

March 2017

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 educational progress for the Mark Murray Campus. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Rita Garcia for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/Pyu3fl> or you may review a copy in the main office at your child's school.

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

Our school has not been given one of these labels.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

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enrollment period. Otherwise all students are admitted on a first-come, first-served basis.

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

The data in our Annual Education Report shows that our most significant challenge in the areas of math and reading are our students not meeting the state average for proficiency. To address these critical needs in the area of math, we will continue to develop teachers in the use of the Engage New York Math curriculum. All classroom teachers will receive additional training on how to effectively plan for our students needs while continuing to maintain pace on this rigorous curriculum. The Engage New York Math curriculum enables teachers to promote deep mathematical conceptual understanding and computational fluency. We are working to address the differentiated needs of our students in each classroom. To address the critical needs in the area of reading, we have adopted the Expeditionary Learning ELA curriculum for grades three through five. In grades kindergarten through second, we have utilizing the ELA units of instruction that were developed by our network teachers. These modules are aligned to the Common Core State Standards. To address our school's need in the area of science and social studies, we have re-structured our daily schedule to allow our teachers a weekly three-hour block of time to teach the standards in these subject areas through engaging and hands-on activities. We also will continue to incorporate the Next Generation Science Standards and the Michigan science and social studies GLCEs into those ELA units were alignment can be made.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

This section does not apply to our school.

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

The core curriculum of our school is fully aligned with the Michigan Department of Education's Academic Standards. The curriculum is implemented from a standards-based perspective, meaning that teachers analyze grade-level standards in order to determine the level at which

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students need to demonstrate mastery of particular content. Teachers work individually and as collaborative teams to plan daily instruction and units. School administrators and instructional coaches also assist teams in unpacking and adapting curriculum, and they also work to analyze student data as a way to monitor the effectiveness of the instructional program.

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

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

Students in grades Kindergarten through five at University Preparatory Elementary School-Mark Murray Campus take the Measures of Academic Progress, a nationally normed achievement test that measures achievement in Reading and Math. This test reports student achievement in RIT scale units. The RIT Scale is a curriculum scale developed by NWEA that uses the individual item difficulty values to estimate student achievement.

When a student takes the Fall MAP reading or math assessment, their score will include a RIT score “growth target” for the Spring. This growth target is set based on typical growth for all students nationally in the same grade with the same Fall RIT score. The table below shows the percentage of Mark Murray students at each grade level who met their growth targets score over the last three years.

	Math 2014-2015	Reading 2014-2015	Math 2015-2016	Reading 2015- 2016
Kindergarten	68	61	85	73
First	64	53	84	73
Second	42	72	45	71
Third	53	55.	48	43
Fourth	38	49	38	46
Fifth	69	53	58	51

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

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	Number of parents participating	Percent of parents participating
2014-2015	459	96%
2015-2016	414	90%

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University Preparatory Academy-Mark Murray is a school committed to excellence and leadership. Our staff will continue to work with our families and our community to assure that all students are receiving the highest level of education. We are proud of the accomplishments that we have achieved this year and look forward to an even greater 2016-2017 school year.

Sincerely,

Kimberly Llorens, Principal
University Prep Academy, Mark Murray Campus

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