

School Annual Education Report (AER) Cover Letter

February 15, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for UPA High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Carmen Dotch, School Operations Manager, for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2Ilhrck> or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

Although our combined report reflects some growth, UPA High School continues to strive for all students reaching the benchmark. Our teachers and administrative team continue to engage in intensive data/assessment PDs to uncover our students' deficit areas. Our increased knowledge has allowed us to identify priority standards in all content areas and be more intentional about the teaching and learning that takes place in our classrooms. Furthermore, we offer students SAT Prep tutoring twice a week during the school day. This additional time learning test-taking strategies will increase student performance on the exam. Finally, all 9-11th grade students take Interim assessment in the fall and winter to provide real time data which teachers used to drive instruction. Also, typically take the PSAT & SAT in the spring, but due to the pandemic testing was postponed until fall 2020-21. Testing for the 20-21 school year had no participation requirement and our participation rates were not as high as normal.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- a. As a public school academy, 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 Assistant Director of Enrollment. The process allows for siblings of currently enrolled students and children of district employees to receive priority

in the enrollment process, but only if those students apply during our open enrollment period. Otherwise all students are admitted on a first-come, first-served basis.

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

a. Based on a needs assessment from our current School Improvement Plan, we felt it was important to hone in some of our current programs including 9th grade instruction. We will be analyzing if our newly constructed 9th Grade Academy will positively impact student achievement each school year. Our goals will be based around:

- Increased 9th grade grade point averages
- Higher 9th grade PSAT scores

This will be done to build stronger foundational skills that will lead to increased student achievement and to promote a culture where students have excellent habits of work.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

a. Does not Apply

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

a. 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 to determine the level at which students need to demonstrate mastery of content. Teachers work individually and as collaborative teams to plan daily instruction and units. School administrators and instructional coaches also assist teams in unpacking curriculum, and they analyze student data 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

2019-2020 PSAT	Mean ERW Score	Mean Math Score	Mean Total score
PSAT 8/9	Pandemic Postponement	Pandemic Postponement	Pandemic Postponement
PSAT 10	405	395	800
SAT 11	422	396	819

2020-2021 PSAT	Mean ERW Score	Mean Math Score	Mean Total score
PSAT 8/9	Pandemic Postponement	Pandemic Postponement	Pandemic Postponement
PSAT 10	Pandemic Postponement	Pandemic Postponement	Pandemic Postponement

SAT 11	422.5	395.7	818
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2021-2022 PSAT	Mean ERW Score	Mean Math Score	Mean Total score
PSAT 8/9	352	346	698
PSAT 10	380	370	750
SAT 11	419	377	796

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

Year	Number of Students Represented	Percent of Students Represented
2019-2020	410	73%
2020-2021	N/A	N/A
2021-2022	405	72%

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

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

Year	Number of Students In Dual Enrollment	Percentage of Students In Dual Enrollment
2019-20	15	2.6%
2020-2021	18	3.2%
2021-2022	20	3.5%

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

Year	Number of AP Courses Offered
2019-20	6
2020-2021	8
2021-2022	8

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

Year	Number of Students in AP Courses	Percentage of Students in AP Courses
2019-20	79	14%
2020-2021	82	14.6%
2021-2022	80	14%

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

Year	Number of AP/Dual Enrollment Students Receiving College Credit	Percentage of AP/Dual Enrollment Students Receiving College Credit
2019-20	8	11%
2020-2021	7	8.5%
2021-2022	11	13%

University Preparatory Academy High School is a school committed to preparing students for success in life. Our staff will continue to work with our families and our community to ensure that all students learn at high levels. We are proud of the accomplishments that we have achieved this year and look forward to even greater growth in the 2021-2022 school year.

Sincerely,



Derrick L. Kellam
School Director
University Prep Academy High School