-2013: - 85

2013-2014: - 84

2014-2015: - 76

## Additional Evidence

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

### **(§) Goal 7: School Created College Preparation Measure**

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

## Method

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

## Results

In the 2009 cohort, 23 out of 86 students scored a 75 or higher on the English Regents exam and an 80 or higher on a Math Regents exam. In the 2010 cohort, 16 out of 83 students scored a 75 or higher on the English Regents exam and an 80 or higher on a Math Regents exam. In the 2010 cohort, 26 out of 86 students scored a 75 or higher on the English Regents exam and an 80 or higher on a Math Regents exam.

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

Cohort	Charter School	Statewide <sup>20</sup>
2009	26.7	37.2
2010	19	38.1
2011	30%	N/A

## Evaluation

The school did not meet this measure when compared to the state. We have seen significant gains, however, for the 2011 cohort when compared to the 2010 cohort and anticipate that we will lessen the gap slightly between New York State's Aspirational Performance Measure and the school's measure.

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

## Method

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

## Results

In the Class of 2013, 17 out of 86 students (19.8%) earned an Advanced Regents Diploma. A total of 12% of the Class of 2014 (10 students) earned an Advanced Regents Diploma. This past year, in the graduating Class of 2015, 24.7 (21 students) earned an Advanced Regents Diploma.

<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](#).

<sup>20</sup> Statewide results for the 2011 cohort are not yet available.



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

Cohort	Charter School	School District <sup>22</sup>
2009	19.8	3
2010	12	2
2011	24.7	N/A

**Evaluation**

District graduation rates for the Class of 2015 (2011 cohort) are not yet available. The school exceeded the rate for the District by 16.8% for the Class of 2013 and 10% for the Class of 2014.

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

**Method**

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

**Results**

Fifteen students in the 2011 cohort passed at least one AP Exam with a score of 3 or better.

**Graduates Passing a Course Demonstrating College Preparation**

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>23</sup>
2009	86	28
2010	83	17
2011	86	17

**Evaluation**

The school has not met this goal for the 2011 cohort or for either of the prior cohorts. The majority of our students come to the school significantly unprepared for high school work, and our focus is to ensure that they are college ready. Given this, very few of our students take an AP exam.

<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 2011 cohort are not yet available.

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

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

**Method**

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

**Results**

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

**Evaluation**

Using the criteria defined above, UPCHS feels that this benchmark has been met for the 2011 cohort, as it was for the two prior cohorts. While our data for the 2011 cohort is based on final decisions, rather than evidence of actual matriculation which has not yet been attained, we believe that our 100% acceptance and decision rate ensures that we have met the matriculation benchmark.

**Summary of the College Preparation Goal**

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

<b>Type</b>	<b>Measure (Accountability Plan from 2012-13 or later)</b>	<b>Outcome</b>
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.	Did Not Achieve
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	<b>(S)</b> The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve

	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

**Action Plan**

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

- 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 10<sup>th</sup> Graders that stresses the goal of meeting college readiness benchmarks.
- Devoting more time in advisory to preparation of the PSAT and SAT.
- Administering regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math