



# URBAN CHOICE CHARTER SCHOOL

1020 Maple Street  
Rochester, New York 14611

2022 – 2023 School Year

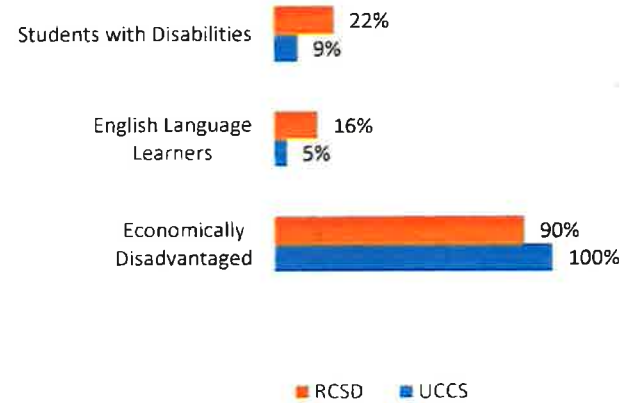
## Key School Demographics

### Enrollment Data

	Enrollment											
	Target/Goal	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
K	46	44	46	45	45	45	45					
1 <sup>st</sup>	46	44	45	45	46	46	46					
2 <sup>nd</sup>	46	43	45	44	44	45	45					
3 <sup>rd</sup>	46	45	44	46	45	45	44					
4 <sup>th</sup>	46	46	45	46	44	43	44					
5 <sup>th</sup>	46	44	43	45	44	45	46					
6 <sup>th</sup>	46	42	45	45	43	42	43					
7 <sup>th</sup>	43	38	35	39	41	44	41					
8 <sup>th</sup>	35	40	35	34	33	33	33					
<b>TOTAL</b>	<b>400</b>	<b>386</b>	<b>383</b>	<b>389</b>	<b>385</b>	<b>388</b>	<b>387</b>					
Male			199	201	196	196	199					
Female			186	188	189	192	188					
Students with Disabilities	50		34	34	34	34	32					
English Language Learners	15		15	18	18	18	20					
Economically Disadvantaged			385	389	385	388	387					

## STUDENT DEMOGRAPHICS

<b>Black/African American</b>	74%
<b>White</b>	6%
<b>Asian</b>	.5%
<b>American Indian/Alaskan Native</b>	.2%
<b>Multi-Racial</b>	18%
<b>Native Hawaiian or another Pacific Islander</b>	0%
<b>Unclassified</b>	2%



### WAITLIST BY GRADE LEVEL

<b>K</b>	18
<b>1</b>	8
<b>2</b>	0
<b>3</b>	43
<b>4</b>	39
<b>5</b>	0
<b>6</b>	0
<b>7</b>	1
<b>8</b>	68
<b>TOTAL</b>	<b>177</b>

### REGISTRATION EFFORTS

	<b>Openings</b>	<b>Offers</b>	<b>Accepted/Paperwork not completed</b>
<b>K</b>	1	1	0
<b>1</b>	0	0	0
<b>2</b>	1	0	0
<b>3</b>	2	2	1
<b>4</b>	2	2	2
<b>5</b>	0	0	0
<b>6</b>	3	0	0
<b>7</b>	4	3	1
<b>8</b>	0	0	0
<b>TOTAL</b>	<b>13</b>	<b>8</b>	<b>4</b>

### ENROLLMENT OVER TIME

<b>NUMBER OF STUDENTS THAT LEFT UCCS</b>	79
<b>NUMBER OF NEW STUDENTS to UCCS</b>	98
<b>TOTAL STUDENT ENROLLMENT</b>	387

\*See attached "Withdrawn Students" for breakdown of data

\* Information as of January 31, 2022

**Attendance Data**

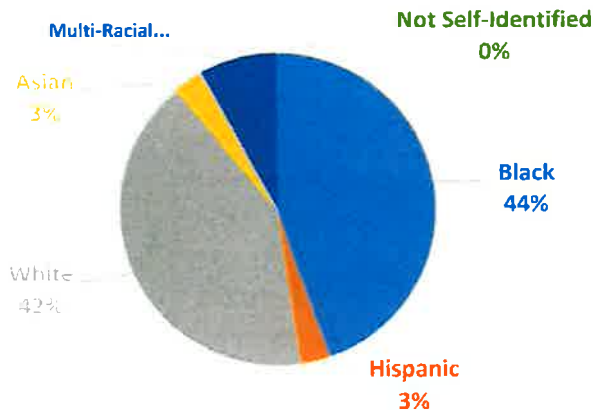
	<b>Target/Goal</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
<b>K</b>	95%	86%	85%	80%	84%	81%					
<b>1<sup>st</sup></b>	95%	79%	84%	82%	82%	85%					
<b>2<sup>nd</sup></b>	95%	78%	91%	87%	85%	85%					
<b>3<sup>rd</sup></b>	95%	81%	83%	78%	81%	77%					
<b>4<sup>th</sup></b>	95%	80%	86%	84%	81%	84%					
<b>5<sup>th</sup></b>	95%	84%	88%	83%	84%	84%					
<b>6<sup>th</sup></b>	95%	85%	89%	85%	81%	87%					
<b>7<sup>th</sup></b>	95%	82%	83%	81%	78%	80%					
<b>8<sup>th</sup></b>	95%	90%	86%	84%	88%	88%					
<b>Students with Disabilities</b>	95%	86%	86%	85%	82%	80%					
<b>English Language Learners</b>	95%	92%	86%	82%	77%	75%					
<b>Economically Disadvantaged</b>	95%	83%	86%	83%	83%	83%					
<b>AVERAGE</b>	<b>95%</b>	<b>83%</b>	<b>86%</b>	<b>83%</b>	<b>83%</b>	<b>83%</b>					

### Discipline Data

<b>DISCIPLINE: Alternative to Suspension/Out of School Suspensions (Unique Students)</b>											
	<b>Target Maximum</b>	<b>Sept ATS/OSS</b>	<b>Oct ATS/OSS</b>	<b>Nov ATS/OSS</b>	<b>Dec ATS/OSS</b>	<b>Jan ATS/OSS</b>	<b>Feb ATS/OSS</b>	<b>Mar ATS/OSS</b>	<b>Apr ATS/OSS</b>	<b>May ATS/OSS</b>	<b>June ATS/OSS</b>
K	2/2	0/0	0/2	0/0	0/0	0/1					
1 <sup>st</sup>	2/2	0/0	0/0	0/0	0/1	1/0					
2 <sup>nd</sup>	2/3	1/2	0/1	1/2	2/3	1/1					
3 <sup>rd</sup>	2/2	0/2	0/0	1/1	1/0	2/1					
4 <sup>th</sup>	0/0	0/0	1/0	0/1	1/1	0/0					
5 <sup>th</sup>	2/2	2/1	3/4	0/2	0/0	0/0					
6 <sup>th</sup>	1/1	1/0	1/1	0/5	3/2	3/0					
7 <sup>th</sup>	5/5	0/4	4/1	0/3	0/2	1/2					
8 <sup>th</sup>	2/2	0/1	1/1	0/0	0/1	0/3					
<b>TOTAL</b>		<b>4/10</b>	<b>10/10</b>	<b>2/14</b>	<b>7/10</b>	<b>8/8</b>					
Students with Disabilities		0/1	0/2	0/2	0/1	1/0					
English Language Learners		0/0	0/0	0/0	0/0	0/0					
Economically Disadvantaged		0/0	10/2	2/14	7/10	8/8					

**STAFF DATA**

**Staff Demographics**



# Staff	# Staff that Left	Reason for Leaving	# Staff that were Hired	Positions that are Open
67	1	Administration Request	1	1 1 SWD Teacher (To move HA to full-time data lead)

**Staff Certification**

<u>Total Number of Teaching Staff</u>	<u>Number of Staff that are Certified</u>	<u>Number of Staff that are not certified</u>
32	20	10 2 teachers are highly qualified in Art and Music 1 teacher receiving certification in December 1 teacher highly qualified of MS ELA -20 yrs. experience 5 teachers highly qualified due to experience 1 former TA that is highly qualified-11yrs. experience 2 teachers that are in the Elementary Teacher Program

## Key School Academic Information

### Schoolwide New York State Assessment Data

<u>New York State Assessments</u>	<u>2021-2022</u>	<u>2020-2021</u> *These scores cannot be compared with previous tests. Only 59% of the eligible students were tested.	<u>2018-2019</u>
<b>ELA</b>	All Students: 12% SWD: 0% ELL: 0% ED: 12%	All Students: 23% SWD: 18% ELL: 33% ED: 24%	All Students: 18% SWD: 11% ELL: 8% ED: 17%
<b>Mathematics</b>	All Students: 6% SWD: 6% ELL: 0% ED: 6%	All Students: 9% SWD: 0% ELL: 0% ED: 8%	All Students: 14% SWD: 8% ELL: 15% ED: 13%

## Key Design Elements

### **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**

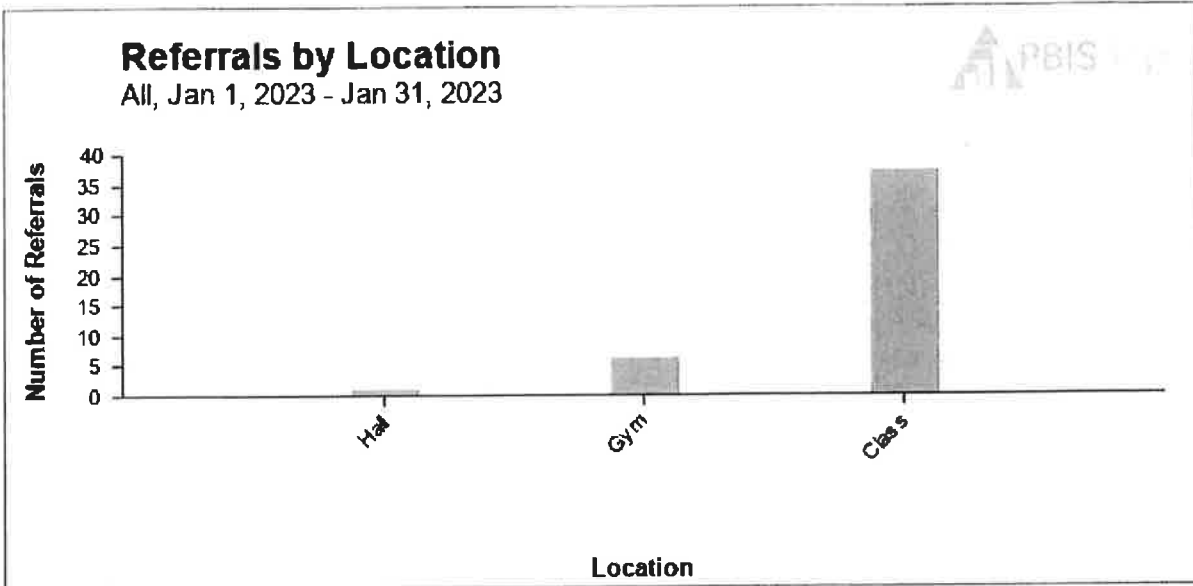
Improve student learning by providing more opportunities for professional development for staff and by annually assessing our progress.

### **7. School Culture**

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

**Referrals By Location**  
 1/1/23 - 1/31/23

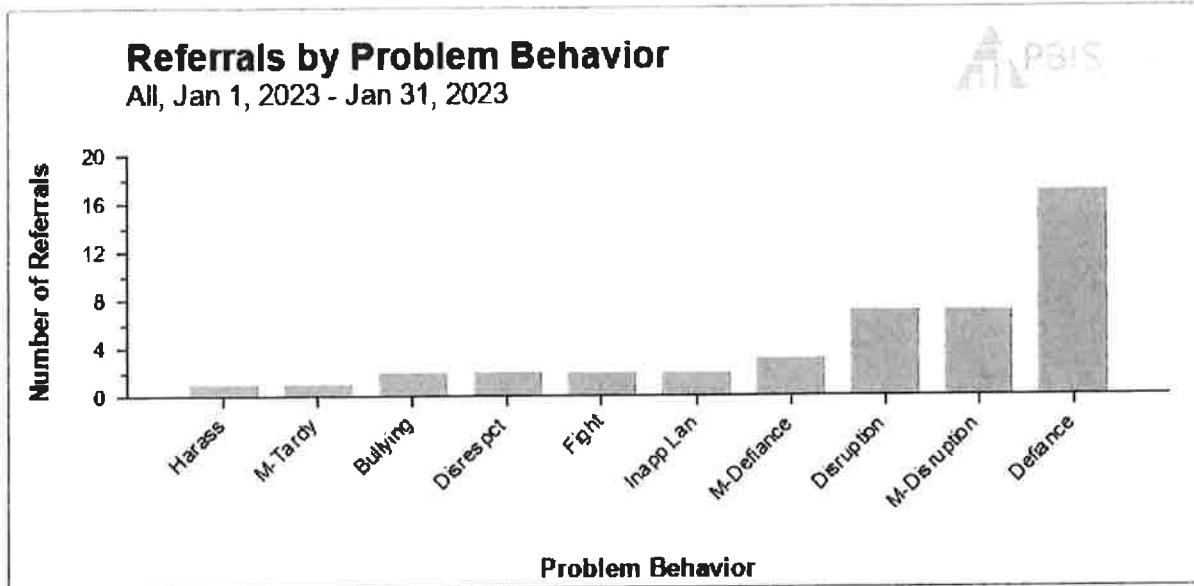
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**Outcome:** All Referrals  
**Sort Order:** Frequency  
**Show Values on the Graph:** No  
**Only Show Locations With Data:** Yes


Data Table		
Location	Frequency	Proportion
Hallway/Breezeway	1	2.27%
Gym	6	13.64%
Classroom	37	84.09%
<b>Totals:</b>	<b>44</b>	<b>100%</b>

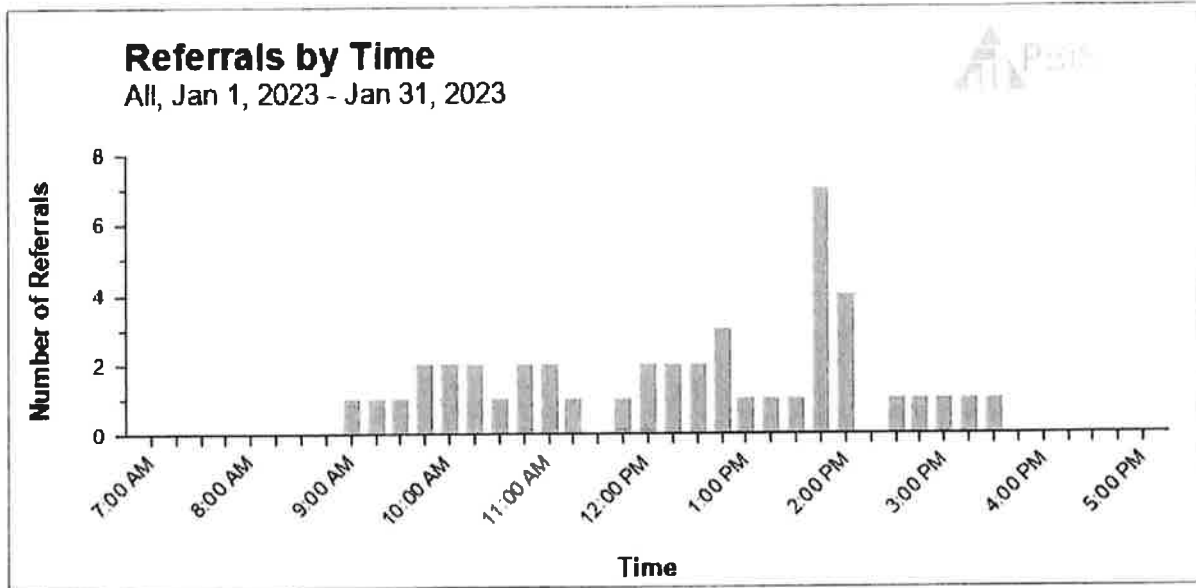


**Referrals By Problem Behavior**  
 1/1/23 - 1/31/23

**Outcome:** All Referrals  
**Sort Order:** Frequency  
**Show Values on the Graph:** No  
**Only Show Problem Behaviors With Data:** Yes


Data Table			
Problem Behavior	Frequency	Proportion	Additional Frequency
Harassment	1	2.27%	0
Minor - Tardy	1	2.27%	0
Bullying	2	4.55%	0
Disrespect	2	4.55%	0
Fighting	2	4.55%	0
Abusive Language/Inappropriate Language/Profanity	2	4.55%	0
Minor - Defiance/Insubordination/Non-compliance	3	6.82%	0
Disruption	7	15.91%	0
Minor - Disruption	7	15.91%	0
Defiance/Insubordination/Non-Compliance	17	38.64%	0
<b>Totals:</b>	<b>44</b>	<b>100%</b>	<b>0</b>

**Referrals By Time**  
 1/1/23 - 1/31/23

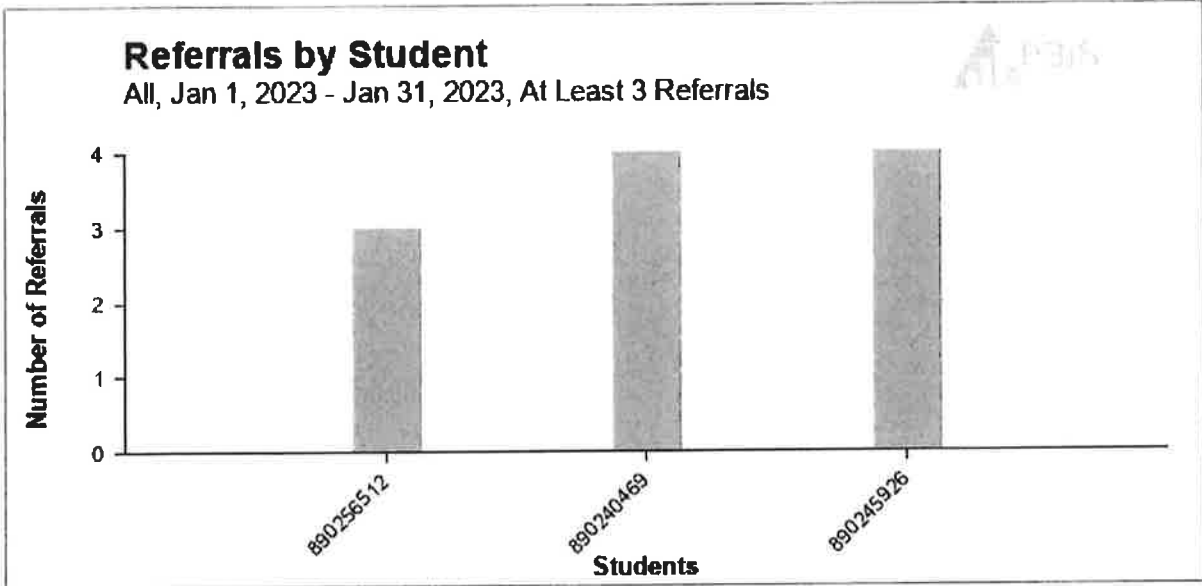
**Outcome:** All Referrals  
**Show Full Day:** No  
**Show Values on the Graph:** No

**Data Table**

Time	Frequency	Proportion
7:00 AM	0	0.00%
7:15 AM	0	0.00%
7:30 AM	0	0.00%
7:45 AM	0	0.00%
8:00 AM	0	0.00%
8:15 AM	0	0.00%
8:30 AM	0	0.00%
8:45 AM	0	0.00%
9:00 AM	1	2.27%
9:15 AM	1	2.27%
9:30 AM	1	2.27%
9:45 AM	2	4.55%
10:00 AM	2	4.55%
10:15 AM	2	4.55%
10:30 AM	1	2.27%
10:45 AM	2	4.55%
11:00 AM	2	4.55%
11:15 AM	1	2.27%
11:30 AM	0	0.00%
11:45 AM	1	2.27%
12:00 PM	2	4.55%
12:15 PM	2	4.55%
12:30 PM	2	4.55%
12:45 PM	3	6.82%
1:00 PM	1	2.27%
1:15 PM	1	2.27%
1:30 PM	1	2.27%
1:45 PM	0	0.00%
2:00 PM	7	15.91%
2:15 PM	4	9.09%
2:30 PM	0	0.00%
2:45 PM	1	2.27%
3:00 PM	1	2.27%
3:15 PM	1	2.27%
3:30 PM	1	2.27%
3:45 PM	1	2.27%
4:00 PM	1	2.27%
4:15 PM	0	0.00%
4:30 PM	0	0.00%
4:45 PM	0	0.00%
5:00 PM	0	0.00%
<b>Totals:</b>	<b>44</b>	<b>100%</b>

1:45 PM	7	15.91%
2:00 PM	4	9.09%
2:15 PM	0	0.00%
2:30 PM	1	2.27%
2:45 PM	1	2.27%
3:00 PM	1	2.27%
3:15 PM	1	2.27%
3:30 PM	1	2.27%
3:45 PM	0	0.00%
4:00 PM	0	0.00%
4:15 PM	0	0.00%
4:30 PM	0	0.00%
4:45 PM	0	0.00%
5:00 PM	0	0.00%
<b>Totals:</b>	<b>44</b>	<b>100%</b>

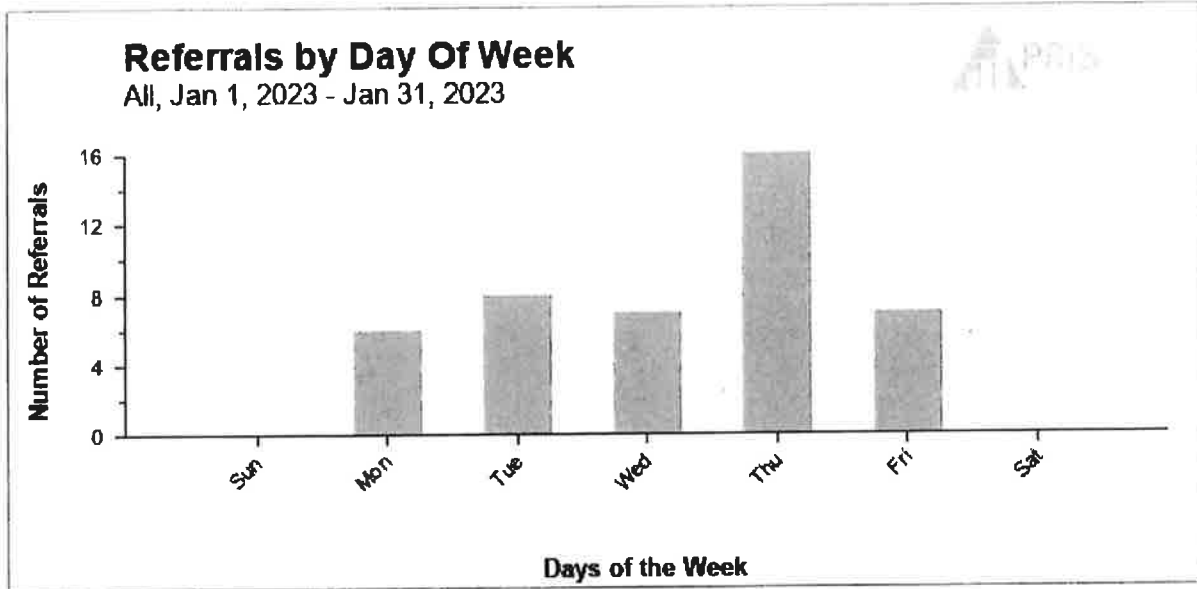
**Referrals By Student**  
 1/1/23 - 1/31/23

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**Outcome:** All Referrals  
**Min Referrals:** 3  
**Show Names:** No  
**Show Values on the Graph:** No


Data Table		
Student ID	Frequency	Proportion
890256512	3	27.27%
890240469	4	36.36%
890245926	4	36.36%
<b>Totals:</b>	<b>11</b>	<b>100%</b>

**Referrals By Day Of Week**  
 1/1/23 - 1/31/23

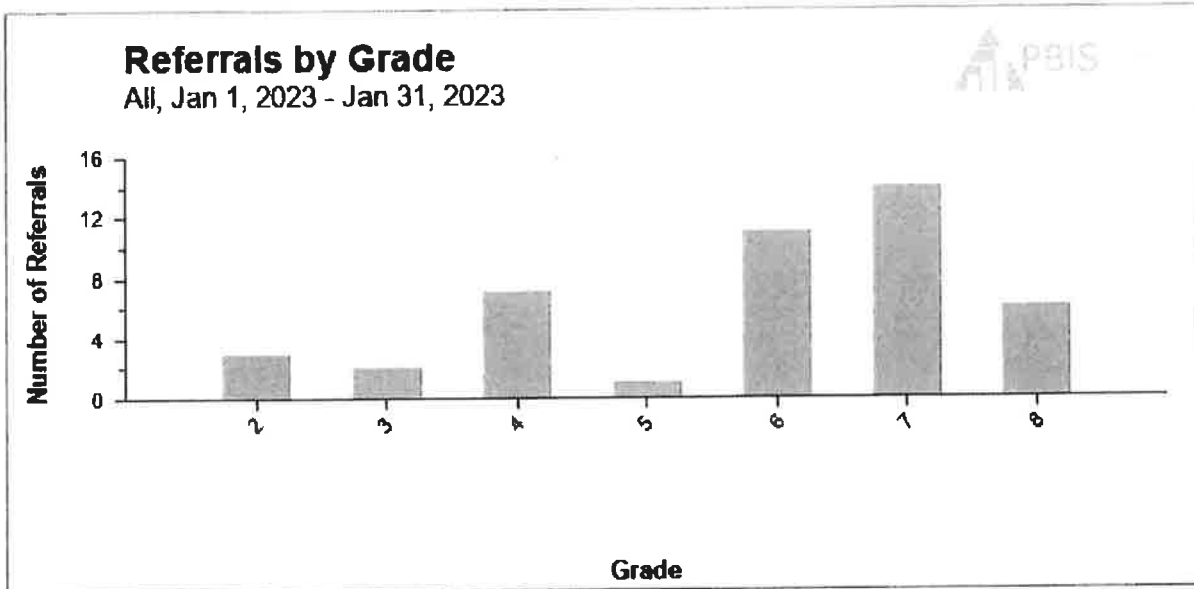
**Outcome: All Referrals**  
**Show Values on the Graph: No**

**Data Table**

Day	Frequency	Proportion
Sunday	0	0.00%
Monday	6	13.64%
Tuesday	8	18.18%
Wednesday	7	15.91%
Thursday	16	36.36%
Friday	7	15.91%
Saturday	0	0.00%
<b>Totals:</b>	<b>44</b>	<b>100%</b>



Referrals By Grade  
1/1/23 - 1/31/23

Outcome: All Referrals  
Show Values on the Graph: No



Grade	Frequency	Proportion
2	3	6.82%
3	2	4.55%
4	7	15.91%
5	1	2.27%
6	11	25.00%
7	14	31.82%
8	6	13.64%
<b>Totals:</b>	<b>44</b>	<b>100%</b>