URBAN CHOICE CHARTER SCHOOL

1020 Maple Street
Rochester, New York 14611

20202 – 2023 School Year

Key School Demographics

Enrollment Data

	Enrollment											
	Target/Goal	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
K	46	44	46									
1st	46	44	43									
2nd	46	43	45									
3rd	46	45	44									
4th	46	46	45									
5th	46	44	44									
6th	46	42	42									
7th	43	38	36									
8th	35	40	39									
TOTAL	**400**	**386**	**384**									
Male												
Female												
Students with Disabilities	50											
English Language Learners	15											
Economically Disadvantaged												

STUDENT DEMOGRAPHICS

Black/African American	76%
White	5.2%
Asian	.26%
American Indian/Alaskan Native	.2%
Multi-Racial	16.4%
Native Hawaiian or another Pacific Islander	0%
Unclassified	1.6%

Students with Disabilities — 19%
English Language Learners — 13%
Economically Disadvantaged — 90%

■ RCSD   ■ UCCS
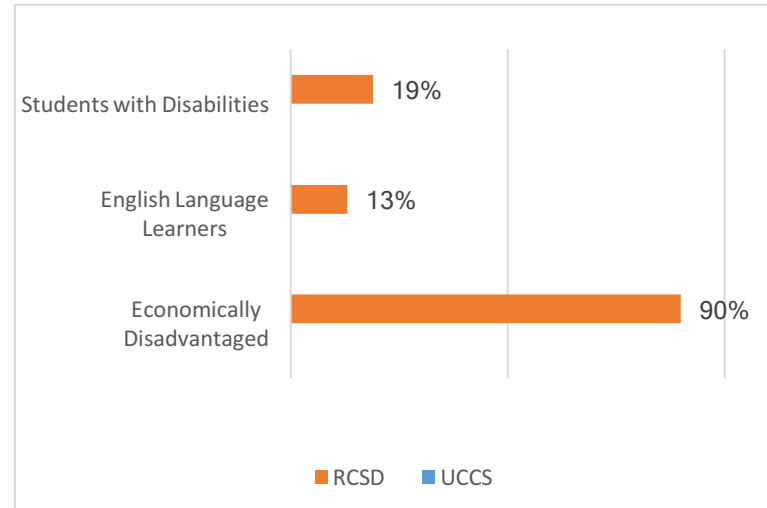
WAITLIST BY GRADE LEVEL ENROLLMENT OVER TIME

K	25
1	18
2	12
3	46
4	72
5	15
6	21
7	96
8	58
TOTAL	**363**

REGISTRATION EFFORTS

	Openings	Offers	Accepted/Paperwork not completed
K	0	0	0
1	3	3	2
2	1	1	0
3	2	2	2
4	1	1	0
5	2	2	0
6	4	4	2
7	3	3	0
8	0	0	0
TOTAL	**16**	**16**	**6**

NUMBER OF STUDENTS THAT LEFT UCCS	39
NUMBER OF NEW STUDENTS to UCCS	65
TOTAL STUDENT ENROLLMENT	384

*See attached "Withdrawn Students" for breakdown of data

* **Information as of August 31, 2022**

Attendance Data

	Target/Goal	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
K	95%										
1st	95%										
2nd	95%										
3rd	95%										
4th	95%										
5th	95%										
6th	95%										
7th	95%										
8th	95%										
Students with Disabilities	95%										
English Language Learners	95%										
Economically Disadvantaged	95%										
AVERAGE	**95%**										

Parent Engagement	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Home Visits										
Orientation										
Teacher Conferences										
School Events										
Satisfaction Survey										
Open House Attendees										

Discipline Data

DISCIPLINE:	Alternative to Suspension/Out of School Suspensions (Unique Students)										
	Target Maximum	Sept ATS/OSS	Oct ATS/OSS	Nov ATS/OSS	Dec ATS/OSS	Jan ATS/OSS	Feb ATS/OSS	Mar ATS/OSS	Apr ATS/OSS	May ATS/OSS	June ATS/OSS
K											
1st											
2nd											
3rd											
4th											
5th											
6th											
7th											
8th											
Students with Disabilities											
English Language Learners											
Economically Disadvantaged											

STAFF DATA

Staff Demographics
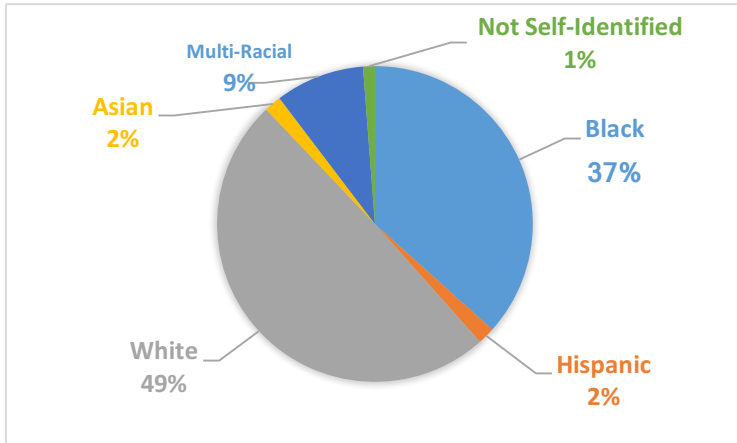
# Staff	# Staff that Left	Reason for Leaving	# Staff that were Hired	Positions that are Open
60				7 2 SPED Teachers 1 Gen Ed Gr. 6 1 Math Gr. 7/8 1 Phys Ed 1 Director of Operations 1 Building Sub

Staff Certification

Total Number of Teaching Staff	Number of Staff that are Certified	Number of Staff that are not certified
28	22	6 2 teachers highly qualified in Art and Music 1 teacher receiving certification in December 1 teacher highly qualified of MS ELA -20 yrs. experience 1 former TA that is highly qualified-11yrs. experience 1 teacher that is in the Elementary Teacher Program

Key School Academic Information

Schoolwide New York State Assessment Data

New York State Assessments	2020-2021 *These scores cannot be compared with previous tests. Only 59% of the eligible students were tested.	2018-2019
ELA	All Students: 23% SWD: 18% ELL: 33% ED: 24%	All Students: 18% SWD: 11% ELL: 8% ED: 17%
Mathematics	All Students: 9% SWD: 0% ELL: 0% ED: 8%	All Students: 14% SWD: 8% ELL 15% ED: 13%

Interim Assessment iReady 2021-2022																
ELA	Mid or Above Grade Level (%)			Early on Grade Level (%)			One Grade Level Below (%)			Two Grade Levels Below (%)			Three or More Grade Levels Below (%)	
	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid
Diagnostic- Kindergarten 3/44, 42/45, 44/45	3%	12%	23%	19%	40%	34%	77%	48%	43%	0%	0%	0%	0%	0%
Diagnostic- Grade 1 43/45, 44/45, 44/45	2%	2%	5%	0%	2%	7%	74%	82%	57%	23%	14%	32%	0%	0%
Diagnostic- Grade 2 43/43, 46/46, 45/45	5%	4%	7%	2%	9%	13%	35%	33%	36%	58%	54%	44%	0%	0%
Diagnostic- Grade 3 45/45, 45/45, 46/46	7%	11%	13%	13%	22%	30%	24%	20%	15%	31%	31%	26%	24%	16%
Diagnostic- Grade 4 44/44, 44/44, 45/45	7%	9%	16%	5%	14%	11%	45%	43%	47%	16%	16%	16%	27%	18%
Diagnostic- Grade 5 46/46, 46/46, 44/45	0%	7%	0%	9%	13%	23%	22%	28%	34%	37%	30%	25%	33%	22%
Diagnostic- Grade 6 43/45, 45/46, 44/44	0%	4%	0%	2%	0%	9%	21%	29%	30%	28%	24%	18%	49%	42%
Diagnostic- Grade 7 38/38, 40/40, 42/43	11%	8%	5%	8%	15%	17%	16%	23%	24%	18%	15%	10%	47%	40%
Diagnostic- Grade 8 30/31, 31/31	3%	10%	13%	7%	19%	13%	20%	6%	16%	0%	19%	10%	70%	45%
Overall Placement	**4%**	**7%**	**9%**	**7%**	**15%**	**18%**	**36%**	**36%**	**34%**	**25%**	**23%**	**21%**	**27%**	**19%**

NY State ELA Prediction   Proficient: 27%

Math	Mid or Above Grade Level (%)			Early on Grade Level (%)			One Grade Level Below (%)			Two Grade Levels Below (%)			Three or More Grade Levels Below (%)	
	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid	End	Baseline	Mid
Diagnostic- Kindergarten 28/44, 43/45, 44/45	0%	14%	20%	11%	5%	20%	89%	81%	59%	0%	0%	0%	0%	0%
Diagnostic- Grade 1 43/45, 44/45, 44/45	0%	2%	2%	0%	2%	2%	60%	70%	68%	40%	25%	27%	0%	0%
Diagnostic- Grade 2 43/43, 45/46, 45/45	2%	2%	2%	0%	2%	7%	21%	47%	56%	77%	49%	36%	0%	0%
Diagnostic- Grade 3 45/45, 45/45, 46/46	0%	2%	7%	2%	7%	13%	29%	40%	35%	47%	33%	33%	22%	18%
Diagnostic- Grade 4 44/44, 44/44,	0%	9%	16%	9%	7%	16%	34%	32%	24%	23%	20%	18%	34%	32%
Diagnostic- Grade 5 45/46, 45/46	0%	0%	0%	0%	7%	18%	20%	42%	33%	36%	24%	22%	44%	27%
Diagnostic%- Grade 6 43/45, 45/46	0%	0%	0%	0%	2%	0%	19%	29%	30%	28%	22%	27%	53%	47%
Diagnostic- Grade 7 38/38, 40/40	3%	3%	5%	0%	5%	10%	29%	30%	43%	11%	13%	10%	58%	50%
Diagnostic- Grade 8 30/31, 31/31	0%	0%	3%	0%	0%	3%	30%	39%	39%	17%	16%	23%	53%	45%
Overall Placement	**1%**	**4%**	**6%**	**2%**	**4%**	**10%**	**35%**	**46%**	**43%**	**32%**	**23%**	**22%**	**30%**	**23%**

NY State Math Prediction   Proficient: 16%

Instructional Focus

1. Coherent Instructional Planning
- Learning Objectives: crafting clear, grade appropriate, standards-based objectives
- Planning for Practice: ensuring students have maximum opportunity for thinking, practice and demonstration of mastery aligned to objectives
- Progression Maps: understanding progression across K-8 in reading, writing and math; a shared understanding of appropriate expectations for each grade level based on vertically aligned teamwork
- Subject knowledge: developing a deep and nuanced understanding of subject to inform teaching, setting lessons and tasks in broader disciplinary context
- Curriculum Mastery: understanding the purpose of each unit, where each lesson fits in the sequence and how each unit builds towards mastery of the grade level objectives

2. Using Assessment for and in Learning
- Assessment rigor: regular, standards-aligned assessments
- Responsive teaching: effective checks for understanding, questioning and exit tickets; adjusting instruction in response to data, both in the moment and in subsequent lessons
- Productive struggle: consistently raising the bar in response to student performance allow students to stretch themselves; not doing the thinking for them
- Using data: analyzing data from formative assessments to identify mastery and areas for improvement and to set appropriate goals for individuals and classes

1. **Supportive Educational Environment**

   To ensure that students grow into productive citizens that use their knowledge, talents, and skills to sustain themselves and help others.

2. **Rich, Rigorous, Engaging Curriculum**

   Increase student performance with clear learning outcomes along with matching assessments, engaging learning experiences and instructional strategies.

3. **Extended Learning Opportunities**

   Improve student learning and preparation for the future through technology rich programs and experiences.

4. **Authentic Family Involvement**

   Improve student learning by providing more opportunities for parent information sessions and involvement with their child's education.

5. **Data Informed Instruction**

   Improve student learning and student performance for ALL students measured by multiple and varied assessments.

6. **Focused Professional Development**

   Improve student learning by providing more opportunities for professional development for staff and by annually assessing our progress.

7. **School Culture**

Improve student life and school climate through school-based and community-wide programs and experiences that promote communication and engagement.