



**University Preparatory  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By University Preparatory Charter School for Young Men

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Joseph Munno (President), Steve Kingdom (Data Coordinator), & Jay Costanza (Director of Academics), prepared this 2013-14 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.**

## INTRODUCTION

Our mission is to eventually establish our current 7-11 grades to a 7-12 single-sex education facility in the city of Rochester with an engaging learning environment and informed practices that are effective for young men. The **University Preparatory Charter School for Young Men** is available to all City of Rochester residents who choose to have their sons educated in a single-sex education environment.

The instructional model employed at the school is more humane, adventurous, and rigorous than the norm. The practices of the faculty and the activities, in which students are engaged, invigorate teaching and learning. At the center of all efforts is active pedagogy that will inform and support learning expeditions for students and teachers. The development of character and culture, maintaining high performance structures, and continuous reflective efforts to build leadership capacity and school improvement are core practices of the school.

Students exhibit through their learning and in their daily lives respect for self-discovery, responsibility for learning, empathy and caring for others, collaboration as well as competition, and service to the community. Students do not shy away from, but are strengthened, by solitude and reflection; success as well as failure; and compassion.

The school will graduate young men who have the necessary dispositions and skills to be successful as they continue their education, enter the workforce, and assume the challenges of adult citizenship in their community, nation, and world.

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

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

## 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 learn to read, write, and speak well as defined in 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. Considering that a majority of the young men that enter UPrep are reading far below grade level and lack the literacy skills necessary to be successful readers and writers at the secondary and post-secondary level, the ELA curriculum is designed to scaffold the essential literacy skills and critical thinking skills characteristic of good readers and writers. 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 expeditions, project-based learning and inquiry projects, students are provided multiple opportunities to rehearse these skills across the core content areas throughout the school year.

Professional Development is driven by teacher and student needs directly related to meeting the learning standards and their relationship to pedagogy and student work respectively. 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.

Prior to the 2012-2013 school year, UPrep added two literacy specialists to support teachers in the design of curriculum, development of support programs for struggling students, and to support the provision of professional development, coaching and co-teaching. The specialists were also charged with the development and implementation of reading and writing incentive programs and differentiated instruction strategies in both the core classrooms and in our Academic Intervention Support programs. For the 2014-15 school year, however, a reevaluation of student performance results from the previous year led to a restructuring of our teacher leadership network. UPREP now has identified the strongest math, science, and literacy teachers to act as Lead Teachers/Mentors to improve our professional development program (now led by the Lead Teachers) and establish a stronger mentoring program while creating a leadership path for our most qualified teachers.

Local benchmark assessments for ELA were held for grades 7 through 10 in October 2013 and January 2014. 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. Beginning in October 2014, ELA and math benchmark assessments will be administered using NWEA (Northwest Evaluation Association) testing and reports. Data generated will be used to guide professional development sessions and to inform instructional decision-making. The system will also serve to show student growth and as a comparative measure against state and national norms.

Given our consistent high passing rate on the English Comprehensive Regents exam, as well as all NYS Regents Exam results since June 2012 through August 2013 for those students in the 2011 and 2012 cohorts, there is, at this time, no evidence of a direct correlation between lower success rates on

the NYS Middle School Assessments and the higher performance rates obtained on NYS Regents Assessments offered at the high school level.

**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 Testing Program English Language Arts assessment to students in 7th through 8th grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, 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. For 2009-10, 2010-11, and 2011-12, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores, presented in the table below. In the 2012 – 2013 school year, “because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores<sup>2</sup>” and therefore, we are reporting the success rate at achieving competency at a minimum of 75% accuracy on the 2012 – 2013 state assessments for middle school ELA.

The school administered the New York State Testing Program English Language Arts assessment to students in grades 7 through 8<sup>th</sup> grade in April 2014. 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 detailed 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.

**2013-14 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
7	65				65
8	75				75
All	140	0	0	0	140

**Results**

At the 7<sup>th</sup> grade, only 2 students took the NYS Grade 7 ELA Assessment. These students repeated 7<sup>th</sup> grade and neither student achieved a passing rate of 75 or higher.

<sup>1</sup> 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.

Our 8<sup>th</sup> grade achieved a 9.4% proficiency rate for those students enrolled in at least their second year of study at UPREP.

As stated by Commissioner King, the results of the 2012-2013 state assessments are in no way a reflection of a school’s quality of instruction or history of work prior to the administration of the exam and serve only as an initial benchmark. With the reality that meeting the expectations of the new standards will require additional time for students to rehearse and internalize the knowledge and skills outlined in the NYS CCSS, Commissioner King’s stance holds true for us today.

**Performance on 2013-14 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	3.1	65	0.0	2
8	6.7	75	9.4	53
All	5.0	140	9.1	55

**Evaluation**

UPREP fell short of meeting the Absolute Measure Goal for 8<sup>th</sup> grade students enrolled in at least their second year. With a passing rate of 9.4%, UPREP fell short of the goal by a margin of 66.6%.

The school has established a strong 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) to learn and apply knowledge and skills outlined in the NYS CCSS and curriculum modules. Benchmark testing has shown student application of the strategies, knowledge and skills to be stronger than on the state assessments. Direct observation during state testing over the past four years continues to test the student’s ability to navigate the test in a challenging time frame.

Though observation and teacher and student reflection, the impact of time constraints were noted. For example, due to the lengthy nature of the assessment text selections and nature and length of question construction and response choices, along with the time required to apply close reading strategies, students struggled to either complete the test items within the time allotted or abandoned close reading strategies learned in order to be able to respond to all test items within the allotted 90 minutes. In addition, 9% of our 8<sup>th</sup> grade students have special needs that, in general, leave them with processing delays.

Teacher training is focused on improving practice to guide students to become better readers and writers. The time limitation of the Common Core test is a factor that tampers with the results we might otherwise expect.

Although our students have demonstrated growth in developing literacy skills, a single year or two has shown to be an insufficient amount of time for students to make the necessary growth demanded by the CCSS and required on the NYS Middle School Common Core Assessments.

**Additional Evidence**

With regards to those students enrolled in at least their second year, the proficiency rate on the English Language Arts exam has steadily decreased as the standards have increased over the past three years. Despite this fact, students at UPREP that have not performed well at the 8<sup>th</sup> grade level have been very successful on the NYS ELA Comprehensive Regents Exam. Students at UPREP have shown much improvement in state assessments the longer they are enrolled in the program.

UPREP uses a national norm test (AIMS WEB) in September, November, and February to assess base-line and short-term growth rate data for each student in grade 8. Test results consistently show that 20 – 24% of the 8<sup>th</sup> grade students’ literacy skills are at or above the state average compared to less than 10% of the same students performing at or above the state average (with regards to the same skills) on the NYS CC Grade 8 ELA Assessment.

We strongly believe our students have demonstrated the need for more time to complete the exam skillfully in order to demonstrate the true level of proficiency at the individual and whole group (grade) level.

**English Language Arts 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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	0.0	2	0	4	0	2
8	21.3	80	17	53	9.4	53
All	20.7	82	15.8	57	9.1	55

**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 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

## Results

The Performance Level Index on the NYS English language arts exam for the 8<sup>th</sup> grade at UPREP for the 2013-14 school year is 35.7.

**English Language Arts 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
140	69.3	25.7	4.3	0.7

$$\begin{aligned} \text{PI} &= 25.7 + 4.3 + 0.7 = 30.7 \\ &4.3 + 0.7 = 05.0 \\ \text{PLI} &= 35.7 \end{aligned}$$

## Evaluation

The PLI for UPREP fell short of the Absolute Measure Goal of meeting or exceeding the AMO of 89.0 by a margin of 37.3.

### 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.<sup>3</sup>

## Results

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>3</sup> 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](#).

The aggregate performance of the middle school students in grades 7 & 8 at UPREP obtained an overall proficiency rate of 9.1 percent. In contrast, the aggregate performance of students in the local district for the same grades/exam, obtained a proficiency rate of 5.8 percent.

**2013-14 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	0.0	2	4.9	1900
8	9.4	53	6.7	1960
All	9.1	55	5.8	3860

**Evaluation**

UPREP met the Comparative Measure Goal as our 8<sup>th</sup> grade students enrolled in at least their second year exceeded the performance of the local district students on the NYS 8<sup>th</sup> grade ELA exam by a margin of 3.3 percent.

**Additional Evidence**

Over the past three years of comparing the performance of the students of UPREP with students in the same grade level in the local district, UPREP has outperformed the local district on the 8<sup>th</sup> grade NYS ELA exam. While the difference in proficiency between the two districts has been slight in both the 2011 and 2013 school years, there was a significant difference in the success rate in favor of UPREP in the 2012 school year.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	0.0	16.5	0.0	5.9	0.0	4.9
8	21.3	19.9	17.0	5.7	9.4	6.7
All	20.7	18.2	15.8	5.8	9.1	5.8

**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.<sup>4</sup>

## 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.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

## Results

UPREP did not meet or exceed the Predicted Outcome for grades 7 and 8 in ELA. The Effect Sizes for Grades 7 & 8 are -0.51 and -0.44. The overall Effect Size for grades 7 and 8 is -0.1.

### 2012-13 English Language Arts 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	94.2	68	8.9	13.3	-4.4	-0.51
8	100	77	14.3	10.6	3.7	-0.44
All	97.3	145	11.8	11.9	-0.1	-0.01

### School’s Overall Comparative Performance:

***Lower than Expected***

<sup>4</sup> 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

The 7<sup>th</sup> and 8<sup>th</sup> grade cohorts for the 2012 – 2013 school year did not achieve a positive effect size of 0.3 and therefore, did not meet the Comparative Measure Goal. UPREP did however exceed the predicted outcome for performance on the 8<sup>th</sup> grade NYS ELA exam demonstrating growth towards achieving the Comparative Performance Goal. This result serves as additional evidence that the longer students are enrolled at UPREP, the greater the growth towards meeting and exceeding our academic goals.

Comparatively speaking, UPREP reduced the Effect Size by a positive 19% as a result of an increase in the poverty rate of our 7<sup>th</sup> and 8<sup>th</sup> grade students during the 2012-13 school year.

## Additional Evidence

Students in grades 9 through 11 are showing a significant success rate on the NYS high school Regents exams. The high school data presented in this report will also show a much greater success rate on Regents exams compared to the local district.

**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

### Goal 1: Growth Measure<sup>5</sup>

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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.

Although the state is quoted within this documents as saying the following: "Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>6</sup>" Although not required, our Data Coordinator was able to access the 2013-14, which is now included in this report.

## Results

Neither the 7<sup>th</sup> nor the 8<sup>th</sup> grade actual Mean Growth Percentile results were above the state mean. The 8<sup>th</sup> grade cohort however failed to exceed the state mean growth percentile by only 2 percentile points. The chart below shows students enrolled in their second year outperforming our students in the 7<sup>th</sup> grade enrolled in less than one year.

### 2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
7	37	50.0
8	49	50.0
All	43	50.0

## Evaluation

The aggregate Mean Growth Percentile Measure Goal was not met. UPREP fell short of meeting the goal by 8 percentile points.

### Additional Evidence

The 2013-14 mean growth percentile for grades 7 and 8 is similar to but less than the 2012-13 mean growth percentile as a result of the 7<sup>th</sup> grade performance on the NYS ELA exam. At the 8<sup>th</sup> grade level, UPREP improved by 8 percentile points and barely missed meeting and exceeding the statewide average. The result suggests that over time, where students are enrolled longer at UPREP, they consistently move towards a performance on state assessments that represent the state average and therefore the potential to meet or exceed the growth measure goal.

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<sup>6</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				
	2010-11 <sup>7</sup>	2011-12 <sup>7</sup>	2012-13	2013-14	Statewide Average
7			53	37	50.0
8			41	49	50.0
All			46	43	50.0

### Summary of the English Language Arts Goal

As a result of the 2013-14 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 3<sup>rd</sup> 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.)	Did Not Achieve
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.	Did Not Achieve

### **Action Plan**

- A strategically designed RtI/AIS program (Tier 1: High quality instruction, Tier 2: Data-informed and strategies-based, Tier 3: intensive intervention)
- Led by RTI Specialists (New Role) – co teach and co-plan with AIS and core
- Data collection, analysis, use to differentiate instruction, progress monitor (AimsWeb/NWEA Data Analysis System Protocol/Training)
- Full AIS and Core Subject Alignment

<sup>7</sup> Grade level results not available.

- Lesson plan alignment using UPrep Framework
- Weekly class observations and feedbacks and team meetings
- Model classrooms taught by RTI Specialists and video-taped for PD purposes
- New Student Organization System (Grades 7-8) (Binders with tools, information, accountability and incentives)
- School-wide Independent Reading Program (Incorporated into Squad)
- Portfolios of Student Work (Baseline writing samples inform lesson planning, supports our efforts to analyze student work, provides evidence of application of the writing process and student growth. Math teachers are planning a similar portfolio system to use as a resource to assess student progress.)
- Benchmark Assessments in ELA and Math (early Oct. and January mid-term week)
- RTI classes at high school level include Regents exam support for student repeating exams
- Continued class observation reports by Don Bartalo our Systems Analyst
- 21<sup>st</sup> Century Learning Grant opportunities (focus on grades 7 and 8 to begin in October)

## **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 from expository text, 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 core subjects are taught in a co-teaching environment to experience connections to the sciences in order to gain a deeper understanding of mathematics through the use of real data generated from real world problems.

The mathematics program at UPREP uses Connected Math in grades 7 and 8 and the Core Plus program in grades 9 through 11. Both programs are designed to guide teachers in establishing a more student-centered learning environment allowing for an easier transition to a constructivist approach to teaching and learning that values student inquiry as an integral part of learning for understanding.

UPREP administers 2 benchmark assessments throughout the school year. The data gathered and analyzed from each assessment is used to discern student progress towards meeting our academic. 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. Beginning in October 2014, ELA and math benchmark assessments will be administered using NWEA (Northwest Evaluation Association) testing and reports. Data generated will be used to guide professional development sessions and to inform instructional decision-making. The system will also serve to show student growth and as a comparative measure against state and national norms.

**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 7<sup>th</sup> and 8<sup>th</sup> grade in April 2014. 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 detailed 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.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>8</sup>			Total Enrolled
		IEP	ELL	Absent	
7	65				65
8	75				75
All	140	0	0	0	140

**Results**

100% of the 7<sup>th</sup> and 8<sup>th</sup> grade students enrolled in at least their second year of studies at UPREP, participated in the 2013 – 2014 state assessment. The two students retained in 7<sup>th</sup> grade and therefore enrolled in their second year at UPREP did not reach proficiency on the NYS 7<sup>th</sup> grade math exam. Students enrolled in their second year at UPREP achieved a proficiency rate of 13.2% on the NYS 8<sup>th</sup> grade math exam.

<sup>8</sup> 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.

The aggregate performance on the NYS middle school math assessments obtained a 12.7% proficiency rate.

**Performance on 2013-14 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
7	6.2	65	0.0	2
8	9.3	75	13.2	53
All	7.9	140	12.7	55

**Evaluation**

The 7<sup>th</sup> and 8<sup>th</sup> grade students enrolled in their second year collectively failed to reach the Absolute Measure Goal by a margin of 64.3%. Although this is an improvement over last year’s performance overall, our students continue to struggle to apply the strategies and skills they have learned throughout the year in both the core and RtI classes due to a challenging time frame allotted to complete the exam. Many students, even those students that do meet proficiency, rush to complete the exam. Literacy strategies utilized on math exams are often abandoned by the student during testing at the point where they feel they are running out of time to complete the exam.

As the UPREP staff have become more aware of and proficient at developing the students’ math skills and content knowledge outlined in the NYS CCSS and PARCC Framework, we find that our students need more than a year or two to reach a level of proficiency with the new standards before they will be able to demonstrate a deeper understanding of mathematical concepts and procedures on a test that does not accurately consider the time necessary for a large population of students with processing delays to comfortably and fairly navigate a high stakes assessment.

**Additional Evidence**

In the 2011-12 school year, with the cut scores similar to the 2010-11 school year, UPREP made a very significant leap towards reaching the absolute measure goal. The instructional program and intervention programs had an obvious impact on improving student performance on state assessments. In 2012, the standard for demonstrating proficiency on the NYS Grade 7 and 8 math exams was raised significantly and our middle school students scored very low compared to the previous year.

The 2013-14 test results improved even though the standards were raised as a result of focusing on deconstructing the standards more thoroughly and implementing the state provided modules and other resources in both our middle school core and intervention classes .

**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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	0.0	2	0.0	4	0.0	2
8	42.5	80	7.8	51	13.2	53
All	41.5	82	7.3	55	12.7	55

### 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. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>9</sup>

### Results

The 2013-14 PLI calculated for the UPREP NYS middle school math exams is 43.5. The AMO for the 2013-14 school year is 86.

#### Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
140	64.3	27.9	6.4	1.4

$$\begin{array}{rclclclcl}
 \text{PI} & = & 27.9 & + & 6.4 & + & 1.4 & = & 35.7 \\
 & & & & 6.4 & + & 1.4 & = & \underline{7.8} \\
 & & & & & & \text{PLI} & = & 43.5
 \end{array}$$

### Evaluation

<sup>9</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

UPREP did not meet the absolute measure goal for meeting the Annual Measure Objective, falling short of the state established AMO of 86 by a margin of 42.5 points.

Considering that the 2013-14 middle school math exam results are improving as a direct result of what we believe is a strong instructional focus on the CCSS and modules provided by the state, developing math literacy skills and process skills, the math department and instructional leaders will continue on the same course of action to meet the academics goals for mathematics.

**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.<sup>10</sup>

**Results**

For all middle school students enrolled in their second year at UPREP, the aggregate proficiency rate on the 2013-14 state math exams is 12.7% compared to 1.4% for students enrolled in the local school district.

**2013-14 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	0.0	2	4.5	1910
8	13.2	53	1.4	1799
All	12.7	55	3.0	3709

**Evaluation**

UPREP students met the comparative measure goal exceeding the proficiency rate of the local district by a margin of 9.7 percent. This result is an improvement over the 2012-13 performance of middle schools students at UPREP. The state release of the middle school modules was helpful in

<sup>10</sup> 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](#).

preparing students but the modules were made available at the last minute throughout the year making it difficult to deconstruct them and prepare effective professional development and instruction in an effort to maximize the use of the modules.

The 8<sup>th</sup> grade students at UPREP demonstrated a greater margin of growth on the 8<sup>th</sup> grade assessment compared to the local district while generating a greater gap between the two districts compared to the 2012-13 data. As the standards are raised, UPREP has shown growth while the local district’s performance showed no growth for the same grade level.

**Additional Evidence**

Over the past three years of state testing, UPREP has outperformed the local district and therefore met the comparative measure goal each of the three years. Although the difference in student performance between the two districts has not been as dramatic as 2011-12, it is important to note that once the standards were raised to a proficiency rate of 75% in 2012, both schools failed to improve on the previous year’s proficiency rate but only UPREP demonstrated growth on the 2013-14 assessments.

**Mathematics 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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	0.0	23.9	0.0	4.1	0.0	4.5
8	42.5	19.6	7.5	3.6	13.2	1.4
All	41.5	21.7	7.3	3.8	12.7	3.0

**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.<sup>11</sup>

**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

<sup>11</sup> 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.

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.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

## Results

Neither the 7<sup>th</sup> nor 8<sup>th</sup> grade cohort exceeded the predicted performance level by an Effect Size of 0.3. The 7<sup>th</sup> grade cohort fell short of the Predicted Proficiency Rate of 11.2 creating a negative Effect Size of -0.51. The 8<sup>th</sup> grade fell short of the Predicted Proficiency Rate of 10.6 creating a negative Effect Size of -0.44. The overall Effect Size related to both cohorts not meeting or exceeding the Predicted Proficiency Rate is -0.47.

### **2012-13 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	<b>94.2</b>	<b>68</b>	<b>5.9</b>	<b>11.2</b>	<b>-5.3</b>	<b>-0.51</b>
8	<b>100</b>	<b>75</b>	<b>5.3</b>	<b>10.6</b>	<b>-5.3</b>	<b>-0.44</b>
All	<b>97.2</b>	<b>143</b>	<b>5.6</b>	<b>10.9</b>	<b>-5.3</b>	<b>-0.47</b>

#### **School's Overall Comparative Performance:**

*The Comparative Measure Goal was not met in either the 7<sup>th</sup> or 8<sup>th</sup> grade cohorts*

## Evaluation

In 2011, UPREP showed significant growth towards reaching the benchmark of exceeding the predicted outcome by an Effect Size of 0.3 compared to the previous year (2010 – 2011) testing results. There was a significant decrease in performance when comparing the proficiency rate of 2012 – 2013 with the 2011 and 2012 test results. Once again, the change in the level of performance required to achieve proficiency (75% compared to ~ 65%) has made a significant, negative impact on proficiency rates statewide.

## Additional Evidence

A comparison of the test results of UPREP to similar schools statewide cannot be made at this time. SUNY has not been able to provide UPREP with a list of similar schools to use for comparison.

### 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

### Goal 2: Growth Measure<sup>12</sup>

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. The analysis includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (mean 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.

### 2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
7	56	50.0
8	57	50.0
All	56	50.0

<sup>12</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## Results

The aggregate unadjusted Mean Growth Percentile for UPREP is 56 and therefore higher than the state unadjusted Mean Growth Percentile of 50.

## Evaluation

UPREP's performance on the 2013-14 NYS middle school math exams resulted in a Mean Growth Percentile that exceeded the state's Growth Model. Both the 7<sup>th</sup> and 8<sup>th</sup> grade test results (mean unadjusted growth percentile) exceeded the statewide performance average.

UPREP met the Growth Measure Goal exceeding the state unadjusted median growth percentile by a 6-point margin.

## Additional Evidence

Compared to the 2012-13 school year, the middle school students have shown growth in meeting the comparative measure growth with regards to the state's Growth Model. The UPREP Mean Growth Percentile for the 2012-13 state math exams was 50 and therefore matched the statewide average and therefore did not exceed the statewide average (the requirement for achieving the comparative measure goal).

As a result of the state testing in 2014, UPREP did exceed the statewide average and therefore reached the comparative measure goal stated above.

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				
	2010-11 <sup>13</sup>	2011-12 <sup>14</sup>	2012-13	2013-14	Statewide Average
7			52	56	50.0
8			49	57	50.0
All			50	56	50.0

## Summary of the Mathematics Goal

The students enrolled in at least their second year at UPREP met the Comparative Goal by outperforming students in the local district on the 8<sup>th</sup> grade NYS CC math exam for the third consecutive year. The Growth Measure Goal was also met as our 8<sup>th</sup> grade students' performance on the 2014 state exam generated a higher mean growth percentile compared to the statewide mean growth percentile.

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<sup>13</sup> Grade level results not available.

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 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.	Achieved
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.)	Did Not Achieve
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.	Achieved

### Action Plan

Efforts to improve student achievement on the 2014-15 NYS Grade 7 and 8 Mathematics assessment include but are not limited to the following:

- Address Mathematics practice standards transforming math instruction in both regular education and RTI – major shift
- Improved systems have been put in place for data collection, analysis, to differentiate instruction and progress monitoring using AimsWeb.
- A math lead teacher/mentor has been added to the staff with the responsibilities of co-constructing, implementing, and monitoring an RtI (Response to Intervention) program in grades 7-8 (as well as grades 9-11).
- 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.
- Weekly meetings with our math staff will include close reading of and activities related to the use of the National Committee of Teachers of Mathematics' *Essential Understandings Series*. These resources provide the math team with fundamental principles of teaching mathematics for deeper understanding.
- Math teachers will co-teach lessons throughout the school year to practice the pedagogy discussed and experienced in weekly meetings and formal professional development.
- Commercial assessments that are constructed based on research around the CCSS will be used twice a year for our benchmark assessments and a source of student data to drive professional development, our Response to Intervention Program, and instruction in general.
- 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.

## 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. 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 2 benchmark assessments 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 8<sup>th</sup> grade in spring of 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

### **Results**

Of the fifty-three 8<sup>th</sup> grade students enrolled in at least their second year at UPREP, 68 percent of the students achieved proficiency on the NYS Grade 8 science exam. 66% of all students in the 2014 cohort passed the state science 8 exam.

**Charter School Performance on 2013-14 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 <sup>nd</sup> Year		All Students	
	Percent	Number Tested	Percent	Number Tested
8	67.9	53	66.2	74

**Evaluation**

The percent of students performing at proficiency on the NYS Grade 8 Science exam was 7% lower than the required proficiency rate of 75%. As a result, UPREP did not meet the absolute measure goal. UPREP continues to see a majority of the students perform at or above proficiency but just falling short of meeting the grade level goal (for those enrolled in at least their second year) each year.

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. It is a matter of bringing only a few more students along in becoming capable of internalizing and applying these skills habitually before we see our 8<sup>th</sup> graders reach the absolute measure goal stated above.

**Additional Evidence**

NYS Science 8 results for students enrolled in at least their second year at UPREP are similar to the test results we find in June (and August) of each year in our high school program. Our science program at the middle school level has been successful in developing a strong fundamental understanding of the big ideas found among the different disciplines of science.

The foundations of scientific principles and ideas established in middle school around how to learn science as well as the content, have served our students well in performing at or above proficiency on Regents science tests at the high school level. A majority of our students pass both the middle school and high school state science exams each year.

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	67.5	80	72	50	67.9	53
All	67.5	80	72	50	67.9	53

**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**

8<sup>th</sup> grade students enrolled in their second year at UPREP reached a 68% proficiency rate on the NYS Science 8 exam. The RCSD (Rochester City School District) scored a proficiency rate of 20%.

**2013-14 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	67.9	53	19.5	1786

**Evaluation**

UPREP exceeded the Comparative Measure Goal by achieving a 48% proficiency rate gap between the two districts on the 2013-14 state science exam.

**Additional Evidence**

Over the past three year of state testing, UPREP has out performed the local district by an average proficiency rate differential of 44%. Each year, the proficiency rate gap between UPREP and the local district has increased in favor of UPREP by an additional 4% even though the 2014 result for UPREP alone, was 4% less than the 2013 result.

**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	
	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
All	67.5	27.5	72.0	28.1	67.9	19.5

### **Summary of the Science Goal**

UPREP met the Comparative Measure Goal on the 2014 NYS Science 8 exam for the third consecutive year. With a committed instructional focus on emphasizing an understanding of the fundamental key ideas of science and the interdisciplinary critical thinking skills found in the Common Core State Standards, UPREP students continue to separate themselves from the local district by improving the proficiency rate gap between the two districts each year.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Achieved

### **Action Plan**

The results of the students' performance on the state ELA assessments, as well as the mathematics and science assessments, and an analysis of the data in conjunction with an overall assessment of teaching and learning at UPREP that includes the results of the 2010 -2011 state visit/report, led the leadership team to implement the following changes in staffing, structure of the learning environment, professional development, and student support systems:

- Continue with a reduced teacher-student ratio in the core subject areas and our RtI programs to 1:12 and 1:10 respectively in all grade levels through the implementation of a co-teaching model.
- Continue to develop and maintain a blended curriculum in the core subject areas to support students in making connections among different disciplines.
- Focus professional development on responding to student work, understanding and implementing the Common Core Standards and the Mathematics Practice Standards to identify the knowledge and skills relevant to all disciplines to improve our co-teaching model.
- Utilize our Lead Teachers (new position for the 2014-15 school year) to mentor new teachers, lead professional development, model instruction, and carry out lesson-studies with both their peers and our instructional leaders.
- Allow opportunities for students to participate in more field studies and expeditions to develop independent learning skills (process skills) and a deeper understanding of the content.
- Continue offering Saturday School 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 remains in good standing for the 2013-14 school year.

### 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

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

### High School Cohorts

#### Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 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:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>

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

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2014-15	2011-12	2011	N/A	N/A	N/A

#### Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9<sup>th</sup> 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. 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.<sup>14</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

### Results

As of August 2014, 96% of the 2011 cohort (Graduation Cohort of 2015) has passed the NYS ELA Comprehensive exam. At the same point in time, 85% of the 2012 cohort (Graduation Cohort of 2016) has passed the same state exam.

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	96
2012	82	85

### Evaluation

UPREP has exceeded the absolute measure goal for both the 2011 and 2012 cohorts prior to their fourth year in cohort. Our students take the state ELA exam in the second year of their cohort, one year prior to the state norm. 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.

<sup>14</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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

The results of regents testing at UPREP continue to stress the fact that the results of the state middle school assessments are not a direct indication of how students will perform on high school Regents exams. Once again, the 2014 state test results indicate that the longer students are enrolled at UPREP, the better their performance on state assessments.

**Additional Evidence**

In June of 2012, 65% of the 2011 cohort passed the NYS ELA Comprehensive exam. The 2011 cohort exceeded the absolute measure goal by 21% by the end of the 3<sup>rd</sup> year in the cohort or August of 2013. The 2012 cohort have exceeded the absolute measure goal by 10% as of August 2014, as well. Each year, UPREP high school accountability cohorts have exceeded the absolute measure goal for ELA prior to their respective fourth year in the cohort.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	51	64.7	52	96	52	96
2012					82	85
2013					N/A	N/A

**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 8<sup>th</sup> 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**

Of the current 11<sup>th</sup> graders (2011 cohort), 35 students did not score proficient on the NYS Grade 8 ELA exam. As of August 2014, 86% of these students have passed the NYS ELA Comprehensive exam, leaving only 4 students of the 2011 cohort to score proficient by the completion of their fourth year.

**English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>16</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	35	86

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

## Evaluation

UPREP exceeded the absolute measure goal by 11% upon completion of our students' third year in the 2011 cohort. The high school core classes and RtI classes have supported our students' success in passing the NYS state Regents exam in ELA by the end of their third year in a cohort as a result of creating an instructional program that is aware of the CCSS, PARCC Framework, intervention strategies specific to improving literacy skills, and an instructional framework that emphasizes rehearsal of critical thinking, reading, writing, listening, and speaking skills.

The success rate of students on the high school state exam compared to the success rate on the middle school ELA assessments shows no correlation or predictability between the two. Historically speaking, however, we can predict that a majority of UPREP students that fail the grade 8 ELA exam will pass the ELA Comprehensive exam before their fourth year in the cohort.

## Additional Evidence

Considering that our 2012 cohort has also exceeded the absolute measure goal prior to their fourth year in the cohort and that a majority of students in the cohort that failed the 8<sup>th</sup> grade assessment have passed the high school assessment, UPREP continues each year to demonstrate both an effective horizontal and vertical English Language Arts instructional program that improves our students' literacy skills over time.

### 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](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 2013-14 English language arts AMO of **166**.

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

The accountability performance level for the 2011 cohort's results on the NYS Comprehensive ELA exam is 122.

### English Language Arts Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
51	10	54	30	4

$$\begin{array}{rcccccccc} \text{PI} & = & 54 & + & 30 & + & 4 & = & 88 \\ & & & & 30 & + & 30 & = & \underline{34} \\ & & & & & & \text{APL} & = & 122 \end{array}$$

## Evaluation

UPREP did not meet the absolute measure goal, falling short of the Annual Measurable Objective of 166 by 44 points. Most students scored a level 2 on the exam and too few of the cohort scored proficient at levels 3 and 4.

A school wide literacy program was developed over the summer of 2014 to address the literacy issues facing students at UPREP. Professional development that includes deconstructing current and past Regents exams, the Common Core State Standards and state prepared modules will be used to inform instruction, designing student benchmark assessments, student feedback and our literacy lab curriculum.

### 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 exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>17</sup>

## Results

As of August 2014, the 2011 Accountability Cohort obtained a 96% passing rate on the NYS English Language Arts exam compared to a 65% proficiency rate for the local district according to the current available data. 85% of the 2012 cohort has passed the state ELA exam as of August 2014 compared to a 64% passing rate for the local school district.

<sup>17</sup> 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.

**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 <sup>18</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	96	52	64.5	2,516
2012	85	82	63.9	2,478

**Evaluation**

UPREP met the comparative measure goal by exceeding the passing rate of the local district for both the 2011 and 2012 cohorts. The students in UPREP’s 2011 cohort have surpassed the passing rate of the local district by 31% while the 2012 cohort has outperformed the local district by a 21% margin.

**Additional Evidence**

While the students of UPREP have a higher passing rate than the local district on the NYS Grade 8 ELA exam each year, the achievement gap between the two institutions has not been as significant as the difference in passing rates on the ELA Regents exam at the high school level. The test results continue to show that the longer students are enrolled at UPREP, the achievement gap on the NYS Regents exams widens between the two districts.

**Summary of the High School English Language Arts Goal**<sup>19</sup>

UPREP achieved both absolute measure goals by obtaining a 96% passing rate on the state ELA exam to include more than 75% of those students that failed the 8<sup>th</sup> grade ELA assessment.

The comparative measure goal was also met by August of 2013, a year prior to the fourth year of enrollment in the cohort as our juniors obtained greater than a 90% passing rate (when 2013 results are combined with 2012 for this cohort) compared to the 47% proficiency rate scored by the local district. When considering only the students in the 2011 cohort that participated in the 2013 assessment (many took the exam in 2012), UPREP still achieved the goal with 57% of the students scoring proficiency.

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<sup>18</sup> District results for the 2009 cohort are not yet available.

<sup>19</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Type	Measure (Accountability Plan 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
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
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.	Not Applicable
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. (Using 2012-13 school district results.)	Achieved

**Action Plan**

- UPREP will continue to include intervention programs such as Rtl, ELA & Math labs, and 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.
- We will continue to develop our intervention programs and plan for more effective means of implementing differentiated instruction.
- 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.
- Squad (our student advisory program) will include opportunities to read and read more often as a community. Students meet in small groups for 30 minutes each morning to establish a strong culture for collaborative learning, sense of community, and developing individual academic and behavioral skills and understandings.
- Add a literacy mentor/lead teacher to improve the contact time between new teachers 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.
- Continue to deconstruct CCSS modules and specific standards to guide professional development, mentoring, lesson planning, and student feedback.
- Continue offering Saturday School 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.<sup>20</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### Results

All three of the high school accountability cohorts as of August 2014, scored well on the Integrated Algebra exam over the past three years. The 2011 cohort has obtained a 98% proficiency rate at the completion of their 3<sup>rd</sup> year in the cohort. At the completion of their second year in the 2012 cohort, our sophomores have scored an 85% passing rate while our 2013 cohort reached a 74% proficiency rate. Each cohort reaches proficiency by scoring a 65 or higher on a state mathematics exam.

#### Mathematics Regents (Int. Algebra) Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>21</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	48	98
2012	82	85
2013	84	74

### Evaluation

The 2011 accountability cohort exceeded the absolute measure goal of reaching a 75% passing rate by the end of their fourth year. By August 2014, UPREP exceeded the goal by a margin of 23%. The 2012 cohort also exceeded the absolute measure goal upon completion of their second year in the cohort. The goal was exceeded by a 10% margin.

<sup>20</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>21</sup> Based on the highest score for each student on the Mathematics Regents exam

## Additional Evidence

With the 2013 cohort, in only their first year in high school, missing the target goal by 1%, UPREP has demonstrated the ability to establish and maintain a strong mathematics program that consistently meets the absolute goal by the end of the first or second year in a high school cohort. Once again, the test results for high school Regents mathematics suggests there is no correlation between the test results on state 8<sup>th</sup> grade math exams with high school regents math exams, especially regarding the results on the Integrated Algebra exam.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	61	57	51	92	48	98
2012			102	78.2	100	85
2013					92	74

### 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 8<sup>th</sup> 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

34 students of the current 2011 cohort failed the NYS Math 8<sup>th</sup> exam. 88% of the 34 students passed at least one high school regents math exam before their fourth year in the cohort.

**Mathematics Regents Passing Rate with a Score of 65 among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>22</sup>**

Cohort Designation	Number in Cohort that Failed/Cohort	Percent Passing with a score of 65
2011	34/52	88

**Evaluation**

UPREP students enrolled in the 2011 cohort surpassed the absolute measure by 13% before completing their third year in the cohort. Our students are supported with a math lab course in addition to the Regents course as well as Saturday School for both middle and high school students between the months of January and June. We also offer credit recovery classes and pull out programs for students needing more personalized intervention.

**Additional Evidence**

By the end of June or August in each of the past 3 years, each accountability cohort has met the absolute measure goal of a 75% passing rate on the Integrated Algebra exam. Each year most of the students that failed the 8<sup>th</sup> grade assessment in the previous year pass the Integrated Algebra exam in their 1<sup>st</sup> year of their high school accountability cohort.

Although the goal is to see 75% of an accountability cohort pass a Regents exam by the fourth year of the cohort, UPREP consistently reaches this goal in the first year of the cohort.

**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:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of **148**.

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<sup>22</sup> Based on the highest score for each student on the Mathematics Regents exam

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 2011 cohort was determined from the student performance on the Integrated Algebra exam only. Although 96% of the cohort has passed the exam, fewer students scored at level 3 than level 2 and no student scored at level 4.

### Mathematics Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	10.2	73.5	12.2	0

$$\begin{array}{rclclclcl}
 \text{PI} & = & 73.5 & + & 12.2 & + & 0 & = & 85.7 \\
 & & & & 12.2 & + & 0 & = & \underline{12.2} \\
 & & & & & & \text{APL} & = & 97.9
 \end{array}$$

## Evaluation

UPREP did not meet the absolute measure goal. Our APL score of 98 falls short of the AMO by 50 pts.

## Additional Evidence

With a high poverty level (100% free and reduced lunch) and a high special education population (+25%), we are pleased with the fact that 96% of the 2011 cohort, 85% of the 2012 cohort, and 74% of the 2013 cohort have at this time passed at least one regents math exam. However, the work has been and continues to be challenging to move a majority of each cohort to score higher than 80% on a given Regents math exam.

### 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.<sup>23</sup>

<sup>23</sup> 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

Currently, at the completion of their 3<sup>rd</sup> year in the 2011 cohort, UPREP students have reached a 98% proficiency rate on the Integrated Algebra exam. The data table below however, compares the test results of only those students in the 2011 and 2012 cohorts that took the Integrated Algebra exam at the same time (June exams only in the same year) the local district tested their students in similar cohorts.

### 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 <sup>24</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	57.6	42	33	1,451
2012	74.8	89	42	3,700
2013	92	74	41.6	2,293

## Evaluation

UPREP met the comparative measure goal for each of the 2011, 2012, and 2013 cohorts. The 2011 cohort surpassed the success rate of the local district by a margin of 24.6%. The 2012 cohort surpassed the success rate of the local district by a margin of 32.8%; and 2013 cohort exceeded the local district by a margin of 50.6%.

## Additional Evidence

Each year of the three years of UPREP's charter where Regents math exams have been given, UPREP students outperformed the local district students on both the Integrated Algebra and Geometry Regents exams.

## Summary of the High School Mathematics Goal<sup>25</sup>

UPREP met both absolute measure goals and the comparative measure goal. More than 75% of the students in the 2011 and 2012 cohorts have passed at least one Regents math exam. At least 75% of the students in the 2011 cohort that failed the state 8<sup>th</sup> grade math exam have passed a regents math exam prior to their fourth year in the cohort. Each year, the UPREP Accountability Cohorts have outperformed students in similar cohorts in the Rochester City School District on the Integrated and Geometry Regents exams.

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<sup>24</sup> District results for the 2009 cohort are not yet available.

<sup>25</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Type	Measure (Accountability Plan 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.	Achieved
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 exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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.)	Achieved

**Action Plan**

- At this time, our current intervention program and our instructional practices are being developed through professional development, direct observation, and reflection (by leadership and teachers) to improve our June results on NYS Regents exams.
- We will be adding a math Lead Teacher / Mentor for the 2014 – 15 school year. The new position will require the Lead Teacher to establish, develop, monitor, and modify our math labs and Rtl program throughout the school year. He will also model lessons, facilitate lesson-studies in his classroom, and work directly with the Director of Academics to continue deconstructing the CCSS and PARCC Framework and the state resources (modules) to improve instruction.
- The UPREP leadership team, which includes the Lead Teachers, will meet weekly to discuss student and teacher work and adjust the program accordingly.
- Professional development will reflect the implications of the work/data resulting from the Rtl program.
- 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.

## SCIENCE

### Goal 3: Absolute Measure

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

### Method

New York State administers multiple high school science assessments. Current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school 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.

The table below only reports the results of student success rates for the Living Environment exam considering UPREP uses the Living Environment to ensure all students pass at least one regents science exam. Students that do not pass the exam on their first attempt are placed in a credit recovery class and Saturday School between the months of January and June should they fail the exam in summer school or in January of the following school year. The remaining science Regents exams serve to provide students the opportunity to strive for a Regents Diploma with Distinction and therefore go beyond the standard set in the absolute measure goal listed above.

### Results

96% of the 2011 cohort and 94% of the 2012 cohort scored proficiency on the Living Environment exam by August of 2014, the 3<sup>rd</sup> and 2<sup>nd</sup> year in the high school accountability cohort respectively. At this time, only 67% of the 2013 cohort (freshmen) scored proficient on the Living Environment exam.

#### Current Science (Living Environment) Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>26</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	96
2012	82	94
2013	84	67

### Evaluation

Both the 2011 and 2012 high school accountability cohorts at UPREP exceeded the absolute measure goal by a margin of 21% and 19% respectively. Most of the students in each of the cohorts have spent a minimum of two years at UPREP receiving a strong middle school science program and

<sup>26</sup> Based on the highest score for each student on a science Regents exam

as a result, met or nearly met the absolute measure goal of a 75% passing rate in the first year of each of our high school accountability cohorts. Over the past few years, the test result data for the Living Environment, suggests 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 reach or exceed the absolute measure goal of a 75% success rate on a Regents science exam long before completing their fourth year in a cohort.

**Additional Evidence**

Each year, for the first two years UPREP administered the Living Environment exam, students met the Absolute Measure Goal in year one of each high school cohort. The 2013 cohort fell short of the goal by 8%. Students that failed the exam will receive support in their credit recovery class and retake the exam in January. Historically, this process has led UPREP to realize a proficiency rate that exceeds the absolute measure goal long before the fourth year of the cohort.

**Science Regents Passing Rate on the Living Environment Exam with a score of 65 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	61	85	51	100	52	96
2012			89	92	82	94
2013					84	67

**Goal 3: Comparative Measure**

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

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results. **The district results made available to UPREP however, may not be disaggregated to represent specific cohorts.**

**Results**

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	77	51	51	1,408
2012	77	102	43	2,593
2013	67	84	53.6	2,293

## **Evaluation**

The Total Cohort results for the 2011, 2012, and 2013 cohorts at UPREP exceeded the proficiency rates for the local district by 25%, 42%, and 13.4% respectively. Each year the Living Environment has been offered at UPREP, our students have met the comparative measure goal by out-performing students in the local district on the Living Environment exam.

Our co-teaching model and a strong focus on standards-based, student-centered learning with the support of our Saturday School, and a 3-4 week of focused review at St. John Fisher College (grade 9) and the University Rochester (grade 10) help prepare students for Regents exams in science, math, ELA, and social studies.

## 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

84% of our 2011 cohort and 97% of our 2012 cohort scored proficient on the US History Regents exam. Only our accelerated students in the 2013 cohort took the exam.

#### Current U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>27</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	48	84
2012	82	97
2013	84	50

### Evaluation

The 2011 cohort exceeded the absolute measure goal for the US History Regents exam by a 9% margin in the third year of the cohort. Our 2012 cohort surpassed the goal with a 22% margin.

The core subjects at UPREP are co-taught allowing the ELA teacher and social studies teachers to improve our 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 understanding content in order to discuss and write about recurring themes using evidence from informational

<sup>27</sup> Based on the highest score for each student on a science Regents exam

text. We strongly believe these support systems have led most students to pass the US History Regents Exam.

**Additional Evidence**

The accelerated group in our 2012 cohort took the US History exam in their second year of the cohort. The total cohort as of August 2014 has reached a 50% passing rate. The remainder of this cohort takes the US History exam in June of 2015.

Considering each cohort listed above, our students met or exceeded the absolute measure goal prior to the fourth year of the cohort for each cohort.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011			50	77	48	84
2012					82	97
2013					84	50*

\* Only the accelerated students in the 2012 cohort took the US History Regents exam in 2013.

**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**

As of August 2014, 84% of the 2011 total high school cohort passed the US History exam compared to the 54% of the cohort for the local district.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	84	48	54	2478
2012	97	82	34.8	2269
2013	50	84	37.6	2293

## **Evaluation**

Each year a total cohort has challenged the US History exam (2013 and 2014), UPREP has met the comparative measure goal of exceeding the performance of the local district. The 2011 cohort surpassed the local district by 30% and the 2012 cohort outperformed the local district cohort by 62%. Although only a fraction of the 2013 cohort participated in the assessment, resulting in a total cohort proficiency rate of 50%, UPREP students in 2013 surpassed the district proficiency rate for a similar cohort by 12%.

### **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**

As of August 2014, the 2011 accountability cohort has achieved a 92% proficiency rate on the NYS Global History exam. At the same time, the 2012 cohort has reached an 82% success rate on the same exam. Our 2013 accountability cohort realized only a 57% passing rate in their first year in the cohort.

### **Current Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>28</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	48	92
2012	82	82
2013	84	57

## **Evaluation**

Both the 2011 and the 2012 accountability cohorts have met and 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, that following the 2011-12 school year, UPREP students take the Global II Regents exam in one year of study upon completion of the first year of the cohort. Other than the 2013 cohort in which nearly half of the students were new to UPREP, our students have been very successful in attempting the NYS Global II exam in a single academic year of study in their first year of high school.

<sup>28</sup> Based on the highest score for each student on a science Regents exam

## Additional Evidence

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	61	71	53	91	48	92
2012			89	73	82	82
2013					84	57

#### 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

As of August 2014, upon completion of the third year in the cohort, the students in the 2011 cohort of UPREP have reached a 92% success rate on the NYS Regents Global exam compared to a most recently reported passing rate of 54% of the similar cohort representative of the local school district. At the end of August 2014 as well, the UPREP students in the 2012 cohort achieved an 82% success rate on the Global II exam compared to the 39% passing rate for a similar cohort in the local school district. The 2013 cohort realized only a 57% passing rate on the NYS Global II exam compared to a 28% passing rate for the corresponding cohort in 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
2011	92	48	54	2478
2012	82	82	39	2269
2013	57	84	28	2293

#### Evaluation

All three high school total accountability cohorts of UPREP exceeded the comparative measure goal as the 2011, 2012, and 2013 total accountability cohorts surpassed the proficiency rates of the local school district margins of 38%, 43%, and 29% respectively.

### **Additional Evidence**

Although UPREP does not have a fourth year high school cohort as of the 2013-14 school year, students enrolled in their 3<sup>rd</sup>, 2<sup>nd</sup>, and 1<sup>st</sup> year cohorts have outperformed the local school district on the NYS Global II exam each year.

## **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:**

Grade 7 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 2013-2014**

**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 2013-2014**

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

**Additional Credit Bearing Courses**

**Grade 9/10/11:** Squad, RTI/Math and Lit Labs,

**Results**

100% of the 2011 cohort earned enough credits to be promoted to the next grade level.

100% of the 2012 cohort earned enough credits to be promoted to the next grade level.

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

**Percent of Students Promoted by Cohort in 2013-14**

Cohort Designation	Number in Cohort	Percent promoted
2011	48	100
2012	100	100
2013	92	100

**Evaluation**

The 2011, 2012, and 2013 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. An ESOL teacher was hired in summer of 2014 to support the ELL population.

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 moved on to the next grade level and 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.

### **Goal 6: Absolute Measure**

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

### **Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

### **Results**

100% of the 2011 accountability cohort passed three regents exams by the end of August 2014.  
90.54% of the 2012 accountability cohort passed three regents exams by the end of August 2014.  
49.01% of the 2013 accountability cohort passed three regents exams by the end of August 2014.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	49	100
2012	74	90.54
2013	51	49.01

### **Evaluation**

The 2011 cohort students exceeded the Absolute Measure for Goal 6 by 25%. The 2012 cohort students exceeded the Absolute Measure for Goal 6 by 15.54%. The 2013 cohort students did not meet the absolute Measure Goal for Goal 6, missing the target success rate by 25.99%.

## **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 considering most, if not all, UPREP students will 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 met both absolute measure goals for both the 2011 and 2012 cohorts. 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 University of Rochester 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 2011 and 2012 cohorts on time with either a Regents or Regents with Distinction diploma.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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 Applicable

## **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 the University of Rochester. 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 increase over time.

We will continue to teach to the Big Ideas and recurring themes of the core curricula with an emphasis on improving autonomous transfer of essential skills and knowledge emphasized in the Common Core State Standards and PARCC Framework across all content areas.

Professional development around emphasizing and designing instruction that develops specific process skills, differentiated instruction, and effective intervention in mathematics and literacy needs to occur before the school year begins and be part of focus walks 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 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

### Method

This measure tracks student performance, one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection.

### Results

UPREP students in the 2011 cohort scored a 366 on the Critical Reading portion of the PSAT exam and a 380 on the Mathematics component. Our 2012 cohort scored a 366 on the Critical Reading portion of the exam and a 380 on the mathematics component.

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

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	* New York State	School	* New York State
2011-12	None	None				
2012-13	48	45	361	431	380	436
2013-14	92	90	366	450	380	479

\* PSAT scores for New York State represent the performance results for students in their junior year.

## Evaluation

Students in the 2011 cohort, during their sophomore year at UPREP, did not achieve the Comparative Measure Goal of exceeding the state average on the PSAT test in Critical Reading and Mathematics. The 2012 cohort failed to meet the Comparative Measure Goal in both Critical Reading and Mathematics also. With regards to the 2011 cohort performance on the Critical Reading component of the exam, the students failed to meet the goal by a margin of 119 points and fell short of the goal for the mathematics component by 99 points.

### **Goal 7: School Created College Preparation Measure**

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.

## Method

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

## Results

Students in their sophomore year at UPREP did not achieve the Comparative Goal of exceeding the state average on the PSAT test in Critical Reading and Mathematics.

## Evaluation

The below average results of the 2011 cohort's performance on the 2012-13 PSAT and 2013-14 SAT strongly suggests the need to incorporate SAT Preparation classes or tutorials in the first year of each cohort.

### **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 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve in 2013-14
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Applicable
College Preparation	Each year, 75% of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

College Attainment	Each year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Not Applicable
	Each year, 75% of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

**Action Plan**

- Develop and 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.
- Include an SAT prep course for sophomores, juniors, and seniors.

