

February 24, 2017

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the University Prep Elementary – Ellen Thompson Campus. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Tamara Johnson at our school.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/u6U7fD>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

The data in our Annual Education Report shows that we have challenges in the areas of Reading and Math for all grade levels. Our first initiative to accelerate student achievement in our school is by looking at student work on a daily basis through a data-driven process that we had been using in a broader sense. This allows our teachers to modify lessons and accommodate students before assessment time. We will continue use data to drive our day-to-day instruction and implement interim assessments across grades levels. We have increased our professional development to

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build teacher capacity around identifying and knowing the work and thinking that students need in order to be successful in eventual mastery of the standard.

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We use early identification assessments for incoming Kindergarten students, this allows us to identify gaps of knowledge and skills in letter sound recognition and number recognition. Finally, we are continuing our use of common core-aligned curricula in both Reading and Math. This curriculum provides our staff the opportunity to plan with standards in mind and toward the rigor that we know students need to be successful in their grade level learning.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

As a charter school, we follow a structured process for enrolling students into our schools. Our policy for enrollment has remained consistent since 2013 that new students are assigned to our school by the U Prep Schools Enrollment Coordinator. The process allows for siblings of currently enrolled students and children of district employees to receive priority in the enrollment process, but only if those students apply during our open enrollment period. Otherwise all students are admitted on a first-come, first-served basis.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our 3-5 year School Improvement plan is currently being implemented with the year updates created from our school data.

These are the updates of that plan:

In the areas of writing, math and reading, teachers are collaborating on unpacking the grade level common core standards to create aligned learning objectives across grade levels and vertically. Our staff systematically assessed student performance using grade level exit tickets, unit assessments, and benchmark assessments in reading and district interim assessments. Staff independently and collaboratively interpreted data points and action planned for review of standards that have yet to be mastered as a grade level and individual classes to adjust teaching for improved results. In math and reading, supplementary instruction was provided to students who needed intervention during the school day and through an after-school tutoring program. Our instructional coach worked with teachers to implement both teacher-centered and student-centered approaches to improve instruction.

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A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

This does not apply to our school

CORE CURRICULUM

The core curriculum of our school is fully aligned with the Michigan Department of Education’s Academic Standards. The curriculum is implemented from a standards-based perspective, meaning that teachers analyze grade-level standards in order to determine the level at which students need to demonstrate mastery of particular content. Teachers work individually and as collaborative teams to plan daily instruction and units. School administrators and instructional coaches also assist teams in unpacking and adapting curriculum, and they also work to analyze student data as a way to monitor the effectiveness of the instructional program.

Electronic copies of our curriculum are available by contacting the main office. Arrangements for printed copies can be made at the office as well.

**AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR
NATIONALLY NORMED TESTS**

UPA ET	2 nd Grade		3 rd Grade		4 th Grade		5 th Grade	
2014-2015								
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
MAP Gain %ile	54	45	44	29	52	23	46	28
% Meeting Target	53	42	44	27	51	21	45	24
2015-2016								
UPA ET	2 nd Grade		3 rd Grade		4 th Grade		5 th Grade	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
MAP Gain %ile	94	97	99	99	95	83	99	99
% Meeting Target	54	67	64	60	63	56	52	48

**NUMBER AND PERCENT OF STUDENTS REPRESENTED BY
PARENTS AT PARENT-TEACHER CONFERENCES**

Parent involvement is a key feature of all University Preparatory Schools. In addition to typical volunteer activities, all UPA parents are expected to participate in at least two Individual Conferences, one which is student led and the other that is a team meeting between the parent, child, and teacher. The Ellen Thompson Campus had more than 90% of students represented by parents at Parent-Teacher Conferences or Learning Team Meetings in our school.

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Year	Number of Students Represented	Percent of Students Represented
2014-2015	360	90%
2015-2016	352	92%

I am very proud of the work that we are doing this year to increase academic achievement in our schools and I know that with our data plan that includes, identifying gaps, creating plans to address the gaps coupled with complete and aligned systems we will see great growth.

Sincerely,

Tamara Johnson, Principal
University Prep Academy–Ellen Thompson Campus

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