

March 9, 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 High School. 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 Zetia Hogan, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site (<https://goo.gl/eOPDZJ>), 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 the Annual Educational Report shows that we have challenges in Math. Key initiatives were adding an additional instructional coach to support the math teachers along with a paraprofessional to support with struggling scholars.

The teachers in the Math Department collaborate on the delivery of the Engage NY curriculum, which is common core and standards-aligned. Teachers meet in content teams to interpret data, to complete the end-of-unit assessments, to identify the gaps and to support struggling scholars. We also use testing data from the PSAT 8/9 and

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the PSAT/NSMQT twice a year to measure our students' growth toward content mastery. The findings from the assessments are used to adjust classroom practice for improved results.

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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

University Prep Science & Math High School's School Improvement Plan (SIP) was revised in 2016 after careful analysis of student achievement data (SAT). This is a living document and is revised each year based on new data. Our plan includes four goal areas: Mathematics, English Language Arts, Science, and Social Studies with a focus on Culture and Climate.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

University Prep Science & Math High School is a School of Choice. We work with many community partners within Metro Detroit and the surrounding area. We offer a rigorous curriculum with a balanced focus on Math, English Language Arts, Science, Social Studies and Project Lead the Way. The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and to make decisions conducive to personal growth.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION,

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AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

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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

In 2015-2016, students were given the PSAT to measure academic progress. Prior to this, students took the ACT series of assessments. We will continue to provide intervention support to address our lowest achieving students to close the achievement gap. We appreciate the continued support of students, parents, staff and our community in this effort.

2014-2015 Average ACT Scores by Subject and Grade

Grade	English	Math	Reading	Science
9 th	12.3	12.3	12.8	14.6
10 th	14.3	14.0	14.5	16.2
11 th	16.8	16.1	17.0	17.0

2014-2015 Average PSAT/SAT Scores by Subject and Grade

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Grade	Evidence-Based Reading & Writing	Math	Total Score
9 th (PSAT 8/9)	415	392	807
10 th (PSAT)	412	401	813
11 th (SAT)	463	422	885

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Year	Number of Students Represented	Percent of Students Represented
2014-2015	211	42%
2015-2016	336	72%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Year	Number of Students in Dual Enrollment	Percent of Students in Dual Enrollment
2014-2015	10	10%
2015-2016	207	44%

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Year	Number of AP Courses Offered
2014-2015	0
2015-2016	2

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

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Year	Number of Students in AP Courses	Percent of Students in AP Courses
2014-2015	N/A	N/A
2015-2016	23	5%

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

Year	Number of AP Students Receiving College Credit	Percent of AP Students Receiving College Credit
2014-2015	N/A	N/A
2015-2016	3	13%

We are proud of our students, faculty, staff, parents, and administration at University Prep Science & Math high School. We work hard to ensure that our students are successful in every academic content area. If you have any questions and/or concerns about this report please contact at our school or stop in for a visit.

Sincerely,

Zetia M. Hogan, Principal
University Prep Science & Math High School

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