



**University Preparatory Charter
School For Young Men**

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**University Preparatory
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By University Preparatory Charter School for Young Men

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Joseph Munno (President), (Data Coordinator), and Connie Lucchese (Principal of Instruction), prepared this 2015-16 Accountability Progress Report on behalf of the school's Board of Trustees:

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Joseph Munno has served as the Principal and President of the University Preparatory Charter School for Young Men since 2010.

Dr. Connie Lucchese has served as Principal of Instruction of the University Preparatory Charter School for Young Men since 2013.

INTRODUCTION

The mission of the University Preparatory Charter School for Young Men is to establish a culture that celebrates diversity and where all boys thrive academically and holistically. University Prep develops this culture through small classes, student empowerment, personalized attention from teachers and school staff, and a consistent focus on successful instructional outcomes. University Prep provides opportunities and experiences that balance the academic, social, physical, and creative development of young men. Consistent emphasis is placed on preparation for life after high school, a 100% graduation rate and all students being college or work place ready.

University Preparatory Charter School for Young Men first became an educational option in the Rochester community when it opened its doors in 2010. Since its inception, UPREP has made it its goal to graduate young men with the disposition and skills to be successful in college, career and as citizens of their communities. In order to meet this goal, UPREP understands the necessity of doing whatever it takes to advance its middle school students at their entry point in order to expedite the development of their social, emotional and academic skills in preparation for the rigor of high school and the requirements of a Regents diploma.

The instructional model employed across all grade levels and subjects is standards-based, student-centered, and rigorous. It is a workshop model which includes essential questions and summary and closure activities which require students to demonstrate and apply learning. All instruction is planned and implemented using one consistent curriculum mapping and unit planning process. Lesson plans are constructed using one research-based instructional framework (Wiggins and McTighe, 2005) across all grades and subject areas. In the summer prior to each school year, newly hired teachers participate in a week-long training session which focuses on lesson planning and instructional preparations in alignment with the Danielson Rubric (2013). Throughout the week, new teachers participate in the identification and application of research-based aspects of the Danielson Rubric which have been proven to promote student learning in the areas of Planning and Preparation, Learning Environment, Instruction and Professionalism.

During the school year, weekly lesson plans are submitted electronically to each teacher's supervisor prior to the week of implementation. Each weekend, supervisors review and provide feedback. Suggestions for improvement are indicated on the lesson plan and emailed to the teacher. The process of feedback and support continues on a weekly basis as supervisors visit classrooms informally and meet with teachers to debrief and work toward highly effective practice. Teachers meet with supervisors when coaching is necessary to improve the content and quality of plans. Individual teacher meetings delve deeper into the components of the lesson plan and the strategic development of each component in ways that will ensure students' ability to meet learning targets.

To support the individual needs of students in core classes, co-teaching is a part of all core classrooms. Students benefit from 2 core teachers in each of their classes and benefit from a third special education teacher during inclusion classes. The additional support allows instruction to continue without interruption should there be individual needs or behavior issues that require immediate attention during instructional time. Co-teachers create lessons together so that content

can be integrated in an interdisciplinary approach. In the classrooms, co-teachers are expected to be equal partners in the delivery of instruction in whole group, small group and individual settings. To increase the effectiveness of this model, professional development is provided at the start of each school year to develop solid teaching teams. During the school year, supervisors provide additional support to teaching teams when classroom observations reveal issues that may prohibit students from receiving the best possible support under this model.

Supervisor's ongoing informal classroom observations are instrumental in determining the quality of instructional delivery of lesson plans. Further support is provided when instructional delivery minimizes the learning potential of students or when instructional modalities do not meet the intended objectives for the lesson. Whenever necessary, a meeting is held with the teacher and his or her supervisor to discuss lessons and address gaps or barriers that are inhibiting student ability to meet learning targets. This may involve a need to address pacing, teacher questioning techniques, or classroom management issues. Any aspect of the learning environment is addressed when improvements can be made through adjustment or change. This work has been most helpful to first year teachers who have shown outstanding growth in year 2 at UPREP with this type of support from the instructional leadership team.

UPREP values parent support and acknowledges that communication with families is a key factor in the success of its students. Prior to the start of each school year, UPREP invites parents to a grade-level orientation. At each of these meetings, teachers and administrators address the specific components for success for the year ahead and introduce parents to grade level staff, administration, operations and academics. Parents are provided a pamphlet which identifies ways in which they can support student progress at home. Parents are also made aware of the avenues of communication that are available to them and the open door policy of the school to meet with them at any time, including any morning before school without need for an appointment. These impromptu meetings occur often with anywhere from 3 to 12 parent-teacher meetings held each week. Student improvement is at the core of each of these meetings and students are always present. As parents and the school work together, student progress is most often the result. However, in the event that progress is not evident, follow-up meetings are held to determine additional actions that may be required.

Academic progress is reported to parents regularly. Students receive progress reports and report cards at 5-week intervals. Teachers are required to notify parents in advance of these reports when a student is struggling along the way. Parent-teacher meetings are held to determine how the school and family can work together on behalf of students in need of additional support. Interventions are put into place when necessary. Interventions have included daily school-home progress forms, student behavior contracts, identification of additional classroom supports, and referrals to counseling. There are also several celebratory events that parents are invited to attend to acknowledge student achievement. Some of these include quarterly honor roll celebrations, community art shows featuring student artists, school band performances, sports events and banquets, poetry slams, and speeches made by students in our public speaking class.

Technology is an integral part of instruction. Each classroom is equipped with technological resources to support learning that is research-based, relevant and interesting. Resources include Smartboards and internet access in each classroom. In addition, the school is equipped with 5

classroom laptop carts with student access to technology for online research and creating learning products. Students also engage in computer tech classes and become experienced in Microsoft Office and Web Design.

UPREP staff members are committed to the success of its students and believe in a “whatever it takes” approach, regardless of position or school responsibility. Teachers are available after school on Mondays, Tuesdays, and Thursdays to provide additional instruction or tutoring time. In addition, they are always willing to work beyond their regular schedules to minimize or eliminate barriers to the success of their students. In 2015, teachers created a teacher network facilitate by teachers. The goal of the Culture and Community Council (CCC) is to build pride, integrity and intrinsic motivation into each and every student by discussing and addressing any issues that impact student learning and school culture. Administration supports the efforts of these teachers and provides assistance when called upon to implement action items.

Each grade level of approximately 75 students is assigned a Grade Level Student Manager who supports learning by working closely with each student and his family as intensively as required to address issues that may be having a negative impact on academic success. These men serve as positive role models, sports coaches and a personal home-school contact and work with each of their students to promote their academic, social, emotional development.

As an all-male school, UPREP acknowledges the importance of sports and extra-curricular activities in the lives of young men. UPREP offers many opportunities to enrich and develop its students in positive ways. The following list includes some of the opportunities available to all students:

- Modified, Junior Varsity, and Varsity Football, Basketball, Baseball, Lacrosse, Baseball, Soccer, Track and Field
- Arts/Performing Art programs
- Chess Club
- Public Speaking and Poetry Slam Events
- Grant-funded Performing Arts Program taught by local artists and performers
- After-school tutoring sessions
- College Campus Visits
- College Club facilitated by St. John Fisher College
- Field studies which included
- Other?

UPREP is committed to transforming the educational experiences and outcomes that have been the norm for male minority students in the City of Rochester. This has been achieved in the passing rates of UPREP high school students on Regents exams and on the graduation rate UPREP has achieved in its first two years of graduating classes, both at 94%. In order to achieve these results, tremendous effort and resources have been required at the middle school level where the majority of students enter UPREP in the 7th grade with serious academic deficiencies and behavior issues. Knowing the urgency of this work, UPREP engages its new students in an August Summer Institute prior to each school year to get an early start on identifying students’ needs and acclimating them

to the culture of UPREP. The institute includes character-development, team building exercises, rules, policies and expectation workshop and literacy/math assessments which provided early diagnosis of reading and math skills and needs. These first two years have posed serious concerns for UPREP in terms of student academic performance. However, they provide the school with the time needed to create the culture, climate, relationships and academic attention that has proven to be transformational for our students as they begin and move through the next 4 years of their education at UPREP.

2015-16 Enrollment

In 2015-16, students were enrolled at UPREP in grades 7-12.

School Enrollment by Grade Level and School Year (update for 2015-16)

School Year	7	8	9	10	11	12	Total
2010-11	97	64					161
2011-12	70	105	61				236
2012-13	69	73	98	58			298
2013-14	68	75	106	92	52		393
2014-15	75	73	74	85	82	52	441
2015-16	71	77	71	65	78	70	432

Professional Development

Professional Development is driven by teacher and student needs directly related to support students in meeting the learning standards. In addition, professional development has been expanded to include a strand of sessions based on the criteria for high effective teacher practice as articulated in each of the four domains of the Danielson Teacher Evaluation **Rubric**. Professional development has also been designed to offer ongoing grade-level meetings as well as individual coaching sessions that address students' specific needs and issues in order to determine and implement individualized action steps to improve student performance.

Staff professional development, which begins in August, continues throughout the school year during teachers' PD Wednesdays, and provides training and support in the development and delivery of effective lessons that engage students and yield results. The focus of ongoing professional development sessions is based on observation in accordance with identified needs. Each Wednesday is devoted to a specific focus. One Wednesday per month is scheduled for content area teams with an instructional focus. A second Wednesday focuses on grade-level teams which work together to determine needs for specific students or groups of students. A third Wednesday is facilitated by Grade-level Student Managers who share operational information and discuss matters related to school safety, culture and climate. The final Wednesday is determined by most immediate staff needs and may include additional time in content area teams, addressing upcoming assessments and review of assessment results/data, or working with smaller groups of teachers who will benefit from coaching with instructional leaders.

In early summer of 2015, teachers were provided a listing of the elements of the Danielson framework in a professional development survey form which provided administrators with a needs assessment. Teachers participated in a self-evaluation and determined needs and set goals. Teacher responses revealed a wide range familiarity with topics, from in-depth knowledge to no understanding. Beginning in the summer of 2015, professional development became aligned to these rubric domains and follow-up PD throughout the year included several of these items.

During the third week of August, all newly hired teachers are required to attend a full-week professional development session. These sessions train new teachers in the cultural and instructional areas required to begin their work on the same footing as their returning colleagues. During the 6-hours required each day for new teachers, UPREP's instructional leaders provide training in the following areas:

- UPREP mission, vision, and instructional philosophies
- Instructional Framework for Lesson Planning
- Analysis of Content Learning Standards/Common Core Standards
- Review and analysis of NYS Assessments for their core areas
- Curriculum Mapping
- Unit Planning
- Lesson Planning in a co-teaching model
- Learning Environment

During their second week of professional development newly hired teachers join all staff members in another 5 days of training, workshops, and informational sessions from 8:30 a.m. – 3:30 pm. All sessions and activities are aligned to the criteria outlined in the Danielson Framework for Teacher Evaluation. Morning Training sessions in the areas of planning and preparation (Domain 1), Learning Environment (Domain 2), and Instruction (Domain 3) are followed by afternoon sessions providing teachers time to collaborate and apply the concepts explored. Teachers complete the week prepared to begin the school year equipped with everything needed to engage students in a positive, productive, rigorous and structured learning environment from the very first day of school

A professional development focus for 2016-17 will be on Data-Driven Instruction. A data team has been convened and a process for collecting, analyzing and using data has been designed. The entire faculty will be engaged in workshops and data sessions so that instruction is planned with students' needs and strengths in mind. All teachers will be provided reading comprehension and writing data for each student. Strategies for use of data will be included and supervisors will monitor teachers' adherence to data-based planning and instruction.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language.

Background

The English Language Arts curriculum at University Preparatory Charter School for Young Men is designed to ensure that students become fully literate and able to read, write, and speak well in accordance with the NYS Common Core Standards. The school's English Language Arts curriculum is closely aligned to the New York State English Language Arts Standards and the Common Core State Standards (CCSS). New York State ELA Curriculum Modules are used as a resource for lesson planning and instruction.

The ELA curriculum also considers the CCSS and the principles of constructivism as a guide to the planning and implementation of instruction. Through the use of project-based learning, inquiry projects, and extended learning opportunities, students are provided access to multiple experiences that allow students to rehearse these skills across all core content areas. These experiences are embedded into daily lessons during the workshop periods where students are working in a variety of groupings to ask questions, explore, investigate and construct knowledge and share discoveries. Also, daily lessons include closure and extended learning activities where students apply learning. Teachers are also invited to offer students opportunities beyond the classroom. During the 2015 school year, some of these events engaged students in field studies to local museums (Rochester Science Museum), theaters to see plays of books read in class (*To Kill a Mockingbird*), special presentations at the school by experts in field (birds of prey exhibit and presentation followed by owl pellet science experiment), and complete art projects (Clay and sculpture workshop, visual art show at local YMCA). In addition to motivating students to think and learn, these educational experiences provided are expected to increase literacy proficiency through integrated tasks which require reading and/or writing practice.

As curriculum and learning experiences are constructed, it is essential that students' abilities are explored and nurtured but with the understanding that literacy deficiencies must be addressed. Since a majority of the young men that enter UPREP are reading and writing far below grade level and lack the literacy skills necessary to be successful readers and writers at the secondary and post-secondary level, there is an urgent need to address learning gaps. For example, only 14% of 8th graders in 2015-16 were reading at grade level when entering UPREP in 2014, presenting a major challenge in preparing students for the rigor of the NYS ELA assessment.

Past student performance outcomes on the New York State English Language Arts Common Core Assessments for grades 7 and 8 have demanded the highest degree of commitment for improving literacy rates within a few months to one year. In 2014-15, for example, only 1 of UPREP's first year students at the 7th grade level was successful in passing the 2014-15 New York State Grade 7 ELA Assessment. As a result, several steps were taken in 2015-16 to accelerate these students' reading comprehension and writing skills as 8th graders preparing for the NYS ELA 8 Assessment as second-year students.

UPREP took several steps to accelerate middle school performance. With an intense focus on implementing strategies to increase the achievement rate of middle school students, UPREP administrators and teachers worked as a team to review and monitor existing practices and to determine methods for improvement. The collaboration resulted in several actions which were carried out during the 2015-16 school year.

- **Additional Staff/Support:**

As part of the middle school team, additional administrators were employed. Two additional assistant principals were hired to support the supervision and coaching of the core subjects. An Assistant Director of Academics was added to the administrative team. This individual, who has had several year of success as a school leader in a local school district supervises science, special education and technology. Therefore, the principal, an expert in literacy instruction, was able to more closely guide and supervise literacy and social studies instruction, particularly at the 8th grade level, where the greatest challenges exist. A literacy coach, who comes to UPREP with 30 years of teaching and mentoring experience, was also added to the administrative team.

- **Seasoned Educators in the Classroom:**

The three sections of 8th grade English Language Arts were co-planned and taught by two seasoned ELA educators. UPREP school principal, with 17 years of teaching ELA prior to becoming an administrator, taught one of the three sections. A literacy coach, hired in September of 2015, taught the other 2 ELA class sections. These classes were also co-taught with one or more supporting teachers in the classroom at all times.

- **Diagnostic Reading Assessments:**

In order to plan effectively for these students, reading levels were determined earlier in the school year using the NWEA reading assessment tool, providing teachers with literacy results for each student within the first few weeks of school. A mid-year administration was completed to determine growth and lack of development in key areas.

- **Benchmark/Interim Assessments:**

In addition to NWEA assessment, students participated in 2 Benchmark Assessments using Curriculum Associates (2014) READY New York CCLS English Language Arts Assessment. These assessments were aligned to the NYS state assessments and administered under the same testing conditions as the state testing. Each student's assessment was analyzed to inform lesson planning and to determine small group and individual instruction. The assessments were also reviewed by students as part of structured lessons to keep them informed and to increase their ownership of their progress and continued learning needs.

- **Data Analysis and Use:**

UPREP has taken additional steps to increase data collection, analysis and use of data to inform instruction. After middle school students' reading comprehension and writing levels were assessed using the NWEA online assessment and Curriculum Associates Benchmark Assessments, NWEA reports, item analyses, and review of student writing responses were studied by 7th and 8th grade ELA teachers. Assessments revealed serious deficiencies which were addressed through daily instruction, by applying literacy strategies to higher level Lexile texts, through individual writing conferences and extensive practice of common core literacy reading and writing skills. As was evident on the NYS ELA 8 Assessment, efforts proved to have a positive impact on student score, particularly on writing.

- **Children's Institute:** In order to support data-driven instruction at the middle school level, The Children's Institute of Rochester was appointed to assist with the analysis of existing data to support teacher instructional decision-making. As an additional data source, the data expert from the Children's Institute was provided NWEA, Benchmark assessment and report card data. Reports were provided to support teacher data use.

- **Portfolio Assessment:** All teachers in the English department are trained at the start of the school year in the use of student work portfolios as an instructional and assessment tool. Student work that is collected throughout the year reflects students' completion of the writing process during the previous school year. Final portfolios include student self-evaluation of their work and growth. Students include a cover letter to the next English teacher introducing themselves as learners and writers. Teachers receive these at the start of the next school year and review these as a form of pre-assessment, building upon evident strengths and needs of each student. A professional development session is held at the beginning of each school year, at which time English teachers are provided with the portfolios of their students which they prepared in the previous school year. Teachers review each student's portfolio contents to gain insights about each student as a reader, writer, thinker and learner in preparation for further advancement in the year ahead.

- **Literacy Interventions/RtI for lowest performers:**

Intensive interventions were provided to the students identified as reading far below grade level. Seventh and eighth grades students reading below 4th grade level were enrolled in the Read 180 program for 75 minutes daily. Students in this program received reading and writing instruction with small group guided instruction, independent reading strategies and computer-based tutorials each day. The Scholastic Reading Inventory (SRI) assessed student progress in 6-8 week increments.

- **PRO-gram Block:**

At the middle school level where there is an urgency to increase student foundational skills, an extended 90-minute block of time devoted to core competencies in reading, writing and mathematics was built into each student's schedule. The PRO-gram block was designed to provide strategic intervention in the areas of Reading, English Language Arts and Mathematics. In addition to the daily schedule of core subjects, this additional 90-minute period was devoted to Reading (2 days per week), English Language Arts and Test Preparation Skills (1 day per week), and Mathematic skills (2 days per week). Two teachers were assigned to each of these periods in order to continue to benefit from UPREP's co-teaching model.

- **After-school Tutoring:**

As part of the UPREP schedule, teachers are available on Mondays, Tuesdays and Thursdays to provide individual and small group instruction to students. Middle school students who remained after school for this support were provided additional time and attention for their specific needs. Students took advantage of this as needed throughout the school year, particularly prior to exam periods or during the completion of class projects. This opportunity is also a support system called upon at parent meetings to support struggling students.

- **Saturday School:**

During the second semester of 2015-16, UPREP implemented a Saturday School Program for 7th and 8th graders. Saturday School focused on test preparation for the NYS assessments. Participants received 2 hours of focused literacy and math instruction followed by sports and gaming activities. Each Saturday, 40-55 middle school attended.

- **Children's Institute:** The Children's Institute of Rochester was appointed to assist with the analysis of existing data to support teacher instructional decision-making. . As an additional data source, the data expert from the Children's Institute was provided NWEA, Benchmark assessment and report card data.

At the high school level, the instructional program also provides a highly rigorous literacy experience for students at each grade level. English Language Arts and Social Studies are co-taught in a humanities approach in which historical content is delivered using literacy strategies to enhance reading comprehension and writing skills in alignment with common core standards. Foundational literacy skills are further developed through the informed collaboration of middle school and high school English teachers. At the 10th grade, UPREP students are prepared for the English Common Core Regents Exam. In June 2016, 75 tenth graders took the ELA Common Core Regents Examination. 79% of these 10th graders met proficiency on Common Core ELA Regents Exam one year early. This is a significant increase for this class of students who demonstrated proficiency on the NYS ELA in Grade at a rate of 9.4%. Results that reveal this level of improvement on English Language Arts state assessments from grade 8 to grade 10 has been consistent and reveals the positive effect that is evident over time.

All English Language Arts teachers administer unit and mid-term exams directly modeled after the ELA state assessments at grades 7, 8 and the English Language Arts Common Core Regents exam. Skill development and practice of the common core literacy standards is central to the UPREP English Language Arts and Social Studies curriculum and is evident on the daily lesson plans of all teachers which require articulation of the appropriate literacy standards and literacy learning targets.

One of our goals is to continue to use research-based strategies to improve the results of our 7th and 8th graders on the NYS English Language Arts assessments. While we have experienced a consistently high passing rate on the English Comprehensive Regents exams taken by our high school students since 2012, we are committed to school improvement to support increased performance rates at the middle school level. Although not yet meeting the performance benchmark on the 2015-16 English Language Arts State Assessments, results reveal some gains were achieved for 8th grade students.

8th grade performance on the 2015-15 ELA assessment

- 8th graders increased their performance levels since they were 7th graders from 1.3% as 7th graders to 15.6% as 8th graders in their second year at UPREP
- 52.3% of the 8th graders increased one level from the previous year
- An additional 4.4% of the 8th graders increased 2 levels from their previous year
- 56.7% of UPREP's 8th graders showed growth in their performance level in their second year

These results, along with 10th grade results on English Language Arts Regents exams, support what has been evident in all past years of UPREP's existence. That is, the longer students remain at UPREP the better they perform on English Language Arts assessments.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State English Language Arts assessment to students in 7th and 8th grade in April 2016. Each student's raw score has been converted to a performance level. The criterion for success on this measure required **students who have been enrolled in at least their second year** (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for the 2015-16 test administration. The table indicates total enrollment and total number of students tested. It also provides a breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled	Opt-outs
		IEP	ELL	Absent		
7	65				71	6
8	74				77	3
All	139	0	0	0	148	10

Results

UPREP did not meet this measure in 2015-16.

**Performance on 2015-16 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
7	2.0	65	0.0	0.0
8	14	74	15.6	63
All	7.0	139	15.6	63

Results

UPREP did not meet this measure in 2015-16.

While the proficiency rates for 7th and 8th graders are not impressive by themselves, 2% and 14% respectively, conclusions can be drawn highlighting the effectiveness of learning that occurs during grade 7 and grade 8 at UPREP. The grade 8 proficiency rate is more than double that of the Rochester City School District (5.1%).

Upon closer examination of the 8th-grade results, the following conclusions can be drawn.

1. Performance of African-American males exceeds the proficiency rate of African-American males in the district of residence by 10 percentage points.
2. Over the past three years, UPREP has made percentage gains in grade 8 for students in their second year from 9.2%, to 13.6%, to 15.6%.
3. **56.7% of 8th graders improved their performance level** by one or more levels, over their 7th grade result.
4. During year two for UPREP 8th graders, the ELA proficiency rate increased from **1.8%** as 7th graders to **15.6%** for the same students as 8th graders.
5. 35 of the 74 eighth-graders scored 283 or better. This puts them on the high-end of the 2 range, bordering a 3 proficiency level. 47.3% more of our eighth-graders were within 10% of meeting the proficiency level.

UPREP fell short of meeting the Absolute Measure Goal for 8th grade students enrolled in at least their second year. With a passing rate of 15.6%, UPREP fell short of the goal by a margin of 59.4%. However, the longer students remain at UPREP, the better the results on NYS assessments as indicated on page 14.

Action Steps (2016-17)

The school will continue to provide an intervention program that emphasizes the development of the skills and strategies (Close reading and re-reading to gather evidence to support student responses on assessments) outlined in the NYS CCSS and curriculum modules. The Fall 2015 administration of NWEA testing revealed severe reading deficiencies across grade level with only 14% of students achieving grade level proficiency in reading.

Assessment data was used to address areas of need based on expected proficiencies in accordance with NYS ELA Common Core Standards. Benchmark assessments mirroring NYS assessment reading comprehension sections and writing were administered and used to guide instruction. Seventh grade students reading in the lowest 15% were enrolled in Read 180 for the second semester of the school year and will continue to participate in Read 180 as eighth graders along with an additional 15-20% newly enrolled 7th graders.

A more intense focus on effective writing instruction was established to address student writing performance beginning in the Fall of 2014-15. These efforts will continue as they have proven to yield improved writing performance for students in their second year at UPREP and beyond. This was evident in student writing products over the course of the school year, as well as on the State Education Performance reports for these students on the writing portion of the 2015-16 NYS ELA Assessment. ELA, Social Studies and Special Education teachers will continue to participate in professional development led by the school principal, literacy specialist and ELA Lead Teacher. The team will continue to analyze student work to make timely and appropriate instructional decisions to improve student writing. Resources that guide this work include State Assessment Samples and Common Core Standards Appendix C: Samples of Student Writing. These serve as models that inform instructional decisions for writing instruction aligned to the rigor of grade-level writing standards.

Saturday School test preparation sessions will be scheduled again to build upon the daily learning experiences students have in English Language Arts classes. Saturdays provide additional hours to practice literacy skills and to gain familiarity with state testing format and expectations.

Although our students have demonstrated some growth in developing literacy skills, a single year or two has shown to be an insufficient amount of time for students to make the adequate growth demanded by the CCSS and required on the NYS Middle School Common Core Assessments. Informed by these areas of concern, additional steps are being taken to reduce the likelihood that these factors will continue to have such an adverse effect on student performance.

Additional Actions in 2016-17

Additional actions will be taken to further support student growth in English Language Arts at the middle school level. These include the following:

- 7th and 8th grade class size will be greatly reduced from 25-27 students per class section to 12-15 students per class section. Based on school visits and discussions with other local charter schools experiencing higher performance rates at these grade levels, it was determined that the one major difference between our school and theirs was class size. It was also noted that when we divided larger classes into smaller groups, engagement and work productivity increased. It is expected that the restructuring of our master schedule in this way will allow for more individualized instruction, improved student learning behavior and teacher ability to use student performance data more strategically within each class period.
- In the course of reducing class size, the co-teaching model at the middle school level will change. With fewer students per period, teachers will be able to better manage the classroom. Therefore, social studies and ELA will no longer be co-taught except in inclusion classes, allowing each subject its own extended time to focus on one subject at a time. Ultimately, rather than sharing 75 minutes per period, English Language Arts teachers will now be able to devote the full class period on literacy skill development.
- Releasing instructional leaders from full time teaching responsibilities in 8th grade classes will allow for more time to support teachers and students in all ELA classes. One focus area will be in the 7th grade classrooms to support teachers so that greater gains may be made with all of the newly entered 7th graders since this is such a challenging year. Should greater gains occur at grade 7, higher performance rates are expected when these students are assessed at grade 8.
- Professional development is being redesigned to include a strand for middle school teachers to focus continually on common core standards, assessments and student performance data. This will be possible through the master schedule design which now provides common planning time for middle school teachers. Lessons will now need to include evidence of data-driven decisions made for each class/student. Special education teachers will also need to submit copies of lesson plans which are to include planned or implemented accommodation for any or all students.

Additional Evidence

With regards to those students enrolled in at least their second year, the proficiency rate on the English Language Arts Grade 8 exam decreased over prior years since the common core standards were instituted. However, the trend has been reversed over the past 3 years. UPREP's 8th graders performed slightly better in 2016 than in 2015 with a 3% increase and over 7% better than in 2014. The table below highlights the progression since 2013-14.

We also experience much greater gains with our students as they remain with us an addition one to two years. For example, in June of 2015, 67% of our 10th graders (who scored at a passing rate of

only 17% as 8th graders) passed the Common Core English Regent exam which is typically administered to students in their 11th grade year. In June of 2016, 74% of our 10th graders (who scored only a rate of 9.4 as 8th graders on the NYS ELA Assessment) passed the Common Core English Regent exam which is typically administered to students in their 11th grade year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	9.4	53	13.6	44	15.6	64
All	9.4	53	13.6	44	15.6	64

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English Language Arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the previous year.

Results

The Performance Level Index on the NYS English Language Arts exam for the 8th grade at UPREP for the 2015-16 school year is currently unavailable until the NYS School Report Card is issued.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English Language Arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹

Results

The performance of the middle school students in grade 8 at UPREP obtained an overall proficiency rate of 15.6 percent. In contrast, the performance of students in the local district for the same grade/exam, obtained a proficiency rate of 5.7 percent.

**2015-16 State English Language Arts Exam
Charter School and District Performance by Grade 8**

Grade	Percent of Students at Proficiency			
	UPREP Charter School Students In At Least 2 nd Year		All District <u>MALE</u> Students	
	Percent	Number Tested	Percent	Number Tested
8	15.6	64	5.7	768
All	15.6	64	5.7	768

Evaluation

UPREP met the Comparative Measure Goal as our 8th grade students enrolled in at least their second year exceeded the performance of the local district students on the NYS 8th grade ELA exam by a margin of 10 percentage points.

Additional Evidence

UPREP outperformed the local district on the 2016 8th grade NYS ELA exam. The difference in proficiency between the two districts was by a margin of 10%. UPREP continuously seeks positive ways to aggressively address the challenge of moving the scores and levels of its 8th graders in the short time they are enrolled at UPREP.

¹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	17.0	5.7	9.4	6.7	13.6	2	15.6	5.1
All	15.8	5.8	9.1	5.8	13.6	2	15.6	4.3

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State English Language Arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English Language Arts.

Results

UPREP did not meet this measure in 2015-16.

2015-16 English Language Performance Level Index (PLI)
Grade 8 Students in Year 2

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
NA	38	48	13	1

$$\begin{array}{rcllclclcl}
 \text{PLI} & = & 48 & + & 13 & + & 1 & = & \underline{62} \\
 & & & & 13 & + & 1 & = & \underline{14} \\
 & & & & & & \text{PLI} & = & \underline{76}
 \end{array}$$

Evaluation

UPREP acknowledges that it is struggling to meet accountability benchmarks for the NYS ELA Grade 8 assessment. However, it continues to outperform the local district. In order to increase student

performance rates, UPREP has re-evaluated all current practices and systems and has made adjustment to support student needs in order to fill the performance gap. These are presented in the Action Plan (pp 13-15).

Once again, as is evident in the high school English Language Regents results, 8th graders exceed the high school accountability benchmarks in high school after attending UPREP for additional years.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.²

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Results

2015-16 English Language Arts Comparative Performance by Grade Level (ALL)

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7	57%	65	2.0	NA	NA	NA
8	88%	74	13.5	NA	NA	NA
All	73.4%	139	7.5	NA	NA	NA

School’s Overall Comparative Performance:
Waiting for NYS data

² The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Evaluation

NYS data required for predicted performance and effect size not accessible.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	7-8	87.3	157	19.1	29.5	-0.28
2011-12	7-8	89.8	177	22.0	26.6	-0.29
2012-13	7-8	97.2	145	11.7	11.9	-0.10
2013-14	7-8	95.7	140	5.0	NA	NA
2014-15	7-8	80	138	14.64	NA	NA
2015-16	7-8	73.4	139	7.5	NA	NA

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results: UPREP's mean growth percentile for English Language Arts in 2015-16 is 26% for grade 7 and 61% for grade 8. The Statewide average was not available at the time of this report for evaluation.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
7	26	NA
8	61	NA
All	43	NA

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Summary of the English Language Arts Goal

As a result of the 2015-16 NYS Grades 7 and 8 ELA exams, students enrolled in at least their second year at UPREP met the Comparative Measure Goal with the number of students meeting the proficiency standard exceeding the number of students meeting proficiency in the local district on the same assessments. This is the 5TH consecutive year that UPREP has met this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Not Available
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Not Available

MATHEMATICS

Goal 2: Mathematics
 Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

The middle school mathematics curriculum is standards-based with a direct link to the Common Core Standards and the Mathematics Practice Standards. These standards serve as a guide to increase student accountability with rigor, placing a strong emphasis on teaching for deeper understanding of mathematics. Our staff has deconstructed the standards to determine the shifts in instruction compared to the instructional expectations stated in the NYS standards. Instruction, along with professional development, is designed to reflect an emphasis on critical thinking, increasing student exposure to and learning involving student-generated inquiry-based projects and expeditions, technology, using models to represent and solve rich real world problems, and support for students in making connections among other disciplines. Our math classes are taught in a co-

teaching environment with two math teachers to support students in gaining a deeper understanding of mathematics through the use of real data generated from real world problems.

UPREP administered 2 benchmark/interim math assessments throughout the school year. The data gathered and analyzed from each assessment was used to discern student progress towards meeting our academic goals. The benchmark assessments for middle school grades were acquired commercially and were designed around the research of past NYS CCSS Assessments. The student data generated from these assessments served as a resource for professional development and refinement of instructional practices in math classes. Beginning in October 2014, ELA and math benchmark assessments will be administered using NWEA (Northwest Evaluation Association) testing and reports. Data generated are used to inform instructional decisions and determine strategies and small-group instruction.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 7th and 8th grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a breakdown of

those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2015-16 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled	Opt-outs
		IEP	ELL	Absent		
7	66	0	0	0	71	4
8	69	1	0	0	78	9
All	134	1	0	0	144	9

Results

Students enrolled in their second year at UPREP achieved a proficiency rate of 7.1% on the NYS 8th grade math exam. The aggregate performance on the NYS middle school mathematics assessments was a 4.4% proficiency rate.

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2015-16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
8	5.8	69	7.1	56
All	5.8	69	7.1	56

Evaluation

The 8th grade students enrolled in their second year collectively did not achieve the Absolute Measure Goal. However, the longer students attend UPREP, the greater their performance rate in mathematics. This is proven by our 10th graders of whom 77% have passed the high school level mathematics regents exams at levels 3, 4 and 5.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	42.5	80	7.8	51	13.2	53	2.88	35	7.1	56
All	42.5	80	7.8	51	13.2	53	2.88	35	7.1	56

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics.

Results

UPREP did not meet this measure in 2015-16.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
NA	74	20	6	0

$$\begin{array}{rcccccccc} \text{PI} & = & 20 & + & 6 & + & 0 & = & \underline{26} \\ & & & & 6 & + & 0 & = & \underline{6} \\ & & & & & & \text{PLI} & = & \underline{32} \end{array}$$

Evaluation

Students are struggling to perform on this assessment and a re-evaluation of current programs and practices has occurred and a revised action plan has been put into place. This involves double time on mathematics instruction with two math teachers daily. This along with additional action items are articulated in the following Action Plan for this report.

Action Plan

- The co-teaching model has been altered to include 2 math teachers in each math class rather than a math and science co-teaching team.
- The school will continue to provide an intervention program that emphasizes the development of the skills and strategies outlined in the NYS CCSS and Mathematics Grade 8 curriculum modules.
- Assessment data will be used to address areas of need in order to meet proficiency level on the NYS Math 8 assessment. Data will determine small instructional groupings, interventions and strategies required to fill evident learning gaps.
- Saturday School test preparation sessions will be scheduled again to build upon the daily learning experiences students have in Math classes and to fill gaps in mathematic skills. Saturdays provide additional hours to practice math standards and to gain familiarity with state testing format and expectations.
- Although our students have demonstrated some growth in math performance in a one to two year, students need more time to develop aptitude in accordance with the math common core standards. As a result, two years remains as an insufficient amount of time for students to make the adequate growth demanded by the CCSS and required on the NYS Middle School Common Core Assessments. Informed by these areas of concern, additional steps are being taken to reduce the likelihood that these factors will continue to have such an adverse effect on student performance.

Additional Actions in 2016-17

Additional actions will be taken to further support student growth and to close the achievement gap in Mathematics at the middle school level. These include the following:

- A seasoned math teacher has joined UPREP's faculty and will support and coach teachers in the department as a mathematics specialist.
- 7th and 8th grade class size will be reduced from 25-27 students per class section to 12-15 students per class section. It was noted during the last school year that when students were divided into smaller groups, engagement and work productivity increased. It is expected that the restructuring of our master schedule in this way will allow for more individualized instruction, improved student learning behavior and teacher ability to use student performance data more strategically within each class period.
- Releasing instructional leaders from full time teaching responsibilities in 8th grade classes will allow for more time to support teachers and students in all math classes. One focus area will be in the 7th grade classrooms to support teachers so that greater gains may be made with all of the newly entered 7th graders since this is such a challenging year. Should greater gains occur at grade 7, higher performance rates are expected when these students are assessed at grade 8 as second year students.
- Professional development is being redesigned to include a strand for middle school teachers to focus continually on common core standards, assessments and student performance data. This will be possible through the master schedule design which now provides common planning time for middle school teachers. Lessons will now need to include evidence of data-driven decisions made for each class/student. Special education teachers will also need to submit copies of lesson plans which are to include planned or implemented accommodation for any or all students.
- The 21st Century Learning Grant offers UPREP's 7th and 8th graders several extended learning opportunities. The program structure has been redesigned to include an additional 120 minutes of instructional support two days per week in an afterschool performing arts program. After school tutoring will be provided by math teachers who will work with the middle grade students on math fluency and skills individually and in small groups.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

Results

For all middle school students enrolled in their second year at UPREP, the aggregate proficiency rate on the 2015-16 state math exams is 7.1% compared to 0.7% for students enrolled in the local school district

**2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	7.1	56	1.0	629
All	7.1	56	1.0	629

Evaluation

The 8th grade students who attended UPREP for two years outperformed the students in the local district by 6.1%.

Additional Evidence

Again, upon review of Regents mathematics performance at the high school level, it is evident that with additional time at UPREP, achievement rates increase. Students performing at a proficiency rate of 2.88% on the NYS Math 8 assessment in 2015 passed the NYS Common Core Algebra I Regents exam, one year later, at a rate of 74% in June 2016.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁶

Method

⁶ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Results

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7	56.0	66	5.4	NA	NA	NA
8	89.9	69	6.4	NA	NA	NA
All	73.5	135	6.40	NA	NA	NA

School’s Overall Comparative Performance:
<i>The Comparative Measure Goal was not met in either the 7th or 8th grade cohorts</i>

Evaluation

Effect size data is not attainable.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	7-8	85.4	164	24.4	29.5	-0.28
2011-12	7-8	91.5	176	41.5	26.6	0.10
2012-13	7-8	98.6	143	5.6	11.2	-0.47

2013-14	7-8	95.7	140	7.9	NA	NA
2014-15	7-8	80	117	3	NA	NA
2015-16	7-8	73.5	134	4.4	NA	NA

Goal 2: Growth Measure⁷

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year.

Results

UPREP’s mean growth percentile for Mathematics in 2015-16 is 35% for grade 7 and 26% for grade 8. The Statewide average was not available at the time of this report for evaluation.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
7	35	NA
8	26	NA
All	30	NA

Summary of the Mathematics Goal

The students enrolled in at least their second year at UPREP did not achieve the Comparative Goal by outperforming students in the local district on the 8th grade NYS CC math exam for the third consecutive year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least	Did Achieve

	their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Not Available
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Available

Action Plan

Efforts to improve student achievement on the 2015-16 NYS Grade 7 and 8 Mathematics assessments include but are not limited to the following:

- A redesign of the support system for Rtl in all math classes has occurred. UPREP now has doubled student contact time in all mathematics classrooms from 187 minutes per week to 375 minutes per week. Each classroom is now co-taught by two math instructors rather than the math and science co-teaching teams of previous years.
- Improved systems have been put in place for data collection, analysis, to differentiate instruction and progress monitoring using i-Ready (Curriculum Associates) and common assessments/benchmarks aligned to NYS modules. Data will be analyzed by grade level teams facilitated by the math instructional leader. Analysis will determine individual student needs and determine the best manner in which to move instruction.
- The leadership team evolved to include two assistant principals who are collaborating to support middle and high school mathematics classrooms and provide focused professional development.
- All staff received professional development around and will plan instruction with a direct connection to the CCSS and the Mathematics Practice Standards to increase opportunities for students to develop a deeper understanding of math.
- Math teachers will co-teach lessons throughout the school year to practice the pedagogy discussed and experienced in weekly meetings and formal professional development.
- Professional development will continue to utilize the state resources that collectively guide teachers to understand the Common Core State Standards; and design and implement instruction that reflects teachers' growth in aligning the standards with effective pedagogy.
- The 21st Century Learning Grant offers UPREP's 7th and 8th graders several extended learning opportunities. The program structure has been redesigned to include an additional 90 minutes of instructional support three days per week. One of the three days is devoted to mathematics and will be supported by several math teachers at all grade levels who will work with the middle grade students math fluency and skills as determined by learning gaps identified through data sources.
- UPREP will continue to offer Saturday School throughout the months of January, February, March, April.

SCIENCE

Goal 3: Science

Students will demonstrate the ability to independently apply the critical thinking skills necessary to make sense of new ideas, acquire an interdisciplinary approach to solve real world problems, and address their own inquiry.

Background

The middle school science curriculum is standards-based with a direct link to the Common Core Standards and Assessments. Our staff has deconstructed the standards to determine the shifts in instruction compared to the instructional expectations stated in the NYS standards. Instruction, along with professional development, is designed to reflect an emphasis on critical thinking, increasing student exposure to and learning from expository text, student-generated inquiry-based projects and expeditions, and supporting students in making connections among other disciplines. Our core subjects are taught in a co-teaching environment to experience connections among mathematics, ELA, & the social sciences in order to gain a deeper understanding of science and math concepts and skills.

UPREP administers benchmark assessments aligned to the NYS Science 8 assessment throughout the school year. The data gathered and analyzed from each assessment is used to discern student progress towards meeting our academic goals, inform our instructional and academic intervention programs, and guide our professional development through collaborative inquiry.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in the 8th grade in spring of 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year. Note that one additional student entered UPREP prior to the Science 8 Assessment, changing the "All Students Number Tested" from 77 to 78.

Results

Of the 77 8th grade students enrolled in at least their second year at UPREP, 72 of the students were in their second year. 23 or 32% of the 72 students achieved proficiency on the NYS Grade 8 science exam

**Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Students	
	Percent	Number Tested	Percent	Number Tested
8	32%	72	28%	77

Evaluation

The percent of second year students performing at proficiency on the NYS Grade 8 Science exam was 43 percentage points lower than the required proficiency rate of 75%. As a result, UPREP did not meet the absolute measure goal.

The instructional program at the middle school level focuses on developing the process skills commonly found among creative problem solvers. These critical thinking skills are a reflection of the common core standards that emphasize how to lead students to a deeper understanding of content and the application of math and literacy skills utilized to make sense of new ideas

Additional Evidence

NYS Science 8 results for students enrolled in at least their second year have declined for this past school year. This may partially be due to the transition from the previous teacher who was a veteran educator who taught the Science 8 classes for 5 years to a first year teacher who replaced him in 2015-16. Additional time and support are expected to have a positive impact on next year's results. In addition, the Science 8 class sizes have now been reduced from 26 to no more than 15. Students will be provided an improved classroom environment with more opportunity for individualized support.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	67.5	80	72	50	67.9	53	52.38	42	32	72
All	67.5	80	72	50	67.9	53	52.38	42	32	72

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

8th grade students enrolled in their second year at UPREP reached a 32% proficiency rate on the NYS Science 8 exam. The RCSD (Rochester City School District) reached a proficiency rate of 16% for all students and 16% for males only.

2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	32%	72	16	1403

Evaluation

Over the past four years of state testing, UPREP has outperformed the local district on the NYS Science 8 Assessment. Local district data for Science 8 was not available at the time of this report.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	67.5	27.5	72.0	28.1	67.9	19.5	52.38	16	32	NA
All	67.5	27.5	72.0	28.1	67.9	19.5	52.38	16	32	NA

Summary of the Science Goal

It is not possible to calculate the comparative measure since Science 8 assessment data for local districts is not available at this time of this report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Not Available

Action Plan

The results of UPREP students' performance for the absolute measure on the NYS Science 8 assessment has led the leadership team to seek further strategies in order to close the achievement gap. The following steps have been taken in staffing, structure of the learning environment, professional development, and student support systems:

- Class size in the Science 8 classes has been reduced from 27 students to 12-15 students.
- The instructional leadership team now includes an Assistant Principal who is responsible for Science as the main focus of supervision and support. This individual has 18 years of experience in educational administration.
- Additional Science teachers have been assigned at the 8th grade level, allowing collaboration in the planning and implementation of instruction.
- Special Education and Inclusion teachers will provide individual instructional time for students demonstrating below standard achievement on benchmark assessments in Science.
- Focused professional development is planned for data analysis of assessment results and use of data to inform lesson planning and instruction.
- Additional opportunities are planned for field studies related to science units of study. These are intended to allow students access to meaningful learning opportunities to develop independent learning skills (process skills) and a deeper understanding of the content through application.
- UPREP will continue to offer Saturday School for additional test preparation between the months of January and June.

NCLB

Goal 4: NCLB

Each year, UPREP will obtain an accountability status of good standing according to the criteria outlined under the state's NCLB accountability system

Goal 4: 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 a local-assistance-plan school.

Method

Since *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

Based on the criteria outlined in the NYS NCLB accountability system, UPREP’s Accountability Status has remained in good standing through 2013-14. The NCLB status was not yet issued at the time of this report. The report will be updated upon receipt of the information.

Evaluation

UPREP met the NCLB Absolute Measure for the third consecutive year.

Additional Evidence

UPREP has maintained an accountability status of being in good standing in each year of its charter.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Local Assistance Program
2016-17	Focus Charter

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th 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/)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	71	0	71

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school’s Total Cohort for 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.

ENGLISH LANGUAGE ARTS

Goal 1: 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 English exam 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 to students in the 2011 cohort. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.⁸ This measure examines the percent of the Accountability Cohort that passed the exam

⁸ 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.

by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

UPREP exceeded the Absolute Measure on the New York State English Language Arts Regents. As of August 2016, 95.8% of the 2012 cohort (Graduation Cohort of 2016) had passed the NYS ELA Comprehensive exam.

**English Regents Passing Rate with a Score of 65/75
by Fourth Year Accountability Cohort⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65+	Percent Passing with
			A score of 75+
2012	71	95.8%	28.2%

Evaluation

UPREP has exceeded the absolute measure goal for the 2012 cohort prior to their fourth year. Our outstanding results demonstrate a strong instructional program for developing efficient readers and writers despite the below average performance on the NYS Grade 7 and 8 ELA exams. Proven once again, the state test results indicate that the longer students are enrolled at UPREP, the better their performance on state assessments. In fact, 88.8%% of the eighty 10th graders in the 2013 cohort (Graduation Cohort of 2017) had passed the same state exam by the end of the 2015-16 school year.

Additional Evidence

UPREP continues to exceed the accountability benchmark for ELA Regents results. In fact, UPREP has been able to consistently exceed the benchmark for each cohort prior to their third year of high school, as the chart below indicates. Therefore, it is expected that we will once again exceed the SUNY expectation of 75% when the 2014 and 2015 cohorts take the ELA Regents exam, furthering the case that the longer students attend UPREP the greater their performance rates.

English Regents Passing Rate with a score of 65/75 by Cohort and Year

⁹ Based on the highest score for each student on the English Regents exam

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number In Cohort	Percent Passing
2011					52	76.9	-	-
2012					75	86.6	71	95.8
2013					87	70.1	80	91.3
2014					68	NA	62	74.2
2015							69	NA

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English Language Arts exam will score at least 65 on the New York State Regents English exam 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 graduation with a Regents diploma.

Results

For cohort 2012, 95.8% passed the ELA Regents exam with a score of at least 65% by the end of their fourth year. 8th grade performance data for this cohort reveals that out of the 71 students in cohort 2012, 56 of the same students were enrolled at UPREP and took the NYS ELA Grade 8 assessments. The passing rate for these students on the NYS ELA Grade 8 exam was 17.8%. Only 10 of those 56 students passed that assessment.

English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Number in Cohort not passing ELA Grade 8	Percent Passing with a score of 65/75
2012	46 (of 56 did not pass the NYS Grade 8 Math Assessment)	95.8%/62%

Evaluation

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

UPREP exceeded the absolute measure goal upon completion of our students' third year in the 2012 cohort. The results show that the longer students attend UPREP, the greater the success rates.

Additional Evidence

Additional evidence exists to support the trend that students will continue to meet or exceed the SUNY benchmark of 75%. Our 2012 cohort has achieved an 86.6% performance rate as of their junior year.

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:
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 2015-16 English language arts AMO.

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 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

New York State Effective AMO for number of tested students is 163. The accountability performance level (AMO) for the 2012 cohort's results on the NYS ELA Regents exam is **158**.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
71	4	34	52	10

$$\begin{array}{rcccccccl}
 \text{PI} & = & 34 & + & 52 & + & 10 & = & 96 \\
 & & & & 52 & + & 10 & = & \underline{62} \\
 & & & & & & \text{APL} & = & 158
 \end{array}$$

Evaluation

UPREP did not meet the ELA Accountability Performance Level by a margin of less than 4 percentage points for all students tested. However, UPREP met the AMO in the following Accountable Groups: Black or African American and Economically Disadvantaged.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort 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 exams up through the summer of their fourth year, the school presents most recently available school district results.¹¹

Results

As of August 2016, the 2012 Accountability Cohort obtained a 95.8% passing rate on the NYS English Language Arts exam. At the time of this report the passing rate for students in the local district was unavailable.

English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	95.8	71	N/A	N/A

English Regents Accountability Performance Level (APL)¹² of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2012	158	71	NA	NA

Evaluation

Data for the local district was not available at the time of this report. When the local district’s results are public, the report will be updated to include comparative results for the 2012 cohort.

¹¹ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

¹² For an explanation of the procedure to calculate the school’s APL, see page 31.

Summary of the High School English Language Arts Goal ¹³

UPREP achieved the absolute measure goal by obtaining a 95.8% passing rate on the state ELA exam. The 2012 cohort also met the absolute measure by scoring more than 75% on the English Language Arts Regents when the proficiency rate for the same student in grade 8 was 21.3%. However, UPREP did not achieve the Absolute Measure for APL. The comparative measure goal is not available at the time of this report.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved/ Exceeded
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved/ Exceeded
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 percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Not Available

Action Plan

- UPREP will continue to provide targeted pullouts (one-on-one or small group instruction) to support students that struggle to meet proficiency on state assessments and with learning complex content in general.
- The co-teaching model will continue at the high school grades, providing students with an integrated approach to the humanities.
- Professional development will include workshops focused on how the core teachers, special education teachers, and Rtl teachers can effectively collaborate to identify and assist students in need of additional support to improve literacy-based instruction in general.
- A literacy specialist has been added to provide focused support to teachers and students and to improve the contact time between each new teacher and a veteran teacher that has demonstrated a strong understanding of how students learn in the classroom around reading comprehension, intervention strategies, and other literacy-based instructional expertise.
- Teachers will be supported deconstructing CCSS modules and specific standards to guide professional development, mentoring, lesson planning, and student feedback.
- Lesson plans will be submitted to instructional leaders on a weekly basis for review and feedback to ensure adherence to common core standards and the appropriate rigor.
- All ELA teachers will be continually monitored and support through weekly classroom

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

observations, followed by debriefing meetings and actions steps.

- UPREP will continue to offer Saturday School for additional test preparation between the months of January and June.

MATHEMATICS

Goal 2: 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 mathematics 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 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.¹⁴ 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

The 2012 cohort has obtained a proficiency rate of at the completion of their fourth year in the cohort 94.3% for all students. For accountability subgroup “economically disadvantaged,” the 2012 cohort achieved a proficiency rate of 100%. For accountability subgroup, “Black,” the 2012 cohort achieved a proficiency rate of 93.7%

Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2012	71	94/10

Evaluation

¹⁴ 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.

¹⁵ Based on the highest score for each student on the Mathematics Regents exam

The 2012 accountability cohort exceeded the absolute measure goal of reaching a 75% passing rate by the end of their fourth year. By August 2016, UPREP exceeded the goal by a margin of 19 percentage points

Additional Evidence

As the chart below indicates, UPREP continues to meet or exceed the accountability benchmark for Mathematics Regents results. In fact, UPREP has been able to consistently meet that benchmark for each cohort prior to their third year. As the chart below indicates, 88.46% of the 2011 cohort passed Mathematics Regents exams. In addition, the 2012 cohort, graduated in June 2016 passed the Mathematics Regents exams by a rate of 94.3% by the end of the third year which exceeds the state expectation by 19%. The results of the 2013 cohort show that current 12th graders already exceeded the SUNY benchmark with 79% passing rate by the end of their 11th grade year. The results of the 2014 cohort show that current 11th graders already exceeded the SUNY benchmark with a 77% passing rate on Mathematics Regents exams by the end of the 10th grade year.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing		
2011					52	88.46	-	-
2012					75	92%	71	94.3
2013					87	77.01	79	88.6
2014							62	77.4

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents 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 graduation with a Regents diploma.

Results

46 of 56 students of the 2012 cohort failed the NYS Math 8th exam while 94% of the same students in the 2012 cohort passed at least one high school Regents math exam before their fourth year in the cohort which exceeded the 75% passing rate required.

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁶

Cohort Designation	Number in Cohort not passing Math Grade 8 (who had test scores available)	Percent Passing with a score of 65 /80 on Math Regents exams
2012	46 (of 56 did not pass the NYS Grade 8 Math Assessment)	94/10

Evaluation

UPREP students enrolled in the 2012 cohort surpassed the absolute measure for mathematics by 19%. Only 21% of the 8th graders passed the NYS Math 8 assessment. For the students who were both in grade 8 and in the 2012 cohort, 54% failed the 8th grade assessment. The results show that the longer students attend UPREP, the greater the success rates.

Additional Evidence

Additional evidence exists to support the trend that students will continue to meet or exceed the SUNY benchmark of 75%. For example, the 2013 cohort has already achieved a 88.6% performance rate as of their junior year.

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 law 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:

¹⁶ Based on the highest score for each student on the Mathematics Regents exam

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

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics **AMO of 148**.

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.

Results

The Accountability Performance Level for the 2012 cohort was determined from student performance on mathematics Regents exams. The 2015-16 AMO for the 2011 cohort is 194.37, exceeding the accountability performance level by 46.37.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
71	0	5.63	84.51	9.86

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 5.63 & + & 84.51 & + & 9.86 & = & 100 \\
 & & & & 84.51 & + & 9.86 & = & \underline{94.37} \\
 & & & & & & \text{APL} & = & 194.37
 \end{array}$$

Evaluation

UPREP exceeded the absolute measure goal. Our APL score of 194.37 exceeds the AMO by 46.37 points.

Goal 2: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort 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 exams up through the summer of their fourth year, the school presents the most recently available school district results.¹⁷

¹⁷ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Results

At the completion of their 4th year, the 2012 cohort reached a 94.3% proficiency rate on Mathematics. A comparative measure is not presented below since that at the time of this report the passing rate for students in the local district was unavailable.

Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	94.3	71	NA	NA

Evaluation

UPREP met the comparative measure goal for the 2012 cohort. When local district data becomes available the report will be updated to include the comparative measure data.

Additional Evidence

Although current local district data is not available, for the three previous years of UPREP's charter where Regents math exams have been given, UPREP outperformed the local district on Regents mathematics exams.

Summary of the High School Mathematics Goal¹⁸

UPREP exceeded the absolute measure goals and expects to meet or exceed the comparative measure goal. More than 90% of the students in the 2012 and 2013 cohorts have passed at least one Regents math exam at the time of this report. 90% of the students in the 2012 cohort passed as least one math Regents while 54% of the same students who were in both 8th grade and the senior class at UPREP failed the NYS 8th grade math exam. Results continue to provide evidence that the longer students remain at UPREP, the greater their performance on state assessments.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Exceeded
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics	Exceeded

¹⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	
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.	Exceeded
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Not Available

Action Plan

- At this time, our current intervention program and our instructional practices continues to be adjusted to meet the current needs of students to further improve our June 2016 results on NYS Regents exams.
- We have added a math specialist to lead and support the mathematics department.
- Two math teachers have been scheduled to co-teach each math class at the high school level.
- Math class size in Grade 9 has been reduced to 12-15 students.
- The UPREP leadership team will meet weekly to discuss student and teacher work and adjust the program accordingly.
- Professional development will reflect the implications of the work/data based on student ongoing performance.
- Item analysis from the L2r reports regarding individual students will be shared with the mathematics staff and leadership team to determine the implications for teaching and learning and the connections among the Common Core State Standards and modules.
- UPREP will continue to offer credit recovery classes for students who have not passed a particular Regents exam in Mathematics and will be retaking the exams in January.
- UPREP will offer Saturday School Regents Prep School.
- During the three weeks prior to June Regents exams, students attend Regents test prep sessions each morning on a local college campus. This offers students a focused learning environment for 3 hours each day,

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 Regents exams are Living Environment, Earth Science, Chemistry and Physics. The school has administered the Living Environment, Earth Science, and Physics exams. Regents exams are scored 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

The table below reports the results of 2012 cohort success rates for the Science Regents exams. 94.3% of the 2012 cohort scored proficient on Science Regents. For the economically disadvantaged, subgroup, the 2012 cohort reached proficiency at 94.2% and at 93.75% for the Black subgroup.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	71	94.3

Evaluation

Cohort 2012 exceeded the absolute measure goal by a margin of 20%. Over the past few years, test results suggest the instructional program at UPREP, along with providing student support in our credit recovery classes and in our Saturday School Program, improves the potential for our students to exceed the absolute measure goal of a 75% success rate on a Regents science exam before completing their fourth year in a cohort.

Additional Evidence

UPREP has been able to exceed the accountability benchmark in Science for this and previous years. While cohort 2012, UPREP's second graduating class, has exceeded the accountability benchmark

¹⁹ Based on the highest score for each student on any science Regents exam

by 20%, cohort 2013 has already exceeded the benchmark by a margin of 16% with a 91% performance rate.

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

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing		
2011	-	-	-	-	52	88.47	-	-
2012	-	-	-	-	75	92	71	94.37
2013	-	-	-	-	-	-	79	91.13

Goal 3: Comparative Measure

Each year, the percent of 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 exams up through the summer of their fourth year, the school presents most recently available district results.

**Science Regents Passing Rate
of the 2012 Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	94.3	71	NA	NA

Evaluation

The total cohort comparative results for the 2012 cohorts at UPREP cannot be calculated since the local district data was not available at the time of this report. It is expected that UPREP will exceed this measure.

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate competency in the understanding and application of the recurring themes and skills that organize how social scientists explore, investigate, and construct meaning of and among historical and current themes.

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

88.73% of our 2012 cohort scored proficient on the US History Regents exam. The same cohort scored 90% proficient in subgroup “economically disadvantaged,” and 91 % proficient in subgroup “Black.”

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁰**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	86.54
2012	71	88.73

Evaluation

The 2012 cohort exceeded the absolute measure goal for the US History Regents exam by an 11.54% margin.

The humanities subjects at UPREP are co-taught allowing the ELA teacher and social studies teachers to improve students’ writing of thematic essays and DBQs throughout the year. In addition, many students take advantage of the Saturday School program to seek extra help with

²⁰ Based on the highest score for each student on a science Regents exam

understanding content in order to discuss and write about recurring themes using evidence from informational text. We strongly believe these support systems have led most students to pass the US History Regents Exam.

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 exams up through the summer of their fourth year, the school presents the most recently available district results.

Results

Cohort 2012 exceeded the SUNY benchmark of 75% with a performance rate of 88.73%. It is not possible to determine the comparative measure since local district data was not available at the time of this report.

**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
2012	88.73	71	NA	NA

Evaluation

School district data was not available at time of report. Upon receiving local district data, this report will be updated and an evaluation provided. It is expected that UPREP will exceed the school district performance rate on the US History Regents assessment.

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 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

The 2012 accountability cohort achieved a 90.1% proficiency rate on the NYS Global History exam. UPREP exceeded the accountability measure by 15%.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²¹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	71	90.1

Evaluation

The 2012 accountability cohort has exceeded the absolute measure goal by exceeding the standard of a 75% passing rate on the Global History exam prior to the fourth year in their respective cohorts. It is important to note, UPREP students take the Global II Regents exam in one year of study upon completion of the first year of the cohort.

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 exams up through the summer of their fourth year, the school presents most recently available district results.

Results

Upon completion of the third year in the cohort, the students in the 2012 cohort reached a success rate of 90.1% on the NYS Regents Global exam, exceeding the SUNY benchmark measure. Comparative results are not available since the local district results have not been made public at the time of this report. For subgroup “economically disadvantaged,” UPREP reached a success rate

²¹ Based on the highest score for each student on a science Regents exam

of 89.86%. For subgroup, “Black,” the passing rate was 93.75%. It is expected that UPREP’s results will exceed the results of the local school district.

**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
2012	90.1	71	NA	NA

Evaluation

Input and evaluation of the comparative results on the Global History Regents exam will be added to this report after local district data is made available.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION
Students will meet New York State standards for graduation and successfully complete the academic requirements of the school within four to five years after entering the ninth grade.

Goal 6: Absolute Measure
Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

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.

Grade Promotion Policy:
This policy describes the requirements for student Grade 8 Designation, Grade 9 Designation, Grade 10 Designation, Grade 11 Designation, and Grade 12 Designation.

Target Population:
Students, Parents, Employees, and School Leadership

Policy Description:
Grade7 to 8/Grade 8 to 9 Promotion includes the following:

At the end of the Grade 7 and/or 8 school year, a promotional meeting is held for each student and attended by the school President, Principal, Meeting Chair

- Grade level core subject teacher(s)
- Instructional/grade level administrator
- RTI staff/Special Education Teacher

One of the following is the decision for each student at that grade level:

- Student will be promoted to the next grade.
- Student must attend a four-week summer program focused on literacy and math.
- Student must demonstrate some growth at the end of the program to be promoted to the next grade level.
- Students and parents will attend a pre-summer school meeting to go over expectations and possible outcomes.

If that growth is not evident, grade retention will be a serious option for that student. Final decisions will be made by the President and Principal.

Core Academic Subjects Offered at UPREP 2015-16

Grade 9: Integrated Algebra, Living Environment, ELA I/II, Global I/II, Spanish I, Spanish II.

Grade 10: Geometry, Earth Science, Comprehensive ELA III, U.S. History, Global I/II, Spanish I, II, III

Grade 11: Trigonometry, Physics, Comprehensive ELA III, U.S. History, Participation in Government, Economics, Spanish II/III, College Level Courses (Participation in Government, Economics, English IV)

Electives 2015-16

Grade 9/10/11: Art, Music, PE, Health, Computer Tech

Additional Credit Bearing Courses

Grade 9/10/11: RTI/Math and Lit Labs

Results:

94% of the 2012 cohort earned enough credits to graduate.

100% of the 2013 cohort earned enough credits to be promoted to the next grade level.

100% of the 2014 cohort earned enough credits to be promoted to the next grade level.

97% of the 2015 cohort earned enough credits to be promoted to the next grade level.

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2012	71	94
2013	79	100
2014	62	100
2015	69	97

Evaluation

The 2012, 2013, and 2014 cohorts all met the Absolute Measure for the High School Graduation Goal. UPREP students are supported with Saturday School, after school tutorial on Mondays, Tuesdays and Wednesdays, and focused Regents review classes held the last month of school at St. John Fisher College and the University of Rochester. Our special education staff is diligent with making certain the daily instructional practice considers those students with special needs as well as our ELL students.

Students that fail a June Regents exam are enrolled in the UPREP Summer School program. Should a student fail the August Regents exam(s), he is enrolled in a credit recovery class to prepare for the January Regents exam(s).

Additional Evidence

Considering the data provided in this document illustrates the high success rate on NYS Regents exams during the first two years of enrollment in our high school program, it is evident that UPREP is on the path for generating high graduation rates for each cohort, as was the case in 2015 and 2016.

Goal 6: Absolute Measure
 Each year, 75 percent of students in the second year of the 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.

Results

74.19% of the 2014 accountability cohort passed three regents exams by the end of August 2016.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	62	74.19%

Evaluation

The 2014 cohort students did not meet the absolute measure goal, missing the target success rate by only 0.8%.

Additional Evidence

UPREP requires students to take the Global II, Living Environment, and Integrated Algebra Regents exams in their first year of high school. By the end of the second year of enrollment at UPREP, students (if successful in their freshmen year) will have been exposed to all five of the required regents exams for graduation and will then take US History and the NYS English Comprehensive Regents exams by the end of their sophomore year. As the data shows above, UPREP has been very successful in leading its students to passing most if not all of the required Regents exams for graduation by the end of the second year of each cohort.

Summary of the High School Graduation Goal

UPREP exceeded absolute measure goals for both the 2012 and 2011 cohorts for graduation (94%)/ With the support of our intervention programs, after school tutoring, Saturday School, credit recovery classes, and a 3-4 week regents preparation program held at St. John Fisher College and the SUNY Brockport each year, UPREP has been successful in achieving the high school graduation goals outlined in our accountability plan. As a result of our current success on leading most of our students to pass the required regents exams for graduation, UPREP has the potential of graduating 90% – 100% of the students in the 2014 and 2013 cohorts on time with either a Regents or Regents with Distinction diploma.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	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.	Not Applicable
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.	Not Available

Action Plan

As stated above, UPREP students are supported with Saturday School, after school tutorials on Mondays, Tuesdays, and Wednesdays, credit recovery courses, and focused Regents review classes held the last month of school at St. John Fisher College, and SUNY Brockport. In addition, with the support of our special education staff and improving our intervention programs, the number of

cohorts passing three regents exams each year is expected to continue to meet the accountability measure.

We will continue to teach to the Big Ideas and recurring themes of the core curricula with an emphasis on the Common Core Standards and Assessments.

Professional development around emphasizing and designing instruction that develops specific process skills, differentiated instruction, and effective intervention in mathematics and literacy is to continue to occur before the school year begins and be part of focus walks and classroom observations on the part of teachers and leadership throughout the school year.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

The performance of UPREP students in their second year of a high school accountability cohort will demonstrate the ability to compete with their peers in NYS Public Schools on the PSAT in Critical Reading and Mathematics.

Goal 7: Comparative Measure

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

Method

This measure tracks student performance, one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 20 to 80 on each subsection with 240 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.

Results

The 2012 cohort took the PSAT during the 2013-14 school year and scored a 36 on the Critical Reading portion of the exam and a 38 on the mathematics component. Cohort 2013 took the PSAT in 2014-15 and scored an average of 34 on the critical reading and a 34 on mathematics. In 2014-15, Cohort 2012 took the official PSAT as 11th graders and scored 37 on critical reading and 39 on mathematics.

48 of the students in the 2012 cohort took the PSAT in 2015. Performance ratings were changed from 2 digit to 3 digit scores. Cohort 2013 performed at a 305 on the Critical Reading and a 277 on Mathematics. Since the New York State averages were unattainable at the time of this report, the National averages for the PSAT were accessed. UPREP was not successful in meeting or surpassing the National Averages for Critical Reading or Mathematics.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	92	90	36	45	38	47
2014-15	85	69	34	40	34	42
2015-16	67	48	305*	460**	277*	460**

*New scoring system as of 2015-16

**These scores reflect the National Average since NYS averages were not provided by the College Board.

11th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2014-15	52	40	37	45	39	47
2015-16	80	63	407*	460**	432*	460**

Evaluation

UPREP students have not yet achieved the Comparative Measure Goal of exceeding the state average on the PSAT test in Critical Reading and Mathematics over past years and based on a comparison of UPREP to the national averages, it is expected that the Comparative Measure Goal will not be met this year.

Summary of the College Preparation Goal

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did not Achieve
College Preparation	Each year, 75% of graduating students will matriculate in a college or university in the year after graduation.	Not Available
College Attainment	Each year, 75% of graduating students will matriculate in a college or university in the year after graduation.	Not Available

Action Plan

- Implement a plan to improve student performance on both the PSAT and SAT that is woven into the overall educational experience at UPREP in grades 7-12.
- A PSAT/SAT preparation course has been included in the schedules of sophomores and juniors.
- Finalize a method for determining matriculation status of UPREP graduates.

Goal 7: Comparative Measure

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

Method

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

Results

30 of the Cohort 2012 graduates took the SAT exam. The data for NYS SAT results was not available at the time of this report

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade Taking SAT as 11 th graders	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	52	24	399	488	404	502
2014-15	82	54	368	480	397	502
2015-16	66	30	409	NA	432	NA

Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.

Method

This measure tracks each year's graduation rate and the number of graduates accepted into a 2 or 4 year college.

Results done

Cohort 2012, UPREP's second graduating class, graduated in June of 2016 at a rate of 94%, the same graduation rate of UPREP's first graduating class of 2015. Of the 66 graduates in June 2016, 52 were accepted into one or more colleges. This includes students with disabilities.

Cohort 2012 Graduation and College Acceptance Measure

Total in Cohort	Total Graduating	Total accepted into one or more colleges
70	66	52

Comparative Measure of UPREP with Local District Graduation Rates

School Year	UPREP	Local District	Local District Males only
2015-16	94%	NA	NA

Evaluation

UPREP graduated its second class of students (cohort 2012) in June of 2016 at a 94% graduation rate. While the local district rate has not published its 2016 graduation rate, the local district has consistently suffered poor results. For example, UPREP graduated 94% of its seniors in 2015, while the local district's graduation rate for June 2015 was 46% and New York State's graduation rate was at 78%. UPREP exceeded both measure in 2015. With the 2016 graduation rate of 94%, it is expected that UPREP will once again exceed both measures.

Considering that UPREP is an all-male school, the rate at which UPREP has exceeded the local district is even more significant when considering the graduation rate of only the male population in the local district.

Additionally, 79% of the students in the 2012 cohort were accepted into at least one 2 or 4 year college or university.

(S) 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

Cohort 2012 achieved an Aspiration Performance Measure of 16% in math and 57.33% for English Language Arts. At the time of this report, state data was not available in or to complete a comparison analysis. A comparative measure, at the time of this report, is not possible to include because the statewide measure is not available at this time.

Percent of Graduates Meeting the Aspirational Performance Measure for Math Regents²²

Cohort	Charter School	Statewide ²³
2011	11.54%	NA
2012	16.0%	NA

Percent of Graduates Meeting the Aspirational Performance Measure for English Regents²⁴

Cohort	Charter School	Statewide ²⁵
2011	30.77%	NA
2012	57.33%	NA

Evaluation

Although we cannot calculate a comparative measure at this time, UPREP has shown growth in the APM measure from the 2011 to the 2012 cohort results in both mathematics (increase of 5 percentage points) and English language arts (increase of 27 percentage points).

(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).

²² 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](#).

²³ Statewide results for the 2012 cohort are not yet available.

²⁴ 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](#).

²⁵ Statewide results for the 2012 cohort are not yet available.

Results

Fourteen of the 66 students in cohort 2012 received a Regents Diploma with Designation. Since the local district results have not yet been made available, a comparison was not possible at the time of this report.

Percent of Graduates with a Regents Diploma with Advanced Designation²⁶

Cohort	Charter School	School District ²⁷
2012	14	NA

Evaluation

An evaluation will be provided following a review of local district data regarding students with Regents Diplomas with Designation when it becomes available.

(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

Students will enroll in college classes and pass at least one of the courses in which they are enrolled during their senior year.

Results

Of the 66 students in cohort 2012, 30 were enrolled in at least one college course at Bryant and Stratton College or Monroe Community College in their senior year. Each of the students passed at least one of the courses in which they were enrolled.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²⁸
2011	66	30

²⁶ 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](#).

²⁷ District results for the 2012 cohort are not yet available.

²⁸ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Evaluation

UPREP continues to offer college courses to its juniors and seniors at Bryant and Stratton and Monroe Community College. UPREP provides tuition assistance, transportation and school-based study support for students attending college classes.

While 100% of the students who took a college course passed at least one course, the 30 students represents 45% of the cohort. Additional opportunities to meet this benchmark will be afforded to the upcoming cohorts of students.

Goal 7: School Created College Attendance or Achievement Measure

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.

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

Method

Attendance and achievement in college is measured by the percent of students who actually matriculate after being accepted.

Results

As of the time of this report, although 79% of the 2016 graduating class were accepted into a college or university. However, there is no data available to determine the percent of students who matriculated in a college or university at this time.

Evaluation

A communication protocol is being designed by UPREP's counselors so that the College Attendance rate can be measured for this and upcoming cohorts. In addition, one of UPREP's administrators has been designated as the lead person responsible for following up on UPREP's graduates to determine college matriculation.

Summary of the College Preparation Goal – To complete with counselors

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	NYS averages not yet available
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Available

College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Achieved
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Not yet available

	(§) 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.	Not available
	(§) 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.	Not Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not yet available
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not yet available

Action Plan

- Opportunities for PSAT and SAT prep will be provided through special prep classes and through the integration of strategies and test practices within the existing curriculum
- With the administration of Common Core Regents exams, UPREP recognizes the urgency with which to better prepare students for Regents exams and especially for increasing students’ ability to meet the state’s aspirational performance measure. Therefore, additional teacher and classroom support is being provided through additional instructional leadership, the nature of professional development, the allocation of classroom resources, and more systemic data analysis for effective instructional use.
- Additional opportunities will be provided so that at least 75% of students have access to college courses.
- While 98% of UPREP’s first graduation class has been accepted into a college or university, there is no data to show how many of those students actually matriculated. A system is being developed to collect this data in order to be able to measure this benchmark in 2016-17.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Student retention rates are calculated by dividing the current year’s re-enrollment rate by the previous year’s enrollment rate minus the number of graduates.

Results

UPREP’s retention rates for 2015-16 was 98.4%

2015-16 Student Retention Rate

2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
432	51	375 (not counting incoming 7 th graders)	98.4%

Evaluation

UPREP’s retention rate was 98.4%. UPREP exceeded the 90% absolute measure for retention rate by 8.4 percentage points.

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Power School is used to track students on a daily and yearly basis.

Results

The average daily attendance rate for the 2015-16 school year was 91%.

Year	Average Daily Attendance Rate
2015-16	91%

Evaluation

UPREP's daily attendance rate of 91% fell short of the 95% measure by 4 percentage points, an improvement rate of one percentage point from the previous school year. UPREP's grade-level student managers have been assigned responsibility for home-school communications regarding attendance issues to increase the attendance rate for the very small population of students who are chronically absent due to family issues, illness or other personal challenges. This will include home visits and parent meetings with administration at UPREP.