

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 UPSM 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 the school director, Ayanna Dance, for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2IlfkEp> 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.

The data in the combined report shows a decrease in Math and English. We are working with our Instructional Coaches to provide common benchmark assessments in ninth and tenth grade English and Math classes quarterly.

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

University Prep Science & Math High School's School Improvement Plan (SIP) was revised in 2017 after careful analysis of student achievement data (SAT). This is a living document and is revised each year based on new data. Our plan includes four goal areas: Mathematics, English Language Arts, Science, and Social Studies with a focus on Culture and Climate.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a. University Prep Science & Math High School is a School of Choice. University Prep Science & Math has partnerships with many community partners within the Metro Detroit and surrounding area. We offer a rigorous curriculum with a balanced focus on Math, Science, English, and Social Studies. Notably, we offer five Science/Engineering Pathways that allow students to study an area of science and engineering in a deeper way. The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and make decisions conducive to personal growth.
- 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

Scholars took the NMSQT and the SAT to measure academic progress. Scholars also took a practice SAT to measure progress from the fall test to identify gaps and areas of improvement. We will continue to provide intervention support to address our lowest achieving scholars so that we can close the learning gap. We appreciate the continued support of scholars, parents, staff and our community in this effort.

Grade	Reading 2018-2019	Math 2018-2019	Grade	Reading 2019-2020	Math 2019-2020	Grade	Reading 2020-2021	Math 2020-2021	Reading 2021-2022	Math 2021-2022
Ninth	27%	6%	Ninth	NA	NA	Ninth	NA	NA	17%	1%
Tenth	22%	0%	Tenth	NA	NA	Tenth	NA	NA	22%	9%
Eleventh	19.4%	4.5%	Eleventh	NA	NA	Eleventh	9.8%	<5	10.9%	<5%

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

Year	Percent of Students Represented
2018-2019	62%
2019-2020	N/A
2020-2021	N/A
2021-2022	N/A

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

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

Year	Number of Students in Dual Enrollment	Percent of Students in Dual Enrollment
2018-2019	15	3.2%
2019-2020	NA	NA
2020-2021	NA	NA
2021-2022	19	4.1%

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

We offered three AP courses: Psychology, English Language & Composition, and English Literature & Composition.

Year	Number of AP Courses Offered
2018-2019	3
2019-2020	NA
2020-2021	NA
2021-2022	2

Year	Number of Students in AP Courses	Percent of Students in AP Courses
2018-2019	43	9.1%

2019-2020	NA	NA
2020-2021	NA	NA
2021-2022	48	10%

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

Year	Number of AP Students Receiving College Credit	Percent of AP Students Receiving College Credit
2018-2019	5	11.6%
2019-2020	NA	NA
2020-2021	NA	NA
2021-2022	N/A	N/A

As a STEM school, we are continuously seeking opportunities for student growth, and are working to build UPSM HS into a top STEM school in Detroit.

Sincerely,

Jerry Lawrence
School Director