



Entry 1 School Information

Created: 07/12/2016

Last updated: 07/29/2016

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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

UNIVERSITY PREPARATORY CS FOR YOUNG MEN (SUNY TRUSTEES) 261600860985

b. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

Rochester

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1290 Lake Ave Rochester, NY 14613	585-672-1280	585-458-2732	josephmunno@yahoo.com

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Joseph Munno
Title	President

Emergency Phone Number (###-###-####)



e. SCHOOL WEB ADDRESS (URL)

www.upreprochester.org

f. DATE OF INITIAL CHARTER

02/2010

g. DATE FIRST OPENED FOR INSTRUCTION

09/2010

i. TOTAL ENROLLMENT ON JUNE 30, 2016

436

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served

7, 8, 9, 10, 11, 12

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

Page 2

l1. FACILITIES

Does the school maintain or operate multiple sites?

No, just one site.

I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1290 Lake Ave Rochester, NY 14613	585-672-1280	ROCHESTER CITY SD	7-12	Yes	Own
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Joseph Munno	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Joseph Munno	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Joseph Munno	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Joseph Munno	[REDACTED]	[REDACTED]	[REDACTED]

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n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

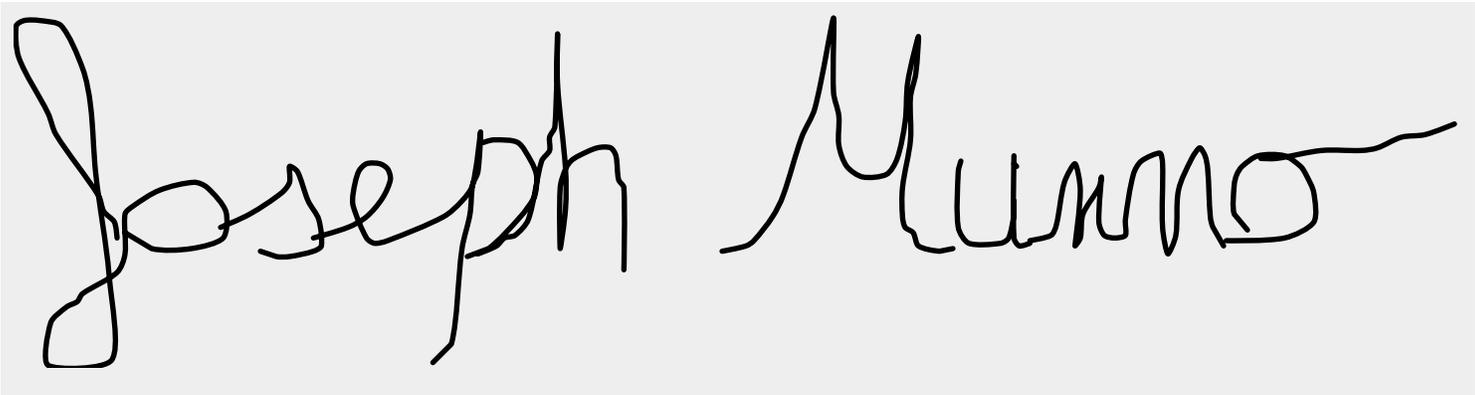
Joseph Munno - President, Edward Yansen - Board President

p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

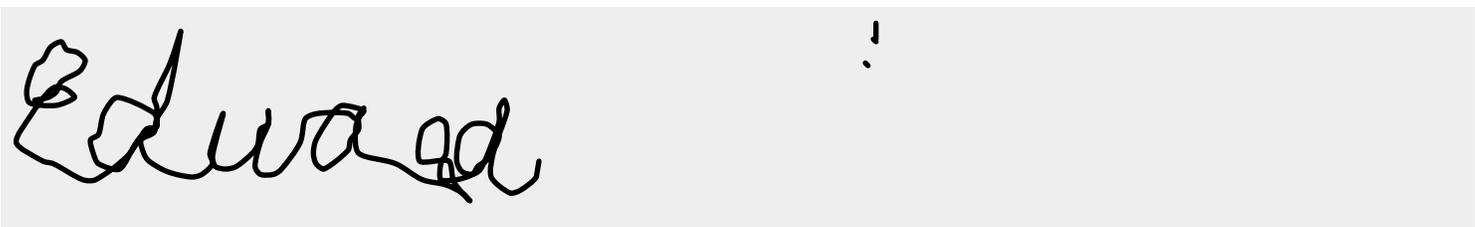
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature reads "Joseph Munno" in a cursive, flowing style. The "J" is large and loops around the "o". The "Munno" part is also cursive and ends with a long horizontal stroke.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Edward" in a cursive style. To the right of the signature, there is a small exclamation mark and a period, possibly indicating the end of the signature or a mark on the document.

Date

(No response)

Thank you.



Entry 2 Link

Last updated: 07/29/2016

Page 1

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<https://data.nysed.gov/profile.php?instid=800000067651>

University Preparatory CHARTER SCHOOL

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT



**University Preparatory Charter
School For Young Men**

*1290 Lake Avenue
Rochester, NY 14613
Phone - 585.672.1280
Fax - 585.458.2732*

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By University Preparatory Charter School for Young Men

1290 Lake Avenue
Rochester, New York 14613
585-672-1280

Joseph Munno (President), (Data Coordinator), and Connie Lucchese (Principal of Instruction), prepared this 2015-16 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Dr. Edward Yansen	Board President, Executive Board Committee Chair
Dr. Marie Cianca	Board Member
Najmah Abdulmateen	Board Member
Maria Scalise	Vice President
Dr. Jeannette Silvers	Board Committee Member
Elizabeth Robinson	Board Secretary
Dr. Josh Fegley	Vice President
Joe Bertola	Board Member

Joseph Munno has served as the Principal and President of the University Preparatory Charter School for Young Men since 2010.

Dr. Connie Lucchese has served as Principal of Instruction of the University Preparatory Charter School for Young Men since 2013.

INTRODUCTION

The mission of the University Preparatory Charter School for Young Men is to establish a culture that celebrates diversity and where all boys thrive academically and holistically. University Prep develops this culture through small classes, student empowerment, personalized attention from teachers and school staff, and a consistent focus on successful instructional outcomes. University Prep provides opportunities and experiences that balance the academic, social, physical, and creative development of young men. Consistent emphasis is placed on preparation for life after high school, a 100% graduation rate and all students being college or work place ready.

University Preparatory Charter School for Young Men first became an educational option in the Rochester community when it opened its doors in 2010. Since its inception, UPREP has made it its goal to graduate young men with the disposition and skills to be successful in college, career and as citizens of their communities. In order to meet this goal, UPREP understands the necessity of doing whatever it takes to advance its middle school students at their entry point in order to expedite the development of their social, emotional and academic skills in preparation for the rigor of high school and the requirements of a Regents diploma.

The instructional model employed across all grade levels and subjects is standards-based, student-centered, and rigorous. It is a workshop model which includes essential questions and summary and closure activities which require students to demonstrate and apply learning. All instruction is planned and implemented using one consistent curriculum mapping and unit planning process. Lesson plans are constructed using one research-based instructional framework (Wiggins and McTighe, 2005) across all grades and subject areas. In the summer prior to each school year, newly hired teachers participate in a week-long training session which focuses on lesson planning and instructional preparations in alignment with the Danielson Rubric (2013). Throughout the week, new teachers participate in the identification and application of research-based aspects of the Danielson Rubric which have been proven to promote student learning in the areas of Planning and Preparation, Learning Environment, Instruction and Professionalism.

During the school year, weekly lesson plans are submitted electronically to each teacher's supervisor prior to the week of implementation. Each weekend, supervisors review and provide feedback. Suggestions for improvement are indicated on the lesson plan and emailed to the teacher. The process of feedback and support continues on a weekly basis as supervisors visit classrooms informally and meet with teachers to debrief and work toward highly effective practice. Teachers meet with supervisors when coaching is necessary to improve the content and quality of plans. Individual teacher meetings delve deeper into the components of the lesson plan and the strategic development of each component in ways that will ensure students' ability to meet learning targets.

To support the individual needs of students in core classes, co-teaching is a part of all core classrooms. Students benefit from 2 core teachers in each of their classes and benefit from a third special education teacher during inclusion classes. The additional support allows instruction to continue without interruption should there be individual needs or behavior issues that require immediate attention during instructional time. Co-teachers create lessons together so that content can be integrated in an interdisciplinary approach. In the classrooms, co-teachers are expected to be equal partners in the delivery of instruction in whole group, small group and individual settings. To increase the effectiveness of this model, professional development is provided at the start of each school year to develop solid teaching teams. During the school year, supervisors provide additional support to teaching teams when classroom observations reveal issues that may prohibit students from receiving the best possible support under this model.

Supervisor's ongoing informal classroom observations are instrumental in determining the quality of instructional delivery of lesson plans. Further support is provided when instructional delivery minimizes the learning potential of students or when instructional modalities do not meet the intended objectives for the lesson. Whenever necessary, a meeting is held with the teacher and his or her supervisor to discuss lessons and address gaps or barriers that are inhibiting student ability to meet learning targets. This may involve a need to address pacing, teacher questioning techniques, or classroom management issues. Any aspect of the learning environment is addressed when improvements can be made through adjustment or change. This work has been most helpful to first year teachers who have shown outstanding growth in year 2 at UPREP with this type of support from the instructional leadership team.

UPREP values parent support and acknowledges that communication with families is a key factor in the success of its students. Prior to the start of each school year, UPREP invites parents to a grade-level orientation. At each of these meetings, teachers and administrators address the specific components for success for the year ahead and introduce parents to grade level staff, administration, operations and academics. Parents are provided a pamphlet which identifies ways in which they can support student progress at home. Parents are also made aware of the avenues of communication that are available to them and the open door policy of the school to meet with them at any time, including any morning before school without need for an appointment. These impromptu meetings occur often with anywhere from 3 to 12 parent-teacher meetings held each week. Student improvement is at the core of each of these meetings and students are always present. As parents and the school work together, student progress is most often the result. However, in the event that progress is not evident, follow-up meetings are held to determine additional actions that may be required.

Academic progress is reported to parents regularly. Students receive progress reports and report cards at 5-week intervals. Teachers are required to notify parents in advance of these reports when a student is struggling along the way. Parent-teacher meetings are held to determine how the school and family can work together on behalf of students in need of additional support. Interventions are put into place when necessary. Interventions have included daily school-home progress forms, student behavior

contracts, identification of additional classroom supports, and referrals to counseling. There are also several celebratory events that parents are invited to attend to acknowledge student achievement. Some of these include quarterly honor roll celebrations, community art shows featuring student artists, school band performances, sports events and banquets, poetry slams, and speeches made by students in our public speaking class.

Technology is an integral part of instruction. Each classroom is equipped with technological resources to support learning that is research-based, relevant and interesting. Resources include Smartboards and internet access in each classroom. In addition, the school is equipped with 5 classroom laptop carts with student access to technology for online research and creating learning products. Students also engage in computer tech classes and become experienced in Microsoft Office and Web Design.

UPREP staff members are committed to the success of its students and believe in a “whatever it takes” approach, regardless of position or school responsibility. Teachers are available after school on Mondays, Tuesdays, and Thursdays to provide additional instruction or tutoring time. In addition, they are always willing to work beyond their regular schedules to minimize or eliminate barriers to the success of their students. In 2015, teachers created a teacher network facilitated by teachers. The goal of the Culture and Community Council (CCC) is to build pride, integrity and intrinsic motivation into each and every student by discussing and addressing any issues that impact student learning and school culture. Administration supports the efforts of these teachers and provides assistance when called upon to implement action items.

Each grade level of approximately 75 students is assigned a Grade Level Student Manager who supports learning by working closely with each student and his family as intensively as required to address issues that may be having a negative impact on academic success. These men serve as positive role models, sports coaches and a personal home-school contact and work with each of their students to promote their academic, social, emotional development.

As an all-male school, UPREP acknowledges the importance of sports and extra-curricular activities in the lives of young men. UPREP offers many opportunities to enrich and develop its students in positive ways. The following list includes some of the opportunities available to all students:

- Modified, Junior Varsity, and Varsity Football, Basketball, Baseball, Lacrosse, Baseball, Soccer, Track and Field
- Arts/Performing Art programs
- Chess Club
- Public Speaking and Poetry Slam Events
- Grant-funded Performing Arts Program taught by local artists and performers
- After-school tutoring sessions
- College Campus Visits
- College Club facilitated by St. John Fisher College
- Field studies which included

UPREP is committed to transforming the educational experiences and outcomes that have been the norm for male minority students in the City of Rochester. This has been achieved in the passing rates of UPREP high school students on Regents exams and on the graduation rate UPREP has achieved in its first two years of graduating classes, both at 94%. In order to achieve these results, tremendous effort and resources have been required at the middle school level where the majority of students enter UPREP in the 7th grade with serious academic deficiencies and behavior issues. Knowing the urgency of this work, UPREP engages its new students in an August Summer Institute prior to each school year to get an early start on identifying students' needs and acclimating them to the culture of UPREP. The institute includes character-development, team building exercises, rules, policies and expectation workshop and literacy/math assessments which provided early diagnosis of reading and math skills and needs. These first two years have posed serious concerns for UPREP in terms of student academic performance. However, they provide the school with the time needed to create the culture, climate, relationships and academic attention that has proven to be transformational for our students as they begin and move through the next 4 years of their education at UPREP.

2015-16 Enrollment

In 2015-16, students were enrolled at UPREP in grades 7-12.

School Enrollment by Grade Level and School Year (update for 2015-16)

School Year	7	8	9	10	11	12	Total
2010-11	97	64					161
2011-12	70	105	61				236
2012-13	69	73	98	58			298
2013-14	68	75	106	92	52		393
2014-15	75	73	74	85	82	52	441
2015-16	71	77	71	65	78	70	432

Professional Development

Professional Development is driven by teacher and student needs directly related to support students in meeting the learning standards. In addition, professional development has been expanded to include a strand of sessions based on the criteria for high effective teacher practice as articulated in each of the four domains of the Danielson Teacher Evaluation **Rubric**. Professional development has also been designed to offer ongoing grade-level meetings as well as individual coaching sessions that address students' specific needs and issues in order to determine and implement individualized action steps to improve student performance.

Staff professional development, which begins in August, continues throughout the school year during teachers' PD Wednesdays, and provides training and support in the development and delivery of effective lessons that engage students and yield results. The focus of ongoing professional development sessions is based on observation in accordance with identified needs. Each Wednesday is devoted to a specific focus. One Wednesday per month is scheduled for content area teams with an instructional focus. A second Wednesday focuses on grade-level teams which work together to determine needs for specific students or groups of students. A third Wednesday is facilitated by Grade-level Student Managers who share operational information and discuss matters related to school safety, culture and climate. The final Wednesday is determined by most immediate staff needs and may include additional time in content area teams, addressing upcoming assessments and review of assessment results/data, or working with smaller groups of teachers who will benefit from coaching with instructional leaders.

In early summer of 2015, teachers were provided a listing of the elements of the Danielson framework in a professional development survey form which provided administrators with a needs assessment. Teachers participated in a self-evaluation and determined needs and set goals. Teacher responses revealed a wide range familiarity with topics, from in-depth knowledge to no understanding. Beginning in the summer of 2015, professional development became aligned to these rubric domains and follow-up PD throughout the year included several of these items.

During the third week of August, all newly hired teachers are required to attend a full-week professional development session. These sessions train new teachers in the

cultural and instructional areas required to begin their work on the same footing as their returning colleagues. During the 6-hours required each day for new teachers, UPREP's instructional leaders provide training in the following areas:

- UPREP mission, vision, and instructional philosophies
- Instructional Framework for Lesson Planning
- Analysis of Content Learning Standards/Common Core Standards
- Review and analysis of NYS Assessments for their core areas
- Curriculum Mapping
- Unit Planning
- Lesson Planning in a co-teaching model
- Learning Environment

During their second week of professional development newly hired teachers join all staff members in another 5 days of training, workshops, and informational sessions from 8:30 a.m. – 3:30 pm. All sessions and activities are aligned to the criteria outlined in the Danielson Framework for Teacher Evaluation. Morning Training sessions in the areas of planning and preparation (Domain 1), Learning Environment (Domain 2), and Instruction (Domain 3) are followed by afternoon sessions providing teachers time to collaborate and apply the concepts explored. Teachers complete the week prepared to begin the school year equipped with everything needed to engage students in a positive, productive, rigorous and structured learning environment from the very first day of school

A professional development focus for 2016-17 will be on Data-Driven Instruction. A data team has been convened and a process for collecting, analyzing and using data has been designed. The entire faculty will be engaged in workshops and data sessions so that instruction is planned with students' needs and strengths in mind. All teachers will be provided reading comprehension and writing data for each student. Strategies for use of data will be included and supervisors will monitor teachers' adherence to data-based planning and instruction.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language.

Background

The English Language Arts curriculum at University Preparatory Charter School for Young Men is designed to ensure that students become fully literate and able to read,

write, and speak well in accordance the NYS Common Core Standards. The school's English Language Arts curriculum is closely aligned to the New York State English Language Arts Standards and the Common Core State Standards (CCSS). New York State ELA Curriculum Modules are used as a resource for lesson planning and instruction.

The ELA curriculum also considers the CCSS and the principles of constructivism as a guide to the planning and implementation of instruction. Through the use of project-based learning, inquiry projects, and extended learning opportunities, students are provided access to multiple experiences that allow students to rehearse these skills across all core content areas. These experiences are embedded into daily lessons during the workshop periods where students are working in a variety of groupings to ask questions, explore, investigate and construct knowledge and share discoveries. Also, daily lessons include closure and extended learning activities where students apply learning. Teachers are also invited to offer students opportunities beyond the classroom. During the 2015 school year, some of these events engaged students in field studies to local museums (Rochester Science Museum), theaters to see plays of books read in class (*To Kill a Mockingbird*), special presentations at the school by experts in field (birds of prey exhibit and presentation followed by owl pellet science experiment), and complete art projects (Clay and sculpture workshop, visual art show at local YMCA). In addition to motivating students to think and learn, these educational experiences provided are expected to increase literacy proficiency through integrated tasks which require reading and/or writing practice.

As curriculum and learning experiences are constructed, it is essential that students' abilities are explored and nurtured but with the understanding that literacy deficiencies must be addressed. Since a majority of the young men that enter UPREP are reading and writing far below grade level and lack the literacy skills necessary to be successful readers and writers at the secondary and post-secondary level, there is an urgent need to address learning gaps. For example, only 14% of 8th graders in 2015-16 were reading at grade level when entering UPREP in 2014, presenting a major challenge in preparing students for the rigor of the NYS ELA assessment.

Past student performance outcomes on the New York State English Language Arts Common Core Assessments for grades 7 and 8 have demanded the highest degree of commitment for improving literacy rates within a few months to one year. In 2014-15, for example, only 1 of UPREP's first year students at the 7th grade level was successful in passing the 2014-15 New York State Grade 7 ELA Assessment. As a result, several steps were taken in 2015-16 to accelerate these students' reading comprehension and writing skills as 8th graders preparing for the NYS ELA 8 Assessment as second-year students.

UPREP took several steps to accelerate middle school performance. With an intense focus on implementing strategies to increase the achievement rate of middle school students, UPREP administrators and teachers worked as a team to review and monitor existing practices and to determine methods for improvement. The collaboration resulted in several actions which were carried out during the 2015-16 school year.

- **Additional Staff/Support:**

As part of the middle school team, additional administrators were employed. Two additional assistant principals were hired to support the supervision and coaching of the core subjects. An Assistant Director of Academics was added to the administrative team. This individual, who has had several year of success as a school leader in a local school district supervises science, special education and technology. Therefore, the principal, an expert in literacy instruction, was able to more closely guide and supervise literacy and social studies instruction, particularly at the 8th grade level, where the greatest challenges exist. A literacy coach, who comes to UPREP with 30 years of teaching and mentoring experience, was also added to the administrative team.

- **Seasoned Educators in the Classroom:**

The three sections of 8th grade English Language Arts were co-planned and taught by two seasoned ELA educators. UPREP school principal, with 17 years of teaching ELA prior to becoming an administrator, taught one of the three sections. A literacy coach, hired in September of 2015, taught the other 2 ELA class sections. These classes were also co-taught with one or more supporting teachers in the classroom at all times.

- **Diagnostic Reading Assessments:**

In order to plan effectively for these students, reading levels were determined earlier in the school year using the NWEA reading assessment tool, providing teachers with literacy results for each student within the first few weeks of school. A mid-year administration was completed to determine growth and lack of development in key areas.

- **Benchmark/Interim Assessments:**

In addition to NWEA assessment, students participated in 2 Benchmark Assessments using Curriculum Associates (2014) READY New York CCLS English Language Arts Assessment. These assessments were aligned to the NYS state assessments and administered under the same testing conditions as the state testing. Each student's assessment was analyzed to inform lesson planning and to determine small group and individual instruction. The assessments were also reviewed by students as part of structured lessons to keep them informed and to increase their ownership of their progress and continued learning needs.

- **Data Analysis and Use:**

UPREP has taken additional steps to increase data collection, analysis and use of data to inform instruction. After middle school students' reading comprehension and writing levels were assessed using the NWEA online assessment and Curriculum Associates Benchmark Assessments, NWEA reports, item analyses, and review of student writing responses were studied by 7th and 8th grade ELA teachers. Assessments revealed serious deficiencies which were addressed through daily instruction, by applying literacy strategies to higher level Lexile texts, through individual writing conferences and extensive

practice of common core literacy reading and writing skills. As was evident on the NYS ELA 8 Assessment, efforts proved to have a positive impact on student score, particularly on writing.

- **Children's Institute:** In order to support data-driven instruction at the middle school level, The Children's Institute of Rochester was appointed to assist with the analysis of existing data to support teacher instructional decision-making. As an additional data source, the data expert from the Children's Institute was provided NWEA, Benchmark assessment and report card data. Reports were provided to support teacher data use.
- **Portfolio Assessment:** All teachers in the English department are trained at the start of the school year in the use of student work portfolios as an instructional and assessment tool. Student work that is collected throughout the year reflects students' completion of the writing process during the previous school year. Final portfolios include student self-evaluation of their work and growth. Students include a cover letter to the next English teacher introducing themselves as learners and writers. Teachers receive these at the start of the next school year and review these as a form of pre-assessment, building upon evident strengths and needs of each student. A professional development session is held at the beginning of each school year, at which time English teachers are provided with the portfolios of their students which they prepared in the previous school year. Teachers review each student's portfolio contents to gain insights about each student as a reader, writer, thinker and learner in preparation for further advancement in the year ahead.
- **Literacy Interventions/Rtl for lowest performers:**

Intensive interventions were provided to the students identified as reading far below grade level. Seventh and eighth grades students reading below 4th grade level were enrolled in the Read 180 program for 75 minutes daily. Students in this program received reading and writing instruction with small group guided instruction, independent reading strategies and computer-based tutorials each day. The Scholastic Reading Inventory (SRI) assessed student progress in 6-8 week increments.
- **PRO-gram Block:**

At the middle school level where there is an urgency to increase student foundational skills, an extended 90-minute block of time devoted to core competencies in reading, writing and mathematics was built into each student's schedule. The PRO-gram block was designed to provide strategic intervention in the areas of Reading, English Language Arts and Mathematics. In addition to the daily schedule of core subjects, this additional 90-minute period was devoted to Reading (2 days per week), English Language Arts and Test Preparation Skills (1 day per week), and Mathematic skills (2 days per week). Two teachers were

assigned to each of these periods in order to continue to benefit from UPREP's co-teaching model.

- **After-school Tutoring:**

As part of the UPREP schedule, teachers are available on Mondays, Tuesdays and Thursdays to provide individual and small group instruction to students. Middle school students who remained after school for this support were provided additional time and attention for their specific needs. Students took advantage of this as needed throughout the school year, particularly prior to exam periods or during the completion of class projects. This opportunity is also a support system called upon at parent meetings to support struggling students.

- **Saturday School:**

During the second semester of 2015-16, UPREP implemented a Saturday School Program for 7th and 8th graders. Saturday School focused on test preparation for the NYS assessments. Participants received 2 hours of focused literacy and math instruction followed by sports and gaming activities. Each Saturday, 40-55 middle school attended.

- **Children's Institute:** The Children's Institute of Rochester was appointed to assist with the analysis of existing data to support teacher instructional decision-making. . As an additional data source, the data expert from the Children's Institute was provided NWEA, Benchmark assessment and report card data.

At the high school level, the instructional program also provides a highly rigorous literacy experience for students at each grade level. English Language Arts and Social Studies are co-taught in a humanities approach in which historical content is delivered using literacy strategies to enhance reading comprehension and writing skills in alignment with common core standards. Foundational literacy skills are further developed through the informed collaboration of middle school and high school English teachers. At the 10th grade, UPREP students are prepared for the English Common Core Regents Exam. In June 2016, 75 tenth graders took the ELA Common Core Regents Examination. 79% of these 10th graders met proficiency on Common Core ELA Regents Exam one year early. This is a significant increase for this class of students who demonstrated proficiency on the NYS ELA in Grade at a rate of 9.4%. Results that reveal this level of improvement on English Language Arts state assessments from grade 8 to grade 10 has been consistent and reveals the positive effect that is evident over time.

All English Language Arts teachers administer unit and mid-term exams directly modeled after the ELA state assessments at grades 7, 8 and the English Language Arts Common Core Regents exam. Skill development and practice of the common core literacy standards is central to the UPREP English Language Arts and Social Studies curriculum and is evident on the daily lesson plans of all teachers which require articulation of the appropriate literacy standards and literacy learning targets.

One of our goals is to continue to use research-based strategies to improve the results of our 7th and 8th graders on the NYS English Language Arts assessments. While we have experienced a consistently high passing rate on the English Comprehensive Regents exams taken by our high school students since 2012, we are committed to school improvement to support increased performance rates at the middle school level. Although not yet meeting the performance benchmark on the 2015-16 English Language Arts State Assessments, results reveal some gains were achieved for 8th grade students.

8th grade performance on the 2015-15 ELA assessment

- 8th graders increased their performance levels since they were 7th graders from 1.3% as 7th graders to 15.6% as 8th graders in their second year at UPREP
- 52.3% of the 8th graders increased one level from the previous year
- An additional 4.4% of the 8th graders increased 2 levels from their previous year
- 56.7% of UPREP's 8th graders showed growth in their performance level in their second year

These results, along with 10th grade results on English Language Arts Regents exams, support what has been evident in all past years of UPREP's existence. That is, the longer students remain at UPREP the better they perform on English Language Arts assessments.



Method

The school administered the New York State English Language Arts assessment to students in 7th and 8th grade in April 2016. Each student's raw score has been converted to a performance level. The criterion for success on this measure required **students who have been enrolled in at least their second year** (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for the 2015-16 test administration. The table indicates total enrollment and total number of students tested. It also provides a breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2015-16 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested			Total Enrolled	Opt-outs
		IEP	ELL	Absent		
7	65				71	6
8	74				77	3
All	139	0	0	0	148	10

Results

UPREP did not meet this measure in 2015-16.

Performance on 2015-16 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade S	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
7	2.0	65	0.0	0.0
8	14	74	15.6	63
All	7.0	139	15.6	63

Results

UPREP did not meet this measure in 2015-16.

While the proficiency rates for 7th and 8th graders are not impressive by themselves, 2% and 14% respectively, conclusions can be drawn highlighting the effectiveness of learning that occurs during grade 7 and grade 8 at UPREP. The grade 8 proficiency rate is more than double that of the Rochester City School District (5.1%).

Upon closer examination of the 8th-grade results, the following conclusions can be drawn.

1. Performance of African-American males exceeds the proficiency rate of African-American males in the district of residence by 10 percentage points.
2. Over the past three years, UPREP has made percentage gains in grade 8 for students in their second year from 9.2%, to 13.6%, to 15.6%.
3. **56.7% of 8th graders improved their performance level** by one or more levels, over their 7th grade result.
4. During year two for UPREP 8th graders, the ELA proficiency rate increased from **1.8%** as 7th graders to **15.6%** for the same students as 8th graders.
5. 35 of the 74 eighth-graders scored 283 or better. This puts them on the high-end of the 2 range, bordering a 3 proficiency level. 47.3% more of our eighth-graders were within 10% of meeting the proficiency level.

UPREP fell short of meeting the Absolute Measure Goal for 8th grade students enrolled in at least their second year. With a passing rate of 15.6%, UPREP fell short of the goal by a margin of 59.4% However, the longer students remains at UPREP, the better the results on NYS assessments as indicated on page 14.

Action Steps (2016-17)

The school will continue to provide an intervention program that emphasizes the development of the skills and strategies (Close reading and re-reading to gather evidence to support student responses on assessments) outlined in the NYS CCSS and curriculum modules. The Fall 2015 administration of NWEA testing revealed severe reading deficiencies across grade level with only 14% of students achieving grade level proficiency in reading.

Assessment data was used to address areas of need based on expected proficiencies in accordance with NYS ELA Common Core Standards. Benchmark assessments mirroring NYS assessment reading comprehension sections and writing were administered and used to guide instruction. Seventh grade students reading in the lowest 15% were enrolled in Read 180 for the second semester of the school year and will continue to participate in Read 180 as eighth graders along with an additional 15-20% newly enrolled 7th graders.

A more intense focus on effective writing instruction was established to address student writing performance beginning in the Fall of 2014-15. These efforts will continue as they have proven to yield improved writing performance for students in their second year at UPREP and beyond. This was evident in student writing products over the course of the school year, as well as on the State Education Performance reports for these students on the writing portion of the 2015-16 NYS ELA Assessment. ELA, Social Studies and Special Education teachers will continue to participate in professional development led by the school principal, literacy specialist and ELA Lead Teacher. The team will continue to analyze student work to make timely and appropriate instructional decisions to improve student writing. Resources that guide this work include State Assessment Samples and Common Core Standards Appendix C: Samples of Student Writing. These serve as models that inform instructional decisions for writing instruction aligned to the rigor of grade-level writing standards.

Saturday School test preparation sessions will be scheduled again to build upon the daily learning experiences students have in English Language Arts classes. Saturdays provide additional hours to practice literacy skills and to gain familiarity with state testing format and expectations.

Although our students have demonstrated some growth in developing literacy skills, a single year or two has shown to be an insufficient amount of time for students to make the adequate growth demanded by the CCSS and required on the NYS Middle School Common Core Assessments. Informed by these areas of concern, additional steps are

being taken to reduce the likelihood that these factors will continue to have such an adverse effect on student performance.

Additional Actions in 2016-17

Additional actions will be taken to further support student growth in English Language Arts at the middle school level. These include the following:

- 7th and 8th grade class size will be greatly reduced from 25-27 students per class section to 12-15 students per class section. Based on school visits and discussions with other local charter schools experiencing higher performance rates at these grade levels, it was determined that the one major difference between our school and theirs was class size. It was also noted that when we divided larger classes into smaller groups, engagement and work productivity increased. It is expected that the restructuring of our master schedule in this way will allow for more individualized instruction, improved student learning behavior and teacher ability to use student performance data more strategically within each class period.
- In the course of reducing class size, the co-teaching model at the middle school level will change. With fewer students per period, teachers will be able to better manage the classroom. Therefore, social studies and ELA will no longer be co-taught except in inclusion classes, allowing each subject its own extended time to focus on one subject at a time. Ultimately, rather than sharing 75 minutes per period, English Language Arts teachers will now be able to devote the full class period on literacy skill development.
- Releasing instructional leaders from full time teaching responsibilities in 8th grade classes will allow for more time to support teachers and students in all ELA classes. One focus area will be in the 7th grade classrooms to support teachers so that greater gains may be made with all of the newly entered 7th graders since this is such a challenging year. Should greater gains occur at grade 7, higher performance rates are expected when these students are assessed at grade 8.
- Professional development is being redesigned to include a strand for middle school teachers to focus continually on common core standards, assessments and student performance data. This will be possible through the master schedule design which now provides common planning time for middle school teachers. Lessons will now need to include evidence of data-driven decisions made for each class/student. Special education teachers will also need to submit copies of lesson plans which are to include planned or implemented accommodation for any or all students.

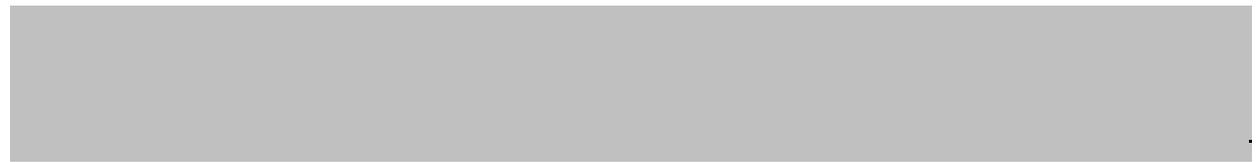
Additional Evidence

With regards to those students enrolled in at least their second year, the proficiency rate on the English Language Arts Grade 8 exam decreased over prior years since the common core standards were instituted. However, the trend has been reversed over the past 3 years. UPREP’s 8th graders performed slightly better in 2016 than in 2015 with a 3% increase and over 7% better than in 2014. The table below highlights the progression since 2013-14.

We also experience much greater gains with our students as they remain with us an addition one to two years. For example, in June of 2015, 67% of our 10th graders (who scored at a passing rate of only 17% as 8th graders) passed the Common Core English Regent exam which is typically administered to students in their 11th grade year. In June of 2016, 74% of our 10th graders (who scored only a rate of 9.4 as 8th graders on the NYS ELA Assessment) passed the Common Core English Regent exam which is typically administered to students in their 11th grade year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	9.4	53	13.6	44	15.6	64
All	9.4	53	13.6	44	15.6	64



Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the previous year.

Results

The Performance Level Index on the NYS English Language Arts exam for the 8th grade at UPREP for the 2015-16 school year is currently unavailable until the NYS School Report Card is issued.



Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹

Results

The performance of the middle school students in grade 8 at UPREP obtained an overall proficiency rate of 15.6 percent. In contrast, the performance of students in the local district for the same grade/exam, obtained a proficiency rate of 5.7 percent.

2015-16 State English Language Arts Exam Charter School and District Performance by Grade 8

Grade	Percent of Students at Proficiency			
	UPREP Charter School Students In At Least 2 nd Year		All District <u>MALE</u> Students	
	Percent	Number Tested	Percent	Number Tested
8	15.6	64	5.7	768
All	15.6	64	5.7	768

Evaluation

UPREP met the Comparative Measure Goal as our 8th grade students enrolled in at least their second year exceeded the performance of the local district students on the NYS 8th grade ELA exam by a margin of 10 percentage points.

¹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Additional Evidence

UPREP outperformed the local district on the 2016 8th grade NYS ELA exam. The difference in proficiency between the two districts was by a margin of 10%. UPREP continuously seeks positive ways to aggressively address the challenge of moving the scores and levels of its 8th graders in the short time they are enrolled at UPREP.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students						
	2012-13		2013-14		2014-15		2015-16
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School
8	17.0	5.7	9.4	6.7	13.6	5.1 ²	15.6
All	15.8	5.8	9.1	5.8	13.6	4.3 ²	15.6



Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English Language Arts.

Results

UPREP did not meet this measure in 2015-16.

2015-16 English Language Performance Level Index (PLI)
Grade 8 Students in Year 2

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
NA	38	48	13	1

$$\begin{array}{rcccccccc}
 \text{PLI} & = & 48 & + & 13 & + & 1 & = & \underline{62} \\
 & & & & 13 & + & 1 & = & \underline{14} \\
 & & & & & & \text{PLI} & = & \underline{76}
 \end{array}$$

Evaluation

UPREP acknowledges that it is struggling to meet accountability benchmarks for the NYS ELA Grade 8 assessment. However, it continues to outperform the local district. In order to increase student performance rates, UPREP has re-evaluated all current practices and systems and has made adjustment to support student needs in order to fill the performance gap. These are presented in the Action Plan (pp 13-15).

Once again, as is evident in the high school English Language Regents results, 8th graders exceed the high school accountability benchmarks in high school after attending UPREP for additional years.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.²

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Results

2015-16 English Language Arts Comparative Performance by Grade Level (ALL)

² The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Grade	Percent Economicaly Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7	57%	65	2.0	NA	NA	NA
8	88%	74	13.5	NA	NA	NA
All	73.4%	139	7.5	NA	NA	NA

School's Overall Comparative Performance:
<i>Waiting for NYS data</i>

Evaluation

NYS data required for predicted performance and effect size not accessible.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	7-8	87.3	157	19.1	29.5	-0.28
2011-12	7-8	89.8	177	22.0	26.6	-0.29
2012-13	7-8	97.2	145	11.7	11.9	-0.10
2013-14	7-8	95.7	140	5.0	NA	NA
2014-15	7-8	80	138	14.64	NA	NA
2015-16	7-8	73.4	139	7.5	NA	NA

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results: UPREP's mean growth percentile for English Language Arts in 2015-16 is 26% for grade 7 and 61% for grade 8. The Statewide average was not available at the time of this report for evaluation.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
7	26	NA
8	61	NA
All	43	NA

Summary of the English Language Arts Goal

As a result of the 2015-16 NYS Grades 7 and 8 ELA exams, students enrolled in at least their second year at UPREP met the Comparative Measure Goal with the number of students meeting the proficiency standard exceeding the number of students meeting proficiency in the local district on the same assessments. This is the 5TH consecutive year that UPREP has met this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Not Available
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Available

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

The middle school mathematics curriculum is standards-based with a direct link to the Common Core Standards and the Mathematics Practice Standards. These standards serve as a guide to increase student accountability with rigor, placing a strong emphasis on teaching for deeper understanding of mathematics. Our staff has deconstructed the standards to determine the shifts in instruction compared to the instructional expectations stated in the NYS standards. Instruction, along with professional development, is designed to reflect an emphasis on critical thinking, increasing student exposure to and learning involving student-generated inquiry-based projects and expeditions, technology, using models to represent and solve rich real world problems, and support for students in making connections among other disciplines. Our math classes are taught in a co-teaching environment with two math teachers to support students in gaining a deeper understanding of mathematics through the use of real data generated from real world problems.

UPREP administered 2 benchmark/interim math assessments throughout the school year. The data gathered and analyzed from each assessment was used to discern student progress towards meeting our academic goals. The benchmark assessments for middle school grades were acquired commercially and were designed around the research of past NYS CCSS Assessments. The student data generated from these assessments served as a resource for professional development and refinement of instructional practices in math classes. Beginning in October 2014, ELA and math benchmark assessments will be administered using NWEA (Northwest Evaluation Association) testing and reports. Data generated are used to inform instructional decisions and determine strategies and small-group instruction.

Method

The school administered the New York State Testing Program mathematics assessment to students in 7th and 8th grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a breakdown of

those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2015-16 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled	Opt-outs
		IEP	ELL	Absent		
7	66	0	0	0	71	4
8	69	1	0	0	78	9
All	134	1	0	0	144	9

Results

Students enrolled in their second year at UPREP achieved a proficiency rate of 7.1% on the NYS 8th grade math exam. The aggregate performance on the NYS middle school mathematics assessments was a 4.4% proficiency rate.

**Performance on 2015-16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
8	5.8	69	7.1	56
All	5.8	69	7.1	56

Evaluation

The 8th grade students enrolled in their second year collectively did not achieve the Absolute Measure Goal. However, the longer students attend UPREP, the greater their performance rate in mathematics. This is proven by our 10th graders of whom 77% have passed the high school level mathematics regents exams at levels 3, 4 and 5.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
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⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	2011-12		2012-13		2013-14		2014-15	2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Number Percent Tested	Percent Number Tested	
8	42.5	80	7.8	51	13.2	53	2.88 35	7.1	56
All	42.5	80	7.8	51	13.2	53	2.88 35	7.1	56



Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics.

Results

UPREP did not meet this measure in 2015-16.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
NA	74	20	6	0

$$\begin{array}{rccccccccc}
 \text{PI} & = & 20 & + & 6 & + & 0 & = & \underline{26} \\
 & & & & 6 & + & 0 & = & \underline{6} \\
 & & & & & & \text{PLI} & = & \underline{32}
 \end{array}$$

Evaluation

Students are struggling to perform on this assessment and a re-evaluation of current programs and practices has occurred and a revised action plan has been put into place. This involves double time on mathematics instruction with two math teachers daily. This along with additional action items are articulated in the following Action Plan for this report.

Action Plan

- The co-teaching model has been altered to include 2 math teachers in each math class rather than a math and science co-teaching team.
- The school will continue to provide an intervention program that emphasizes the development of the skills and strategies outlined in the NYS CCSS and Mathematics Grade 8 curriculum modules.
- Assessment data will be used to address areas of need in order to meet proficiency level on the NYS Math 8 assessment. Data will determine small instructional groupings, interventions and strategies required to fill evident learning gaps.
- Saturday School test preparation sessions will be scheduled again to build upon the daily learning experiences students have in Math classes and to fill gaps in mathematic skills. Saturdays provide additional hours to practice math standards and to gain familiarity with state testing format and expectations.
- Although our students have demonstrated some growth in math performance in a one to two year, students need more time to develop aptitude in accordance with the math common core standards. As a result, two years remains as an insufficient amount of time for students to make the adequate growth demanded by the CCSS and required on the NYS Middle School Common Core Assessments. Informed by these areas of concern, additional steps are being taken to reduce the likelihood that these factors will continue to have such an adverse effect on student performance.

Additional Actions in 2016-17

Additional actions will be taken to further support student growth and to close the achievement gap in Mathematics at the middle school level. These include the following:

- A seasoned math teacher has joined UPREP's faculty and will support and coach teachers in the department as a mathematics specialist.
- 7th and 8th grade class size will be reduced from 25-27 students per class section to 12-15 students per class section. It was noted during the last school year that when students were divided into smaller groups, engagement and work productivity increased. It is expected that the restructuring of our master schedule in this way will allow for more individualized instruction, improved student learning behavior and teacher ability to use student performance data more strategically within each class period.
- Releasing instructional leaders from full time teaching responsibilities in 8th grade classes will allow for more time to support teachers and students in all math classes. One focus area will be in the 7th grade classrooms to support teachers so that greater gains may be made with all of the newly entered 7th graders since

this is such a challenging year. Should greater gains occur at grade 7, higher performance rates are expected when these students are assessed at grade 8 as second year students.

- Professional development is being redesigned to include a strand for middle school teachers to focus continually on common core standards, assessments and student performance data. This will be possible through the master schedule design which now provides common planning time for middle school teachers. Lessons will now need to include evidence of data-driven decisions made for each class/student. Special education teachers will also need to submit copies of lesson plans which are to include planned or implemented accommodation for any or all students.
- The 21st Century Learning Grant offers UPREP's 7th and 8th graders several extended learning opportunities. The program structure has been redesigned to include an additional 120 minutes of instructional support two days per week in an afterschool performing arts program. After school tutoring will be provided by math teachers who will work with the middle grade students on math fluency and skills individually and in small groups.



Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

Results

For all middle school students enrolled in their second year at UPREP, the aggregate proficiency rate on the 2015-16 state math exams is 7.1% compared to 0.7% for students enrolled in the local school district

5

**2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	7.1	56	1.0	629
All	7.1	56	1.0	629

Evaluation

The 8th grade students who attended UPREP for two years outperformed the students in the local district by 6.1%.

Additional Evidence

Again, upon review of Regents mathematics performance at the high school level, it is evident that with additional time at UPREP, achievement rates increase. Students performing at a proficiency rate of 2.88% on the NYS Math 8 assessment in 2015 passed the NYS Common Core Algebra I Regents exam, one year later, at a rate of 74% in June 2016.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁶

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size

⁶ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Results

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7	56.0	66	5.4	NA	NA	NA
8	89.9	69	6.4	NA	NA	NA
All	73.5	135	6.40	NA	NA	NA

School's Overall Comparative Performance:

The Comparative Measure Goal was not met in either the 7th or 8th grade cohorts

Evaluation

Effect size data is not attainable.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	7-8	85.4	164	24.4	29.5	-0.28
2011-12	7-8	91.5	176	41.5	26.6	0.10
2012-13	7-8	98.6	143	5.6	11.2	-0.47
2013-14	7-8	95.7	140	7.9	NA	NA
2014-15	7-8	80	117	3	NA	NA
2015-16	7-8	73.5	134	4.4	NA	NA

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year.

Results

UPREP’s mean growth percentile for Mathematics in 2015-16 is 35% for grade 7 and 26% for grade 8. The Statewide average was not available at the time of this report for evaluation.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
7	35	NA
8	26	NA
All	30	NA

Summary of the Mathematics Goal

The students enrolled in at least their second year at UPREP did not achieve the Comparative Goal by outperforming students in the local district on the 8th grade NYS CC math exam for the third consecutive year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Did Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13	Not Available

	school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Available

Action Plan

Efforts to improve student achievement on the 2015-16 NYS Grade 7 and 8 Mathematics assessments include but are not limited to the following:

- A redesign of the support system for Rtl in all math classes has occurred. UPREP now has doubled student contact time in all mathematics classrooms from 187 minutes per week to 375 minutes per week. Each classroom is now co-taught by two math instructors rather than the math and science co-teaching teams of previous years.
- Improved systems have been put in place for data collection, analysis, to differentiate instruction and progress monitoring using i-Ready (Curriculum Associates) and common assessments/benchmarks aligned to NYS modules. Data will be analyzed by grade level teams facilitated by the math instructional leader. Analysis will determine individual student needs and determine the best manner in which to move instruction.
- The leadership team evolved to include two assistant principals who are collaborating to support middle and high school mathematics classrooms and provide focused professional development.
- All staff received professional development around and will plan instruction with a direct connection to the CCSS and the Mathematics Practice Standards to increase opportunities for students to develop a deeper understanding of math.
- Math teachers will co-teach lessons throughout the school year to practice the pedagogy discussed and experienced in weekly meetings and formal professional development.
- Professional development will continue to utilize the state resources that collectively guide teachers to understand the Common Core State Standards; and design and implement instruction that reflects teachers' growth in aligning the standards with effective pedagogy.
- The 21st Century Learning Grant offers UPREP's 7th and 8th graders several extended learning opportunities. The program structure has been redesigned to include an additional 90 minutes of instructional support three days per week. One of the three days is devoted to mathematics and will be supported by several math teachers at all grade levels who will work with the middle grade students math fluency and skills as determined by learning gaps identified through data sources.
 - UPREP will continue to offer Saturday School throughout the months of January, February, March, April.

SCIENCE

Goal 3: Science

Students will demonstrate the ability to independently apply the critical thinking skills necessary to make sense of new ideas, acquire an interdisciplinary approach to solve real world problems, and address their own inquiry.

Background

The middle school science curriculum is standards-based with a direct link to the Common Core Standards and Assessments. Our staff has deconstructed the standards to determine the shifts in instruction compared to the instructional expectations stated in the NYS standards. Instruction, along with professional development, is designed to reflect an emphasis on critical thinking, increasing student exposure to and learning from expository text, student-generated inquiry-based projects and expeditions, and supporting students in making connections among other disciplines. Our core subjects are taught in a co-teaching environment to experience connections among mathematics, ELA, & the social sciences in order to gain a deeper understanding of science and math concepts and skills.

UPREP administers benchmark assessments aligned to the NYS Science 8 assessment throughout the school year. The data gathered and analyzed from each assessment is used to discern student progress towards meeting our academic goals, inform our instructional and academic intervention programs, and guide our professional development through collaborative inquiry.

Method

The school administered the New York State Testing Program science assessment to students in the 8th grade in spring of 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year. Note that one additional student entered UPREP prior to the Science 8 Assessment, changing the "All Students Number Tested" from 77 to 78.

Results

Of the 77 8th grade students enrolled in at least their second year at UPREP, 72 of the students were in their second year. 23 or 32% of the 72 students achieved proficiency on the NYS Grade 8 science exam

**Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Students	
	Percent	Number Tested	Percent	Number Tested
8	32%	72	28%	77

Evaluation

The percent of second year students performing at proficiency on the NYS Grade 8 Science exam was 43 percentage points lower than the required proficiency rate of 75%. As a result, UPREP did not meet the absolute measure goal.

The instructional program at the middle school level focuses on developing the process skills commonly found among creative problem solvers. These critical thinking skills are a reflection of the common core standards that emphasize how to lead students to a deeper understanding of content and the application of math and literacy skills utilized to make sense of new ideas

Additional Evidence

NYS Science 8 results for students enrolled in at least their second year have declined for this past school year. This may partially be due to the transition from the previous teacher who was a veteran educator who taught the Science 8 classes for 5 years to a first year teacher who replaced him in 2015-16. Additional time and support are expected to have a positive impact on next year's results. In addition, the Science 8 class sizes have now been reduced from 26 to no more than 15. Students will be provided an improved classroom environment with more opportunity for individualized support.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	67.5	80	72	50	67.9	53	52.38	42	32	72
All	67.5	80	72	50	67.9	53	52.38	42	32	72

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

8th grade students enrolled in their second year at UPREP reached a 32% proficiency rate on the NYS Science 8 exam. The RCSD (Rochester City School District) reached a proficiency rate of 16% for all students and 16% for males only.

2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	32%	72	16	1403

Evaluation

Over the past four years of state testing, UPREP has outperformed the local district on the NYS Science 8 Assessment. Local district data for Science 8 was not available at the time of this report.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District

8	67.5	27.5	72.0	28.1	67.9	19.5	52.38	16	32	NA
All	67.5	27.5	72.0	28.1	67.9	19.5	52.38	16	32	NA

Summary of the Science Goal

It is not possible to calculate the comparative measure since Science 8 assessment data for local districts is not available at this time of this report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Not Available

Action Plan

The results of UPREP students' performance for the absolute measure on the NYS Science 8 assessment has led the leadership team to seek further strategies in order to close the achievement gap. The following steps have been taken in staffing, structure of the learning environment, professional development, and student support systems:

- Class size in the Science 8 classes has been reduced from 27 students to 12-15 students.
- The instructional leadership team now includes an Assistant Principal who is responsible for Science as the main focus of supervision and support. This individual has 18 years of experience in educational administration.
- Additional Science teachers have been assigned at the 8th grade level, allowing collaboration in the planning and implementation of instruction.
- Special Education and Inclusion teachers will provide individual instructional time for students demonstrating below standard achievement on benchmark assessments in Science.
- Focused professional development is planned for data analysis of assessment results and use of data to inform lesson planning and instruction.
- Additional opportunities are planned for field studies related to science units of study. These are intended to allow students access to meaningful learning opportunities to develop independent learning skills (process skills) and a deeper understanding of the content through application.
 - UPREP will continue to offer Saturday School for additional test preparation between the months of January and June.

NCLB

Goal 4: NCLB

Each year, UPREP will obtain an accountability status of good standing according to the criteria outlined under the state's NCLB accountability system

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Based on the criteria outlined in the NYS NCLB accountability system, UPREP's Accountability Status has remained in good standing through 2013-14. The NCLB status was not yet issued at the time of this report. The report will be updated upon receipt of the information.

Evaluation

UPREP met the NCLB Absolute Measure for the third consecutive year.

Additional Evidence

UPREP has maintained an accountability status of being in good standing in each year of its charter.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Local Assistance Program
2016-17	Focus Charter

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	71	0	71

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

ENGLISH LANGUAGE ARTS



Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate to students in the 2011 cohort. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.⁸ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

UPREP exceeded the Absolute Measure on the New York State English Language Arts Regents.

As of August 2016, 95.8% of the 2012 cohort (Graduation Cohort of 2016) had passed the NYS ELA Comprehensive exam.

English Regents Passing Rate with a Score of 65/75 by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65+	Percent Passing with
			A score of 75+
2012	71	95.8%	28.2%

Evaluation

UPREP has exceeded the absolute measure goal for the 2012 cohort prior to their fourth year. Our outstanding results demonstrate a strong instructional program for developing efficient readers and writers despite the below average performance on the NYS Grade 7 and 8 ELA exams. Proven once again, the state test results indicate that the longer students are enrolled at UPREP, the better their performance on state assessments. In fact, 88.8%% of the eighty 10th graders in the 2013 cohort (Graduation Cohort of 2017) had passed the same state exam by the end of the 2015-16 school year.

⁸ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

⁹ Based on the highest score for each student on the English Regents exam

Additional Evidence

UPREP continues to exceed the accountability benchmark for ELA Regents results. In fact, UPREP has been able to consistently exceed the benchmark for each cohort prior to their third year of high school, as the chart below indicates. Therefore, it is expected that we will once again exceed the SUNY expectation of 75% when the 2014 and 2015 cohorts take the ELA Regents exam, furthering the case that the longer students attend UPREP the greater their performance rates.

English Regents Passing Rate with a score of 65/75 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number	Percent In Cohort Passing
2011					52	76.9	-	-
2012					75	86.6	71	95.8
2013					87	70.1	80	91.3
2014					68	NA	62	74.2
2015							69	NA

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English Language Arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English Language Arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma.

Results

For cohort 2012, 95.8% passed the ELA Regents exam with a score of at least 65% by the end of their fourth year. 8th grade performance data for this cohort reveals that out of the 71 students in cohort 2012, 56 of the same students were enrolled at UPREP and took the NYS ELA Grade 8 assessments. The passing rate for these students on the NYS ELA Grade 8 exam was 17.8%. Only 10 of those 56 students passed that assessment.

English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Number in Cohort not passing ELA Grade 8	Percent Passing with a score of 65/75
2012	46 (of 56 did not pass the NYS Grade 8 Math Assessment)	95.8%/62%

Evaluation

UPREP exceeded the absolute measure goal upon completion of our students’ third year in the 2012 cohort. The results show that the longer students attend UPREP, the greater the success rates.

Additional Evidence

Additional evidence exists to support the trend that students will continue to meet or exceed the SUNY benchmark of 75%. Our 2012 cohort has achieved an 86.6% performance rate as of their junior year.

Goal 1: Absolute Measure
 Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs: http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVIS ED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO.

¹⁰ Based on the highest score for each student on the English Regents exam

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

New York State Effective AMO for number of tested students is 163. The accountability performance level (AMO) for the 2012 cohort's results on the NYS ELA Regents exam is **158**.

English Language Arts Accountability Performance Level (APL) For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
71	4	34	52	10

$$\begin{array}{r}
 \text{PI} = 34 + 52 + 10 = 96 \\
 \text{APL} = 52 + 10 = 62 \\
 \text{L} = 8
 \end{array}$$

Evaluation

UPREP did not meet the ELA Accountability Performance Level by a margin of less than 4 percentage points for all students tested. However, UPREP met the AMO in the following Accountable Groups: Black or African American and Economically Disadvantaged.



Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available school district results.¹¹

Results

As of August 2016, the 2012 Accountability Cohort obtained a 95.8% passing rate on the NYS English Language Arts exam. At the time of this report the passing rate for students in the local district was unavailable.

¹¹ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

**English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	95.8	71	N/A	N/A

**English Regents Accountability Performance Level (APL)¹²
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2012	158	71	NA	NA

Evaluation

Data for the local district was not available at the time of this report. When the local district's results are public, the report will be updated to include comparative results for the 2012 cohort.

Summary of the High School English Language Arts Goal¹³

UPREP achieved the absolute measure goal by obtaining a 95.8% passing rate on the state ELA exam. The 2012 cohort also met the absolute measure by scoring more than 75% on the English Language Arts Regents when the proficiency rate for the same student in grade 8 was 21.3%. However, UPREP did not achieve the Absolute Measure for APL. The comparative measure goal is not available at the time of this report.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved/ Exceeded
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved/ Exceeded
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the	Did not Achieve

¹² For an explanation of the procedure to calculate the school's APL, see page 31.

¹³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Not Available

Action Plan

- UPREP will continue to provide targeted pullouts (one-on-one or small group instruction) to support students that struggle to meet proficiency on state assessments and with learning complex content in general.
- The co-teaching model will continue at the high school grades, providing students with an integrated approach to the humanities.
- Professional development will include workshops focused on how the core teachers, special education teachers, and Rtl teachers can effectively collaborate to identify and assist students in need of additional support to improve literacy-based instruction in general.
- A literacy specialist has been added to provide focused support to teachers and students and to improve the contact time between each new teacher and a veteran teacher that has demonstrated a strong understanding of how students learn in the classroom around reading comprehension, intervention strategies, and other literacy-based instructional expertise.
- Teachers will be supported deconstructing CCSS modules and specific standards to guide professional development, mentoring, lesson planning, and student feedback.
- Lesson plans will be submitted to instructional leaders on a weekly basis for review and feedback to ensure adherence to common core standards and the appropriate rigor.
- All ELA teachers will be continually monitored and support through weekly classroom observations, followed by debriefing meetings and actions steps.
- UPREP will continue to offer Saturday School for additional test preparation between the months of January and June.

MATHEMATICS



Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State

Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.¹⁴ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

The 2012 cohort has obtained a proficiency rate of at the completion of their fourth year in the cohort 94.3% for all students. For accountability subgroup “economically disadvantaged,” the 2012 cohort achieved a proficiency rate of 100%. For accountability subgroup, “Black,” the 2012 cohort achieved a proficiency rate of 93.7%

Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2012	71	94/10

Evaluation

The 2012 accountability cohort exceeded the absolute measure goal of reaching a 75% passing rate by the end of their fourth year. By August 2016, UPREP exceeded the goal by a margin of 19 percentage points

Additional Evidence

As the chart below indicates, UPREP continues to meet or exceed the accountability benchmark for Mathematics Regents results. In fact, UPREP has been able to consistently meet that benchmark for each cohort prior to their third year. As the chart below indicates, 88.46% of the 2011 cohort passed Mathematics Regents exams. In addition, the 2012 cohort, graduated in June 2016 passed the Mathematics Regents exams by a rate of 94.3% by the end of the third year which exceeds the state expectation by 19%. The results of the 2013 cohort show that current 12th graders already exceeded the SUNY benchmark with 79% passing rate by the end of their 11th

¹⁴ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁵ Based on the highest score for each student on the Mathematics Regents exam

grade year. The results of the 2014 cohort show that current 11th graders already exceeded the SUNY benchmark with a 77% passing rate on Mathematics Regents exams by the end of the 10th grade year.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing		
2011					52	88.46	-	-
2012					75	92%	71	94.3
2013					87	77.01	79	88.6
2014							62	77.4

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma.

Results

46 of 56 students of the 2012 cohort failed the NYS Math 8th exam while 94% of the same students in the 2012 cohort passed at least one high school Regents math exam before their fourth year in the cohort which exceeded the 75% passing rate required.

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁶

Cohort Designation	Number in Cohort not passing Math	Percent Passing with a score of 65 /
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¹⁶ Based on the highest score for each student on the Mathematics Regents exam

n	Grade 8 (who had test scores available)	80 on Math Regents exams
2012	46 (of 56 did not pass the NYS Grade 8 Math Assessment)	94/10

Evaluation

UPREP students enrolled in the 2012 cohort surpassed the absolute measure for mathematics by 19%. Only 21% of the 8th graders passed the NYS Math 8 assessment. For the students who were both in grade 8 and in the 2012 cohort, 54% failed the 8th grade assessment. The results show that the longer students attend UPREP, the greater the success rates.

Additional Evidence

Additional evidence exists to support the trend that students will continue to meet or exceed the SUNY benchmark of 75%. For example, the 2013 cohort has already achieved a 88.6% performance rate as of their junior year.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department law now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVIS ED.pdf.

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics **AMO of 148**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from

0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

The Accountability Performance Level for the 2012 cohort was determined from student performance on mathematics Regents exams. The 2015-16 AMO for the 2011 cohort is 194.37, exceeding the accountability performance level by 46.37.

Mathematics Accountability Performance Level (APL) For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
71	0	5.63	84.51	9.86

$$\begin{array}{rcccccccc}
 \text{PI} & = & 5.6 & + & 84.5 & + & 9.8 & = & 100 \\
 & & 3 & & 1 & & 6 & & \\
 & & & & 84.5 & + & 9.8 & = & \underline{94.37} \\
 & & & & 1 & & 6 & & \\
 & & & & & & \text{AP} & = & 194.3 \\
 & & & & & & \text{L} & & 7
 \end{array}$$

Evaluation

UPREP exceeded the absolute measure goal. Our APL score of 194.37 exceeds the AMO by 46.37 points.



Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.¹⁷

Results

At the completion of their 4th year, the 2012 cohort reached a 94.3% proficiency rate on Mathematics. A comparative measure is not presented below since that at the time of this report the passing rate for students in the local district was unavailable.

¹⁷ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

**Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	94.3	71	NA	NA

Evaluation

UPREP met the comparative measure goal for the 2012 cohort. When local district data becomes available the report will be updated to include the comparative measure data.

Additional Evidence

Although current local district data is not available, for the three previous years of UPREP’s charter where Regents math exams have been given, UPREP outperformed the local district on Regents mathematics exams.

Summary of the High School Mathematics Goal¹⁸

UPREP exceeded the absolute measure goals and expects to meet or exceed the comparative measure goal. More than 90% of the students in the 2012 and 2013 cohorts have passed at least one Regents math exam at the time of this report. 90% of the students in the 2012 cohort passed as least one math Regents while 54% of the same students who were in both 8th grade and the senior class at UPREP failed the NYS 8th grade math exam. Results continue to provide evidence that the longer students remain at UPREP, the greater their performance on state assessments.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Exceeded
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Exceeded
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Exceeded
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a	Not Available

¹⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	
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Action Plan

- At this time, our current intervention program and our instructional practices continues to be adjusted to meet the current needs of students to further improve our June 2016 results on NYS Regents exams.
- We have added a math specialist to lead and support the mathematics department.
- Two math teachers have been scheduled to co-teach each math class at the high school level.
- Math class size in Grade 9 has been reduced to 12-15 students.
- The UPREP leadership team will meet weekly to discuss student and teacher work and adjust the program accordingly.
- Professional development will reflect the implications of the work/data based on student ongoing performance.
- Item analysis from the L2r reports regarding individual students will be shared with the mathematics staff and leadership team to determine the implications for teaching and learning and the connections among the Common Core State Standards and modules.
- UPREP will continue to offer credit recovery classes for students who have not passed a particular Regents exam in Mathematics and will be retaking the exams in January.
- UPREP will offer Saturday School Regents Prep School.
- During the three weeks prior to June Regents exams, students attend Regents test prep sessions each morning on a local college campus. This offers students a focused learning environment for 3 hours each day,

SCIENCE



Method

New York State administers multiple high school science assessments. Current Regents exams are Living Environment, Earth Science, Chemistry and Physics. The school has administered the Living Environment, Earth Science, and Physics exams. Regents exams are scored on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

The table below reports the results of 2012 cohort success rates for the Science Regents exams. 94.3% of the 2012 cohort scored proficient on Science Regents. For the economically disadvantaged, subgroup, the 2012 cohort reached proficiency at 94.2% and at 93.75% for the Black subgroup.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	71	94.3

Evaluation

Cohort 2012 exceeded the absolute measure goal by a margin of 20%. Over the past few years, test results suggest the instructional program at UPREP, along with providing student support in our credit recovery classes and in our Saturday School Program, improves the potential for our students to exceed the absolute measure goal of a 75% success rate on a Regents science exam before completing their fourth year in a cohort.

Additional Evidence

UPREP has been able to exceed the accountability benchmark in Science for this and previous years. While cohort 2012, UPREP's second graduating class, has exceeded the accountability benchmark by 20%, cohort 2013 has already exceeded the benchmark by a margin of 16% with a 91% performance rate.

¹⁹ Based on the highest score for each student on any science Regents exam

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing		
2011	-	-	-	-	52	88.47	-	-
2012	-	-	-	-	75	92	71	94.37
2013	-	-	-	-	-	-	79	91.13



Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

**Science Regents Passing Rate
of the 2012 Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	94.3	71	NA	NA

Evaluation

The total cohort comparative results for the 2012 cohorts at UPREP cannot be calculated since the local district data was not available at the time of this report. It is expected that UPREP will exceed this measure.

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate competency in the understanding and application of the recurring themes and skills that organize how social scientists explore, investigate, and construct meaning of and among historical and current themes.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

88.73% of our 2012 cohort scored proficient on the US History Regents exam. The same cohort scored 90% proficient in subgroup “economically disadvantaged,” and 91 % proficient in subgroup “Black.”

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁰**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	86.54
2012	71	88.73

Evaluation

The 2012 cohort exceeded the absolute measure goal for the US History Regents exam by an 11.54% margin.

The humanities subjects at UPREP are co-taught allowing the ELA teacher and social studies teachers to improve students’ writing of thematic essays and DBQs throughout

²⁰ Based on the highest score for each student on a science Regents exam

the year. In addition, many students take advantage of the Saturday School program to seek extra help with understanding content in order to discuss and write about recurring themes using evidence from informational text. We strongly believe these support systems have led most students to pass the US History Regents Exam.





Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

The 2012 accountability cohort achieved a 90.1% proficiency rate on the NYS Global History exam. UPREP exceeded the accountability measure by 15%.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	71	90.1

Evaluation

The 2012 accountability cohort has exceeded the absolute measure goal by exceeding the standard of a 75% passing rate on the Global History exam prior to the fourth year in their respective cohorts. It is important to note, UPREP students take the Global II Regents exam in one year of study upon completion of the first year of the cohort.



Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Results

Upon completion of the third year in the cohort, the students in the 2012 cohort reached a success rate of 90.1% on the NYS Regents Global exam, exceeding the SUNY benchmark measure. Comparative results are not available since the local district results have not been made public at the time of this report. For subgroup “economically

²¹ Based on the highest score for each student on a science Regents exam

disadvantaged,” UPREP reached a success rate of 89.86%. For subgroup, “Black,” the passing rate was 93.75%. It is expected that UPREP’s results will exceed the results of the local school district.

**Global History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	90.1	71	NA	NA

Evaluation

Input and evaluation of the comparative results on the Global History Regents exam will be added to this report after local district data is made available.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students will meet New York State standards for graduation and successfully complete the academic requirements of the school within four to five years after entering the ninth grade.

Policy Description:

Grade 7 to 8/Grade 8 to 9 Promotion includes the following:

At the end of the Grade 7 and/or 8 school year, a promotional meeting is held for each student and attended by the school President, Principal, Meeting Chair

- Grade level core subject teacher(s)
- Instructional/grade level administrator
- RTI staff/Special Education Teacher

One of the following is the decision for each student at that grade level:

- Student will be promoted to the next grade.
- Student must attend a four-week summer program focused on literacy and math.
- Student must demonstrate some growth at the end of the program to be promoted to the next grade level.
- Students and parents will attend a pre-summer school meeting to go over expectations and possible outcomes.

If that growth is not evident, grade retention will be a serious option for that student. Final decisions will be made by the President and Principal.

Core Academic Subjects Offered at UPREP 2015-16

Grade 9: Integrated Algebra, Living Environment, ELA I/II, Global I/II, Spanish I, Spanish II.

Grade 10: Geometry, Earth Science, Comprehensive ELA III, U.S. History, Global I/II, Spanish I, II, III

Grade 11: Trigonometry, Physics, Comprehensive ELA III, U.S. History, Participation in Government, Economics, Spanish II/III, College Level Courses (Participation in Government, Economics, English IV)

Electives 2015-16

Grade 9/10/11: Art, Music, PE, Health, Computer Tech

Additional Credit Bearing Courses

Grade 9/10/11: RTI/Math and Lit Labs

Results:

- 94% of the 2012 cohort earned enough credits to graduate.
- 100% of the 2013 cohort earned enough credits to be promoted to the next grade level.
- 100% of the 2014 cohort earned enough credits to be promoted to the next grade level.
- 97% of the 2015 cohort earned enough credits to be promoted to the next grade level.

Percent of Students Promoted by Cohort in 2015-16

Cohort	Number in	Percent
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Designation	Cohort	promoted
2012	71	94
2013	79	100
2014	62	100
2015	69	97

Evaluation

The 2012, 2013, and 2014 cohorts all met the Absolute Measure for the High School Graduation Goal. UPREP students are supported with Saturday School, after school tutorial on Mondays, Tuesdays and Wednesdays, and focused Regents review classes held the last month of school at St. John Fisher College and the University of Rochester. Our special education staff is diligent with making certain the daily instructional practice considers those students with special needs as well as our ELL students.

Students that fail a June Regents exam are enrolled in the UPREP Summer School program. Should a student fail the August Regents exam(s), he is enrolled in a credit recovery class to prepare for the January Regents exam(s).

Additional Evidence

Considering the data provided in this document illustrates the high success rate on NYS Regents exams during the first two years of enrollment in our high school program, it is evident that UPREP is on the path for generating high graduation rates for each cohort, as was the case in 2015 and 2016.



Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort.

Results

74.19% of the 2014 accountability cohort passed three regents exams by the end of August 2016.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing

		Three Regents
2014	62	74.19%

Evaluation

The 2014 cohort students did not meet the absolute measure goal, missing the target success rate by only 0.8%.

Additional Evidence

UPREP requires students to take the Global II, Living Environment, and Integrated Algebra Regents exams in their first year of high school. By the end of the second year of enrollment at UPREP, students (if successful in their freshmen year) will have been exposed to all five of the required regents exams for graduation and will then take US History and the NYS English Comprehensive Regents exams by the end of their sophomore year. As the data shows above, UPREP has been very successful in leading its students to passing most if not all of the required Regents exams for graduation by the end of the second year of each cohort.

Summary of the High School Graduation Goal

UPREP exceeded absolute measure goals for both the 2012 and 2011 cohorts for graduation (94%)/ With the support of our intervention programs, after school tutoring, Saturday School, credit recovery classes, and a 3-4 week regents preparation program held at St. John Fisher College and the SUNY Brockport each year, UPREP has been successful in achieving the high school graduation goals outlined in our accountability plan. As a result of our current success on leading most of our students to pass the required regents exams for graduation, UPREP has the potential of graduating 90% – 100% of the students in the 2014 and 2013 cohorts on time with either a Regents or Regents with Distinction diploma.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total	Not Available

	Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	
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Action Plan

As stated above, UPREP students are supported with Saturday School, after school tutorials on Mondays, Tuesdays, and Wednesdays, credit recovery courses, and focused Regents review classes held the last month of school at St. John Fisher College, and SUNY Brockport. In addition, with the support of our special education staff and improving our intervention programs, the number of cohorts passing three regents exams each year is expected to continue to meet the accountability measure.

We will continue to teach to the Big Ideas and recurring themes of the core curricula with an emphasis on the Common Core Standards and Assessments.

Professional development around emphasizing and designing instruction that develops specific process skills, differentiated instruction, and effective intervention in mathematics and literacy is to continue to occur before the school year begins and be part of focus walks and classroom observations on the part of teachers and leadership throughout the school year.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION
 The performance of UPREP students in their second year of a high school accountability cohort will demonstrate the ability to compete with their peers in NYS Public Schools on the PSAT in Critical Reading and Mathematics.



Method

This measure tracks student performance, one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 20 to 80 on each subsection with 240 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection.

Results

The 2012 cohort took the PSAT during the 2013-14 school year and scored a 36 on the Critical Reading portion of the exam and a 38 on the mathematics component. Cohort

2013 took the PSAT in 2014-15 and scored an average of 34 on the critical reading and a 34 on mathematics. In 2014-15, Cohort 2012 took the official PSAT as 11th graders and scored 37 on critical reading and 39 on mathematics.

48 of the students in the 2012 cohort took the PSAT in 2015. Performance ratings were changed from 2 digit to 3 digit scores. Cohort 2013 performed at a 305 on the Critical Reading and a 277 on Mathematics. Since the New York State averages were unattainable at the time of this report, the National averages for the PSAT were accessed. UPREP was not successful in meeting or surpassing the National Averages for Critical Reading or Mathematics.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	92	90	36	45	38	47
2014-15	85	69	34	40	34	42
2015-16	67	48	305*	460**	277*	460**

*New scoring system as of 2015-16

**These scores reflect the National Average since NYS averages were not provided by the College Board.

11th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2014-15	52	40	37	45	39	47
2015-16	80	63	407*	460**	432*	460**

Evaluation

UPREP students have not yet achieved the Comparative Measure Goal of exceeding the state average on the PSAT test in Critical Reading and Mathematics over past years and based on a comparison of UPREP to the national averages, it is expected that the Comparative Measure Goal will not be met this year.

Summary of the College Preparation Goal

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did not Achieve
College Preparation	Each year, 75% of graduating students will matriculate in a college or university in the year after graduation.	Not Available
College Attainment	Each year, 75% of graduating students will matriculate in a college or university in the year after graduation.	Not Available

Action Plan

- Implement a plan to improve student performance on both the PSAT and SAT that is woven into the overall educational experience at UPREP in grades 7-12.
- A PSAT/SAT preparation course has been included in the schedules of sophomores and juniors.
- Finalize a method for determining matriculation status of UPREP graduates.

Goal 7: Comparative Measure

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments SAT. The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages to the New York State average for all 12th grade test takers in the given year.

Results

30 of the Cohort 2012 graduates took the SAT exam. The data for NYS SAT results was not available at the time of this report

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade Taking SAT as 11 th graders	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	52	24	399	488	404	502

2014-15	82	54	368	480	397	502
2015-16	66	30	409	NA	432	NA



Method

This measure tracks each year’s graduation rate and the number of graduates accepted into a 2 or 4 year college.

Results done

Cohort 2012, UPREP’s second graduating class, graduated in June of 2016 at a rate of 94%, the same graduation rate of UPREP’s first graduating class of 2015. Of the 66 graduates in June 2016, 52 were accepted into one or more colleges. This includes students with disabilities.

Cohort 2012 Graduation and College Acceptance Measure

Total in Cohort	Total Graduating	Total accepted into one or more colleges
70	66	52

Comparative Measure of UPREP with Local District Graduation Rates

School Year	UPREP	Local District	Local District Males only
2015-16	94%	NA	NA

Evaluation

UPREP graduated its second class of students (cohort 2012) in June of 2016 at a 94% graduation rate. While the local district rate has not published its 2016 graduation rate, the local district has consistently suffered poor results. For example, UPREP graduated 94% of its seniors in 2015, while the local district’s graduation rate for June 2015 was 46% and New York State’s graduation rate was at 78%. UPREP exceeded both measure in 2015. With the 2016 graduation rate of 94%, it is expected that UPREP will once again exceed both measures.

Considering that UPREP is an all-male school, the rate at which UPREP has exceeded the local district is even more significant when considering the graduation rate of only the male population in the local district.

Additionally, 79% of the students in the 2012 cohort were accepted into at least one 2 or 4 year college or university.

(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

Method

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

Cohort 2012 achieved an Aspiration Performance Measure of 16% in math and 57.33% for English Language Arts. At the time of this report, state data was not available in or to complete a comparison analysis. A comparative measure, at the time of this report, is not possible to include because the statewide measure is not available at this time.

Percent of Graduates Meeting the Aspirational Performance Measure for Math Regents²²

Cohort	Charter School	Statewide ²³
2011	11.54%	NA
2012	16.0%	NA

Percent of Graduates Meeting the Aspirational Performance Measure for English Regents²⁴

²² Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²³ Statewide results for the 2012 cohort are not yet available.

Cohort	Charter School	Statewide ²⁵
2011	30.77%	NA
2012	57.33%	NA

Evaluation

Although we cannot calculate a comparative measure at this time, UPREP has shown growth in the APM measure from the 2011 to the 2012 cohort results in both mathematics (increase of 5 percentage points) and English language arts (increase of 27 percentage points).

(S) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

Fourteen of the 66 students in cohort 2012 received a Regents Diploma with Designation. Since the local district results have not yet been made available, a comparison was not possible at the time of this report.

Percent of Graduates with a Regents Diploma with Advanced Designation²⁶

Cohort	Charter School	School District ²⁷
2012	14	NA

Evaluation

²⁴ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁵ Statewide results for the 2012 cohort are not yet available.

²⁶ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁷ District results for the 2012 cohort are not yet available.

An evaluation will be provided following a review of local district data regarding students with Regents Diplomas with Designation when it becomes available.

(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

Students will enroll in college classes and pass at least one of the courses in which they are enrolled during their senior year.

Results

Of the 66 students in cohort 2012, 30 were enrolled in at least one college course at Bryant and Stratton College or Monroe Community College in their senior year. Each of the students passed at least one of the courses in which they were enrolled.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²⁸
2011	66	30

Evaluation

UPREP continues to offer college courses to its juniors and seniors at Bryant and Stratton and Monroe Community College. UPREP provides tuition assistance, transportation and school-based study support for students attending college classes.

While 100% of the students who took a college course passed at least one course, the 30 students represents 45% of the cohort. Additional opportunities to meet this benchmark will be afforded to the upcoming cohorts of students.

(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

²⁸ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Method

Attendance and achievement in college is measured by the percent of students who actually matriculate after being accepted.

Results

As of the time of this report, although 79% of the 2016 graduating class were accepted into a college or university. However, there is no data available to determine the percent of students who matriculated in a college or university at this time.

Evaluation

A communication protocol is being designed by UPREP's counselors so that the College Attendance rate can be measured for this and upcoming cohorts. In addition, one of UPREP's administrators has been designated as the lead person responsible for following up on UPREP's graduates to determine college matriculation.

Summary of the College Preparation Goal – To complete with counselors

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	NYS averages not yet available
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Available
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Achieved
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Not yet available

	(S) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not available
	(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Not Achieved
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not yet available
	(S) Each year, 75 percent of graduating students will	Not yet

	matriculate in a college or university in the year after graduation.	available
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Action Plan

- Opportunities for PSAT and SAT prep will be provided through special prep classes and through the integration of strategies and test practices within the existing curriculum
- With the administration of Common Core Regents exams, UPREP recognizes the urgency with which to better prepare students for Regents exams and especially for increasing students' ability to meet the state's aspirational performance measure. Therefore, additional teacher and classroom support is being provided through additional instructional leadership, the nature of professional development, the allocation of classroom resources, and more systemic data analysis for effective instructional use.
- Additional opportunities will be provided so that at least 75% of students have access to college courses.
- While 98% of UPREP's first graduation class has been accepted into a college or university, there is no data to show how many of those students actually matriculated. A system is being developed to collect this data in order to be able to measure this benchmark in 2016-17.



Method

Student retention rates are calculated by dividing the current year's re-enrollment rate by the previous year's enrollment rate minus the number of graduates.

Results

UPREP's retention rates for 2015-16 was 98.4%

2015-16 Student Retention Rate

2014-15	Number of	Number of	Retention Rate
---------	-----------	-----------	----------------

Enrollment	Students Who Graduated in 2014-15	Students Who Returned in 2015-16	2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
432	51	375 (not counting incoming 7 th graders)	98.4%

Evaluation

UPREP's retention rate was 98.4%. UPREP exceeded the 90% absolute measure for retention rate by 8.4 percentage points.

Method

Power School is used to track students on a daily and yearly basis.

Results

The average daily attendance rate for the 2015-16 school year was 91%.

Year	Average Daily Attendance Rate
2015-16	91%

Evaluation

UPREP's daily attendance rate of 91% fell short of the 95% measure by 4 percentage points, an improvement rate of one percentage point from the previous school year. UPREP's grade-level student managers have been assigned responsibility for home-school communications regarding attendance issues to increase the attendance rate for the very small population of students who are chronically absent due to family issues, illness or other personal challenges. This will include home visits and parent meetings with administration at UPREP.



Entry 4 Expenditures per Child

Created: 07/15/2016

Last updated: 07/29/2016

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Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	6137288
Line 2: Year End FTE student enrollment	435
Line 3: Divide Line 1 by Line 2	14109

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that

must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>.

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	265412
Line 2: Management and General Cost (Column)	148820
Line 3: Sum of Line 1 and Line 2	414232
Line 5: Divide Line 3 by the Year End FTE student enrollment	952

Thank you.



Entry 6a Audited Statements

Created: 10/19/2016

Last updated: 10/21/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

Page 1

School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Joseph Munno	[REDACTED]	[REDACTED]

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Heveron & Company	[REDACTED]	[REDACTED]	

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and
- b. reports on internal controls over financial reporting and compliance

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/6971028-F7wWrRhhE3/DOC004.pdf>



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	University Preparatory Charter School for Young Men
Audit Period:	2015-16
Prior Period:	2014-15
Report Due Date:	Tuesday, November 01, 2016
Date Submitted:	Friday, October 21, 2016
School Fiscal Contact Name:	Adela Mehremic
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Heveron & Company
School Audit Contact Name:	Joseph Munno
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

Please submit the following items to the SUNY Charter Schools Institute via email or online portal:

Email: charters@suny.edu
Online Portal: <http://www.newyorkcharters.org/operate/existing-schools/reporting-deadlines>

Required Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

And, if applicable:

Item	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
Management Letter	
Management Letter Response	NA
Form 990	
Federal Single Audit (A-133) ¹	
Corrective Action Plan	NA

Please **also** submit the following items to the New York State Education Department via online portal:

Online Portal: <https://nysed-gso.fluidreview.com>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included);
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit (A-133).

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circular A-133" for the federal filing requirements which can be found on the Office of Management and Budget website: https://www.whitehouse.gov/omb/circulars_default.

**UNIVERSITY PREPARATORY CHARTER
SCHOOL FOR YOUNG MEN**

FINANCIAL STATEMENTS

June 30, 2016



Heveron & Company

Care. Competence & Common SenseSM



Certified Public Accountants

Certified Women Owned Business

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
University Preparatory Charter School for Young Men
Rochester, New York

We have audited the accompanying financial statements of University Preparatory Charter School for Young Men (a nonprofit organization), which comprise the balance sheets as of June 30, 2016 and 2015, and the related statements of cash flows for the years then ended, the statements of activities and functional expenses for the year ended June 30, 2016, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of University Preparatory Charter School for Young Men as of June 30, 2016 and 2015 and its cash flows for the years then ended, and the changes in net assets and functional expenses for the year ended June 30, 2016 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the University Preparatory Charter School for Young Men's statements of activities and functional expenses for the year ended June 30, 2015, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 13, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements, or to the financial statements themselves and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 13, 2016 on our consideration of University Preparatory Charter School for Young Men's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering University Preparatory Charter School for Young Men's internal control over financial reporting and compliance.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
September 13, 2016

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
BALANCE SHEETS
June 30, 2016 and 2015

ASSETS

	<u>2016</u>	<u>2015</u>
<u>Current Assets</u>		
Cash	\$ 3,035,299	\$ 1,970,143
Accounts Receivable	174,091	37,831
Grants Receivable	63,307	302,468
Prepaid Expenses	<u>66,714</u>	<u>-</u>
Total Current Assets	<u>3,339,411</u>	<u>2,310,442</u>
<u>Property and Equipment</u>		
Building and Improvements	4,410,966	4,191,061
Furniture and Fixtures	453,944	378,724
Vehicles	47,222	47,222
Construction in Progress	498,224	-
Less: Accumulated Depreciation	<u>(802,751)</u>	<u>(527,933)</u>
Net Property and Equipment	<u>4,607,605</u>	<u>4,089,074</u>
TOTAL ASSETS	<u>\$ 7,947,016</u>	<u>\$ 6,399,516</u>

LIABILITIES AND NET ASSETS

	<u>2016</u>	<u>2015</u>
<u>Current Liabilities</u>		
Accounts Payable	\$ 95,208	\$ 100,656
Accrued Payroll and Payroll Taxes	1,909	2,640
Deferred Revenue	<u>-</u>	<u>7,602</u>
 Total Liabilities	 <u>97,117</u>	 <u>110,898</u>
 <u>Net Assets</u>		
Unrestricted	7,824,899	6,088,618
Temporarily Restricted	<u>25,000</u>	<u>200,000</u>
 Total Net Assets	 <u>7,849,899</u>	 <u>6,288,618</u>
 TOTAL LIABILITIES AND NET ASSETS	 <u>\$ 7,947,016</u>	 <u>\$ 6,399,516</u>

See Independent Auditors' Report and Notes to Financial Statements.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF ACTIVITIES**

For The Year Ended June 30, 2016

(With Comparative Totals for the Year Ended June 30, 2015)

	Temporarily		<u>Totals</u>	
	<u>Unrestricted</u>	<u>Restricted</u>	<u>2016</u>	<u>2015</u>
<u>Revenue and Other Support</u>				
Public School District:				
Revenue - Resident Student Enrollment	\$5,486,665	\$ -	\$ 5,486,665	\$ 5,419,499
Revenue - Students with Disabilities	746,596	-	746,596	847,324
Other Revenue	95,300	-	95,300	-
Federal Grants	562,859	-	562,859	496,405
State Grants	18,445	-	18,445	16,447
Private Grants	100,000	25,000	125,000	200,000
Food Service Income	321,863	-	321,863	292,623
Other Income	1,033	-	1,033	12,892
Contributions	833	-	833	6,493
Released from Restrictions	<u>200,000</u>	<u>(200,000)</u>	<u>-</u>	<u>-</u>
 Total Revenue and Other Support	 <u>7,533,594</u>	 <u>(175,000)</u>	 <u>7,358,594</u>	 <u>7,291,683</u>
 <u>Expenses</u>				
Program Expenses:				
Regular Education	4,385,577	-	4,385,577	4,230,138
Special Education	408,631	-	408,631	241,900
Food Services	442,429	-	442,429	430,225
Supporting Services:				
Management and General	<u>560,676</u>	<u>-</u>	<u>560,676</u>	<u>570,185</u>
 Total Expenses	 <u>5,797,313</u>	 <u>-</u>	 <u>5,797,313</u>	 <u>5,472,448</u>
 Excess of Revenues and Other				
Support Over Expenses - Operating	1,736,281	(175,000)	1,561,281	1,819,235

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF ACTIVITIES**

For The Year Ended June 30, 2016

(With Comparative Totals for the Year Ended June 30, 2015)

(Continued)

	Temporarily		<u>Totals</u>	
	<u>Unrestricted</u>	<u>Restricted</u>	<u>2016</u>	<u>2015</u>
<u>Other Expenses</u>				
Loss on Sale of Property	<u>-</u>	<u>-</u>	<u>-</u>	<u>(335,115)</u>
Total Other Expenses	<u>-</u>	<u>-</u>	<u>-</u>	<u>(335,115)</u>
Excess of Revenue and Other Support Over Expenses	1,736,281	(175,000)	1,561,281	1,484,120
Net Assets - Beginning of Year	<u>6,088,618</u>	<u>200,000</u>	<u>6,288,618</u>	<u>4,804,498</u>
Net Assets - End of Year	<u>\$7,824,899</u>	<u>\$ 25,000</u>	<u>\$ 7,849,899</u>	<u>\$ 6,288,618</u>

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2016

(With Comparative Totals for the Year Ended June 30, 2015)

	No. of Positions	Program Services				Totals	
		Regular Education	Special Education	Food Services	Management and General	2016	2015
Personnel Service Costs							
Instructional Personnel	57	\$ 2,556,999	\$ 270,661	\$ -	\$ -	\$ 2,827,660	\$ 2,746,239
Non-Instructional Personnel	9	114,839	-	111,708	24,609	251,156	250,833
Administrative Personnel	8	329,735	-	-	253,487	583,222	429,852
Total Salaries and Wages	74	3,001,573	270,661	111,708	278,096	3,662,038	3,426,924
Fringe Benefits and Payroll Taxes Retirement							
		560,897	50,578	20,875	51,966	684,316	759,579
		168,317	15,178	6,264	15,595	205,354	39,275
Total Personnel Services		3,730,787	336,417	138,847	345,657	4,551,708	4,225,778
Depreciation		169,642	22,731	41,223	41,222	274,818	258,888
Other Purchased Services		172,529	15,557	-	73,592	261,678	284,155
Food		-	-	229,098	-	229,098	221,293
Supplies		117,768	10,619	13,940	-	142,327	152,094
Student Services		83,529	7,532	-	-	91,061	95,848
Office Expense		21,304	3,106	-	29,203	53,613	50,896
Utilities		28,294	4,833	6,173	33,745	73,045	80,342
Insurance		14,325	1,920	3,481	7,069	26,795	22,161
Repairs and Maintenance		16,090	2,156	3,910	3,909	26,065	28,976
Staff Development		17,842	1,636	-	300	19,778	1,279

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF FUNCTIONAL EXPENSES**

**For The Year Ended June 30, 2016
(With Comparative Totals for the Year Ended June 30, 2015)
(Continued)**

	Program Services			Management and General	Totals	
	Regular Education	Special Education	Food Services		2016	2015
Technology	10,814	1,340	-	4,051	16,205	13,177
Accounting	-	-	-	12,875	12,875	12,300
Rent Expense	900	635	5,757	4,398	11,690	16,534
Other Expenses	102	-	-	4,204	4,306	7,182
Marketing	1,651	149	-	-	1,800	1,545
Legal	-	-	-	451	451	-
Total Expenses	\$ 4,385,577	\$ 408,631	\$ 442,429	\$ 560,676	\$ 5,797,313	\$ 5,472,448

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
<u>Cash Flow From Operating Activities</u>		
Receipts from School Districts	\$ 6,120,517	\$ 6,424,988
Grant Receipts	928,316	613,906
Food Service Fees	321,556	299,831
Contributions	833	6,493
Miscellaneous Sources	1,561	12,364
Payments to Charter School Personnel for Services Rendered	(4,552,439)	(4,281,065)
Payments to Vendors for Goods and Services Rendered	<u>(961,842)</u>	<u>(1,077,781)</u>
Net Cash Flow Provided By Operating Activities	<u>1,858,502</u>	<u>1,998,736</u>
 <u>Cash Flow From Investing Activities</u>		
Purchase of Property and Equipment	(793,346)	(803,055)
Proceeds from Sale of Property	<u>-</u>	<u>402,410</u>
Cash Flow Used By Investing Activities	<u>(793,346)</u>	<u>(400,645)</u>
 <u>Cash Flow From Financing Activities</u>		
Payments on Long Term Debt	<u>-</u>	<u>(411,332)</u>
Cash Flow Used By Financing Activities	<u>-</u>	<u>(411,332)</u>
 Net Increase in Cash and Cash Equivalents	1,065,156	1,186,759
 Cash and Cash Equivalents - Beginning of Year	<u>1,970,143</u>	<u>783,384</u>
 Cash and Cash Equivalents - End of Year	<u>\$ 3,035,299</u>	<u>\$ 1,970,143</u>

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2016 and 2015
(Continued)

	2016	2015
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ 1,561,281	\$ 1,484,120
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation	274,818	258,888
Loss on Sale of Property	-	335,115
(Increase)/Decrease In:		
Accounts Receivable	(136,260)	(3,770)
Grants Receivable	239,161	17,237
Prepaid Expenses	(66,714)	-
Increase/(Decrease) In:		
Accounts Payable	(5,451)	(45,167)
Accrued Payroll and Payroll Taxes	(731)	(55,289)
Deferred Revenue	(7,602)	7,602
 Net Cash Flows Provided By Operating Activities	 \$ 1,858,502	 \$ 1,998,736

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS
June 30, 2016

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES**

Organization

University Preparatory Charter School for Young Men (the School) is a nonprofit educational organization in Rochester, New York. It was formed to be a small school for young men with personalized attention for each student. The School provides a safe and secure learning environment where respect and compassion are values for adults and students for grades 7-12. The School obtains its support directly and indirectly from individuals, organizations and government agencies in the community.

The main programs of the School are as follows:

REGULAR EDUCATION: The School curriculum encourages and promotes young men to be involved, to be active in their learning, and to learn together. The School provides preparation not just for graduation, but for success in college. It is also a place for young men to play sports and engage in exciting, healthy, extracurricular activities. All courses align with the New York State Learning Standards.

SPECIAL EDUCATION: In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, and Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment, to students with disabilities. The primary service delivery for students with special needs is inclusion. For students requiring supplemental services, the School has employees on staff to provide the required services outlined in the student's Individual Education Plan or 504 Plan.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are served every day. All meals are intended to meet the required New York State Child Nutrition Standards, and the School subscribes to the New York State free and reduced priced meal program.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Basis of Presentation

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2016
(Continued)**

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES (Continued)**

Basis of Presentation (Continued)

The School also records contributions received as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met are recorded in the Unrestricted Net Asset class.

The following are descriptions of the School's net asset classifications:

Unrestricted: Unrestricted net assets include undesignated resources that are available for the general support of the School's operations.

Temporarily Restricted Net Assets: Temporarily restricted net assets result from contributions subject to donors' restrictions that expire with the passage of time or by actions of the School.

When donor restrictions from prior years expire, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. There was \$25,000 and \$200,000 of temporarily restricted net assets restricted for career and technical education center and program as of June 30, 2016 and June 30, 2015, respectively.

There were no permanently restricted net assets as of June 30, 2016 or 2015.

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses, and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Accounts and Grants Receivable

Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2016 and 2015.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS
June 30, 2016
(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received, but not yet earned are reported as deferred revenue.

Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

Contributions

Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value. Contributions are recorded as unrestricted unless they are subject to donor restrictions, or are required to be used or expected to be received in future years.

Property and Equipment

Property and equipment are stated at cost. The School capitalizes property and equipment with a cost of over \$1,000 and an estimated life of three or more years. Depreciation is computed using the straight-line method based on the estimated useful lives of the assets, as follows.

	<u>Years</u>
Building and Improvements	20
Furniture and Fixtures	3-5
Vehicles	5

Depreciation expense amounted to \$274,818 and \$258,888 for the years ended June 30, 2016 and 2015, respectively.

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code, and has also determined that the School is publicly supported. As a result, no provision for federal or state income taxes has been made.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2016
(Continued)**

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES (Continued)**

Cash and Cash Equivalents

For the purposes of the statements of cash flows, cash and cash equivalents include all cash on hand and in banks, which, at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of checking accounts at June 30, 2016 and 2015.

Retirement Plan

The School adopted a 403(b) retirement plan effective January 1, 2016. Eligible employees can make contributions to the plan. Employees are fully and immediately vested in all contributions. The School will make non-elective contributions at the Board's discretion. Employer contributions for the year ended June 30, 2016 were \$190,927.

The School had a Simple IRA retirement plan for all employees. This plan was terminated as of December 31, 2015. Eligible employees could make contributions to the plan. The School matched the first 3% of an eligible employee's contribution, up to \$11,500 per year. Employees were fully and immediately vested in all contributions. Employer contributions for the years ended June 30, 2016 and 2015 were \$14,426 and \$39,275, respectively.

Advertising

Advertising costs are expensed as incurred.

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program services and management and general. An immaterial amount of fund raising costs for the years ended June 30, 2016 and 2015 are included in management and general expenses.

Reclassifications

Certain account balances as of June 30, 2015 have been reclassified to conform with the presentation as of June 30, 2016.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

June 30, 2016

(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES (Continued)**

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2015, from which the summarized information was derived.

NOTE 2 - DONATED SERVICES AND GOODS

The School receives donated services that, although substantial, do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. During 2016 and 2015, 8 and 11 active volunteers provided 192 and 264 hours of service, respectively.

NOTE 3 - SPECIAL EDUCATION AND OTHER SUPPORT

Some of the special education services required by students of the School are provided by the Rochester City School District. The Rochester City School District also provides transportation. The School was unable to determine a value for these services; thus, these financial statements do not reflect revenue or expenses associated with those services.

Additionally, the School does provide certain special education services with its own staff and facilities.

The School also receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Rochester City School District. The total aid received for the years ended June 30, 2016 and 2015 was \$18,445 and \$16,447, respectively.

NOTE 4 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through September 13, 2016, which is the date the statements were available for issuance.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

FEDERAL FINANCIAL ASSISTANCE

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2016

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
 COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
 STATEMENTS PERFORMED IN ACCORDANCE WITH
 GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

To the Board of Trustees
 University Preparatory Charter School for Young Men
 Rochester, NY

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of University Preparatory Charter School for Young Men which comprise the balance sheet as of June 30, 2016, and the related statements of activities and functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 13, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered University Preparatory Charter School for Young Men's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of University Preparatory Charter School for Young Men's internal control. Accordingly, we do not express an opinion on the effectiveness of University Preparatory Charter School for Young Men's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify a record-keeping matter, described in the accompanying Schedule of Findings and Questioned Costs, that we consider to be a significant deficiency, as item 2016-001.

Compliance and Other Matters

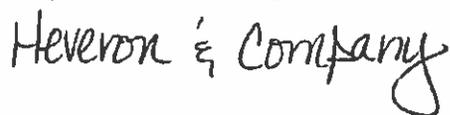
As part of obtaining reasonable assurance about whether University Preparatory Charter School for Young Men's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

University Preparatory Charter School for Young Men's Response to Findings

University Preparatory Charter School for Young Men's response to the finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. University Preparatory Charter School for Young Men's response was not subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Heveron & Company
Certified Public Accountants

Rochester, New York
September 13, 2016

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM;
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE**

Independent Auditors' Report

To the Board of Trustees
University Preparatory Charter School for Young Men
Rochester, NY

Report on Compliance for Each Major Federal Program

We have audited University Preparatory Charter School for Young Men's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of University Preparatory Charter School for Young Men's major federal programs for the year ended June 30, 2016. University Preparatory Charter School for Young Men's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of University Preparatory Charter School for Young Men's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about University Preparatory Charter School for Young Men's compliance with those requirements, and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of University Preparatory Charter School for Young Men's compliance.

Opinion on Each Major Federal Program

In our opinion, University Preparatory Charter School for Young Men complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of University Preparatory Charter School for Young Men is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered University Preparatory Charter School for Young Men's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of University Preparatory Charter School for Young Men's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
September 13, 2016

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2016**

Section I - Summary of Auditors' Results

Financial Statements

The auditors' report expresses an unmodified opinion on the general-purpose financial statements of University Preparatory Charter School for Young Men.

No material weaknesses were identified in the internal controls over financial reporting.

One significant deficiency that is not considered to be a material weakness was identified in the internal controls over financial reporting.

No instances of noncompliance material to the financial statements of University Preparatory Charter School for Young Men were disclosed during the audit.

Federal Awards

The auditors' report on compliance for major programs expresses an unmodified opinion.

No material weaknesses were identified in the internal control over major programs.

No significant deficiencies were identified in the internal controls over major programs.

There are no audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a).

Identification of Major Programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.287	Twenty-First Century Community Learning Centers

Dollar Threshold used to distinguish between type A and type B programs:	\$ 750,000
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The auditee qualified as a low-risk auditee.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2016
(Continued)**

Section II - Financial Statement Findings

Finding 2016-001

Condition: This year there were a limited number of material audit adjustments to receivables, payables, grant revenue, fixed assets, and depreciation; therefore, internal financial statements lacked necessary information for proper decision-making.

Criteria: Financial reports should contain all necessary information for the board to assess financial health and make financial decisions.

Cause: There are not procedures in place to verify that all significant accounts have been properly adjusted.

Effect: There were adjustments to receivables, payables, grant revenue, fixed assets, and depreciation at the time of the audit.

Recommendation: The Organization should consider outside accounting assistance to review quarterly and year-end financial statements and for consulting on technical accounting issues.

Views of responsible officials and planned corrective actions:

University Preparatory Charter School for Young Men agrees with the finding and will seek assistance from a member of the finance committee or an outside contractor.

Section III - Federal Award Findings and Questioned Costs

None

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SUMMARY OF PRIOR YEAR FINDINGS
For The Year Ended June 30, 2016**

Not Applicable

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
CORRECTIVE ACTION PLAN
For The Year Ended June 30, 2016**

Not Applicable

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2016**

<u>Federal Grantor/Pass Through Grantor / Program Title</u>	<u>Federal CFDA Number</u>	<u>Agency or Pass Through Number</u>	<u>Federal Expenditures</u>
 <u>Department of Education</u>			
Twenty-First Century Community Learning Centers Passed Through the University of the State of New York			
The State Education Department	84.287	261600860985	\$ 214,508
 Title I Grants to Local Educational Agencies Passed Through the University of the State of New York			
The State Education Department	84.010A	261600860985	253,693
 Improving Teacher Quality State Grants Passed Through the University of the State of New York			
The State Education Department	84.367A	261600860985	<u>8,915</u>
Total Department of Education			<u>477,116</u>

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2016
(Continued)

<u>Federal Grantor/Pass Through Grantor / Program Title</u>	<u>Federal CFDA Number</u>	<u>Agency or Pass Through Number</u>	<u>Federal Expenditures</u>
 <u>Department of Agriculture</u>			
National School Lunch Program			
Passed Through the University of the State of New York			
The State Education Department	10.555	261600860985	231,682
 School Breakfast Program			
Passed Through the University of the State of New York			
The State Education Department	10.553	261600860985	<u>79,678</u>
Total Department of Agriculture			<u>311,360</u>
Total Federal Expenditures			<u>\$ 788,476</u>

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2016

Note 1 - Basis of Presentation:

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of University Preparatory Charter School for Young Men under programs of the federal government for the year ended June 30, 2016. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of University Preparatory Charter School for Young Men, it is not intended to and does not present the financial position, change in net assets, or cash flows of University Preparatory Charter School for Young Men.

Note 2 - Summary of Significant Accounting Policies:

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. University Preparatory Charter School for Young Men has an approved federal indirect cost rate.

Note 3 - Amounts Provided to Subrecipients:

Of the Federal expenditures presented in the schedule, University Preparatory Charter School for Young Men provided no federal awards to sub-recipients.



Auditors' Communications

August 17, 2016

To The Board of Directors
University Preparatory Charter School for Young Men
1290 Lake Avenue
Rochester, NY 14613

Dear Board Members:

This letter is intended only for the board and those responsible for management and governance. It includes key findings and recommendations from our recently-completed audit. Although we do have some internal control observations, we did not perform an examination of your internal control that would allow us to give an opinion on the adequacy of your controls. We welcome and encourage your response.

Those charged with management and governance are responsible for:

- safeguarding your assets,
- ensuring that your resources are used as directed by donors and as required by charities laws and your own articles of incorporation,
- assuring that you are complying with laws, regulations, contracts and grants associated with your funding,
- properly recording and reporting results of operations and account balances, and
- proper business practices, operating procedures, documentation and controls.

Our audit was designed to help you with those responsibilities, and is also designed and intended to help you to benchmark your administrative operations to best practices.

Our Responsibilities to You

As part of our audit we are required to inform you of significant deficiencies and material weaknesses in your controls that we become aware of.

Controls are procedures, policies, and responsibilities that you put in place to make sure that appropriate transactions take place and are reported properly on your financial statements. Examples of controls are timely billing for services you perform, ensuring proper payments are received and recorded, and measures to prevent overpayment of payroll or vendors.

Control deficiencies result when proper procedures are not in place to assure that appropriate transactions are carried out, recorded and reported properly.

Significant deficiencies are control deficiencies or combinations of control deficiencies that are less severe than material weaknesses, yet important enough to merit attention by those charged with governance.

Material weaknesses are significant deficiencies or combinations of significant deficiencies such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

The Role of Internal Controls

Internal controls are managements' standards to safeguard your assets. They include the following components:

- Setting expectations of integrity and ethical conduct, with actions such as proper hiring and training,
- Assessing risks based on your operations and your staffing,
- Establishing control activities, such as separation of responsibilities, to reduce risks,
- Communications from senior management to all involved staff about internal controls, and
- Monitoring-ongoing evaluation of whether controls are appropriate and are working.

General Observations

Our general observations are that:

- We have become aware of a matter that we consider to be a significant deficiency. It is described below.
- Your record-keeping system is appropriate for your financial recording and reporting needs including allocation of revenue and expense to various programs.
- Record-keeping appears to be done in a timely, complete and conscientious manner, although several audit adjustments were required to correct some account balances.
- Internal controls are good given your staff size.
- The attitude of management regarding the importance of proper systems and controls seems appropriate.

- We did not have disagreements with management in connection with our audits or difficulties in performing the audits, and, to our knowledge, management did not consult with other CPAs about audit issues.
- We did not become aware of fraud or illegal acts, and there were no significant financial statement adjustments or unusual transactions.
- No material accounting adjustments were left unrecorded.
- There were no major changes in accounting policies and procedures or in estimating for things such as the useful lives of equipment items, bad debts or functional allocations.

Our consideration of internal control was for the limited purpose described above and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

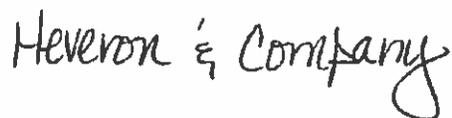
Significant Deficiency:

- The accounting for the School was vastly improved this year. Accounts that required adjustment last year were up-to-date this year. Additionally, your bookkeeper correctly identified fixed asset additions requiring an adjustment. This is great progress; however, there are still some important areas that needed significant adjustment including cash and accounts payable. We proposed an entry, in excess of \$200,000, to to cash this year to clear out items that had been misposted. You should review the bank reconciliation each month and investigate any large or old outstanding items to ensure your cash balance is accurate. Also, you should review the accounts payable aging periodically and ensure all payables are current and valid. These procedures should aid in uncovering any errors and adjusting them so that you have accurate financial statements to review throughout the year.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Company's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

The recommendation in this letter is necessary for us to fulfill our responsibilities. Please let us know if you have any questions about our recommendation or how to implement it.

Sincerely,

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in black ink and is positioned below the "Sincerely," text.

Heveron & Company CPAs



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE containe guidance regarding the input of information.

 = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District -
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition) -**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
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ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

University Preparatory Charter School for Young Men -

SCHOOL

Name:	University Preparatory Charter School for Young Men
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CONTACT INFORMATION -

Contact Name:	Joseph Munno
Contact Title:	President
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD -

Current Academic Year:	2016-17
Prior Academic Year:	Err:508

FOR YOUNG MEN

8	9	10	11	12 -

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
<i>Column(s) for the</i>				
	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

STAFFING PLAN F

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave blank. If budget revisions ARE made, the entire "REVISED" budget columns for the affected

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Executive Management		1.0		1.0		1.0
Instructional Management		6.0		6.0		6.0
Deans, Directors & Coordinators		5.0		5.0		5.0
CFO / Director of Finance						
Operation / Business Manager		1.0		1.0		1.0
Administrative Staff		3.0		3.0		3.0
TOTAL ADMINISTRATIVE STAFF	0.0	16.0	0.0	16.0	0.0	16.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Teachers - Regular		35.0		35.0		35.0
Teachers - SPED		6.0		6.0		6.0
Substitute Teachers						
Teaching Assistants						
Specialty Teachers		12.0		12.0		12.0
Aides						
Therapists & Counselors		3.0		3.0		3.0
Other						
TOTAL INSTRUCTIONAL	0.0	56.0	0.0	56.0	0.0	56.0

NON INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Nurse						
Librarian						
Custodian		5.0		5.0		5.0
Security		1.0		1.0		1.0
Other		4.0		4.0		4.0
TOTAL NON-INSTRUCTIONAL	0.0	10.0	0.0	10.0	0.0	10.0

TOTAL PERSONNEL SERVICE FTE	0.0	82.0	0.0	82.0	0.0	82.0
------------------------------------	-----	------	-----	------	-----	------

**Y CHARTER SCHOOL FOR YOUNG MEN
2016-17**

FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

The 'REVISED' Column(s) COMPLETELY BLANK. The quarter(s) must be completed on tabs 2, 3

***NOTE:** Each quarter, the actual FTE should be input.

ADMINISTRATIVE PERSONNEL FTE			
	3	Q4	
	Revised	Original	Revised
Executive Management		1.0	
Instructional Management		6.0	
Deans, Directors & Coordinators		5.0	
CFO / Director of Finance			
Operation / Business Manager		1.0	
Administrative Staff		3.0	
TOTAL ADMINISTRATIVE STAFF	0.0	16.0	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE			
	3	Q4	
	Revised	Original	Revised
Teachers - Regular		35.0	
Teachers - SPED		6.0	
Substitute Teachers			
Teaching Assistants			
Specialty Teachers		12.0	
Aides			
Therapists & Counselors		3.0	
Other			
TOTAL INSTRUCTIONAL	0.0	56.0	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE			
	3	Q4	
	Revised	Original	Revised
Nurse			
Librarian			
Custodian		5.0	
Security		1.0	
Other		4.0	
TOTAL NON-INSTRUCTIONAL	0.0	10.0	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	82.0	0.0
------------------------------------	-----	------	-----

0.0	0.0	0.0	0.0
-----	-----	-----	-----

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	

NON INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	

TOTAL PERSONNEL SERVICE FTE	
------------------------------------	--

UNIVERSITY PREPARATORY CHARTER SCHOOL F
Budget / Operating Plan -
2016-17 -

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,602,115	#NAME?	#NAME?	1,590,172	#NAME?	#NAME?	1,627,115
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	450	-	-	450	-	-	450

	Prior Year Actual Err:508	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions								
Executive Management	1.00		36,080		#NAME?	30,925		#NAME?	36,080	
Instructional Management	6.00		95,406		#NAME?	81,777		#NAME?	95,406	
Deans, Directors & Coordinators	5.00		80,217		#NAME?	68,757		#NAME?	80,217	
CFO / Director of Finance	-				#NAME?			#NAME?		
Operation / Business Manager	1.00		11,916		#NAME?	10,216		#NAME?	11,916	
Administrative Staff	3.00		27,742		#NAME?	23,779		#NAME?	27,742	
TOTAL ADMINISTRATIVE STAFF	16.00		-	251,360	-	#NAME?	215,454	-	#NAME?	251,360
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	35.00		422,248		#NAME?	361,926		#NAME?	422,248	
Teachers - SPED	6.00		77,237		#NAME?	66,203		#NAME?	77,237	
Substitute Teachers	-				#NAME?			#NAME?		
Teaching Assistants	-				#NAME?			#NAME?		
Specialty Teachers	12.00		165,561		#NAME?	141,910		#NAME?	165,561	
Aides	-				#NAME?			#NAME?		
Therapists & Counselors	3.00		37,058		#NAME?	31,764		#NAME?	37,058	
Other	-				#NAME?			#NAME?		
TOTAL INSTRUCTIONAL	56.00		-	702,104	-	#NAME?	601,803	-	#NAME?	702,104
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-				#NAME?			#NAME?		
Librarian	-				#NAME?			#NAME?		
Custodian	5.00		43,999		#NAME?	37,714		#NAME?	43,999	
Security	1.00		7,237		#NAME?	6,203		#NAME?	7,237	
Other	4.00		24,890		#NAME?	21,334		#NAME?	24,890	
TOTAL NON-INSTRUCTIONAL	10.00		-	76,126	-	#NAME?	65,251	-	#NAME?	76,126
SUBTOTAL PERSONNEL SERVICE COSTS	82.00		-	1,029,590	-	#NAME?	882,508	-	#NAME?	1,029,590
PAYROLL TAXES AND BENEFITS										
Payroll Taxes			97,025		#NAME?	83,164		#NAME?	97,025	
Fringe / Employee Benefits			105,000		#NAME?	105,000		#NAME?	105,000	
Retirement / Pension			-		#NAME?	125,000		#NAME?	-	
TOTAL PAYROLL TAXES AND BENEFITS			-	202,025	-	#NAME?	313,164	-	#NAME?	202,025
TOTAL PERSONNEL SERVICE COSTS	82.00		-	1,231,615	-	#NAME?	1,195,672	-	#NAME?	1,231,615
CONTRACTED SERVICES										
Accounting / Audit			13,000		#NAME?	-		#NAME?	4,000	
Legal			3,000		#NAME?	3,000		#NAME?	3,000	
Management Company Fee					#NAME?			#NAME?		
Nurse Services					#NAME?			#NAME?		
Food Service / School Lunch			57,500		#NAME?	57,500		#NAME?	57,500	
Payroll Services			3,000		#NAME?	3,000		#NAME?	3,000	
Special Ed Services					#NAME?			#NAME?		
Titlement Services (i.e. Title I)					#NAME?			#NAME?		
Other Purchased / Professional / Consulting			57,500		#NAME?	57,500		#NAME?	57,500	
TOTAL CONTRACTED SERVICES			-	134,000	-	#NAME?	121,000	-	#NAME?	125,000

		OR YOUNG MEN				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,852,171	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	450	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	1.00	#NAME?	30,925	#NAME?	#NAME?	#NAME?
Instructional Management	6.00	#NAME?	81,777	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	5.00	#NAME?	68,757	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	-	#NAME?		#NAME?	#NAME?	#NAME?
Operation / Business Manager	1.00	#NAME?	10,214	#NAME?	#NAME?	#NAME?
Administrative Staff	3.00	#NAME?	23,779	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	16.00	-	#NAME?	215,453	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	35.00	#NAME?	361,926	#NAME?	#NAME?	#NAME?
Teachers - SPED	6.00	#NAME?	66,203	#NAME?	#NAME?	#NAME?
Substitute Teachers	-	#NAME?		#NAME?	#NAME?	#NAME?
Teaching Assistants	-	#NAME?		#NAME?	#NAME?	#NAME?
Specialty Teachers	12.00	#NAME?	141,910	#NAME?	#NAME?	#NAME?
Aides	-	#NAME?		#NAME?	#NAME?	#NAME?
Therapists & Counselors	3.00	#NAME?	31,764	#NAME?	#NAME?	#NAME?
Other	-	#NAME?		#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	56.00	-	#NAME?	601,803	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	#NAME?		#NAME?	#NAME?	#NAME?
Librarian	-	#NAME?		#NAME?	#NAME?	#NAME?
Custodian	5.00	#NAME?	37,714	#NAME?	#NAME?	#NAME?
Security	1.00	#NAME?	6,203	#NAME?	#NAME?	#NAME?
Other	4.00	#NAME?	21,334	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	10.00	-	#NAME?	65,251	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	82.00	-	#NAME?	882,507	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		#NAME?	83,164	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	105,000	#NAME?	#NAME?	#NAME?
Retirement / Pension		#NAME?	125,000	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	313,164	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	82.00	-	#NAME?	1,195,671	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		#NAME?	-	#NAME?	#NAME?	#NAME?
Legal		#NAME?	3,000	#NAME?	#NAME?	#NAME?
Management Company Fee		#NAME?		#NAME?	#NAME?	#NAME?
Nurse Services		#NAME?		#NAME?	#NAME?	#NAME?
Food Service / School Lunch		#NAME?	57,500	#NAME?	#NAME?	#NAME?
Payroll Services		#NAME?	3,000	#NAME?	#NAME?	#NAME?
Special Ed Services		#NAME?		#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)		#NAME?		#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting		#NAME?	57,500	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	121,000	-	#NAME?

		FOR YOUNG MEN				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	#NAME?	#NAME?	1,852,171	#NAME?	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	-	-	450	-	-	
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	
					Variance	
SCHOOL OPERATIONS						
Board Expenses		#NAME?	2,250		#NAME?	
Classroom / Teaching Supplies & Materials		#NAME?			#NAME?	
Special Ed Supplies & Materials		#NAME?			#NAME?	
Textbooks / Workbooks		#NAME?	15,000		#NAME?	
Supplies & Materials other		#NAME?	17,500		#NAME?	
Equipment / Furniture		#NAME?	7,500		#NAME?	
Telephone		#NAME?	2,500		#NAME?	
Technology		#NAME?	22,500		#NAME?	
Student Testing & Assessment		#NAME?	4,000		#NAME?	
Field Trips		#NAME?	13,333		#NAME?	
Transportation (student)		#NAME?	10,000		#NAME?	
Student Services - other		#NAME?	13,333		#NAME?	
Office Expense		#NAME?	17,500		#NAME?	
Staff Development		#NAME?	13,333		#NAME?	
Staff Recruitment		#NAME?			#NAME?	
Student Recruitment / Marketing		#NAME?	5,000		#NAME?	
School Meals / Lunch		#NAME?			#NAME?	
Travel (Staff)		#NAME?	2,500		#NAME?	
Fundraising		#NAME?			#NAME?	
Other		#NAME?	52,500		#NAME?	
TOTAL SCHOOL OPERATIONS	-	#NAME?	198,750	-	#NAME?	
FACILITY OPERATION & MAINTENANCE						
Insurance		#NAME?	17,000		#NAME?	
Janitorial		#NAME?	6,000		#NAME?	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?			#NAME?	
Repairs & Maintenance		#NAME?	22,500		#NAME?	
Equipment / Furniture		#NAME?			#NAME?	
Security		#NAME?			#NAME?	
Utilities		#NAME?	31,250		#NAME?	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	76,750	-	#NAME?	
DEPRECIATION & AMORTIZATION		#NAME?	260,000		#NAME?	
RESERVES / CONTINGENCY		#NAME?			#NAME?	
TOTAL EXPENSES	-	#NAME?	1,852,171	-	#NAME?	
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	

UNIVERSITY PREPARATORY CHARTER
Budget / Operating Plan -
2016-17 -

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,671,573	#NAME?	#NAME?	(6,671,573)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Avg. No. of Positions				
Executive Management	1.00	134,010	#NAME?	#NAME?	(134,010)
Instructional Management	6.00	354,365	#NAME?	#NAME?	(354,365)
Deans, Directors & Coordinators	5.00	297,947	#NAME?	#NAME?	(297,947)
CFO / Director of Finance	-	-	#NAME?	#NAME?	-
Operation / Business Manager	1.00	44,262	#NAME?	#NAME?	(44,262)
Administrative Staff	3.00	103,043	#NAME?	#NAME?	(103,043)
TOTAL ADMINISTRATIVE STAFF	16.00	933,627	#NAME?	#NAME?	(933,627)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	35.00	1,568,348	#NAME?	#NAME?	(1,568,348)
Teachers - SPED	6.00	286,879	#NAME?	#NAME?	(286,879)
Substitute Teachers	-	-	#NAME?	#NAME?	-
Teaching Assistants	-	-	#NAME?	#NAME?	-
Specialty Teachers	12.00	614,942	#NAME?	#NAME?	(614,942)
Aides	-	-	#NAME?	#NAME?	-
Therapists & Counselors	3.00	137,645	#NAME?	#NAME?	(137,645)
Other	-	-	#NAME?	#NAME?	-
TOTAL INSTRUCTIONAL	56.00	2,607,814	#NAME?	#NAME?	(2,607,814)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	#NAME?	#NAME?	-
Librarian	-	-	#NAME?	#NAME?	-
Custodian	5.00	163,426	#NAME?	#NAME?	(163,426)
Security	1.00	26,880	#NAME?	#NAME?	(26,880)
Other	4.00	92,448	#NAME?	#NAME?	(92,448)
TOTAL NON-INSTRUCTIONAL	10.00	282,754	#NAME?	#NAME?	(282,754)

SUBTOTAL PERSONNEL SERVICE COSTS

	82.00	3,824,195	#NAME?	#NAME?	(3,824,195)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		360,378	#NAME?	#NAME?	(360,378)
Fringe / Employee Benefits		420,000	#NAME?	#NAME?	(420,000)
Retirement / Pension		250,000	#NAME?	#NAME?	(250,000)
TOTAL PAYROLL TAXES AND BENEFITS		1,030,378	#NAME?	#NAME?	(1,030,378)

TOTAL PERSONNEL SERVICE COSTS

	82.00	4,854,573	#NAME?	#NAME?	(4,854,573)
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CONTRACTED SERVICES

Accounting / Audit		17,000	#NAME?	#NAME?	(17,000)
Legal		12,000	#NAME?	#NAME?	(12,000)
Management Company Fee		-	#NAME?	#NAME?	-
Nurse Services		-	#NAME?	#NAME?	-
Food Service / School Lunch		230,000	#NAME?	#NAME?	(230,000)
Payroll Services		12,000	#NAME?	#NAME?	(12,000)
Special Ed Services		-	#NAME?	#NAME?	-
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-
Other Purchased / Professional / Consulting		230,000	#NAME?	#NAME?	(230,000)
TOTAL CONTRACTED SERVICES		501,000	#NAME?	#NAME?	(501,000)

**UNIVERSITY PREPARATORY CHARTER
Budget / Operating Plan
2016-17**

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,671,573	#NAME?	#NAME?	(6,671,573)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	9,000	#NAME?	#NAME?	(9,000)	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	60,000	#NAME?	#NAME?	(60,000)	#NAME?
Supplies & Materials other	70,000	#NAME?	#NAME?	(70,000)	#NAME?
Equipment / Furniture	30,000	#NAME?	#NAME?	(30,000)	#NAME?
Telephone	10,000	#NAME?	#NAME?	(10,000)	#NAME?
Technology	90,000	#NAME?	#NAME?	(90,000)	#NAME?
Student Testing & Assessment	15,000	#NAME?	#NAME?	(15,000)	#NAME?
Field Trips	40,000	#NAME?	#NAME?	(40,000)	#NAME?
Transportation (student)	40,000	#NAME?	#NAME?	(40,000)	#NAME?
Student Services - other	40,000	#NAME?	#NAME?	(40,000)	#NAME?
Office Expense	70,000	#NAME?	#NAME?	(70,000)	#NAME?
Staff Development	40,000	#NAME?	#NAME?	(40,000)	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	-	#NAME?
Student Recruitment / Marketing	15,000	#NAME?	#NAME?	(15,000)	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?
Travel (Staff)	10,000	#NAME?	#NAME?	(10,000)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	210,000	#NAME?	#NAME?	(210,000)	#NAME?
TOTAL SCHOOL OPERATIONS	749,000	#NAME?	#NAME?	(749,000)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	68,000	#NAME?	#NAME?	(68,000)	#NAME?
Janitorial	24,000	#NAME?	#NAME?	(24,000)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	-	#NAME?
Repairs & Maintenance	90,000	#NAME?	#NAME?	(90,000)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	125,000	#NAME?	#NAME?	(125,000)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	307,000	#NAME?	#NAME?	(307,000)	#NAME?
DEPRECIATION & AMORTIZATION	260,000	#NAME?	#NAME?	(260,000)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	6,671,573	#NAME?	#NAME?	(6,671,573)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

SCHOOL FOR YOUNG MEN

Total Revenue
 Total Expenses
 Net Income
 Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	1.00
Instructional Management	6.00
Deans, Directors & Coordinators	5.00
CFO / Director of Finance	-
Operation / Business Manager	1.00
Administrative Staff	3.00
TOTAL ADMINISTRATIVE STAFF	16.00

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	35.00
Teachers - SPED	6.00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	12.00
Aides	-
Therapists & Counselors	3.00
Other	-
TOTAL INSTRUCTIONAL	56.00

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	5.00
Security	1.00
Other	4.00
TOTAL NON-INSTRUCTIONAL	10.00

SUBTOTAL PERSONNEL SERVICE COSTS	82.00
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS	82.00
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titelment Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

SCHOOL FOR YOUNG MEN

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

- Board Expenses
- Classroom / Teaching Supplies & Materials
- Special Ed Supplies & Materials
- Textbooks / Workbooks
- Supplies & Materials other
- Equipment / Furniture
- Telephone
- Technology
- Student Testing & Assessment
- Field Trips
- Transportation (student)
- Student Services - other
- Office Expense
- Staff Development
- Staff Recruitment
- Student Recruitment / Marketing
- School Meals / Lunch
- Travel (Staff)
- Fundraising
- Other

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

- Insurance
- Janitorial
- Building and Land Rent / Lease / Facility Finance Interest
- Repairs & Maintenance
- Equipment / Furniture
- Security
- Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION -
RESERVES / CONTINGENCY -

TOTAL EXPENSES

NET INCOME

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
BALANCE SHEET
2016-17**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>Err:508</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
CURRENT ASSETS					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	#NAME?		#NAME?	-		#NAME?	-	
Instructional Management	#NAME?		#NAME?	-		#NAME?	-	
Deans, Directors & Coordinators	#NAME?		#NAME?	-		#NAME?	-	
CFO / Director of Finance	#NAME?		#NAME?	-		#NAME?	-	
Operation / Business Manager	#NAME?		#NAME?	-		#NAME?	-	
Administrative Staff	#NAME?		#NAME?	-		#NAME?	-	
TOTAL ADMINISTRATIVE STAFF		-	#NAME?	-	-	#NAME?	-	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?		#NAME?	-		#NAME?	-	
Teachers - SPED	#NAME?		#NAME?	-		#NAME?	-	
Substitute Teachers	#NAME?		#NAME?	-		#NAME?	-	
Teaching Assistants	#NAME?		#NAME?	-		#NAME?	-	
Specialty Teachers	#NAME?		#NAME?	-		#NAME?	-	
Aides	#NAME?		#NAME?	-		#NAME?	-	
Therapists & Counselors	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL INSTRUCTIONAL		-	#NAME?	-	-	#NAME?	-	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?		#NAME?	-		#NAME?	-	
Librarian	#NAME?		#NAME?	-		#NAME?	-	
Custodian	#NAME?		#NAME?	-		#NAME?	-	
Security	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL NON-INSTRUCTIONAL		-	#NAME?	-	-	#NAME?	-	
SUBTOTAL PERSONNEL SERVICE COSTS		-	#NAME?	-	-	#NAME?	-	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			#NAME?	-		#NAME?	-	
Fringe / Employee Benefits			#NAME?	-		#NAME?	-	
Retirement / Pension			#NAME?	-		#NAME?	-	
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	-	-	#NAME?	-	
TOTAL PERSONNEL SERVICE COSTS		-	#NAME?	-	-	#NAME?	-	
CONTRACTED SERVICES								
Accounting / Audit			#NAME?	-		#NAME?	-	
Legal			#NAME?	-		#NAME?	-	
Management Company Fee			#NAME?	-		#NAME?	-	
Nurse Services			#NAME?	-		#NAME?	-	
Food Service / School Lunch			#NAME?	-		#NAME?	-	
Payroll Services			#NAME?	-		#NAME?	-	
Special Ed Services			#NAME?	-		#NAME?	-	
Titlement Services (i.e. Title I)			#NAME?	-		#NAME?	-	
Other Purchased / Professional / Consulting			#NAME?	-		#NAME?	-	
TOTAL CONTRACTED SERVICES		-	#NAME?	-	-	#NAME?	-	

**UNIVERSITY PREPARATORY CHARTER SCH
Budget / Operating Plan**

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-
	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Current Budget	Variance		Current Budget	Variance	
	Actual			Actual			Actual
SCHOOL OPERATIONS							
Board Expenses		#NAME?	-		#NAME?	-	
Classroom / Teaching Supplies & Materials		#NAME?	-		#NAME?	-	
Special Ed Supplies & Materials		#NAME?	-		#NAME?	-	
Textbooks / Workbooks		#NAME?	-		#NAME?	-	
Supplies & Materials other		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Telephone		#NAME?	-		#NAME?	-	
Technology		#NAME?	-		#NAME?	-	
Student Testing & Assessment		#NAME?	-		#NAME?	-	
Field Trips		#NAME?	-		#NAME?	-	
Transportation (student)		#NAME?	-		#NAME?	-	
Student Services - other		#NAME?	-		#NAME?	-	
Office Expense		#NAME?	-		#NAME?	-	
Staff Development		#NAME?	-		#NAME?	-	
Staff Recruitment		#NAME?	-		#NAME?	-	
Student Recruitment / Marketing		#NAME?	-		#NAME?	-	
School Meals / Lunch		#NAME?	-		#NAME?	-	
Travel (Staff)		#NAME?	-		#NAME?	-	
Fundraising		#NAME?	-		#NAME?	-	
Other		#NAME?	-		#NAME?	-	
TOTAL SCHOOL OPERATIONS	-	#NAME?	-	-	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		#NAME?	-		#NAME?	-	
Janitorial		#NAME?	-		#NAME?	-	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	-		#NAME?	-	
Repairs & Maintenance		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Security		#NAME?	-		#NAME?	-	
Utilities		#NAME?	-		#NAME?	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	-	-	#NAME?	-	-
DEPRECIATION & AMORTIZATION -		#NAME?	-		#NAME?	-	
RESERVES / CONTINGENCY -		#NAME?	-		#NAME?	-	
TOTAL EXPENSES	-	#NAME?	-	-	#NAME?	-	-
NET INCOME	-	#NAME?	-	-	#NAME?	-	-

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Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Quarter - 1/1 - 3/31

4th Quarter - 4/1 - 6/30

Current Budget	Variance	Actual	Current Budget	Variance
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Quarter 0
No. of Positions

Executive Management	#NAME?	#NAME?	-	#NAME?	-
Instructional Management	#NAME?	#NAME?	-	#NAME?	-
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	-
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	-
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	-
Administrative Staff	#NAME?	#NAME?	-	#NAME?	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	-	#NAME?	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	#NAME?	#NAME?	-	#NAME?	-
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	-
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	-
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	-
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	-
Aides	#NAME?	#NAME?	-	#NAME?	-
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	#NAME?	#NAME?	-	#NAME?	-
Librarian	#NAME?	#NAME?	-	#NAME?	-
Custodian	#NAME?	#NAME?	-	#NAME?	-
Security	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	-

SUBTOTAL PERSONNEL SERVICE COSTS

#NAME?	#NAME?	-	#NAME?	-
--------	--------	---	--------	---

PAYROLL TAXES AND BENEFITS

Payroll Taxes	#NAME?	-	#NAME?	-
Fringe / Employee Benefits	#NAME?	-	#NAME?	-
Retirement / Pension	#NAME?	-	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	-	#NAME?	-

TOTAL PERSONNEL SERVICE COSTS

#NAME?	#NAME?	-	#NAME?	-
--------	--------	---	--------	---

CONTRACTED SERVICES

Accounting / Audit	#NAME?	-	#NAME?	-
Legal	#NAME?	-	#NAME?	-
Management Company Fee	#NAME?	-	#NAME?	-
Nurse Services	#NAME?	-	#NAME?	-
Food Service / School Lunch	#NAME?	-	#NAME?	-
Payroll Services	#NAME?	-	#NAME?	-
Special Ed Services	#NAME?	-	#NAME?	-
Titlement Services (i.e. Title I)	#NAME?	-	#NAME?	-
Other Purchased / Professional / Consulting	#NAME?	-	#NAME?	-
TOTAL CONTRACTED SERVICES	#NAME?	-	#NAME?	-

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Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	#NAME?	-		#NAME?	-
Classroom / Teaching Supplies & Materials	#NAME?	-		#NAME?	-
Special Ed Supplies & Materials	#NAME?	-		#NAME?	-
Textbooks / Workbooks	#NAME?	-		#NAME?	-
Supplies & Materials other	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Telephone	#NAME?	-		#NAME?	-
Technology	#NAME?	-		#NAME?	-
Student Testing & Assessment	#NAME?	-		#NAME?	-
Field Trips	#NAME?	-		#NAME?	-
Transportation (student)	#NAME?	-		#NAME?	-
Student Services - other	#NAME?	-		#NAME?	-
Office Expense	#NAME?	-		#NAME?	-
Staff Development	#NAME?	-		#NAME?	-
Staff Recruitment	#NAME?	-		#NAME?	-
Student Recruitment / Marketing	#NAME?	-		#NAME?	-
School Meals / Lunch	#NAME?	-		#NAME?	-
Travel (Staff)	#NAME?	-		#NAME?	-
Fundraising	#NAME?	-		#NAME?	-
Other	#NAME?	-		#NAME?	-
TOTAL SCHOOL OPERATIONS	#NAME?	-		#NAME?	-
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	-		#NAME?	-
Janitorial	#NAME?	-		#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	-		#NAME?	-
Repairs & Maintenance	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Security	#NAME?	-		#NAME?	-
Utilities	#NAME?	-		#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	-		#NAME?	-
DEPRECIATION & AMORTIZATION	#NAME?	-		#NAME?	-
RESERVES / CONTINGENCY	#NAME?	-		#NAME?	-
TOTAL EXPENSES	#NAME?	-		#NAME?	-
NET INCOME	#NAME?	-		#NAME?	-

UNIVERSITY PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
			Quarter 0				
			No. of Positions				
Executive Management	#NAME?	-	-	-	#NAME?	#NAME?	-
Instructional Management	#NAME?	-	-	-	#NAME?	#NAME?	-
Deans, Directors & Coordinators	#NAME?	-	-	-	#NAME?	#NAME?	-
CFO / Director of Finance	#NAME?	-	-	-	#NAME?	#NAME?	-
Operation / Business Manager	#NAME?	-	-	-	#NAME?	#NAME?	-
Administrative Staff	#NAME?	-	-	-	#NAME?	#NAME?	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	-	-	#NAME?	#NAME?	-
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?	-	-	-	#NAME?	#NAME?	-
Teachers - SPED	#NAME?	-	-	-	#NAME?	#NAME?	-
Substitute Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-
Teaching Assistants	#NAME?	-	-	-	#NAME?	#NAME?	-
Specialty Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-
Aides	#NAME?	-	-	-	#NAME?	#NAME?	-
Therapists & Counselors	#NAME?	-	-	-	#NAME?	#NAME?	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-
TOTAL INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?	-	-	-	#NAME?	#NAME?	-
Librarian	#NAME?	-	-	-	#NAME?	#NAME?	-
Custodian	#NAME?	-	-	-	#NAME?	#NAME?	-
Security	#NAME?	-	-	-	#NAME?	#NAME?	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		-	-	-	#NAME?	#NAME?	-
Fringe / Employee Benefits		-	-	-	#NAME?	#NAME?	-
Retirement / Pension		-	-	-	#NAME?	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	#NAME?	#NAME?	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?	-
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	#NAME?	#NAME?	-
Legal		-	-	-	#NAME?	#NAME?	-
Management Company Fee		-	-	-	#NAME?	#NAME?	-
Nurse Services		-	-	-	#NAME?	#NAME?	-
Food Service / School Lunch		-	-	-	#NAME?	#NAME?	-
Payroll Services		-	-	-	#NAME?	#NAME?	-
Special Ed Services		-	-	-	#NAME?	#NAME?	-
Titlement Services (i.e. Title I)		-	-	-	#NAME?	#NAME?	-
Other Purchased / Professional / Consulting		-	-	-	#NAME?	#NAME?	-
TOTAL CONTRACTED SERVICES		-	-	-	#NAME?	#NAME?	-

UNIVERSITY PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
SCHOOL OPERATIONS							
Board Expenses	-	-	-	#NAME?	#NAME?	-	-
Classroom / Teaching Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Textbooks / Workbooks	-	-	-	#NAME?	#NAME?	-	-
Supplies & Materials other	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Telephone	-	-	-	#NAME?	#NAME?	-	-
Technology	-	-	-	#NAME?	#NAME?	-	-
Student Testing & Assessment	-	-	-	#NAME?	#NAME?	-	-
Field Trips	-	-	-	#NAME?	#NAME?	-	-
Transportation (student)	-	-	-	#NAME?	#NAME?	-	-
Student Services - other	-	-	-	#NAME?	#NAME?	-	-
Office Expense	-	-	-	#NAME?	#NAME?	-	-
Staff Development	-	-	-	#NAME?	#NAME?	-	-
Staff Recruitment	-	-	-	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	-	-	-	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	#NAME?	#NAME?	-	-
Travel (Staff)	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	#NAME?	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	#NAME?	#NAME?	-	-
Janitorial	-	-	-	#NAME?	#NAME?	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	#NAME?	-	-
Repairs & Maintenance	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Security	-	-	-	#NAME?	#NAME?	-	-
Utilities	-	-	-	#NAME?	#NAME?	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	#NAME?	#NAME?	-	-
DEPRECIATION & AMORTIZATION	-	-	-	#NAME?	#NAME?	-	-
RESERVES / CONTINGENCY	-	-	-	#NAME?	#NAME?	-	-
TOTAL EXPENSES	-	-	-	#NAME?	#NAME?	-	-
NET INCOME	-	-	-	#NAME?	#NAME?	-	-

UNIVERSITY PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
--------	----------------------------------	---------------------------	---------------------	------------------------------	-----------------------------------	----------------------------

ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed					
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)
ROCHESTER CITY SD	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
-	-	-	-			-
ALL OTHER School Districts: (Count = 0)	-	-	-			-
TOTAL ENROLLMENT	-	-	-			-
REVENUE PER PUPIL	-	-	-			-
EXPENSES PER PUPIL	-	-	-			-

L FOR YOUNG MEN

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	6,671,573	6,671,573	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
		Actual vs. Original Budget TY	P Y Actual (P Y TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

EXPENSES	Quarter 0 No. of Positions	Original Budget - TY	Actual vs. Original Budget TY	P Y Actual (P Y TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?	134,010	134,010	-	-
Instructional Management	#NAME?	354,365	354,365	-	-
Deans, Directors & Coordinators	#NAME?	297,947	297,947	-	-
CFO / Director of Finance	#NAME?	-	-	-	-
Operation / Business Manager	#NAME?	44,262	44,262	-	-
Administrative Staff	#NAME?	103,043	103,043	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	933,627	933,627	-	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	1,568,348	1,568,348	-	-
Teachers - SPED	#NAME?	286,879	286,879	-	-
Substitute Teachers	#NAME?	-	-	-	-
Teaching Assistants	#NAME?	-	-	-	-
Specialty Teachers	#NAME?	614,942	614,942	-	-
Aides	#NAME?	-	-	-	-
Therapists & Counselors	#NAME?	137,645	137,645	-	-
Other	#NAME?	-	-	-	-
TOTAL INSTRUCTIONAL	#NAME?	2,607,814	2,607,814	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	-	-	-	-
Librarian	#NAME?	-	-	-	-
Custodian	#NAME?	163,426	163,426	-	-
Security	#NAME?	26,880	26,880	-	-
Other	#NAME?	92,448	92,448	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	282,754	282,754	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	3,824,195	3,824,195	-	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		360,378	360,378	-	-
Fringe / Employee Benefits		420,000	420,000	-	-
Retirement / Pension		250,000	250,000	-	-
TOTAL PAYROLL TAXES AND BENEFITS		1,030,378	1,030,378	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	4,854,573	4,854,573	-	-
CONTRACTED SERVICES					
Accounting / Audit		17,000	17,000	-	-
Legal		12,000	12,000	-	-
Management Company Fee		-	-	-	-
Nurse Services		-	-	-	-
Food Service / School Lunch		230,000	230,000	-	-
Payroll Services		12,000	12,000	-	-
Special Ed Services		-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-
Other Purchased / Professional / Consulting		230,000	230,000	-	-
TOTAL CONTRACTED SERVICES		501,000	501,000	-	-

L FOR YOUNG MEN

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	6,671,573	6,671,573	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-
5				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	9,000	9,000	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-
Textbooks / Workbooks	60,000	60,000	-	-
Supplies & Materials other	70,000	70,000	-	-
Equipment / Furniture	30,000	30,000	-	-
Telephone	10,000	10,000	-	-
Technology	90,000	90,000	-	-
Student Testing & Assessment	15,000	15,000	-	-
Field Trips	40,000	40,000	-	-
Transportation (student)	40,000	40,000	-	-
Student Services - other	40,000	40,000	-	-
Office Expense	70,000	70,000	-	-
Staff Development	40,000	40,000	-	-
Staff Recruitment	-	-	-	-
Student Recruitment / Marketing	15,000	15,000	-	-
School Meals / Lunch	-	-	-	-
Travel (Staff)	10,000	10,000	-	-
Fundraising	-	-	-	-
Other	210,000	210,000	-	-
TOTAL SCHOOL OPERATIONS	749,000	749,000	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	68,000	68,000	-	-
Janitorial	24,000	24,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-
Repairs & Maintenance	90,000	90,000	-	-
Equipment / Furniture	-	-	-	-
Security	-	-	-	-
Utilities	125,000	125,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	307,000	307,000	-	-
DEPRECIATION & AMORTIZATION	260,000	260,000	-	-
RESERVES / CONTINGENCY	-	-	-	-
TOTAL EXPENSES	6,671,573	6,671,573	-	-
NET INCOME	#NAME?	#NAME?	-	-

L FOR YOUNG MEN

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	6,671,573	6,671,573	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
	Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*				
ROCHESTER CITY SD			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
2016-17

Administrative expenditures per pupil: \$0.00

Per NYS Statute Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: University Preparatory Charter School for Young Men
2. Trustee's name (print): Marie Cianca
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

4. Home address: _____
5. Business address: _____
6. Daytime phone: _____
7. E-mail: _____

8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Mare Conca
Signature

7/26/16
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
2. Trustee's name (print): EDWARD A. YANSEN
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

PRESIDENT OF THE BOARD, MEMBER OF FINANCE COMMITTEE

4. Home address: _____
5. Business address: _____
6. Daytime phone: _____
7. E-mail: _____

8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	NONE.	NONE	NONE
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	NONE
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Edward A. Gjansen
Signature

7-26-16
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: University Preparatory School for Young Men
2. Trustee's name (print): Joshua M. Fegley
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Vice-President, Board Development
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>None</i></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>None</i></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

John M. [Signature]

 Signature

7/20/10

 Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: University Prep Charter School for Young Men
2. Trustee's name (print): Elizabeth Robinson
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Secretary
4. Home address: 
5. Business address: 
6. Daytime telephone number: 
7. E-mail: 
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><u>None</u></p> <p>Please write "None" if applicable. Do not leave this space blank.</p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; font-family: cursive;">None</p>				

Elizabeth Robinson
Signature

7/26/14
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: University Preparatory Charter School for Young Men
2. Trustee's name (print): G. Nagmah Abdulmateen
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Member

4. Home _____
5. Business _____
6. Daytime _____
7. E-mail _____

8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>Please write "None" if applicable. Do not leave this space blank.</p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; margin-left: 200px;">None</p>				

M. Naimah Abdulmateen
Signature

7/26/16
Date

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Jeanette Silvers

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

University Preparatory Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Jenette Silvera _____ Date 7/26/16

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Maria Scalise

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

University Preparatory Charter School For Young Men

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

JOSEPH BERTOLA

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

UNIVERSITY CHARTER SCHOOL FOR PEW

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself



Entry 9 BOT Table

Created: 07/21/2016

Last updated: 07/29/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Dr. Edward Yansen	[REDACTED]	Chair/Board President		Yes	Psychology /Education Administration	3 yr term/Current term 7/1/15-6/30/18
2	Najmah Abdulmateen	[REDACTED]	Trustee/Member		Yes	Program Accountability/Curriculum	1-3 yr term/Current term 7/1/13-6/30/16
3	Joe Bertola	[REDACTED]	Treasurer		Yes	Finance	1-3 yr. term - 10/1/14-6/30/17
4	Dr. Marie Cianca	[REDACTED]	Trustee/Member		Yes	Program Dev. and Accountability/Curriculum Instruction	2-3 yr terms/Current term 7/1/14-6/30/17
5	Josh Fegley	[REDACTED]	Vice Chair/Vice President		Yes	Policy and By Laws/Health Education	1-3 yr. term-8/1/13-6/30/16

6	Maria Scalise		Vice Chair/Vice President		Yes	Public Relations & Marketing	2-3 yr. term/Current Term 7/1/14-6/30/17
7	Dr. Jeannette Silvers		Trustee/Member		Yes	Program Dev & Accountability Education	1-3 yr. term -
8	Elizabeth Robinson		Secretary		Yes	Behavioral Analyst	1-3 yr. term 7/1/15-6/30/18
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

8

3. Total Number of Members Joining the Board 2015-16 School Year

0

4. Total Number of Members Departing the Board during the 2015-16 School Year

2

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

8

6. Number of Board Meetings Conducted in the 2015-16 School Year

14

7. Number of Board Meetings Scheduled for the 2016-17 School Year

14

Thank you.



University Preparatory Charter School for Young Men Enrollment and Retention Targets

The University Preparatory Charter School for Young Men, aggressively recruits students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Our efforts in 2015-2016 school year, and continuing on for school year 2016-2017 include:

1. Several presentations made by President Joseph Munno at the Discovery Charter school (494 Averill Ave, Rochester, NY 14607), Dr. Martin Luther King Jr. – School # 9 (485 N Clinton Ave, Rochester, NY 14605), Enrico Fermi – School # 17 (158 Orchard St, Rochester, NY 14611), Dr. Charles T. Lunsford – School #19 (465 Seward St, Rochester, NY 14608), Henry Hudson – School #28 (450 Humboldt St, Rochester, NY 14610) Audubon – School # 33 (500 Webster Ave, Rochester, NY 14609). These schools are district of residence's (Rochester City School District) schools and we will continue to increase our schools and our presentations.
2. We advertise our Special Education Inclusion Program in all communications and advertising efforts to our Community. Those efforts include Community Presentations, brochures, web-site, radio, newspaper appeals, Bill Boards, and any and all other recruitment strategies.
3. We are currently classified as a total free breakfast/lunch program, as we have met the State requirements for Community Eligibility as per the required "2012-2013 New Meal Pattern". We anticipate that we will continue to be eligible for the total free breakfast and lunch program this current school year (2015-2016) and next school year (2016-2017).

All of the above strategies will be duplicated for this 2016-2017 school year and will be expanded with any new recruitment strategies that arise.



Entry 12 Teacher and Administrator Attrition

Created: 07/21/2016

Last updated: 07/29/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	43	17	16	5	48

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	5	2	2	1	4

Thank you

UPREP Rochester | 2016-2017 CALENDAR



University Preparatory Charter School for Young Men
 1290 Lake Avenue
 Rochester, NY 14613
 (585) 672-1280 Office
 (585) 458-2732 Fax
Office Hours: 7:30am-4:30pm (M-F)
School Day: 8:25am-3:30pm (M,T,TH,F)
 Wednesday's Dismissal 2:30pm

Joseph Munno, President
 181 Student attendance days

JANUARY 2017

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2- New Year's Holiday-No School

3- School Resumes

16 M.L. King Holiday-No school

24-27 Local/Regents Exams
 All Grades will be tested
 Students report daily

Holiday/Recess=RED
First day of school/School Resumes=YELLOW
Local/Regents Exams=GREEN

President's Day/Blue

AUGUST 2016

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20-24 Mid-Winter Recess -No School

27 - School Resumes

5-Labor Day/No school

6 - President's Day/No School -Teacher Work Day

7-First day of School

SEPTEMBER 2016

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

7- President's Day/No School- Teacher Work Day

10- Columbus Day/No School

OCTOBER 2016

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2017

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7- President's Day/No School - Teacher Work Day

14- Good Friday- No School

17-21-Spring Recess/No School

11- Veteran's Day- No School

23-25 -Thanksgiving Holiday -No School

NOVEMBER 2016

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2017

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 -Memorial Day Recess/No School

26-30 -Winter Recess - No School

DECEMBER 2016

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2017

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

14 - 22 Local/Regents Exams
 All Grades will be tested
 Students report daily

23 -Make-Up Day for Emergency Closing(s)

26- Make-Up Day for Emergency Closing(s)