

February 27, 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 Science & Math Elementary, Miller 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 Brianna Watson, School Operations Manager for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/dI69nd> 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.

Elementary assessment results on the Measures of Academic Performance (MAP) are presented. Achievement data for two tested subjects (mathematics, reading) are included. The analysis is based on the information from the AER data report. MAP data appears in a separate section later in this letter.

One challenge as represented in the data was 2nd-4th grade reading and math achievement. To address these concerns we implemented Engage New York ELA curriculum modules for grades 3-5. We continued teacher observation and feedback

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cycles with a full time ELA instructional coach. Using the Great Habits, Great readers framework, we provided teacher training on guided reading groups, focusing on comprehension, reading strategies and increased writing opportunities in K-2nd-grade. We maintained a full-time reading specialist to address students struggling in reading. Lastly, we partnered with Achievement Network (ANet) and implemented quarterly interim assessments for ELA and Math to better determine student performance on the common core standards.

State law requires that we also report additional information

1. 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.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

In the spring of 2014, UPSM ES completed a needs assessment and wrote a new 3-5 year School Improvement Plan. Students were assessed using Benchmark running records, end of the module math assessments, and NWEA Measures of Academic Progress (MAP). As a staff we worked to review the data, looked at best practices across the network, planned collaboratively, implemented the support of instructional coaches and developed our multi-tiered system of support to provide additional support for struggling students both in school and after school.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

University Prep Science & Math Elementary school is located in Lafayette Park area. We are a Science Technology Engineering Arts and Math (STEAM) focused school. We are implementing the EL Education school model including strong school culture and academic rigor. We have partnerships with Mosaic Youth Theatre of Detroit, Gleaners, St. John's Hospital, Pewabic Pottery and numerous community groups. Our students

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engage in visual arts, music, both theory and applied, technology and physical education. We offer after school enrichment programs such as band, dance, technology, chess, math and Lego robotics. Sports including soccer, basketball, cheer are seasonal activities our student enjoy as well as after school tutoring, choir concerts, musicals and instrumental band. Our wonderful teachers and staff work to build positive one on one relationships with their students and within collaborative communities within the classrooms. As a school we gather weekly for community circle, a whole school assembly to celebrate student achievement, school wide character traits, birthdays and victories. Through our parent group program, we engage our families in monthly parent led meetings to discuss student achievement, goals, school initiatives, fundraising and opportunities for our students.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

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.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

UPSM Elementary students in second through fifth grade take the NWEA, Measures of Academic Performance (MAP) assessment three times per school year. The MAP test is a nationally norm-referenced test that measures student achievement in reading and math. Student scores are presented as

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RIT scale units. The RIT Scale is a curriculum scale that uses the individual item difficulty values to estimate student achievement.

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When a student takes the Fall MAP reading or math assessment, their score will include a RIT score “growth target” for the Spring. This growth target is set based on typical growth for all students nationally in the same grade with the same Fall RIT score. The two tables below (one for math and one for reading) show the percentage of Miller students at each grade level who met their growth target score over the last two years.

	Math 2014-2015	Math 2015-2016
Kindergarten	84	65
First	89	79
Second	60	48
Third	86	64
Fourth	37	29
Fifth	57	53

	Reading 2014-2015	Reading 2015-2016
Kindergarten	68	72
First	64	60
Second	65	43
Third	73	63
Fourth	63	55
Fifth	74	71

Our students’ growth is also compared to how students across the nation performed from the Fall testing to the Spring testing. The conditional growth percentile indicates how much our students grew academically compared to their projected growth. The score is recorded as a growth percentile. The percentile ranges from 1 to 99, higher numbers indicating better performance as compared to similar schools who take the MAP test.

The two tables below (one for math and one for reading) show the conditional growth percentile of Miller students at each grade level over the last two years.

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	Conditional Growth Percentile Math 2014-2015	Conditional Growth Percentile Math 2015- 2016
Kindergarten	98	93
First	99	93
Second	89	40
Third	99	85
Fourth	25	9
Fifth	68	66

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	Conditional Growth Percentile Reading 2014-2015	Conditional Growth Percentile Reading 2015-2016
Kindergarten	86	98
First	84	56
Second	96	22
Third	99	96
Fourth	88	84
Fifth	99	99

6. PARENTS AT PARENT-TEACHER CONFERENCES

Parent participation is an integral part of what we do at UPSM Elementary. In addition to volunteering at least 15 hours, all parents are expected to participate in two student led conferences with their child, and attend monthly parent meetings. Parent participation at student led conferences are as follows:

Year	Number of Students Represented	Percent of Students Represented
2014-2015	298	57%
2015-2016	360	71%

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Congratulations to University Prep Science & Math Elementary for our staff's focus, commitment and perseverance to push our students for continual growth on the MAP test in 2015-16. As an effective team of educators, we will continue to work to increase our student performance to the 60th percentile and above.

Sincerely,

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Kimberly Phillips Solomon Principal
University Prep Science & Math Elementary

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