

March 1, 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 Academy Middle 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 Aisha Scott, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/PqDODx> 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 indicates the key challenges facing UPA MS are in relation to proficiency in math and literacy. UPA Middle School revised our class schedules to support students' academic success. The data from the NWEA-MAP allows us to intentionally schedule students for Math and ELA intervention classes and differentiate instruction in the classroom. We also implemented Learning Lab. Learning Lab is an intervention block at the end of the day that allows for students to engage in skill building activities aligned to the NWEA Learning Continuum.

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These efforts will help us to close achievement gap and provide a solid foundation for academic success.

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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

Our school developed new goals for our School Improvement Plan in 2014-15. We are now in our 3rd year of this plan. Additional information includes:

For math, the teachers collaborated on the delivery of our new math curriculum, Engage NY. Engage NY includes curriculum modules in mathematics with an in-depth focus on fewer topics. They integrate the CCLS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. Grade Level and content teams assess student performance, interpret the data, share best practices and use the findings from each assessment to adjust teaching performance for improved results. We also provided supplementary instruction to students who were below mastery.

In reading, the ELA teachers also adopted Engage NY - ELA. This curriculum includes modules that focus on reading, writing, listening, and speaking in response to high-quality texts.

In addition, they reviewed diagnostic data from the MAP and Interim Assessment tests to assess the students. Small instructional groups were formed based on student data. The teachers provided instruction based on this information and additional assessments throughout the year. The

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teachers also met weekly by grade level and twice a month by content area to plan lessons and develop interventions for students. Access to our ELA and Math can be accessed at <https://www.engageny.org/>.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

This section does not apply to our school.

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

All students at University Prep Middle School take the Measures of Academic Progress, a nationally normed achievement test that measures achievement in Reading and Math. The table below shows the percentage of students who met or exceeded their individualized growth goals for the 2014–15 and 2015-16 school years, and the conditional growth percentile shows how the school compares to similar schools that take the NWEA MAP assessment.

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	UPA % Met Growth Target (Math) 2014-15	Conditional Growth Percentile % (Math) 2014-15	UPA % Met Growth Target (Math) 2015-16	Conditional Growth Percentile% (Math) 2015-16
<i>6th grade</i>	50%	72%	53%	69%
<i>7th grade</i>	62%	88%	55%	81%
<i>8th grade</i>	52%	54%	68%	93%

	UPA % Met Growth Target (Reading) 2014-15	Conditional Growth Percentile % (Reading) 2014-15	UPA % Met Growth Target (Reading) 2015-16	Conditional Growth Percentile% (Reading) 2015-16
<i>6th grade</i>	65%	96%	51%	89%
<i>7th grade</i>	67%	99%	64%	80%
<i>8th grade</i>	60%	62%	67%	90%

6. IDENTIFY THE 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 Middle School parents are expected to participate in at least two Individual Learning Team Meetings (parent, teacher and child) for their children each year. Participation in Learning Team Meetings for the past three years is as follows:

Year	Number of Students Represented	Percent of Students Represented
2014-2015	304	75%
2015-2016	311	79%

Our staff, scholars and students' families have all worked hard to achieve what we have accomplished in these past years and, we will continue to work towards higher achievement. Our partnership with Expeditionary Learning and Achievement Network, as well as the commitment from staff, student and parents will allow us to

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see growth and improvement in our academic performance. We have set ambitious goals for the 2016-17 school year. We are committed to reaching or exceeding those goals.

Sincerely,

Aisha Scott, Principal

University Prep Academy Middle School

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