



# **University Preparatory Charter School For Young Men**

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

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By University Preparatory Charter School  
For Young Men

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Joseph Munno (President), (Data Coordinator), and Connie Lucchese (Principal of Instruction), prepared this 2016-17 Accountability Progress Report on behalf of the school's Board of Trustees:

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

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

## INTRODUCTION

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

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

UPrep's program is reflected in the eleven Key Design Elements, which characterize the school's model and serve as the cornerstones of its quality instructional program. These components distinguish the school's model, and embody the spirit of the charter movement in providing Rochester families with an innovative and viable educational option that improves student achievement for our young men. These core tenets have been carefully established to provide an educational program relevant to the New York State Common Core Learning Standards (CCLS) and the diverse student population it serves.

### **Key Design Elements**

1. All-male student environment
2. Curricular content, instructional resources, and pedagogical strategies designed specifically to engage and address the learning styles and needs of male learners
3. College and career preparatory focus
4. Daily Advisory through grade level managers, counselors, social workers and academic support staff
5. Interdisciplinary co-teaching model for all core content areas
6. Inquiry- and self-discovery based instruction to promote higher-order and critical thinking skills
7. Student-centered, data-driven, individualized instruction grounded in Constructivist Theories and principles of inquiry-based learning
8. Safe, disciplined, and nurturing school culture focused on high expectations, personal responsibility for learning, and respect for all
9. Continuous fostering of reflection, positive relationships, and productive work habits
10. Summer programs for incoming student orientation, academic remediation, and high school credit recovery

11. Ongoing professional development for teachers beginning with pre-service training, and continuing throughout the year with weekly meetings and daily coaching.

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

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

To support the individual needs of students in core classes, class size has been reduced in grades 7-10 with a co-teaching model in grades 11 and 12 and in math and science classes where students have struggled most. Students benefit from an additional teacher when the special education teacher supports during all inclusion classes. The additional support allows instruction to continue without interruption should there be individual academic or behavior issues that require immediate attention during instructional time. Where there is co-teaching, teachers create lessons together so that content can be integrated in an interdisciplinary approach. Special education teachers are partners in co-planning so that they can plan intervention strategies and provide accommodations. Where co-teaching exists, teachers are expected to be equal partners in the delivery of instruction in whole group, small group and individual settings. To increase the effectiveness of this model, professional development is provided at the start of each school year to develop solid teaching teams. During the school year, supervisors provide additional support to teaching teams when classroom observations reveal issues that may prohibit students from receiving the best possible support under this model.

Each teacher is required to submit weekly lesson plans prior to the start of each week. Supervisors review the lessons and provide feedback which may include suggestions for improvement, revision, or corrections. Supervisors' ongoing informal classroom observations are instrumental in

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

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

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

Technology is an integral part of instruction. Each classroom is equipped with technological resources to support learning that is research-based, relevant and interesting. Resources include Smartboards and internet access in each classroom. In addition, the school is equipped with 5 classroom laptop carts with student access to technology for online research and for the creation of learning products. Students also engage in computer tech classes and become experienced in Microsoft Office, Computer Applications, and Web Design.

UPrep staff members are committed to the success of all students and believe in a “whatever it takes” approach, regardless of position or school responsibility. Teachers are available after school on Mondays, Tuesdays, and Thursdays to provide additional instruction or tutoring time. In

addition, they are always willing to work beyond their regular schedules to minimize or eliminate barriers to the success of their students. Administration supports all efforts of teachers as they work to advance student achievement and provides assistance when called upon to implement action items.

Each grade level is assigned a Grade Level Student Manager who supports learning by working closely with each student and his family as intensively as required to address issues that may be having a negative impact on academic success. To maximize students' learning time, teachers are supported by Grade Level Managers whose primary responsibility is to build strong, mutually respectful relationships with students and families and support teachers to do the same. At UPrep the managers support student character development and cultivate success in students, specifically focusing on the areas of whole child outside of academics. These men serve as positive role models, sports coaches and personal home-school contacts as they work with each of their students to promote academic, social, emotional development.

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

- Modified, Junior Varsity, and Varsity Football, Basketball, Baseball, Lacrosse, Baseball, Soccer, Track and Field
- Arts/Performing Art programs
- Music/Band
- Chess Club
- Masterminds
- Math Club
- Public Speaking and Poetry Slam Events
- After-school tutoring sessions
- College Campus Visits
- College Club facilitated by St. John Fisher College
- Field studies linked to instructional learning targets

UPrep is committed to transforming the educational experiences and outcomes that have been the norm for male minority students in the City of Rochester. This has been achieved in the passing rates of UPREP high school students on Regents exams and on the graduation rate UPrep has achieved in its first three years of graduating classes (94%, 94% and 98%). In order to achieve these results, tremendous effort and resources have been required at the middle school level where the majority of students enter UPrep in the 7<sup>th</sup> grade with serious academic deficiencies and behavior issues. Knowing the urgency of this work, UPrep engages its new students in an August Summer Institute prior to each school year to get an early start on identifying students' needs and acclimating them to the culture of UPrep. The institute includes character-development, team building exercises, rules, policies and expectation workshop and literacy/math assessments which provided early diagnosis of reading and math skills and needs. These first two years have posed serious challenges for UPrep in terms of student academic performance. However, in the past two

years, data has shown that growth begins to occur after the completion of the first year in middle school. Middle school not only allows for the development of reading, writing and math skills but provides the school with the time needed to create the culture, climate, relationships and academic attention that has proven to be transformational for our students as they begin and move through the next 4 years of their education at UPrep.

### **Professional Development**

Professional Development is driven by teacher and student needs and focused on supporting students in meeting content area learning standards. All professional development sessions are aligned to the criteria for high effective teacher practice as articulated in each of the four domains of the Danielson Teacher Evaluation Rubric. Professional development has also been designed to offer ongoing grade-level meetings as well as individual coaching sessions that address students' specific needs and issues in order to determine and implement individualized action steps to improve student performance.

A minimum of 8 hours is devoted to professional development each month. Staff professional development, which begins in August, continues throughout the school year during teachers' PD Wednesdays, and provides training and support in the development and delivery of effective lessons that engage students and yield results. The focus of ongoing professional development sessions is based on observation in accordance with identified needs. Each Wednesday is devoted to a specific focus. One Wednesday per month is scheduled for content area teams with an instructional focus. A second Wednesday focuses on grade-level teams which work together to determine needs for specific students or groups of students. A third Wednesday is facilitated by Grade-Level Student Managers who share operational information and discuss matters related to school safety, culture, climate, and learning environment. The final Wednesday is determined by staff and student needs and may include additional time in content area teams, addressing upcoming assessments and review of assessment results/data, or working with smaller groups of teachers who will benefit from coaching with instructional leaders.

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

- UPrep mission, vision, and instructional philosophies
- Instructional Framework for Lesson Planning
- Analysis of Content Learning Standards/Common Core Standards
- Review and analysis of NYS Assessments for their core areas
- Curriculum Mapping, Unit Planning and lesson planning
- Learning Environment

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

This past school year, 7<sup>th</sup> and 8<sup>th</sup> grade math and ELA teachers formed data teams beginning in the second semester which met weekly to analyze student performance data which included NWEA reading and math reports and student writing products. Instructional decisions were made and strategies were put in place based on findings. The data team experience has set the stage for a new initiative involving vertical data teams which will continue in 2017-18 and which will be guided by the professional learning community model described in **Raising the Bar and Closing the Achievement Gap** (DuFour, 2004).

In 2016-17, 387 students were enrolled at UPrep. The chart below provides enrollment numbers for each of the years UPrep has been in existence.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13								69	73	98	58			298
2013-14								68	75	106	92	52		393
2014-15								75	73	74	85	82	52	441
2015-16								71	77	71	65	78	70	432
2016-17								66	69	63	64	52	73	387



## School Cohorts

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2014-15	2011-12	2011	NA	NA	50
2015-16	2012-13	2012	79	8	71
2016-17	2013-14	2013	82	9	73

### TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011	52	0	52
2015-16	2012-13	2012	70	1	71
2016-17	2013-14	2013	73	0	73

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010	NA	NA	NA
2015-16	2011-12	2011	50	1	51
2016-17	2012-13	2012	66	1	67

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

##### **Background**

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

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

Past student performance outcomes on the New York State English Language Arts Common Core Assessments for grades 7 and 8 have demanded the highest degree of commitment for improving literacy proficiency rates, especially with the challenge of testing that occurs within a few months to one year of entry into UPrep. With this in mind, UPrep continues to seek methods for accelerating middle school performance. With an intense focus on implementing strategies to increase the achievement rate of middle school students, UPrep administrators and teachers worked as a team to review and monitor existing practices and to determine informed means for improvement. The collaboration resulted in several actions which were implemented during the 2016-17 school year. As a result, improvements in proficiency levels were evident on the 2016-2017 NYS English Language Arts Assessment for 7 and 8. However, in order to ensure a greater rate of growth in 2017-18, UPrep has assessed current practices to determine next steps. These are discussed later in this section as Middle School Action Items.

# MATHEMATICS

## 2016-17 Implementation Plan

The following actions were described in the 2015-2016 SUNY Accountability Report and will continue to be implemented in 2017-2018:

- Reduced Class Size
- After school tutoring 3 days per week
- Strategic Assignment of Staff in Key Areas
- Intensive Support through Ongoing Feedback and Coaching for All Teachers
- Diagnostic Reading Assessments
- Benchmark/Interim Assessments
- Data Analysis and Use to Inform Instruction
- Portfolio Assessment
- Literacy-based Professional Development
- Extended Learning Opportunities for Students on Saturdays

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 (“ELA”) assessment to students in 7 through 8 grades in March 2017. 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 past 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 (defined as enrolled by BEDS day of the previous school year).

\*Note: The difference between the number of students tested versus the total students enrolled occurs when entering BEDS totals from October vs. total number of students at UPrep in March at time of testing.

2016-17 State English Language Arts Exam Number of Students Tested and Not Tested						
Grade	Total Tested	Not Tested				Total Enrolled
		IEP	ELL	Absent	Refused	
7	55*	0	0	4	1	66*
8	63*	0	0	2	3	69*
All	118*	0	0	0	4	135*

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## EVALUATION

UPrep did not meet the absolute measure for 2016-17. However, only one of the students who met proficiency was not a second year student.

The table below highlights the results of students in their second year at UPrep who achieved proficiency on the 2016-17 New York State English Language Arts Exam. For students in their second year, 16.6% (rounded to 17%) met proficiency. Since only one student was not a second year student, the percent proficient does not change by more than 1 percentage point.

Performance on 2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	11	55		
8	17	63	17	54
All	14	118	17	54

## EVALUATION

Students in their second year at UPrep did not meet the Absolute Measure of 75% measure with a passing rate of 17%. The school fell short by 58 percentage points. While the performance results remain unsatisfactory, there was notable growth for this group of students who entered as 7<sup>th</sup> graders reading below or far below grade level. As 7<sup>th</sup> graders, only 2% of these students attained proficiency on the NYS ELA exam in 2015-16. As 8<sup>th</sup> graders, 17% achieved proficiency. This represents a gain of 15 percentage points in less than one year. Growth was also evident when comparing 2<sup>nd</sup> year students in 2015-16 to second year students in 2016-17. There was a gain of 1.4 percentage points over this time period.

## ADDITIONAL EVIDENCE

UPrep is making progress. Over the last three years, although slight, results show that for all 8<sup>th</sup> graders in their second year, passing rates on the NYS ELA have increased incrementally each year for a total growth of 7 percentage points from 2013-14 to 2016-17. In addition, NWEA data has shown that within this time frame 59% of students are able to meet or exceed their expected growth target for reading within one year from grade 7 to grade 8.

## English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8	14	44	16	64	17	54
All	14	44	16	64	17	54

### 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 PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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.

### RESULTS

UPrep did not meet the AMO of 111 with an AMO of 65. However, as is evident in the high school results, the longer students are at UPrep, the greater their proficiency in English Language Arts as demonstrated on the Common Core English Language Arts Exam that students take in their 10<sup>th</sup> grade year.

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## English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
118		35	14	1

$$\begin{array}{r}
 \text{PI} = 35 + 14 + 1 = 50 \\
 \text{PI} = 35 + 14 + 1 = 50 \\
 \text{PLI} = 50 + 15 = 65
 \end{array}$$

## EVALUATION

UPrep fell short of meeting the AMO by 36 points. UPrep acknowledges the challenges and has adopted new strategies outlined in the Action Plan for 2017-18 beginning on page 11.

### 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 school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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>1</sup>

## RESULTS

When comparing all UPrep 8<sup>th</sup> graders, as well as 2<sup>nd</sup> year 8<sup>th</sup> graders, to 8<sup>th</sup> graders in the Rochester City School District, UPrep outperformed the district of residence by 8 percentage points. 17% of the 54 students at UPrep met proficiency levels while only 9% of the 1349 8<sup>th</sup> graders met proficiency levels in the Rochester City School District.

## 2016-17 State English Language Arts Exam Charter School and District Performance by Grade Level

<sup>1</sup> Schools can acquire these data when the New York State Education Department releases its 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](#).

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Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8	17	54	9	1,349
All	17	54	9	1,349

## EVALUATION

8<sup>th</sup> graders at UPrep continue to outperform the 8<sup>th</sup> graders in the Rochester city School District. Even though 8<sup>th</sup> graders are at UPrep for less than 2 years, results indicate that for the same testing year, there is a higher percentage point difference (11%-17%) from 7<sup>th</sup> to 8<sup>th</sup> grade than what is evident in the Rochester City Schools for 7<sup>th</sup> and 8<sup>th</sup> grade results (7%-9%).

The following supplemental chart shows the proficiency rates of 8<sup>th</sup> graders in schools in the same neighborhoods in which UPrep students live, that have comparable poverty rates and that have the same 7-12 grade school configuration. As indicated in the chart, UPrep's 8<sup>th</sup> graders outperformed each of the similar schools by a margin of 11 to 13 percentage points.

2016-17 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	UPrep Charter School		East Lower Academy		Integrated Arts and Technology HS		Technology RCSD Leadership Academy for Young Men	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	17	54	6	126	6	90	4	69

The following chart provides data regarding UPrep's performance in comparison to the local district in previous years. It is evident that UPrep 8<sup>th</sup> graders in their second year are able to consistently



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outperform students in the district of residence from year to year. In 2014, 14% of UPrep 8<sup>th</sup> graders.

### 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 Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6						
7						
8	14	4	16	6	17	9
All	14	5	16	7	17	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

#### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2016-17 analysis is available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

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## RESULTS

Results show that when compared to similar demographics for economically disadvantaged in New York State, UPrep’s Comparative Overall Performance was lower than expected with a total difference of -21 for all students tested and a -10.6 for 8<sup>th</sup> graders.

*2016-17 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		
7	55.6	65	2	34.8	-32.8	-2.09
8	92.2	74	14	24.6	-10.6	-0.67
All	<b>75.1</b>	<b>139</b>	<b>8.4</b>	<b>29.3</b>	<b>-21</b>	<b>-1.33</b>

**School’s Overall Comparative Performance:**

***Comparative Performance was lower than expected.***

## EVALUATION

UPrep did not meet the comparative performance measure. Once again, the gap between UPrep and how similar schools performed poses the question as to what is creating this gap and how we need to address it.

*English Language Arts Comparative Performance by School Year*

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	7-8	96	140	5	NA	NA
2014-15	7-8	73	138	6	NA	NA
2015-16	7-8	75.1	139	8.4	29.3	-1.33

**Goal 1: Growth Measure<sup>2</sup>**

<sup>2</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## MATHEMATICS

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

### METHOD

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

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>3</sup>

### RESULTS

UPrep exceeded the Statewide Median for Grades 7 and 8 for a combined score of 65 which exceeds the Statewide Median of 50. The 8<sup>th</sup> grade median score of 72 exceeded the Statewide Median by 22 percentage points. The 7<sup>th</sup> grade median score of 59 exceeded the Statewide Median by 9 points.

2016-17 English Language Arts Mean Growth Percentile by Grade Levels 7 and 8

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7	59	50.0
8	72	50.0
All	65	50.0

<sup>3</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

# MATHEMATICS

## EVALUATION

UPrep exceeded the Statewide Median for both Grades 7 and 8 with a combined score of 65 which exceeded the Statewide Median of 50 by 15 percentage points. The 8<sup>th</sup> grade exceeded the Statewide Median by 22 percentage points.

## ADDITIONAL EVIDENCE

The mean score of 72 for grade 8 in 2016-17 exceeds the previous year's mean score of 61 achieved in 2015-16. UPrep exceeded the Statewide Median for the past two years. Results also show an 11 point gain from 2015-16 to 2016-17 and a 22 point gain from 2013-14 to 2016-17.

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

Grade	Mean Growth Percentile				
	2013-14	2014-15	2015-16	2016-17	Statewide Median
4					50.0
5					50.0
6					50.0
7	37	53	26	59	50.0
8	49	65	61	72	50.0
All	43	59	43	65	50.0

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

UPrep achieved its accountability goal for its Comparative measure and for the Growth measure. UPrep has made gains each year in its ELA proficiency rates for 8<sup>th</sup> graders in their second year. UPrep has consistently outperformed the Rochester City School District to which it is compared. UPrep has yet to meet the Absolute Measure but is making gains each year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	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 school district of comparison.	Achieved

## MATHEMATICS

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 2016-17 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. (Using 2015-16 results.)	Achieved

### ACTION PLAN

UPrep continues to address the challenge of meeting the Absolute Measure for the New York State ELA Assessment for the middle school level. In addition to the steps taken in 2016-17, the following organizational and instructional adjustments have already been put into place for the 2017-18 school year.

#### Middle School Action Plan for 2017-18:

- 1. Reduce Class Size for Grades 7-9 in all Core Content areas, including Geometry.** Continuing from last year the average class size will be 15 students in ELA, social studies, math, and science. Going even further, all grade 10 Geometry classes sizes will go from 25 to 15 students per class.
- 2. Increase Math instructional time by an additional 620 minutes per month.** For the first time, grade 8 students will take Algebra I instead of Math 8. The result is an additional 62 minutes every other day, where, in addition to the daily 62 minutes of Algebra I, students will be scheduled for a Fundamentals of Math Lab.
- 3. Reassign Literacy Specialist to Exclusively Support Grades 7 and 8 ELA Classrooms.** The Literacy Specialist will be responsible for teaching up to three literacy intervention classes and provide delivery and follow-up coaching to teachers. They will also work with the ELA team and participate in professional learning communities (PLCs) as a model and coach for integrating literacy strategies and best practices into all classrooms. At UPrep the expectation is that the Literacy Specialist will:
- 4. Establish Math and ELA Vertical Teacher Teams for Grades 7-9 Within PLC structures.** Teachers in grades 7-9 will meet weekly for 60 minutes to review student performance data and identify effective instructional strategies. Within the structures of a PLC, UPrep teachers will clarify with teachers in the grade levels above what they consider the skills and knowledge students must have as they enter the grade level and identify assessments the two teams can create together to monitor student learning as they transition from one grade level or course to the next. They will then discuss what evidence the receiving team can gather about student learning that could be helpful to the sending team in this vertical teaming model.

5. **Recruit and Select a Middle School Academic Leader.** Responsible for providing grade 7 and 8 instructional leadership including setting team and individual academic vision and goals that align with organization vision, mission, values, and goals; overseeing development and alignment of college preparatory curriculum; supporting instructional improvement by observing, coaching, modeling for, and teaching staff; overseeing the administration of multiple forms of assessments, to measure and improve teaching and learning; supporting the team in using student and staff performance data to drive improved teaching and learning; and overseeing and implementing systems that reinforce positive character, behavior, and organizational values.
6. **Identify and Re-purpose Skill Based Interventionists in Literacy and Math.** Current Literacy Specialist and Director of Math will be assigned as Intervention Specialists. The Interventionists Specialists will be known at UPrep as highly skilled in English Language Arts, Math, or Literacy. They will work collaboratively with the classroom teachers to provide additional support for the student to gain the skills needed to be successful in the classroom. They will help identify and monitor a student who continues to have difficulty on additional course standards to ensure he gets assigned to a mandatory longer term academic lab/tutorial for more specific practice in the identified areas of deficiency. Interventionist will progress monitor the student weekly with regular communication between them and the classroom teacher occurring during the PLCs. The interventionists will supervise student progress through the administration and interpretation of assessments. Measuring the success of both the middle school and high school intervention program is based on improvement in GPA of the identified students, the rate of student failure, the number of academic and behavioral referrals, NWEA/MAP, and graduation rates.
7. **Recruit and Select School-Based Data Coordinator.** UPrep has a balanced system of formative, summative and benchmark assessments that are vertically and horizontally aligned, but the school realizes there is a need to engage in even more in-depth data analyses and operationalization of student assessment data. To that end, UPrep will commence a regional search for a school-based Data Coordinator who can analyze assessment data to identify promising practices, determine enrichment and remediation needs, and assess needs for system change. The Data Coordinator will be responsible for ensuring that assessment data is used to place students, monitor progress, and drive timely interventions as part of a system of tiered instruction. The Data Coordinator will also ensure UPrep students receive constructive feedback based on data analysis, as well as guidance on how to improve, and model how staff should use assessment data to target professional development activities.
8. **Adopt New Observation Tool.** An instructional inventory tool for monitoring site visits will be systemically incorporated into current observation and feedback systems and processes and guide school quality evaluations performed by internal and external reviewers including bi-annual Board reviews.
9. **Create a More Student-Centered Learning Environment.** At UPrep students are at the center of everything we do, and creating a student-centered learning environment shifts the focus

from the teacher to the student. It encourages active student participation and requires that they monitor their own thinking. Research suggests that student motivation will increase with student centered learning, as does student achievement and overall satisfaction with the school experience. Starting SY2016-17, teachers are expected to implement at least two student-centered techniques into their classrooms resources and lessons:

- a. **Allow for student choice and autonomy.** In surveys, students indicated that they wanted more choice in what they learned and how they learned it. UPrep teachers will be encouraged to experiment by providing projects, classroom, and homework assignment options, as well as allowing students to design their own seating arrangements.
  - b. **Use open-ended questioning techniques.** By scripting out higher order thinking questions, teachers will encourage students' critical and creative thinking and enhance problem solving skills. Open-ended questions that give students the opportunity to form predictions, develop arguments, and evaluate information are also ways to raise the level of rigor. Students can determine their areas of strength and improvement when they are provided opportunity to evaluate and reflect on their own thinking, progress, and approach.
  - c. **Encourage student collaboration and group projects.** The goal is to increase the amount of student voice and lessen the amount of teacher voice. Teachers will be encouraged to allow their students to inquire, explore or problem solve together in small groups or pairs to respond to carefully designed academic tasks in speaking, listening, reading and writing.
- 10. Refine and Refocus Summer Transition Program (STP).** Continue to orient students to UPrep's culture in the summer transition program while focusing significant attention to administering a baseline assessment. Student schedules will include scheduled intervention time for ELA and math.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### Goal 1: Absolute Measure

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

### METHOD

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

The following table represents the percent of students in the 2011, 2012 and 2013 cohorts who have passed the English Regents Common Core exam with a score of 75 or better. As indicated on the charts, the 2012 cohort percentage of students earning a score of 75 or better nearly doubles the percentage of students in cohort 2011 who earned a score of 75 or better on the same exam. Note that most students in the 2013 cohort took the Common Core version of the ELA Regents exam rather than the Comprehensive Regents exam, hence adjusting to the standards of a different exam.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort<sup>5</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	50	<b>30</b>
2012	71	62
2013	73	53

<sup>4</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>5</sup> Based on the highest score for each student on the English Regents exam



# MATHEMATICS

## EVALUATION

UPrep's 2012 and 2013 Cohorts did not meet the absolute measure of 65% on the accountability measure for college and career readiness with a score of 75 or better. However, UPrep is making significant gains. Cohort 2012 nearly doubling the previous cohort's percentage and cohort 2013 fell short of the absolute measure of 65% by only 12 percentage points.

## ADDITIONAL EVIDENCE

Moving forward, UPrep will provide additional opportunities for students in Cohorts 2014 and 2015 to meet the career and college readiness measure by providing additional instructional support leading to the retaking of the English Common Core Regents exam so that all students are better prepared for the rigor of college.

## RESULTS

The chart below shows the passing rate for students meeting the score of 75 or Level 4.

As each cohort becomes eligible to test on the ELA Common Core Regents exam, the passing rate continues to increase within the individual cohort.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	87	44	80	56	73	59
2014	68	Not eligible	63	27	51	31
2015			68	Not eligible	65	32
2016					63	Not eligible

### Goal 1: Absolute Measure

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

# MATHEMATICS

## METHOD

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

## RESULTS

The following table represents the percent of students in the 2011, 2012 and 2013 cohorts who have passed the English Regents Common Core exam with a score of 75 or better. As indicated on the charts, the 2012 cohort percentage of students earning a score of 75 or better more than triples the percentage of students in cohort 2011 who earned a score of 75 or better on the same exam. Note that most students in the 2013 cohort took the Common Core version of the ELA Regents exam rather than the Comprehensive Regents exam, hence adjusting to the standards of a different exam.

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	52	19
2012	71	63
2013	73	31

## EVALUATION

Thirty-seven students in grade 8 remained at UPrep to take the ELA Regents as Cohort 2011. Of these thirty-seven, five students achieved proficiency on the NYS ELA assessment as 8<sup>th</sup> graders. Thirty-two of the fifty students in Cohort 2011 had only achieved a level 1 or 2 on the Grade 8 New York State ELA assessment. The majority of these thirty-two students took the Comprehensive ELA exam. The 19% who achieved a score of 75% or greater took the ELA Comprehensive exam.

Of the fifty-six students who had a score for the NYS ELA Grade 8 assessment, 10 achieved proficiency. Forty-six of the seventy-one students in Cohort 2012 had achieved a level 1 or 2 on the Grade 8 New York State ELA assessment. The majority of these students took the Comprehensive ELA exam. 63% achieved a score of 75% or greater took the ELA Regents.

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

## MATHEMATICS

Of the forty-two students who had a score for the NYS ELA Grade 8 assessment, 10 achieved proficiency. Thirty-two of the seventy-three students in Cohort 2013 had achieved a level 1 or 2 on the Grade 8 New York State ELA assessment. 31% of these same students scored a 75% or greater on the ELA Regents exam.

There was a drop in the percent of students attaining a score of 75% from the performance of Cohort 2012 and Cohort 2013. Cohort 2013 was the first cohort who was administered the Common Core English Regents. As the first recipients of the new test format, teachers and students had not yet gained complete familiarity with the changes in test structures and content.

### Goal 1: Absolute Measure

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

### METHOD

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

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

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2016-17 English language arts AMO of **178**.

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

### RESULTS

Brief narrative highlighting results in the data tables that directly address the measure.

English Language Arts Accountability Performance Level (APL) For the 2013 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
73		34	38	22

# MATHEMATICS

$$\begin{array}{r}
 \text{PI} = 34 + 38 + 22 = 94 \\
 \phantom{\text{PI}} = 38 + 22 = 60 \\
 \phantom{\text{PI}} = \text{APL} = 154
 \end{array}$$

## EVALUATION

UPrep did not meet the APL for the Accountability Cohort of 178 by a margin of 24 points. Making the adjustment to the Common Core Regents exam has required new instructional approaches and exposure to different standards in reading and writing. UPrep is addressing the rigor of instruction at all grade levels to ensure students are able to meet the proficiency levels required on the common core exams. UPrep is also providing teachers with additional professional development and coaching in the areas related to common core standards.

### Goal 1: Comparative Measure

Each year, the Accountability Performance Level (“APL”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

## METHOD

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

## RESULTS

UPrep outperformed the Rochester City School District in terms of APL for Cohorts 2011 and 2012 for which district data was available. Cohort 2011 APL was 13 points higher than the district and Cohort 2012 exceeded the district APL by 59 points. The later results show a significant increase on APL comparative from previous years.

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

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	110	50	97	1731

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

## MATHEMATICS

2012	158	71	99	1,622
2013	155	73	NA	NA

### EVALUATION

UPrep's APL exceeded the district's APL for English Language Arts by 13 points for Cohort 2011 and by 59 points for Cohort 2012. UPrep continues to outperform the district of residence on the Common Core English Language Arts exam.

### ADDITIONAL EVIDENCE

Although UPrep is achieving its comparative measures, the school continues to address learning gaps of students through improved data collection and analysis, review of student work, and supervision of teachers. The action plan moving forward includes continued attention to classroom instruction, higher level questioning techniques, grading rubrics and learning environments, making adjustments to support students in achieving at college and career readiness levels. This will include attention to the guidelines presented in the NYS ELA instructional modules and adjusting what is considered "good enough" regarding student work products in alignment with ELA common core reading and writing standards and resources. The literacy specialist, an expert in the ELA common core will continue to coach ELA teachers, evaluate instruction and provide evidence-based professional development.

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

UPrep met its Comparative measure for students in the fourth year of their high school Accountability Cohort, exceeding the APL of comparable students from the school district of comparison for both the 2013 and 2012 Cohorts. UPrep has not met the Absolute measure for career and college readiness in ELA by having at least 65% of students scoring at least 75% on the Common Core ELA Regents exam. UPrep also did not meet 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. However, when considering the subgroup for Black/African American, UPrep met the APL. UPrep did not meet the Absolute measure for 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam but met the college and career ready standard.

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

## MATHEMATICS

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	<b>Did not achieve</b>
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	<b>Did not achieve</b>
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.	<b>Did not achieve</b>
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	<b>Achieved</b>

### ACTION PLAN

The 2017-18 Action Plan for English Language Arts is outlined on pages 20-23 of this report.

To better prepare students for success in college, one of UPrep's strategies moving forward will be to prepare students for the Accuplacer test, a college entry-level placement exam in the areas of literacy and math. The goal is to better prepare students for college level requirements so that they will be able to pass the Accuplacer and be able to enter college ready to matriculate into credit bearing courses rather than the required remedial courses. The objective is to increase the likelihood that students will successfully complete the first two years of college with the option of transferring to a four-year institution.

UPrep teachers are currently engaged in professional development focused on instructional rigor in relation to common core standards and assessment and implementation of instructional strategies are in progress.

Also, since the Common Core has been administered in the recent past, teachers are able to use the test to inform instruction and model benchmark assessments.

# MATHEMATICS

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

**GOAL:** STUDENTS WILL DEMONSTRATE COMPETENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

### BACKGROUND

UPrep mathematics curriculum and instruction is based on the NYS Common Core Learning Standards. Teachers plan using one instructional framework across all grades and subjects, including mathematics. Math teachers refer to NYS Curriculum modules to guide lesson planning. UPrep has found that as mathematics becomes more challenging in the high school courses, struggling students require greater supports to engage them in the classroom. With this understanding, UPrep has hired a Director of Mathematics, who has worked with UPrep students since its inception and who has proven to be successful at teaching math and at managing classroom behavior.

#### 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 grades 7 through 8 in May 2017. 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.

2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested				Total Enrolled
		IEP	ELL	Absent	Refused	
7	56*	0	0	2	1	66*
8	60*	0	0	5	4	69*
All	116*	0	0	7	5	135*

## MATHEMATICS

\*Note: The difference between the number of students tested versus the total students enrolled occurs when entering BEDS totals from October vs. total number of students at UPrep in March at time of testing.

### RESULTS

Students in at least their second year at UPrep did not meet the Absolute measure for Mathematics in grade 8. Of the 51 students tested, no students performed at proficiency levels. As will be shown later in this report, 8<sup>th</sup> grade students in their second year demonstrated 49% mean growth, the highest growth UPrep has experienced over the past 3 years and only 1 percentage point below the Statewide growth median.

#### Performance on 2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	5	56		
8	2	60	0	51
All	3	116	0	51

### EVALUATION

UPrep fell short of the Absolute measure for Grade 8 Mathematics by 75 percentage points but showed a median growth of 49%, one point short of the Statewide Growth Median. UPrep acknowledges the tremendous challenges these pose, however, it remains consistent that students moving from the middle grades into high school perform at much higher rates.

Currently, an analysis of the most recent Mathematics results is being conducted to determine possible reasons for these poor results and to identify additional action items.

### ADDITIONAL EVIDENCE

UPrep understands the challenge that its students experience on the NYS Mathematics assessment and has witnessed the improved results student attain one year later on the Algebra I Regents exam. As a strategic move to demonstrate increased achievement in mathematics at an earlier



## MATHEMATICS

point, UPrep 8<sup>th</sup> grades will be taking the Algebra I course this school year and will be taking the Algebra I Common Core Regents exam in June 2017.

\*Note: The difference between the number of students tested versus the total students enrolled occurs when entering BEDS totals from October vs. total number of students at UPrep in March at time of testing.

\*Note: The difference between the number of students tested versus the total students enrolled occurs when entering BEDS totals from October vs. total number of students at UPrep in March at time of testing.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8	3	35	7	56	0	51
All	3	35	7	56	0	51

#### 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 PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. The PLI is calculated by adding



# MATHEMATICS

## RESULTS

For the 51 students in their second year at UPrep, none achieved proficiency on the NYS Grade 8 Mathematics assessment. For the district of residence, only 1% of 1111 students achieved proficiency.

2016-17 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
3				
4				
5				
6				
7				
8	0	51	1	1111
All	0	51	1	2470

## EVALUATION

Once again, we will be reviewing the past three years of student performance on the NYS Mathematics assessments to determine actionable steps for changing the trajectory of results that has been experienced in mathematics, particularly with the 2016-17 results.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
7						
8	3	1	7	1	0	1
All	3	1	7	1	0	1

# MATHEMATICS

## 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

## RESULTS

Results show that when compared to similar demographics for economically disadvantaged in New York State, UPrep’s Comparative Overall Performance was lower than expected with a total difference of -19 for all students tested and a -7 for 8<sup>th</sup> graders.

*2015-16 Mathematics Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
7	<b>55.6</b>	<b>66</b>	<b>3</b>	<b>34.5</b>	<b>-31.5</b>	<b>-1.85</b>
8	<b>92.2</b>	<b>69</b>	<b>6</b>	<b>13.1</b>	<b>-7.1</b>	<b>-0.41</b>
All	<b>74.3</b>	<b>135</b>	<b>4.5</b>	<b>23.5</b>	<b>-19.0</b>	<b>-1.12</b>

### School’s Overall Comparative Performance: 2015-16

*The Comparative Measure Goal was lower than expected*

# MATHEMATICS

## EVALUATION

UPrep did not meet the comparative performance measure. Once again, the gap between UPrep and how similar schools performed poses the question as to what is creating this gap and how we need to address it.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged (7-8 only)	Number Tested	Actual	Predicted	Effect Size
2013-14	7-8	96	140	8		
2014-15	7-8	72	117	3		
2015-16	7-8	74.3	135	4.5	23.5	-1.12

### Goal 2: Growth Measure<sup>11</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 only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>12</sup>

<sup>11</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>12</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

# MATHEMATICS

## 2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7	35	50.0
8	36	50.0
All	30	50.0

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Statewide Median
4				50.0
5				50.0
6				50.0
7	51	35	57	50.0
8	48	26	49	50.0
All	49	30	53	50.0

## EVALUATION

The mean growth percentile charts show that UPrep did not meet the growth measure in 2015-16. However, in 2016-17, UPrep exceeded the Statewide Median by 3 percentage points for all students tested. 2016-17 results show an increase over the previous year. Once again, we are analyzing the mathematics results to determine strengths and weakness within this subject area.

## SUMMARY OF THE MATHEMATICS GOAL

UPrep achieved the growth measure for mathematics by 3 percentage points. However, the Absolute and Comparative measure were not met.

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
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 school district of comparison.	Did not achieve
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 2015-16 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

UPrep is taking steps to address deficiencies evident on the results of Mathematics assessments in both middle school and high school. The following strategies will be employed in 2017-18.

1. Reduce Class Size for Grades 7-9 in all Core Content areas, including Geometry.
2. Support classroom instruction in the most challenging high school math classes with co-teachers.
3. Hire a Director of Mathematics to fully support math instruction as a coach and co-teacher.
4. Increase Math instructional time by an additional 620 minutes per month.
5. Establish Math Data Teams to analyze data to inform instructional decision-making.
6. Hire a Middle School Academic Leader, responsible for providing grade 7 and 8 instructional leadership.
7. Identify and Re-purpose Skill Based Interventionists in Math.
8. Hire a School-Based Data Coordinator responsible for ensuring that assessment data is used to place students, monitor progress, and drive timely interventions as part of a system of tiered instruction. The Data Coordinator will also ensure UPrep students receive

constructive feedback based on data analysis, as well as guidance on how to improve, and model how staff should use assessment data to target professional development activities.

9. Adopt New Observation Tool. An instructional inventory tool for monitoring site
10. Create a More Student-Centered Learning Environment, shifting the focus from the teacher to the student and encouraging active student participation and discovery.

## HIGH SCHOOL MATHEMATICS

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).<sup>13</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

The following table represents the percent of students in the 2011, 2012 and 2013 Cohorts who have passed the Math Regents with a score of 80 or better among students who were not proficient as 8<sup>th</sup> graders on the NYS Math assessment. 12% of the students in Cohort 2011 passed Math Regents. 16% of the students in Cohort 2012 passed Math Regents with a score of 80% or better. 19% of the students in Cohort 2013 passed Math Regents with a score of 80% or better.

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<sup>13</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.



## Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort<sup>14</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	50	12
2012	71	16
2013	73	19

### EVALUATION

UPrep did not meet the college and career readiness goal of 65% of students scoring at least 80% on Mathematics assessments by a margin of 55 percentage points for Cohorts 2012 and 2013, although there was an incremental increase from year to year. UPrep is currently reassessing math instruction, implementing interventions and additional supports for students who are struggling in the area of mathematics. These include the addition of a Director of Mathematics, additional teacher support in mathematics classrooms, and additional mathematics instruction in mathematics labs and extended day tutoring.

UPrep has reassessed prior practice and has established an Action Plan to address Math deficiencies. The Mathematics Action Plan is outlined on pages 37-38 of this report.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	87	13	80	19	73	19
2014	68	2	63	2	51	4
2015			68	4	65	5
2016					63	5

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

# MATHEMATICS

## Goal 2: Absolute Measure

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

## METHOD

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

## RESULTS

The following table represents the percent of students in the 2011, 2012 and 2013 cohorts who have passed a Math Regent exam with a score of 80 or better. As indicated on the charts, 3% of the students in Cohorts 2011 and 2012 achieved a score of at least 80% on a Math Regents. 11% of students in the 2013 Cohort achieved a score of 80% or better on a Math Regents.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core exam among Students Who Were Not Proficient in 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>15</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	52	3
2012	71	3
2013	73	11

## EVALUATION

Thirty-seven students in grade 8 remained at UPrep to take a Math Regents as Cohort 2011. Of these thirty-seven, six students achieved proficiency on the NYS Math assessment as 8<sup>th</sup> graders. Thirty-one of the fifty students in Cohort 2011 had only achieved a level 1 or 2 on the Grade 8 New York State Math assessment. Of this group of students, one achieved an 80% or greater on a Math Regents. None of these results were on a Common Core Mathematics Regents exam.

Of the fifty-six students who had a score for the NYS Grade 8 Math assessment, 27 achieved proficiency. Twenty-nine of the seventy-one students in Cohort 2012 had achieved a level 1 or 2 on the Grade 8 New York State Math assessment. Twenty-eight are based on the non-Common Core

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

## MATHEMATICS

Math Regents and one on the Common Core. At 80% or better, one student in Cohort 2012 achieved

For the 2013 Cohort, forty-two of the seventy-three students had a score for grade 8 Math. Four students achieved proficiency on grade 8 and thirty-eight students of the seventy-three had achieved a level one or two. Twenty-eight of the scores for Math Regents for this cohort are based on non-Common Core Regents and ten of the scores were on Common Core Regents. The four students who passed with 80% or better were on the non-Common Core Regents.

The greatest incremental growth for this measure was for Cohort 2013.

### Goal 2: Absolute Measure

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

## METHOD

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

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

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2016-17 mathematics AMO of **165**.

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

## RESULTS

The APL for Cohort 2013 was 113 which did not meet the AMO of 165.

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

## MATHEMATICS

73		75	18	1
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$$\begin{array}{r} \text{PI} = 75 + 18 + 1 = 94 \\ \phantom{\text{PI}} = 18 + 1 = 19 \\ \phantom{\text{PI}} = \text{APL} = 113 \end{array}$$

## EVALUATION

UPrep did not meet the AMO of 165.

## ADDITIONAL EVIDENCE

All students in Cohort 2013 were tested in mathematics with Common Core Regents. As the first cohort under the common core assessments, 94% of these students were able to pass the Regents exams with a score of 65% or better. While this does reflect achievement at the career and college readiness level of 80%, the 15% difference does not present unsurmountable odds and UPrep will address the gap with an intensive intervention plan as outlined in the Mathematics Action Plan for 2017-18.

### Goal 2: Comparative Measure

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

## METHOD

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

## RESULTS

Cohorts 2011, 2012, and 2013 achieved Mathematics Accountability Performance Levels of 110, 110, and 113 respectively. The data for the 2013 Cohort is not yet available for the Rochester City School District. However, Cohorts 2011 and 2012 outperformed the district on this measure by 25 – 30 percentage points.

Mathematics Accountability Performance Level (APL)  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>16</sup>

<sup>16</sup> See page 39 above for an explanation of the APL.

## MATHEMATICS

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	110	50	85	1171
2012	110	71	80	1561
2013	113	73	N/A	N/A

### EVALUATION

UPrep has met the APL measure for Cohorts 2011 and 2012. The data for Cohort 2013 was not available at the time of this report

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>17</sup>

UPrep met the Comparative Measure for APL but was unable to achieve the Absolute Measures for the Mathematics goals.

Type	Measures	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	<b>Did not achieve</b>
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	<b>Did not achieve</b>
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.	<b>Did not achieve</b>
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	<b>Achieved</b>

<sup>17</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## ACTION PLAN

The Action Plan for 2017-18 is outlined on pages 38 and 39 of this report.

In addition to the action plan, to better prepare students for success in college, one of UPrep's strategies moving forward will be to prepare students for the Accuplacer test, a college entry-level placement exam in the areas of literacy and math. The goal is to better prepare students for college level requirements so that they will be able to pass the Accuplacer and be able to enter college ready to matriculate into credit bearing courses rather than the required remedial courses. The objective is to increase the likelihood that students will successfully complete the first two years of college with the option of transferring to a four-year institution.

## GOAL 3: SCIENCE

### Goal 3: Science

**Goal:** Students will demonstrate competency in the understanding and application of scientific ideas, methodologies, and skills.

### BACKGROUND

Science curriculum, instruction and assessment are aligned to the NYS Learning standards and assessments. In addition to the school’s ongoing professional development and classroom observations and coaching, science teachers meet monthly to address instructional strategies related to science classroom instruction and science labs. Science staff remained constant in grades 7, 9, and 10 over the past three years. Teachers are provided whatever instructional and laboratory supplies needed to ensure optimal learning in the Sciences.

#### 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 8<sup>th</sup> grade in spring 2017. 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 to score at proficiency.

### RESULTS

46% of UPrep 8<sup>th</sup> graders in their second year were proficient on the 8<sup>th</sup> Grade State Science Exam.

Charter School Performance on 2016-17 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 District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	46	56	NA	NA
All	46	56	NA	NA

# SCIENCE

## EVALUATION

UPrep did not meet the Absolute Measure for Science 8 and fell short of the goal by 29 percentage points. However, UPrep increased over the 2015-16 Science 8 results of 32% proficiency by an increase of 14 percentage points. UPrep's Science 8 program has shown improvement with the current Science 8 teacher who is continuing in 2017-18.

Science Performance by Grade Level and School Year						
Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8	52	42	32	72	46	56
All	52	42	32	72	46	56

### 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 school district of comparison.

## METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

## RESULTS

UPrep was unable to compare its results to the District of Residence since data for the Rochester City Schools was not available at the time of this report.



## SCIENCE

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	46	56	NA	NA
All	46	56	NA	NA

## EVALUATION

UPrep 8<sup>th</sup> graders outperformed the Rochester City School District on the Science 8 assessment since the school inception. There is no available data at this time to compare UPrep to the district's 2016-17 results.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4						
8	52	16	32	18	46	NA
All	52	16	32	18	46	NA

## SUMMARY OF THE SCIENCE GOAL

UPrep did not achieve the Absolute Measure Goal for Science 8 with an achievement rate of 46%, falling short by 29 percentage points. UPrep expects to surpass the district's proficiency rate but that data is not yet available to confirm.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	<b>Did not achieve</b>

## SCIENCE

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 school district of comparison.	Not available

### ACTION PLAN

Science Action Plan for 2017-18:

- Smaller class size
- Implement a benchmark assessment
- Extended time for tutoring afterschool
- Higher level questioning
- Continued assessment of student performance data to determine areas of strength and weakness and apply to teaching to prepare students for success in high school science classes.

## HIGH SCHOOL SCIENCE

### Goal 3: Absolute Measure

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

### METHOD

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

### RESULTS

UPrep has exceeded the Absolute Measure for high school science for the past three cohorts with passing scores higher than 65% at a rate of 88%, 94%, and 95% respectively.

## SCIENCE

### Science Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort<sup>18</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	88
2012	71	94
2013	73	95

## EVALUATION

UPrep encourage students to retake Regents exams to achieve higher scores in order to increase attainment of scores at the college and career readiness levels.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	87	75	80	93	73	95
2014	68	59	63	86	51	84
2015			68	57	65	63
2016					63	64

### Goal 3: Comparative Measure

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

<sup>18</sup> Based on the highest score for each student on any science Regents exam

## SCIENCE

### METHOD

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

### RESULTS

UPrep has met the Comparative measure, performing at a higher rate than the school district of comparison for Cohorts 2011 and 2012. It is not possible to compare the 2013 Cohort to the school district since district data is not yet available.

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	88	52	52	2235
2012	94	71	50	2097
2013	95	73	NA	NA

### EVALUATION

UPrep is unable to evaluate the Science Regents performance of Cohort 2013 against the Rochester City School District until district scores are made public. However, based on past performance and the current Science Regents passing rate of Cohort 2013 at 95%, it is expected that UPrep will meet or exceed this measure.

UPrep requires students to pass Regents exams in order to pass the course. This ensure students be assigned to retaking courses in order to sit for a failed Regents exam a second time.

## GOAL 4: SOCIAL STUDIES

### Goal 4: Social Studies

**Goal:** 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

UPrep has met the Absolute measure for Regents U.S. History for Cohort 2013 with a passing rate of 88%. UPrep also met the Absolute measure for its past cohorts.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>19</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	87
2012	71	89
2013	73	88

<sup>19</sup> Based on the highest score for each student on a science Regents exam

## EVALUATION

The ability to meet the Absolute measure in the high school Regents exams has been consistent and supports UPrep maintains that the longer students remain at UPrep the greater the results.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	87	51	80	74	73	88
2014	68	Not eligible	63	57	51	63
2015			68	Not eligible	65	34
2016					63	Not eligible

## ADDITIONAL EVIDENCE

Historically, UPrep students take the U.S. History Regents exam for the first time as 10<sup>th</sup> graders. By the time they are in their fourth year, 87% or more have passed the U. S. History.

UPrep requires students to pass Regents exams in order to pass the course. This ensure students be assigned to retaking courses in order to sit for a failed Regents exam a second time.

### Goal 4: Comparative Measure

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

## METHOD

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

## RESULTS

UPrep has outperformed the district of residence for each of its past cohorts.

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	87	52	48	2235
2012	89	71	43	2097
2013	88	73	NA	NA

## EVALUATION

UPrep exceeded the district of residence by 39 percentage points for the 2011 Cohort and by 46% for the 2012 Cohort. Although district data for the 2013 Cohort is not yet available, UPrep expected to once again exceed the district with a passing rate of 88%.

### Goal 4: Absolute Measure

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

## METHOD

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

## RESULTS

UPrep has exceeded the Absolute measure for the Global History Regents for Cohort 2013 with a passing rate of 88%. UPrep has exceeded this measure for each of its cohorts.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>20</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	87
2012	71	90
2013	73	88

EVALUATION

Each of UPrep’s graduating cohorts has met the Absolute measure for Global History 87-90%. UPrep administers the Global History Regents for the first time to 9<sup>th</sup> graders. Over 20% of UPrep’s 9<sup>th</sup> graders pass within the first year of high school. This presents more strategic and differentiated opportunities for those who pass and for those who have not passed.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	87	61	80	81	73	88
2014	63	21	63	73	51	77
2015			68	37	65	69
2016					63	29

**Goal 4: Comparative Measure**

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

<sup>20</sup> Based on the highest score for each student on a science Regents exam



METHOD

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

RESULTS

District data for the 2013 Cohort is not available. However, UPrep’s passing rate for the Global History Regents is 88%.

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	87	52	42	2235
2012	90	71	39	2097
2013	88	73	NA	NA

EVALUATION

UPrep has exceeded the Comparative measure for the Global History Regents for its past cohorts. In fact, our first cohort outperformed the district by 45 percentage points and our second cohort outperformed the district by 51 percentage points. District data is not yet available for the 2013 Cohort. However, it is expected that we will be able to once again meet or exceed this measure.

GOAL 5: NCLB

Goal 5: NCLB

**Goal:** The school will make Adequate Yearly Progress.

**Goal 5: Absolute Measure**  
 Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students

## NCLB

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

The school status for 2016-17 was as a focus school due to the 7<sup>th</sup> and 8<sup>th</sup> grade NYS ELA and Math scores.

### EVALUATION

UPrep did not meet the NCLB Accountability measure. UPrep acknowledges the challenge it faces with the 7<sup>th</sup> and 8<sup>th</sup> grade. However, growth is evident as students move from grade 7 to grade 8, although the majority of students are not able to yet meet proficiency on the 8<sup>th</sup> grade NYS assessments. UPrep has been able to show that growth continues as students enter and move through the high school years once the foundational skills required at the middle school level are developed.

NCLB Status by Year

Year	Status
2014-15	Good standing
2015-16	Local Assistance Plan
2016-17	Focus Charter



## GOAL 6: HIGH SCHOOL GRADUATION

### GOAL 5: HIGH SCHOOL GRADUATION

**Goal:** Students will meet New York 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 first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

### METHOD

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

University Preparatory School for Young Men  
Student - 3  
Board of Trustees Policy Manual  
Policy Title: **Grade Promotion Policy**  
Adopted: July 15, 2014  
Revised: July 24, 2017

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#### Purpose of 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

The target populations for this policy are students, parents, administrators, and school leadership.

#### Policy Description

**Grade 7 to 8/Grade 8 to 9 Promotion:** Includes the following:

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

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

## COLLEGE PREPARATION

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 focusing on literacy and math
- Student must demonstrate some growth at the end of the program to be promoted to the next grade level
- Student and parent 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 decision will be made by the President and Principal.

### Grade 10 Designation

A student must have earned 6 ½ credits (minimum) toward graduation. Credits must include:

(1 Credit) Integrated Algebra	(Regents)		
(1 Credit) Living Environment	(Regents)		
(2 Credits) Global I/II	(Regents)	or	(1 Credit) Global (Local)
(1 Credit) English I	(Local)		
(.5 Credit) Physical Education	(Local)		
(1 Credit) Spanish I or II	(As applicable)		

Summer School is mandatory for credit recovery in all of the above core subjects.

### Grade 11 Designation

A student must have earned 13 credits (minimum) toward graduation. Credits must include:

(1 Credit) Geometry	(Regents)
(1 Credit) Earth Science	(Regents)
(2 Credits) Global II – <i>If applicable</i>	(Regents)
(1 Credit) English II	(Local)
(1 Credit) U.S. History – <i>If applicable</i>	(Regents)
(.5 Credit) Physical Education	(Local)
(1 Credit) Elective Credit(s)	(Local)

Summer School is mandatory for credit recovery in all of the above core subjects.

### Grade 12 Designation

A student must have earned 18 credits (minimum) toward graduation and must have a class schedule that will allow him to graduate in June of that school year. Grade 12 course offerings include the following options:

1. Physics/Chemistry as the third science course needed for graduation (Regents or Local)
2. Algebra 2/Trigonometry as the third math course needed for graduation (Regents or Local)
3. English III – with Regents (if applicable)
4. Participation in Government/Economics
5. .5 Physical Education Credit
6. Course recovery needed from previous years' Regents courses
7. College courses(s) offered on campus(es)
8. Elective credit(s)

## COLLEGE PREPARATION

### **Instruments of Implementation**

This policy shall be posted on the School's website and distributed to students, parents, and employees.

### **Policy Review**

The Board of Trustees shall annually review the Policy in conjunction with school leadership. The annual review of policies will take place at the annual meeting of the Board of Trustees. Recommended changes to the Policy will be presented to and approved by the Board of Trustees.

## RESULTS

100% of the students in both Cohorts 2015 and 2016 were promoted

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

Cohort Designation	Number in Cohort	Percent promoted
2015	64	100
2016	63	100

## EVALUATION

100% of students in Cohorts 2015 and 2016 were promoted. While 15% of the students in Cohort 2015 and 20% of the students in Cohort 2016 did not earn the required number of credits, they were promoted. UPrep does not retain students by grade level. Rather, we promote students to the next grade and provide credit recovery classes within their elective schedule to better prepare them for the retaking of failed exams as soon as possible. This approach has proven to be less discouraging to students and promotes higher percentages of students passing Regents exams within shorter periods of time.

### **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

## COLLEGE PREPARATION

percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2017, the 2015 cohort will have completed its second year.

### RESULTS

UPrep students in Cohort 2013 exceeded the Absolute Measure, passing at least three NYS Regents exams required for graduation by their second year in the cohort with a score of at least 65%. This cohort exceeded the measure by a margin of 8.5 percentage points. Cohort 2014 exceeded the Absolute Measure by 2.3%. Cohort 2015, who has just completed their second year has fallen short slightly of the Absolute Measure of 75% by 1.6%

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013	73	83.5
2014	53	77.3
2015	64	73.4

### EVALUATION

Each of UPrep's cohorts has been on track towards making adequate progress towards graduation. UPrep's first two cohorts were able to exceed the Absolute measure for passing three Regents exams in their second year. Cohort 2015 has fallen short by only 1 percentage point. Students who do not pass any Regents exam attend a summer school program and retake failed Regents exams in August. Additionally, any student who enters the next school year with a failed Regents exam on their record are scheduled for a Credit Recovery course in the fall and retake the exam again in January, and if needed, the following June.

### ADDITIONAL EVIDENCE

UPrep students take 3 Regents exams in their 9<sup>th</sup> grade year (Algebra I, Living Environment, and Global History) and if these are passed, move on to US History, Geometry and the Common Core English Regents exams in 10<sup>th</sup> grade). By the time they have completed 4 years, 100% of each cohort is able to earn the required number of credits or more than the required number of credit.

#### Goal 6: Absolute Measure

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

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have

## COLLEGE PREPARATION

passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.<sup>21</sup> Students have through the summer at the end of their fourth year to complete graduation requirements.

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

### RESULTS

As of 2017, UPrep has had three graduating cohorts. The first graduating class, Cohort 2011, graduated at a rate of 92% within 4 years and 96% after 5 years. Again, 92% of Cohort 2012 graduated after 4 years and remained at 92% after 5 years. Cohort 2013 graduated at a rate of 95%\*after 4 years. The discrepancy between the actual (95%) and reported 4-year graduation rate (93\*) for Cohort 2013 has been found to be an error reported in the school's operating system, Power School. Two Cohort 2013 students were not reflected as graduates and the data in Power School has been corrected to reflect that 70 of the 73 students in Cohort 2013 graduated in 4 years. \*\*\*Although August graduation rates for Cohort 2013 are not yet official, one additional student in Cohort 2013 graduated in August of 2017, which raises the Cohort 2013 graduation rate to 97%.

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	52	92
2012	71	92
2013	73	93* 95** 97**

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

Cohort Designation	Number in Cohort	Percent Graduating
2010		
2011	51	96
2012	67	92
2013	73	NA

<sup>21</sup> The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.



## EVALUATION

UPrep has far exceeded the Absolute Measure of 75% graduation rate for both 4 years and 5 years for three consecutive cohorts. Each cohort has exceeded the measure at a rate of 18 to 22 percentage points. These results are attributed to UPrep’s adherence to its Key Design Elements and the strategies implemented to ensure that these elements will consistently contribute to each student’s success.

### Goal 6: Comparative Measure

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

## METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison<sup>22</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## RESULTS

UPrep is proud of the graduation rate achieved for its three cohorts of students. Cohort 2011 graduated at 92%, Cohort 2012 graduated at 92% and Cohort 2013 graduated at 93%. In addition, although not yet official, UPrep will exceed the 93% for Cohort 2013 with the August results.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	52	92	2235	51
2012	71	92	2097	53
2013	73	<b>93</b>	N/A	N/A

<sup>22</sup> Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

## EVALUATION

Each of UPrep’s cohort graduation rates has exceeded the District of Residence by a large margins of between 39 and 41 percentage points.

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

UPrep has achieved each of the measures for its High School Graduation Goal for each of its three cohorts. UPrep’s graduation rates surpass the district of residence as well as several suburban and rural high schools in the county. UPrep is well aware of its challenges from the time students enter UPrep as 7<sup>th</sup> graders until they received their diplomas and puts forth tremendous effort into identifying and overcoming the academic, social, emotional, and personal life challenges that may impact students’ ability to meet graduation requirements. Many of these challenges require a great deal of time to address and overcome. Therefore, accountability measures along the way may not be met within a required timeframe. However, UPrep staff provides each student what he needs along the way and provides the focused support under a “whatever it takes” philosophy so that high school graduation is a goal that every student is able to attain.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved

## ACTION PLAN

UPrep continues to keep high standards, work continuously to meet aspirational goals and to increase student performance rates on all New York Stand assessments. Professional development directly related to these areas has begun in August 2017 and will be a major focus of the school’s instructional focus throughout the year.

## GOAL 7: COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

**Goal:** Students will graduate from the School with the disposition to enter college or military service and will demonstrate the necessary skills to be successful.

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

### RESULTS

Sixty-one students of Cohort 2014 took the PSAT during the 2016-17 school year and scored a 274 on the Evidence Based Reading and Writing and a 259 on the Mathematics component. Cohort 2014 also took the official PSAT as 11<sup>th</sup> graders and scored a 395 in Evidence Based Reading and Writing and a 408 on the Mathematics component. The result indicates an increase of 121 points on the Reading and Writing component and an increase of 149 points on the Mathematics component. However, since New York State averages were unattainable at the time of this report, the National average for the PSAT was used.

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

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

## APPENDIX B: SUPPLEMENTARY TABLES

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 "Evidence-based Reading and Writing"		Mathematics	
			School	New York State	School	New York State
2014-15	85	69	34	40	34	42
2015-16	67	48	305*	460**	277*	460**
2016-17	63	61	274	465	259	465

\*New scoring system as of 2015-16

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

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

School Year	Number of Students in the 11 <sup>th</sup> Grade	Number of Students Tested	Critical Reading "Evidence-based Reading and Writing"		Mathematics	
			School	New York State	School	New York State
2014-15	52	40	37	45	39	47
2015-16	80	63	407*	460**	432*	460**
2016-17	53	38	395	513	408	505

### EVALUATION

UPrep was not successful in meeting or surpassing the National averages for Critical Reading and Writing or Mathematics.

#### Goal 7: Comparative Measure

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

### METHOD

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

## APPENDIX B: SUPPLEMENTARY TABLES

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

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12<sup>th</sup> grade test takers in the given year.

### RESULTS

Thirty-eight of Cohort 2013 graduates took the SAT exam. The NYS SAT results were not available at the time of this report. However, UPrep was not successful in meeting or surpassing the National averages for Critical Reading and Writing or Mathematics. However, results show growth over the last three years on both components indicating UPrep in moving in the right direction.

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

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State National	School	New York State National
2014-15	82	54	368	480	397	502
2015-16	66	30	409	NA	432	NA
2016-17	53	38	430	558	446	554

### EVALUATION

UPrep fell short of the National average for Critical Reading and Writing by 128 points and by 108 points for Mathematics. UPrep has taken strategic steps to provide SAT preparation classes and to increase the rigor of instruction across all grade levels. A slight increase has been noted.

## APPENDIX B: SUPPLEMENTARY TABLES

### Goal 7: Comparative

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

### METHOD

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

### RESULTS

UPrep graduates have achieved at a higher rate for levels of diplomas earned than the School District. UPrep's 2011 Cohort doubled the district's rate for Regents Diplomas with Advanced Designation. The 2012 Cohort quadrupled the district rate for Regents Diplomas with Advanced Designation. The most recent cohort 2013 earned 23 Regents Diplomas with Advanced Designation or better.

Percent of Graduates with a Regents Diploma with Advanced Designation<sup>23</sup>

Cohort	Charter School	School District
2011	10	5
2012	21	5
2013	23	N/A

UPrep now houses a state of the art Career and Technical Education Center and is moving toward advanced course sequences through CTE programming led by a CTE Director who has come to UPrep with decades of experience.

<sup>23</sup> Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

## APPENDIX B: SUPPLEMENTARY TABLES

### Goal 7: Absolute

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

### METHOD

### SUMMARY OF THE COLLEGE PREPARATION GOAL

UPrep has not met its college preparation goals. PSAT and SAT scores are not where they should be and UPrep is adjusting its instructional approaches to meet the rigor of these benchmarks. Each student in each cohort to date has applied and been accepted to a two or four-year college. Based on the communication

Based on the most recent data for the 71 students in Cohort 2013, the following applies:

- 33 students are attending a 2-year college
- 22 students are attending a 4 year college
- 3 students are in the military
- 3 students are engaged in vocational training
- 10 students opted for work, are taking a gap year or remain undecided

If these remain accurate as of September 2017, UPrep has met the matriculation measure with 77% of the students matriculated in a two or four-year college.

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

## APPENDIX B: SUPPLEMENTARY TABLES

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### ACTION PLAN

UPrep is seriously advancing its College Preparation agenda. The following actions are established: Two new experienced counselors have been added to the counseling staff who are following up on graduates; the CTE program is established and growing to afford more students more opportunities; rigor has become a major focus of all high school instructional programs in alignment with Common Core Standards; instructional time has been devoted to meeting the higher level thinking reflected on the PSAT and SAT exams; and encouraging students to retake Regents courses and exams to earn higher scores and meet aspirational performance measures.

With regards to the college matriculation measure, the newly hired counselors have developed a system and protocol to follow up on UPrep's graduates to ensure accuracy over time.