



University Prep Charter High School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Miguel Suarez, Executive Director, prepared this 2024-25 Accountability Progress Report on behalf of the charter school's Board of Trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Steve Barr	Chair	None
Nelly Benavides	Member	None
Judith Bergtraum	Member	None
Justin Pasternak	Other	Teacher Representative
Carol Anne Riddell	Member	None
Burton Sacks	Treasurer	Finance
Randi Weingarten	Member	None

Miguel Suarez has served as the Executive Director since July 1, 2025.

SCHOOL OVERVIEW

University Prep Charter High School (UPCHS) strives to develop and sustain a dynamic and collaborative school community in which learning outcomes for **all** students result in the attainment of a social-emotional and academic skill set that prepares students to excel in college and in their future careers. UPCHS was nationally recognized as a 2016 National Blue Ribbon School in the category of Exemplary High-Performing Schools.

Theory of Action

At UPCHS, the theory of action is as follows:

- If teachers are knowledgeable about the Learning Standards, the outcomes that reflect high levels of learning, and if they participate in collaborative curriculum development and inquiry, then, teachers will be able to assess their own knowledge and skills against rigorous standards, and students will demonstrate higher levels of performance in their learning across the content areas.
- If students are knowledgeable about the content and skills needed to succeed in college, and if students are tracking their own progress and engaging in challenging learning activities that equip them with the skills necessary to persevere and grow their intelligence over time, then, students will be able to assess their own learning and demonstrate high levels of performance that indicate college readiness.
- If parents are knowledgeable about college readiness standards and partner with the school in supporting students to achieve at their highest level of ability, then, parents will be instrumental in successfully guiding students throughout their high school experience to attain the skills necessary for college and beyond.

The University Prep Charter High School Model

UPCHS is rooted in a steadfast belief that central to a school's success is the presence of a strong teacher in every classroom. Our model is grounded in the belief that the first keystone to increasing student outcomes is consistent and effective professional development. Our experience, supported by research in teacher leadership and professional learning communities indicates that teachers function best when they collaborate and make their practice public. Teachers at UPCHS are critical practitioners who share and reflect on their practice by using artifacts to support their learning. The existence of school-based professional learning communities that provide teachers with ongoing professional growth focused on effective classroom instruction, collaborative learning, and problem-solving drives instructional improvement. UPCHS embraces a site-based decision-making model in which teachers take full responsibility for the continual improvement of their practice and increase in student achievement.

The second keystone to increasing student achievement is the belief that students excel in a school culture that provides a personalized learning environment. The UPCHS model adheres to research that demonstrates that students can grow their intelligence given the right supports and learning tasks that

both challenge their thinking and build their perseverance. This research indicates that students learn best in a nurturing, supportive environment where they are challenged to develop critical thinking skills, but where they are also known and treated as individuals whose backgrounds are respected as teachers come to understand the whole child as a learner.

University Prep Public Charter Schools opened a middle school in Fall 2019 in order to begin preparing students for college and career earlier.

Key Design Elements

Our key design elements provide the UPCHS path toward achieving this theory of action.

A Shared Commitment to Academic Excellence – The UPCHS community of stakeholders shares a commitment to academic excellence. We design and decide together. At UPCHS, we prioritize our commitment to teacher voice and agency through our community decision-making model of distributed leadership. Distributed leadership means instructional decision-making is shared and extended between administrators and faculty; and, that responsibility for excellence is held by those with expertise. Anchored in our unique partnership with the United Federation of Teachers, our model provides systemic, mission-aligned opportunities for teachers to share responsibilities and lead various initiatives. To sustain and extend the effectiveness of our practice, we collaborate on the design of professional development opportunities. We ensure professional development provides teachers with timely, relevant, and challenging content within structures inter-visitation, coaching, mentorship, small group leadership, etc.) created by and for teachers. We measure our shared commitment to excellence through multiple data points, including teacher turnover rate.

Powerful Teaching and Learning – The UPCHS instructional program delivers powerful teaching and learning throughout our community. To assess the power or impact of our teaching and learning we begin with an empirical foundation of data. Our administrators and faculty convene structured, data-rich meetings to benchmark performance and evaluate progress. Department team meetings, grade-level team meetings, and inquiry groups inform our instructional decision-making and shape our approach to ongoing schoolwide impact analysis. Two cornerstones of our work are Integrated Co-Teaching (ICT) and our Problem-Solving methodology. Our ICT model places two certified teachers (one general education, one special education) in a single classroom. The model increases the individual attention for students, reduces our teacher-to-student ratio, and leverages the skills of highly trained special education teachers in building comprehensive and collaborative solutions for all learners. The model also allows students with IEPs to receive instruction from a content specialist rather than a special educator.

Other products of our collaboration include potent programmatic approaches such as, but not limited to:

- Freshman and sophomore composition class. Our instructional teams ascertained that incoming students would benefit from a standards-based, rigorous writing class centered on improving reading comprehension, structured writing prowess, and general literacy skills. The course,

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taken once weekly, accelerates learning for new students who often join the UPCHS family facing hurdles of uneven, interrupted, or incomplete schooling.

- Block scheduling. The foundation of academic rigor is stamina. We encourage the development of powerful teaching and learning through scheduling double periods. Our approach permits teachers to build instructional depth and encourages students to make ongoing and meaningful inquiries and contributions within expanded lessons. The instructional depth of our seminar and project-based initiatives aligns with and prepares our students to meet and exceed NYS standards across the curriculum. Moreover, this scheduling encourages the formation of habits of mind that are transferable to co-curricular and extra-curricular activities.
- Advanced Placement courses. We currently offer AP instruction in Composition, Literature, Biology, Spanish, and Government as well as Calculus AB. We have recently added AP Pre-Calculus and AP Computer Science Principles. UPCHS faculty are committed to preparing our students for academic success in rigorous and demanding collegiate environments. To achieve this goal, we have thoughtfully developed courses aligned with the strong foundation provided by our traditional curriculum. We are currently looking to connect with Syracuse University to take advantage of their accreditation program to provide early college credits for high school students.

We have also developed several other high-impact approaches for students. Faculty members hold weekly office hours with students, and students use this time to build rapport with faculty, probe deeply and build on knowledge acquired in class, seek clarification on open questions, and strengthen bonds within and across the community. We run a Saturday Academy to provide additional academic support for students throughout the year. Our Summer Bridge program, like the composition class, is a formal structure to mitigate the challenges faced by our incoming students. In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS students have achieved a 100% graduation rate and close to 100% college acceptance rate. Across our campus, we expect college enrollment and success. Our teams work internally, and with external partners, to broaden and illuminate the path for our students.

Inclusive School Culture – The integrity of the UPCHS learning community is rooted in our commitment to an inclusive school culture. We affirm “inclusion” as our shared point of departure, or beginning, in all communication and interactions within the community. Inclusion looks and feels like a thoughtful, principled commitment to practice and reinforces our core values by considering and respecting the true diversity (visible and invisible, spoken and unspoken) at UPCHS. Students work towards a set of four core values that keep them on course to be successful at the college of their choice and beyond. “The Core Four” are:

- Accepting Personal Responsibility: students see themselves as the primary cause of their outcomes and experiences
- Discovering Self-Motivation: students find purpose in their lives by discovering personally meaningful goals and dreams
- Mastering Self-Management: students plan for and take purposeful actions in pursuit of their goals and dreams

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- **Creating Positive Interdependence:** students build mutually supportive relationships that help them to achieve their goals and dreams – while helping others do the same

We conduct regular Town Hall meetings. These monthly gatherings are shared celebrations of success within our learning and service communities. We present honor roll certificates and attendance awards. Students also showcase their talents in the performing arts. We have built rich, layered support structures wherein four counselors provide support services and loop with our students to ensure stability and strengthen interpersonal connections.

Student Leadership and Character Development – Fulfilling the mission of UPCHS calls for administrators and faculty to embody and instill principles of student leadership and character development. We model our ideals through a daily advisory period wherein students receive explicit instruction on essential skills such as life management, college readiness, and reducing risk factors. We supplement this instruction by providing students with opportunities to lead and demonstrate character through student mentorship programs, student-employment opportunities, faculty-led clubs, and athletics. We have over 10 after-school clubs including the National Honor Society, UPCHS Pillars (Boys Club), Cooking Club, Student Government, Coding Club, and the Dance and Movement Club to name a few. Extensive athletics offerings include basketball and soccer (boys and girls), baseball (boys), softball (girls), volleyball (girls), flag football, Track and Field, and cheerleading. In addition to the opportunities to lead during the academic year, students can demonstrate their acquired skills as Summer Bridge Assistants who welcome and guide incoming students to the UPCHS community.

Family and Community Involvement – At UPCHS, our model of family and community involvement comprises five traditional methods of information sharing and collaborative decision-making: parent association meetings, back-to-school night, introduction to college night, enrollment meetings, and quarterly parent-teach conferences. Each of these structured events allows parents and families to be informed members of the school community. To ensure ongoing access to accurate and timely information, we deploy the PowerSchool school information platform and conduct seminars to train parents in using the platform, as well as e-mail.

Academic Support and Intervention

The following are some of the intervention and support programs built into the UPCHS model:

- *Summer Bridge Program for incoming 9th Graders:* The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health, and character education through advisory. The curriculum serves to support incoming freshmen by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful. There will also be significant team building and self-discovery activities.
- *Freshman and Sophomore Composition Class:* This course is given to freshmen and sophomores to support the development of rigorous common core aligned writing skills that high school students are expected to master. Argumentative and expository writing are highlighted in this

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course. The two-year sequence should culminate in a research paper that leverages the skills necessary for college-level research writing.

- *Saturday Academy:* Students struggling in classes that end with Regents Exams are provided with extra support during Saturday classes that focus on teaching the essential skills and concepts needed to pass both the course and the State exam.
- *Advisory:* The advisory program is designed to be a 30-minute period in the middle of the school day aimed at supporting the academic progress and social-emotional development of the student. Typically, students meet with their advisors four times per week. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.
- *Special Education and ELL Support:* UPCHS has a track record of working with ELL students, with a focus on building English fluency and writing skills. ENL services are usually provided by using a push-in model. The school also offers stand-alone ENL classes. The special education approach combines SETTS services with the ICT model, giving students personalized supports that are consistent with their IEPs in the least restrictive environment. In accordance with the service mandates in their IEPs, students with disabilities receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.
- *Faculty Office Hours:* All faculty hold office hours for at least one hour per week but frequently more during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.
- *Counseling:* The school model includes one school counselor per grade. Each counselor has a manageable caseload so that they can provide mandated and at-risk counseling for social and emotional issues, as well as academic counseling. The school counselors also facilitate professional development for the teachers to support the teachers in their efforts to understand the whole child, differentiate instructional practices for the diverse learners in their classrooms, and develop more effective classroom management skills. The school also has a college counselor who provides students with information on the college admissions and financial aid process. The college counselor communicates with students and families while assisting students with each step of the application, admissions, and financial aid processes.
- *Zero Period:* Zero period in the areas of mathematics and science will take place twice weekly before first period. Students will be selected and assigned this course based on past performance on Regents exams as well as classroom performance. This is a remedial effort. Classes will be taught but subject matter teachers as well as special educators.

Additional practices of the UPCHS model are as follows:

- College-preparatory curriculum
- One day a week early student dismissal to facilitate school-wide professional development
- Tuning protocols and consultancies utilized by professional learning communities to examine adult work and student work to facilitate adjustments in instructional practices

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- Peer inter-visitation cycles
- Formal academic intervention programs for students in ELA and mathematics
- Professional learning plans for teachers
- Descriptive Reviews of students to focus on at-risk students
- Extensive social, emotional, and academic counseling for mandated and at-risk students
- ICT classes for students with disabilities
- Push-in services for ELLs
- Access to College courses for students who meet the CUNY College Now criteria
- College Advisement built into every 12th grader's program

Extensive Professional Development

Professional development for teachers and school-site leaders is a critical component of the UPCHS school model and program. Reflective practice occurs in an environment where there is collaboration, the use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine of University Prep, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school wide as well as individual teacher goals.

- The administrative team provides Professional Development sessions on the Danielson Rubric to support teachers in the construction of their Professional Development Plans and their ability to give their colleagues constructive feedback.
- The Principal, Assistant Principals, and lead teachers present Professional Development in the areas of argumentative writing and modeling to support teachers' lesson studies and development of learning units or math performance tasks.
- Professional development sessions are also dedicated to supporting teachers in the design of Common Core-aligned lessons.
- The Danielson Rubric is used for teachers to self-assess and for informal observations during teacher inter-visitations.

Each teacher is responsible for a professional portfolio. They have three choices for this portfolio. The first option includes collecting the resources they have created that show evidence of implementation of professional development. The second requires them to use their inquiry training and complete a full cycle of inquiry. The final option asks teachers to present a unit of study that includes the following: standards, assessments, resources, essential questions, and student work. For each of these, they reflect upon the impact of their practice and receive feedback from both peers and administrators.

School Demographics

In the 2024-25 school year, UPCHS served a total of 447 students in grades 9-12. Of the total student body served during the school year, 58% (251) were Hispanic, 42% (180) Black, and less than 1% were

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Asian. In addition, 87% of students were living in poverty, 18% had a disability, and 7% were English Language Learners.

ENROLLMENT SUMMARY

The school's BEDS Day enrollment has been provided in the table below.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23										126	113	92	109	428
2023-24										126	122	94	84	426
2024-25										124	123	113	87	447

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 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 SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th 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 30th
2022-23	2019-20	2019	109	3	106
2023-24	2020-21	2020	85	0	85
2024-25	2021-22	2021	85	1	84

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private

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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 are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	106	0	106
2023-24	2020-21	2020	84	0	84
2024-25	2021-22	2021	84	0	84

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	0	0	0
2023-24	2019-20	2019	0	0	0
2024-25	2020-21	2020	1	0	1

PROMOTION POLICY

General: Students pass, and thereby receive the appropriate credits, for UPCHS classes by receiving a grade of 70 and up as a final average at the end of the school year. Students who fail to meet this metric are remanded to summer school. Therein, they must pass summer school to receive passing credit for the class in question. Failure there requires schedule adjustments if the course is a graduation requirement.

GOAL 1: HIGH SCHOOL GRADUATION

University Prep Charter High School students will meet all of the New York State graduation requirements.

Graduation Goal Measure 1 - Leading Indicator

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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2024-25

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Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	125	95.2%
2024	121	95.7%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second-year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022-23	103	89.3%
2022	2023-24	118	80.5%
2023	2024-25	125	83.2%

Graduation Goal Measures 3 & 4 - 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.

The school's specific graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	106	106	100%
2020	2023-24	84	83	98.8%
2021	2024-45	84	83	98.8%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
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¹ These data reflect August graduation rates.

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2018	2022-23	0	N/A	N/A
2019	2023-24	0	N/A	N/A
2020	2024-25	1	1	100%

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	106	106	100%	1,657	74%
2020	2023-24	84	83	98.8%	1,651	71%
2021	2024-25	84	83	98.8%	1,561	72%

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Percentage of the 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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Not applicable - no UPCHS students in the high school Total Cohort took an approved pathway assessment.

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	0	N/A
2020	2023-24	0	N/A
2021	2024-25	0	N/A

Not applicable - no UPCHS students in the high school Total Cohort took an approved pathway assessment.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

UPCHS achieved all of the five applicable graduation goal measures below.

Type	Measure	Outcome
Leading Indicator	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.	YES
Leading Indicator	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.	YES
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
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.	YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

For the first Leading Indicator (Measure 1), UPCHS exceeded the benchmark by 20.5 percentage points, with 95.2% of UPCHS's 2023 cohort students and 95.7% of the 2024 cohort earning the number of credits in the 2024-25 school year required to be promoted to the next grade. To accomplish this, the school structures its course loads so that all 9th Graders take 15 credits and 10th graders take at least 12 credits to increase the likelihood that they will graduate within four years.

For the second Leading Indicator (Measure 2), UPCHS surpassed this benchmark by 8.2 points, with 83.2% of students in the 2023 Total Graduation Cohort who passed three or more Regents examinations required for graduation by the end of their second year. UPCHS also met this measure in 2022-23 and 2023-24, with an increase of 2.7 points from 2023-24 to 2024-25. 89.3% of students in the 2021 cohort met this requirement, and 80.5% of students in the 2022 cohort met this requirement.

For the first Absolute Goal (Measure 3), UPCHS exceeded this measure by 23.8 percentage points for students in the fourth-year high school Total Graduation Cohort with a 98.8% graduation rate. We credit this accomplishment, in large part, to our low ratio of students per school counselors and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

For the first Absolute Goal (Measure 4), UPCHS exceeded this measure by 5 percentage points for students in the fifth-year high school Total Graduation Cohort with a 100% graduation rate.

For the Comparative Goal (Measure 5), we exceeded NYC CSD 7 by 26.8 percentage points.

For the last Absolute Goal (Measure 6), no UPCHS students in the 2020 Cohort took an approved pathway assessment, so we have marked this goal as Not Applicable.

ADDITIONAL CONTEXT AND EVIDENCE

The overall percentage of students in the first- and second-year high school Total Graduation Cohorts who earned at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year increased slightly overall from 2023-24. For the first-year cohort, the percentage increased from 92.6% to 95.2%, a gain of 2.6 percentage points. For the second-year cohort, there was an increase from 94.1% to 95.7%, a gain of 1.6 percentage points. As another comparison measure, UPCHS met Measure 2 in all of the past three years, with a decrease from 2022-23 to 2023-24, as students continued to deal with learning loss resulting from the pandemic, and an increase from 2023-24 to 2024-25. 89.3% of students in the 2021 cohort passed three or more Regents examinations in 2022-23, and 80.5% of students in the 2022 cohort met this requirement in 2023-24 compared to 83.2% for the 2023 cohort in the past school year.

At least 98% of UPCHS students have graduated after four years in each of the last eight cohorts, exceeding both benchmarks substantially, with all but 1 student in the cohort graduating after four

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years in each of the past two school years. For the comparison to CSD 7 over time, we have met this measure year after year, exceeding CSD 7 by at least 26 percentage points in each of the last three years.

ACTION PLAN

The school will continue to provide the levels of support in place for all students including counseling, office hours in every class, summer school for remediation, professional development around the transition to the Common Core Learning Standards, Saturday and after-school test prep sessions, and extended academic support for at-risk students. We will continue to promote a positive school culture, small class sizes, small student-to-teacher ratio, eight classes per year for all students, frequent parental communication, and an effective discipline system. We will also continue with our Peer Group Connection program, which has demonstrated strong results in increasing positive relationships between students and good decision-making. Most importantly, we will continue to provide high-quality instruction daily at both the middle school and high school.

GOAL 2: COLLEGE PREPARATION

University Prep Charter High School students will be prepared for institutions of higher education.

Over the past few years, UPCHS students have achieved graduation rates of 98% -100% and college acceptance rates close to 100%. Across our campus, we expect college enrollment and success.

In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS is focusing on enrolling more students in College Now, beginning in the 10th grade. College Now is a preparation program that helps students to transition into college while in high school. While University Prep Charter High School is currently partnered with City College, students have taken classes at a variety of colleges including Lehman College, New York City College of Technology, Hostos Community College, and Bronx Community College. At University Prep, students can enroll in College Now as early as 10th grade. As a result, students can earn up to 15 transferable college credits. Not only does this program acclimate students to the academic expectations of college, but it also provides students with a competitive advantage when applying.

Students must meet the following criteria to enroll in College Now:

- Students must have a cumulative GPA of 80 or above
- Students must earn a minimum score of 75 on the ELA Regents and a minimum Reading score of 480 on the PSAT/SAT
- Students must take a placement exam for certain Math courses

Courses Include:

Course	Credits	Location
ANTH 10100 – Introduction to Anthropology	3	City College of New York

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BIO 10004 – Human Biology	3	City College of New York
EDCE 22200 – Freshman Composition	3	City College of New York
ENGL 11000 – Freshman Composition	3	City College of New York
PSY 10200 – Applications of Psychology in the Modern World	3	City College of New York
PSY 24600 – Introduction to Human Development: Infancy & Childhood	3	City College of New York
GAME 11100 – Digital Game Development	3	City College of New York

College Advisement is built into every 12th grader’s program. UPCHS also offers a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks, as well as an SAT prep course for all 11th Grade students.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Pass an AP exam*	40	19	47.5%
CCR benchmark on SAT	75	29	38.7%

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Regents Diploma with Advanced Designation	83	14	16.9%
Overall	83	36	43.4%

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2019	2022-23	106	100	TBD
2020	2023-24	84	78	92.9
2021	2024-25	83	76	91.6

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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SUMMARY OF THE COLLEGE PREPARATION GOAL

The school met one of the two goal measures for College Preparation that can be assessed at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	No
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Yes

EVALUATION OF THE COLLEGE PREPARATION GOAL

Of the 83 graduates in UPCHS's 2021 Cohort, 43.4% demonstrated college preparation by at least one indicator:

- 40 graduates took at least one Advanced Placement ("AP") exam in English Language, English Literature, US Government, Biology, or Spanish Language as well as Calculus AB; 19 of these graduates earned a score of 3 or higher on at least one AP exam, although not all scores have been received to date.
- 75 graduates took the SAT; 29 of these graduates achieved the college and career readiness benchmark (currently scoring at least 480 on the SAT Reading and Writing section or at least 530 on the SAT Math section).
- Of 83 graduates, 14 earned a Regents diploma with advanced designation.

The school has defined matriculation as having paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course. The school surveys students to gather matriculation information. At this point, 91.6% have matriculated into a college or university.

ADDITIONAL CONTEXT AND EVIDENCE

Of the three indicators used by UPCHS to measure College Preparedness outlined in Measure 1 above, scores for the 2021 cohort increased for one and decreased for two compared to the 2020 cohort. The percentage of students passing at least one AP exam at a level 3 or higher decreased from 65.6% to 47.5%. The percentage of students reaching the CCR benchmark on the SAT increased from 35.8% to 38.7%. The percentage of students receiving a Regents Diploma with Advanced Designation decreased from 25% to 16.9%.

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UPCHS has consistently met the matriculation measure over the past three years, with a slight decrease of 1.3 percentage points from the 2020 Cohort to the 2021 Cohort. We do not have reliable data for the 2019 Cohort at this time.

ACTION PLAN

To continue to ensure that UPCHS graduating students are prepared to enter and be successful in institutions of higher education, the school will continue to focus on increasing the percentage of students who meet the college readiness standards. The specific strategies to be used include:

- One Assistant Principal with expertise in intellectual engagement focuses on instruction and professional learning, with the aim of having students move beyond compliance to instead grapple with challenging material to prepare for college
- Double ELA instruction time for 9th and 10th Grade students and double math instruction time for 9th Grade students
- Continuing independent reading, with the support of a literacy specialist, 4 days per week
- Enrolling more students in College Now classes starting in the 10th grade
- Offering a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks
- SAT prep course for all 11th Grade students
- Administering Regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math
- UPCHS now offers the ACT examination.
- UPCHS will continue to offer robust support to all students, including:
 - English as a New Language programming helps students with English Language acquisition. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.
- We provide supplemental instruction to targeted students in ELA and Math who have come close to obtaining college readiness benchmark scores on NYS Regents exams. Students in this category will be encouraged to sit for the math and/or ELA Regents again after receiving more support in the appropriate content area.
- UPCHS will also continue with the core programs that set students up for academic success in high school and college:
- A renewed focus on Understanding by Design has transformed unit planning and pushed the school to pivot unit assessment towards performance-based and project-based tasks for deeper assessment of concepts.
- The opening of our middle school has pushed us to ensure tight vertical alignment across the grades.
- The school will begin offering a coding class to help students prepare for today's tech careers.
- UPCHS will continue the leadership course called Peer Group Connection, now in its third year. In this program, 12th Grade students participate in a year-long leadership class to build

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facilitation and communication skills. The 12th Grade students in turn teach 9th Grade students once a week, which will help create connections between students and build a culture of responsibility and interdependence across the school. The program has demonstrated an increased sense of school connectedness, increased motivation, increased preparedness for college and career, and increased goal-setting and decision-making skills.

GOAL 3: ENGLISH LANGUAGE ARTS

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of English Language Arts.

BACKGROUND

GRADES 9–10 ENGLISH LANGUAGE ARTS

Program Structure

University Prep Charter High School provides a strong foundation in English Language Arts through **double-blocked instruction in Grades 9 and 10**, giving students sustained daily time to develop as readers and writers. One block emphasizes **argumentative, expository, and process writing**, while the other focuses on **literature, poetry, informational texts, and discussion-based analysis**. Across both courses, independent reading is a cornerstone: students read daily from a wide-ranging classroom library that blends **contemporary and culturally responsive texts with classic works across genres and levels**. Students select books at appropriate levels using Lexile measures from the STAR assessment, and teachers conference with them regularly to monitor growth.

Unified Writing Approach

The ELA department maintains a **unified stance on writing**: every English course assigns process-based writing projects that are graded for both drafts and final products. This reinforces writing as an iterative skill rather than a one-time product. Students complete major papers each semester that require **evidence-based analysis, argumentation, and personal voice**, building a foundation for later Regents and AP writing demands.

Grade 9 English

The 9th grade course introduces students to a diverse selection of short stories, novels, poetry, and informational texts. Works such as *The Alchemist* (Paulo Coelho), *Poet X* (Elizabeth Acevedo), *Not Your Perfect Mexican Daughter* (Erika Sánchez), and *Just Mercy* (Bryan Stevenson) anchor the curriculum, alongside traditional short stories from authors like O. Henry and Sandra Cisneros. Instruction focuses on **close reading, literary analysis, and writing fluency**, while also connecting informational texts to the Grade 9 Global History curriculum to support cross-disciplinary literacy.

Grade 10 English

The 10th grade course is organized around the theme of **alienation** and expands on skills developed in

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Grade 9. Students read *Night* (Elie Wiesel) and other novels, poetry, nonfiction, and short stories that interrogate identity, belonging, and resilience. Instruction emphasizes **analytical writing and synthesis**, preparing students for the NYS ELA Regents Part 3 Text Analysis Task. Students practice identifying central ideas, analyzing literary devices, and making connections across texts studied in both 9th and 10th grade. As in Grade 9, informational texts are strategically chosen to connect with the Grade 10 Global History curriculum, giving students broader historical and cultural context for their literary study.

Grade 11 ELA (Regents Preparation)

The Grade 11 course consolidates skills from prior years and prepares students for the **NYS Regents Examination in English Language Arts**. Building on texts from Grades 9 and 10 such as *The Alchemist* (Paulo Coelho), *Poet X* (Elizabeth Acevedo), *The Odyssey* (Homer), *Not Your Perfect Mexican Daughter* (Erika Sánchez), and *Just Mercy* (Bryan Stevenson), students in Grade 11 engage with more complex works including *Macbeth* (William Shakespeare), *A Raisin in the Sun* (Lorraine Hansberry), and selections from *Walden Pond* (Henry David Thoreau). The course also explores major literary movements—**Naturalism, Realism, Transcendentalism, and Post-Modernism**—to deepen understanding of American and world literature. Instruction emphasizes close reading, Regents-style text analysis and argument writing, and academic vocabulary development. These efforts have contributed to a **steady upward trend in Regents scores**, reflecting stronger preparedness across the grade level.

Grade 12 ELA (College and Career Readiness)

The Grade 12 course extends literary study and writing at the college level. Students explore *Call of the Wild* (Jack London), *No Country for Old Men* (Cormac McCarthy), and *Death of a Salesman* (Arthur Miller), alongside poetry, short stories, and literary non-fiction. Instruction emphasizes **thesis-driven analytical writing, research skills, and writing across disciplines**, culminating in a substantial research paper during the second half of the year. Seniors also engage in college essay drafting and seminar-style discussions that refine critical thinking and postsecondary readiness.

Independent Reading and Representation

Across grades, the ELA program has made a **concerted effort to increase cultural responsiveness and representation** while balancing this with exposure to canonical works. Classroom libraries have been expanded and audited to address gaps and bias, and a dedicated science library was created. Students now have more class time for **directed independent reading** using classroom collections and **Sora, an online book platform**, which has increased both access and engagement.

Advanced Placement English

To extend rigor for advanced learners, we offer a **sequenced AP program**:

- **AP English Language and Composition** (taken before AP Literature) develops rhetorical analysis, argumentation, and synthesis across nonfiction and literary texts, building the advanced writing skills students need in college.
- **AP English Literature and Composition** follows, focusing on close reading and interpretation of prose, poetry, and drama.

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This sequence has strengthened student performance, and both courses culminate in the College Board AP examinations in May.

Targeted Literacy Interventions

For students with the greatest literacy needs, the school provides intensive intervention through **Wilson Reading System's Just Words**. Used successfully for years, this program has helped students move from non-readers to functional readers and has lifted struggling readers toward grade-level proficiency. Instruction is delivered by **learning specialists (special education teachers)** who are trained to administer the **Fountas & Pinnell Benchmark Assessments** to monitor progress. Interventions are data-driven and run alongside core ELA coursework, accelerating access to grade-level material.

Alignment to Standards and Assessments

Our ELA curriculum is aligned to the **NYS Next Generation ELA Learning Standards** and prepares students for the **revised Regents exam**. In addition, there is an intentional emphasis on **writing across the disciplines**, ensuring students apply literacy, research, and argumentation skills across science, history, and other academic subjects.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.⁶

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁷

Cohort	Fourth Year	Number in	Number exempted with No	Number Scoring at Least Level 4	Percent Scoring at Least Level 4 Among Students
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⁶ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁷ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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		Cohort (a)	Valid Score (b)	(c)	with Valid Score (c)/(a-b)
2019	2022-23	106	22	35	41.67%
2020	2023-24	84	0	52	61.9%
2021	2024-25	84	0	48	57.1%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	106	22	66	78.6%
2020	2023-24	84	0	78	92.9%
2021	2024-25	84	0	80	95.2%

High School ELA Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	41.67%	106	13%	1,651
2020	61.9%	84	27%	1,561
2021	57.1%	84	TBD	TBD

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	78.6%	106	29%	1651
2020	92.9%	84	57%	1561
2021	95.2%	84	TBD	TBD

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High School ELA Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 7 - Growth

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and 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 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.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	51	5	11	23.9%
2020	2023-24	N/A*	N/A*	N/A*	N/A*
2021	2024-25	2*	0	0	0

High School ELA Measure 8 - Growth

Each year, 75 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 at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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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 graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	51	5	30	65.2%
2020	2023-24	N/A*	N/A*	N/A*	N/A*
2021	2024-25	2*	0	2	100%

*For the 2020 Cohort, we are unable to assess the growth of students not proficient on the 8th Grade NYS ELA exam as state exams were not administered in 2020 due to the COVID-19 pandemic. Of the 2021 Cohort, we only have eight students with 8th Grade NYS ELA Exam scores on record.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

UPCHS has met two of the four High School English Language Arts Goal measures that can be assessed at this time.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	TBD
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	TBD

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Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NOT MET
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET

EVALUATION OF HIGH SCHOOL ELA GOAL

For the first Absolute Goal (Measure 1), 57.1% of the 2021 Cohort scored a Level 4 or higher on the English Regents exam, missing the goal of 65% by 7.9 percentage points. This represents a small decrease from the 2020 Cohort at 61.9%. However, this data also shows that student achievement in ELA is still impacted by pandemic-related learning loss. Prior to the pandemic, UPCHS demonstrated consistently strong performance against this benchmark as evidenced by the 2019 cohort (68.6%) and 2018 (72%).

For the second Absolute Goal (Measure 2), 95.2% of the 2021 cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort, exceeding the goal by 15.2 percentage points.

For Comparative Measure 4, UPCHS's 2020 Cohort exceeded the 2020 Cohort for CSD 7 by 34.9 percentage points. 61.9% of UPCHS's 2020 Cohort achieved a Performance Level of 4 or higher on the Regents Exam in English Language Arts (Common Core) by completion of their fourth year, compared to 27% of students in CSD 7. For Comparative Measure 5, UPCHS's 2020 cohort exceeded the 2020 Cohort for CSD 7 by 35.9 percentage points. 95.2% of UPCHS's 2020 Cohort at least partially met Common Core expectations on the Regents Exam in English Language Arts (Common Core), compared to 57% of students in CSD 7. Data for the CSD 7 2021 Cohort is not yet available.

For the Growth Goals (Measures 7 and 8), we are unable to fully determine the percentage of students not proficient on the 8th Grade ELA exams who scored a Level 3 or 4 on the Regents Exam in English Language Arts (Common Core) by their fourth year as the majority of the 2021 Cohort do not have valid scores from 2021.

ADDITIONAL CONTEXT AND EVIDENCE

For the first Absolute Goal (Measure 1), 57.1% of the 2021 Cohort scored a Level 4 or higher on the English Regents exam, missing the goal of 65% by 7.9 percentage points. This is a decrease of 4.8 percentage points from the 2020 cohort in 2023-24 but an increase of 15.4 percentage points from the 2019 cohort in 2022-23.

For the second Absolute Goal (Measure 2), 95.2% of the 2021 Cohort scored a Level 3 or higher on the English Regents exam, surpassing the goal of 80% by 15.2 percentage points. This is an increase of 2.3 percentage points from the 2020 cohort in 2023-24 and increase of 16.6 percentage points from the 2019 cohort in 2022-23.

ACTION PLAN

In the 2025-2026 school year, UPCHS will continue to focus on literacy support. All classes will focus on reading and writing for content acquisition and demonstrating mastery. This will be supported in part by Overdrive and Sora, digital reading software UPCHS introduced last year.

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in English. The school will continue to emphasize student literacy skill development through nonfiction complex text, closer reading, deeper analysis, text citation, and writing using sources. Teachers will continue to receive professional development on the implementation of the Common Core Literacy Standards and will follow curriculum adjustments. The school will also continue to utilize after-school and Saturday school instruction to provide remedial instruction as well as Regents prep.

In addition, UPCHS will continue to invest in remediation for students who are struggling in ELA to get them on-track earlier in their high school career. The school will once again implement best practices in preparation for the ELA Regents Exam and institute a Saturday Academy to improve student literacy levels for targeted groups of students such as ELLs, SWDs, and students in the lowest one-third. Specific strategies include:

- The school has implemented a formal strategic inquiries initiative for students outside the sphere of success. For seven different groups of students (mostly subject-specific), teachers will engage in a participatory action research cycle to examine student work, research strategies, reflect, and assess the impact of the strategies. This process helps UPCHS build varied custom effective strategies for helping students succeed academically.
- 9th and 10th grade students take both an ELA and Composition class. The additional time allows the teachers to slow the pace of the courses, thereby accommodating the remedial needs of students, allowing for deeper probing of material, and developing more cross-content connections. We have added a Special Education Teacher to these classes to further support students requiring significant remediation.
- The school has invested in expanding classroom libraries and incorporated more independent reading into literacy.

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- The school's English as a New Language course helps students with English Language acquisition. In comparison to the push-in support for ELL students we had done previously, this new course will allow for more intensive targeted English instruction. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.

We are also continuing programs to better support the emotional and physical needs of our high-poverty student population. UPCHS' school site has brought in a school-based health clinic with a full-service doctor's office and support from social workers. The Peer Group Connection program helps to build positive communication, interdependence, motivation, and responsibility. In addition, we have implemented a staff-wide diversity training series to help ensure staff are developing their abilities to be culturally responsive and sensitive to student needs.

GOAL 4: MATHEMATICS

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of Mathematics.

BACKGROUND

Strengthening the Mathematics Program at UPCHS to Support Regents Success

The mathematics curriculum at UPCHS is designed to ensure all students have the knowledge, skills, and confidence to succeed on New York State Regents Exams and in higher-level mathematics. Aligned to New York's **Next Generation Mathematics Learning Standards**, the program provides a clear pathway from foundational algebraic skills through advanced college-level coursework.

Building a Strong Foundation (Grades 9–10)

- **Algebra I (Grade 9):** All freshmen begin with Algebra I, a skills-based course focused on developing algebraic reasoning and problem-solving. The major outcome is for students to master solving and graphing linear and quadratic equations while being introduced to trigonometry, probability, and set theory. Regular six-week cumulative exams help ensure Regents readiness.
- **Math Lab (New for 2025–26):** To further strengthen Regents performance, UPCHS is introducing a Math Lab course to be taken alongside Algebra I. This lab provides targeted, small-group instruction, remediation, and practice designed to increase Regents pass rates.
- **Geometry (Grade 10):** Building on Algebra I, students study geometric systems and relationships, proofs, coordinate geometry, and transformations, with a focus on real-world applications and Regents-aligned skills.

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Expanding Skills and Supporting Success (Grades 11–12)

- **Algebra II/Trigonometry (Grade 11):** Students build on their algebra and geometry foundation to deepen their understanding of functions, trigonometric relationships, and advanced problem-solving strategies.
- **Math Applications (New for 2025–26):** A new junior-level elective designed to provide students with additional support and practice in mathematical reasoning. This course reinforces Regents-level skills, helps students strengthen problem-solving abilities, and provides an additional layer of support for college readiness.
- **Pre-Calculus (Grade 12):** Students who complete Algebra II/Trigonometry move into Pre-Calculus to prepare for advanced studies.
- **Advanced Placement (AP) Options:** Once students complete their Regents sequence, they have the opportunity to take **AP Pre-Calculus** or **AP Calculus AB**, ensuring rigorous college-level opportunities.
- **SAT Math Preparation:** Students may also access a targeted SAT Math Prep program to enhance standardized testing outcomes.

Technology-Enhanced Learning

UPCHS leverages platforms such as **Delta Math** and **IXL** to provide leveled practice, diagnostic data, immediate feedback, and customized remediation. These tools are especially impactful in Algebra I, where early interventions are critical for Regents success.

Intervention for Struggling Learners

UPCHS continues to provide extended Algebra pathways for targeted students, allowing them to take Algebra over a year and a half. This structure has already yielded positive outcomes, ensuring more students meet proficiency standards and are positioned for long-term success in mathematics.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

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Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	106	3	8	7.5%
2020	2023-24	84	0	2	2.4%
2021	2024-25	84	0	4	4.8%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	106	3	25	24.3%
2020	2023-24	84	0	13	15.5%
2021	2024-25	84	0	52	61.9%

High School Math Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	7.5%	106	7%	1,651
2020	2.4%	84	2%	1,561
2021	4.8%	84	TBD	TBD

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on a Regents Mathematics Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	24.3%	106	21%	1,651
2010	15.5%	84	15%	1,561
2021	61.9%	84	TBD	TBD

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High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School Math Measure 7 - Growth

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents 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.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	61	1	0	0
2020	2023-24	N/A*	N/A*	N/A*	N/A*
2021	2024-25	4*	0	0	0

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents 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 move to meeting the English requirement for graduation.

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Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	61	1	3	5
2020	2023-24	N/A*	N/A*	N/A*	N/A*
2021	2024-25	4*	0	3	75%

*For the 2020 Cohort, we are unable to assess the growth of students not proficient on the 8th Grade NYS ELA exam as state exams were not administered in 2020 due to the COVID-19 pandemic. Of the 2021 Cohort, we only have seven students with 8th Grade NYS Math Exam scores on record.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

UPCHS has met one of the four High School Mathematics Goal measures that can be assessed at this time.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	TBD
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	TBD
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at	NOT MET

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	or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	MET

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

For the first Absolute Goal (Measure 1), 4.8% of the 2021 Cohort scored a Level 4 or higher on a Regents Math exam, missing the goal of 65% by 60.2 percentage points. The school's decrease in this area from its performance in pre-pandemic reflects the learning loss experienced by our student population. Prior to the pandemic, UPCHS demonstrated significantly stronger performance against this benchmark as evidenced by the 2019 (35%) and 2018 (38%) cohorts.

For the second Absolute Goal (Measure 2), 61.9% of the 2021 cohort scored a Level 3 or higher on a Regents Math Exam by the completion of their fourth year in the cohort. This percentage fell short of the goal by 18.1 percentage points. While we did not meet this goal measure, we did see a significant increase from the prior year in which 15.5% of the fourth year cohort received at least a Level 3 on the exam.

For Comparative Measure 4, UPCHS's 2020 Cohort exceeded the 2020 Cohort for CSD 7 by 0.4 percentage points. 2.4% of UPCHS's 2020 Cohort achieved a Performance Level of 4 or higher on a Regents Math Exam by completion of their fourth year, compared to 2.0% of students in CSD 7. For Comparative Measure 5, UPCHS's 2020 cohort exceeded the 2020 Cohort for CSD 7 by 0.5 percentage points. 15.5% of UPCHS's 2020 Cohort at least partially met Common Core expectations on a Regents Math Exam, compared to 15% of students in CSD 7. Data for the CSD 7 2021 Cohort is not yet available.

For the Growth Goals (Measures 7 and 8), we are unable to fully determine the percentage of students not proficient on the 8th Grade Math exams who scored a Level 3 or 4 on a Regents Math Exam by their fourth year as the majority of the 2021 Cohort do not have valid scores from 2021.

ADDITIONAL CONTEXT AND EVIDENCE

For the first Absolute Goal (Measure 1), 4.8% of the 2021 Cohort scored a Level 4 or higher on a Regents Math exam, missing the goal of 65% by 60.2 percentage points. This is an increase of 2.4 percentage points from the 2020 cohort in 2023-24. Comparisons to the 2018 cohort cannot be made due to exemptions.

For the second Absolute Goal (Measure 2), 61.9% of the 2021 Cohort scored a Level 3 or higher on a Regents Math exam, missing the goal of 80% by 18.1 percentage points. This is an increase of 46.4 percentage points from the 2020 cohort in 2023-24. Comparisons to the 2019 cohort cannot be made due to exemptions. Pre-pandemic student performance on the Math Regents exams were significantly higher as evidenced by the 2018 Cohort, in which 100% of students scored at least one Level 3 score on

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a Math Regents. This, again, points to the tremendous amount of learning loss our students experienced due to the pandemic.

ACTION PLAN

In 2025-26, UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in Mathematics. UPCHS has invested significantly in shifting its mathematics program to meet the New York State Common Core Learning Standards. The school altered its mathematics curriculum, beginning with Algebra I, and purchased additional Common Core-aligned materials to support student learning aligned to these standards. Math teachers receive targeted professional development that support their use and implementation of the new resources to ensure that their math lessons address the instructional shifts in math.

To help students become proficient in the application of mathematical skills and concepts, the school has introduced “Problem Solving,” a STEM-focused class in 9th grade to help students solve unfamiliar and challenging problems. This class has been fundamental in improving our students’ abilities in navigating Common Core mathematics. The school will continue to incorporate, within the curriculum, unit exams that have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for intervention programs, including office hours, small-group tutoring, and Saturday classes.

UPCHS will also invest more deeply in remediation for students who are struggling in math to get them on-track earlier in their high school career. In 2017-18, UPCHS introduced “Algebra Enrichment”, a remedial algebra course for students who did not demonstrate proficiency in math on the 8th grade New York State assessment. The course is co-taught with a special education teacher to provide additional support to struggling learners. Starting in 2019-20, the school also began offering a course called “Numeracy”, which is a supplementary remediation course that covers basic algebraic concepts. Once students can develop their skills in algebraic operations, they will be prepared to access the more abstract mathematical concepts found in higher-level mathematics courses.

In the 2021-22 school year, UPCHS introduced a Statistics course and an AP Calculus course. In addition, we worked on a logical scope and sequence to better prepare our students for Algebra this year. UPCHS will also continue to use interventions to support learners who do not demonstrate proficiency in mathematics prior to 9th grade. Targeted students take algebra for a year and a half (as opposed to a year), which has shown strong results in helping struggling learners to demonstrate proficiency in mathematics. UPCHS will use the strategic inquiries initiative to develop additional strategies to support struggling learners.

UPCHS is continuing to use data to target instruction. Students are assessed quarterly so teachers can identify gaps in student learning and restructure groupings as needed. The school is also using more data to correctly identify students for groupings in Algebra II, as well as shifting students to a 3-semester-long course to give them more time to absorb the material and practice the skills.

The additional physical and emotional supports provided by the onsite clinic, Peer Group Connection course, and staff-wide diversity training series will help students be ready to learn and reduce disruption and truancy.

GOAL 5: SCIENCE

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of Science.

BACKGROUND

At UPCHS, students continue to take at least three years of science. Living Environment covers ecology, cells, genetics, evolution, microorganisms, fungi, plants, invertebrates, chordates, and the human body. It includes a minimum of 1200 minutes of laboratory activities, including the four mandated labs. This course ends in the Regents Exam. The determination to shift to a Life Science: Biology course was motivated by factors including, but not limited to, increased rigor, and stronger alignment with chemistry and AP biology classes.

For the next charter term, University Prep Charter High School will expand its science program by introducing two new courses designed to strengthen preparation and broaden access to advanced study. The first, *Chemistry Foundations*, is a non-Regents course that provides enrichment to support success in 11th-grade Regents Chemistry while also reinforcing and extending the inquiry and analytical skills developed in Life Science: Biology. This course is intended both to build readiness for Regents Chemistry and to serve as a bridge to advanced science pathways such as Physics and other upper-level electives. The second course, *Environmental Physics*, is designed as a concept-driven introduction to physics that is less mathematically intensive than traditional Regents Physics. It emphasizes the application of physical principles to real-world contexts, encouraging students to understand how the laws of physics shape both natural and built environments. Together, these additions to the science program will enhance the continuum of instruction and ensure that students are equipped with the skills needed for Regents-level coursework and beyond.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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 Life Science: Biology, Earth Science, Chemistry, and Physics. The school administered Living

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Environment and Chemistry Regents. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	106	26	17	21.25%
2020	2023-24	84	11	7	9.6%
2021	2024-25	84	1	37	44.6%

High School Science Measure 2 - Comparative

Each year, the percent of 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.

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 exams up through the summer of their fourth year, the school presents most recently available district results.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	21.25%	106	46%	1,651
2020	9.6%	84	11%	1,561
2021	44.6%	84	TBD	TBD

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The Absolute Goal was not met. The Comparative Goal cannot be measured at this time.

Type	Measure	Outcome
Absolute	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.	Not Met
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that	TBD

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	of the high school Total Cohort from the school district of comparison.	
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EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

For the Absolute Goal, 44.6% of the 2021 Cohort passed a Regents Science exam with a score of 65 or higher, falling short of the target by 30.4 points. This percentage is a significant increase from the 2010 Cohort in 2023-24 at 9.6%. Prior to the pandemic, UPCHS demonstrated significantly stronger performance against this benchmark as evidenced by the 2018 (98%) and 2017 (97%) cohorts. For the 2019 Cohort, the majority of students were exempted from a Regents Science Exam, although 18 in total received a score of 65 or higher.

For the Comparative Measure, UPCHS's 2020 Cohort fall short of the 2020 Cohort for CSD 7 by 1.4 percentage points. 9.6% of UPCHS's 2020 Cohort achieved a score of 65 or higher on a Regents Science by completion of their fourth year compared to 11% of students in CSD 7. Data for the CSD 7 2021 Cohort is not yet available.

ADDITIONAL CONTEXT AND EVIDENCE

Prior to the pandemic, UPCHS consistently exceeded this measure by a substantial margin. As referenced above, 97% of the 2018 cohort and 97% of students in the 2017 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

ACTION PLAN

University Prep Charter High School has implemented strategic staffing changes within the science department to strengthen instructional quality and improve student performance outcomes. As part of this effort, the school has hired a special education teacher with a strong science background to provide targeted instructional support for students with disabilities, ensuring equitable access to rigorous coursework. The school has also introduced a new course, *Human Anatomy & Physiology*, designed to reinforce foundational biological concepts while promoting a deeper understanding of human structure and function. To monitor progress and maintain alignment with state standards, University Prep will continue to utilize PowerSchool to track classroom-level internal assessment data and identify trends in student achievement. In addition, all students participate in comprehensive final examinations that are aligned with Regents-level expectations, ensuring consistency of rigor and supporting readiness for state assessments.

GOAL 6: SOCIAL STUDIES

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of Social Studies.

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BACKGROUND

At UPCHS, we employ a multifaceted approach to teaching social studies that is rooted in encouraging critical thinking, cultural understanding, and civic engagement among students. These schools recognize the importance of social studies education in shaping well-rounded individuals who are informed about their society and the world at large. One of the fundamental aspects of their approach is the incorporation of diverse perspectives and inclusive narratives within the curriculum. By exploring various cultures, historical events, and social movements, students gain a broader understanding of the interconnectedness of the global community, fostering empathy and respect for different cultures and backgrounds.

Students take Global History and Geography I in 9th grade and Global History and Geography in 10th grade, culminating in a Regents exam. In 11th grade, students take US History, and in 12th grade Civics and Economics. High-performing students also have the opportunity to take Advanced Placement Government and Politics in 12th grade. Students also choose between one of two social studies electives: Latin American Studies and Black Studies. In all courses, we emphasize active learning methodologies to make social studies classes engaging and interactive. They frequently employ methods such as debates, role-playing exercises, and group discussions, enabling students to actively participate in the learning process. Field trips to local historical sites, museums, and community organizations further enrich students' educational experiences, providing them with real-world contexts to connect theoretical knowledge with practical applications. By fostering a dynamic and participatory learning environment, UPCHS aims to equip students with the analytical skills, cultural awareness, and social consciousness necessary to navigate an increasingly complex and diverse society.

Social Studies Measure 1 - Absolute

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	106	103	3	100%
2020	2023-24	84	2	72	87.8%

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2021	2024-25	84	10	72	97.3%
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Social Studies Measure 2 - Comparative

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 exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	100%	106 (103 exemptions)	5%	1,651
2020	87.8%	84	25%	1,561
2021	97.3%	84	TBD	TBD

Social Studies Measure 3 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	106	106	N/A	N/A
2020	2023-24	84	0	78	92.9%
2021	2024-25	84	0	78	92.9%

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Social Studies Measure 4 - Comparative

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.

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 exams up through the summer of their fourth year, school presents the most recently available district results.

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	106 (106 exemptions)	13%	1,651
2020	92.9%	84	34%	1,561
2021	92.9%	84	TBD	TBD

SUMMARY OF THE SOCIAL STUDIES GOAL

The Absolute Goal measurements for both US History and Global History have been met. The two Comparative Goal measurements cannot be assessed at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	MET
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	TBD
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	MET
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will	TBD

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	exceed that of the high school Total Cohort from the school district of comparison.	
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EVALUATION OF THE SOCIAL STUDIES GOAL

For the US History Absolute Measure, 97.3% of the 2021 Cohort passed the Regents exam with a score of 65 or higher, exceeding the target by 22.3 points.

For the US History Comparative Measure, UPCHS's 2020 Cohort exceed the 2020 Cohort for CSD 7 by 62.8 percentage points. 87.8% of UPCHS's 2020 Cohort achieved a score of 65 or higher on the US History Regents by completion of their fourth year compared to 25% of students in CSD 7. Data for the CSD 7 2021 Cohort is not yet available.

For the Global History Absolute Measure, 92.9% of students in the 2021 Cohort passed the Regents exam with a score of 65 or higher, exceeding the target by 17.9 points.

For the Global History Comparative Measure, UPCHS's 2020 Cohort exceeded the 2020 Cohort for CSD 7 by 58.9 percentage points. 92.9% of UPCHS's 2020 Cohort achieved a score of 65 or higher on the Global History Regents exam by completion of their fourth year compared to 34% of students in CSD 7. Data for the CSD 7 2021 Cohort is not yet available.

ADDITIONAL CONTEXT AND EVIDENCE

Performance on the U.S. History exams has been historically strong. While historical trends for the 2018 and 2019 cohorts cannot be considered due to the high number of pandemic related exemptions, all other years over the past decade show passing rates well exceeding the target of 75 percent. In fact, with the exception of the 2020 cohort at 87.8%, passing rates have been 95% or higher each year.

For Global History, the 2020 cohort passing rate was 92.9% matching the rate for the 2021 cohort. Similar to US History, the 2019 and 2018 cohorts need to be discounted due to exemptions. However, in the six years preceding the 2018 cohort, passing rates ranged from 95%-100%.

ACTION PLAN

As demonstrated above, historically, we have had high achievement on our history Regents exams, and we anticipate that this will continue to be the case in the future. Therefore, we will implement the same effective program and will continue to track achievement data on classroom-level internal assessments. Students have taken and will continue to take final exams that assess the same material as the Regents exams.

GOAL 7: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

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Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement
2024-25	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

UPCHS has been In Good Standing/Local Support and Improvement in each of the past three years.