

University Preparatory Elementary School

# 2007-2008 Annual Report

857 Holden • Detroit, MI 48202 • 313.874.9800

## Principal

Mrs. Chalita Middleton

## 2007-2008 School Improvement

**Team Members:** Jennifer Barnes, Shannan Melkonian, Capri Scott, Latisha Thomas, Kelly Sparks, and Chalita Middleton

## Parent Participation:

Parent involvement is a key feature of all University Preparatory Schools. In addition to typical volunteer activities, all UPA parents are expected to participate in at least three Individual Learning Team Meetings for their children each year. In the 2007-08 school year, 96% of parents participated in Learning Team Meetings.

## District Cohort Graduation Data:

The graduation rate is the percentage of ninth graders who graduate from high school within four years, adjusting for students who move in or out of the District. The rate is calculated by the State from data provided by the District. University Prep's graduation rate for 2007-08 was 98%.

## Highly Qualified Teachers:

The federal No Child Left Behind (NCLB) law requires public school teachers to meet their state's definition of high qualified teacher for each core academic subject they teach. These qualifications include a bachelor's degree, full state certification as defined by the state, and demonstrated competency, as defined by the state. All of UPA Elementary School's teachers are highly qualified.



Doug Ross, UPA Founder, talks with elementary students

## Mission

The mission of University Preparatory Academy (UPA) is to demonstrate that urban students can succeed in postsecondary education given personalized education and a relentless commitment to their success.

**Core Curriculum Status:**

Core curriculum is the standard curriculum covering each subject area and all grade levels. The Core Curriculum of UPA Elementary School is aligned with the Michigan Department of Education's Curriculum Framework. Printed copies of UPA's core curriculum are available from the building Principal (313.874.9800).

**Specialized Schools:**

University Preparatory Academy does not operate any specialized schools.

**Student Attendance:**

A school's attendance rate is calculated by dividing the total days of attendance of all students in a given year by the total possible number of days of attendance. The attendance rate for UPA Elementary School for the 2007-2008 school year was 93%.

**Student Achievement Goals:**

1. Improve reading achievement: By October, 2009 the percentage of students achieving proficient status on the MEAP reading test will increase by 10% or more.
2. Improve writing achievement: At least 81% of each class will score at least 4 on a 6 point rubric on a monthly district writing assessment, and at least 81% of the students in each class will score in the proficient range on the MEAP Writing Test.
3. Improve math achievement: At least 10% additional students will meet or exceed state standards in Math as measured by the MEAP and MAP tests.

**Ed Yes/NCLB Report Card:**

All schools are required to report their status regarding the State of Michigan's Education Yes program and the achievement targets set out in the No Child Left Behind (NCLB) law. In the 2007-2008 school year, UPA Elementary School achieved a grade of B in Michigan's Ed Yes program and met the Adequate Yearly Progress (AYP) targets of the NCLB law.

**Professional Development Activities:**

Responsive Classroom, Writing (curriculum planning), Benchmark Kit Training, Everyday Math Differentiation Training, Literacy Training,

# UPA MEAP Test Results

## Grade 3

<b>ENGLISH LANGUAGE ARTS</b>	2006-07	2007-08
Total	68	73
Male	71	66
Female	66	80
Economically Disadvantaged	65	65
State	79	81
<b>READING</b>		
Total	79	81
Male	75	76
Female	83	86
Economically Disadvantaged	75	76
State	90	86
<b>WRITING</b>		
Total	48	58
Male	41	55
Female	54	60
Economically Disadvantaged	43	50
State	55	57
<b>MATHEMATICS</b>		
Total	75	88
Male	83	90
Female	69	86
Economically Disadvantaged	69	85
State	88	90

We are not providing disaggregated data regarding race and first language as there are no subgroups with 30 or more students in any category.

# UPA MEAP Test Results

## Grade 4

	2006-07	2007-08
<b>ENGLISH LANGUAGE ARTS</b>		
Total	47	62
Male	39	68
Female	57	57
Economically Disadvantaged	46	60
State	78	76
<b>READING</b>		
Total	47	71
Male	39	75
Female	51	69
Economically Disadvantaged	46	68
State	85	84
<b>WRITING</b>		
Total	28	31
Male	22	34
Female	36	29
Economically Disadvantaged	25	28
State	45	44
<b>MATHEMATICS</b>		
Total	48	63
Male	47	79
Female	50	49
Economically Disadvantaged	46	62
State	85	86

# UPA MEAP Test Results

## Grade 5

	2006-07	2007-08
<b>ENGLISH LANGUAGE ARTS</b>		
Total	61	47
Male	50	45
Female	73	48
Economically Disadvantaged	58	51
State	78	78
<b>READING</b>		
Total	69	52
Male	62	52
Female	77	52
Economically Disadvantaged	67	53
State	84	82
<b>WRITING</b>		
Total	53	42
Male	32	48
Female	77	35
Economically Disadvantaged	47	45
State	57	59
<b>MATHEMATICS</b>		
Total	44	44
Male	44	55
Female	43	32
Economically Disadvantaged	44	43
State	76	74
<b>SCIENCE</b>		
Total	56	50
Male	56	55
Female	57	45
Economically Disadvantaged	60	49
State	83	82

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### Accomplishments:

Fifth grade went to winter camp at Camp Copneconic

As a team we began to identify what writing genres should be taught at each grade

We piloted our Summer Reading club program; K, 2 and 4th graders took 6-20 books home for the summer with paper and envelopes to write letters to their teachers over the summer

We had summer school for the bottom 25% of our student in k-5th grades with a focus in Math, readings and writing

Enhanced bookroom collection with a focus on non-fiction texts

We began UPAE Goes Green which is student lead by our 4th and 5th graders which involves each classroom recycling and students educating our parents and students about what it means for us to GO GREEN!

Purchased a Computer lab to continue the exposure of technology to our students

### Challenges/Issues for next year:

Continue to develop students as writers

Continue to foster a culture of positive learning climate

Continue to develop parent relationships throughout the school (our village)

Continue professional development in teaching writing

Increase the use of technology with students and teachers