

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 30, 2013

Updated Wednesday, July 31, 2013

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1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

261600860985 UNIVERSITY PREP CS-YOUNG MEN

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Rochester

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
180 Raines Park Rochester, New York 14613	585-730-5135	585-730-5134	joseph.munno@uprep.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Joseph Munno
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Principal
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.upreprochester.org

6. DATE OF INITIAL CHARTER

2009-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

 7

 8

 9

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

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	180 Raines Park Rochester, NY 14613	585-730-51 35	ROCHESTER CITY SD	7,8,9	Yes	Own
Site 2	1290 Lake Avenue Rochester, NY 14613	585-789-88 88	ROCHESTER CITY SD	10,11	Yes	Own
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Joseph Munno/President			
Operational Leader	Joseph Munno/President			
Compliance Contact	Joseph Munno/President			
Complaint Contact	Joseph Munno/President			

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Joseph Munno/President			
Operational Leader	Joseph Munno/President			
Compliance Contact	Joseph Munno/President			
Complaint Contact	Joseph Munno/President			

14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

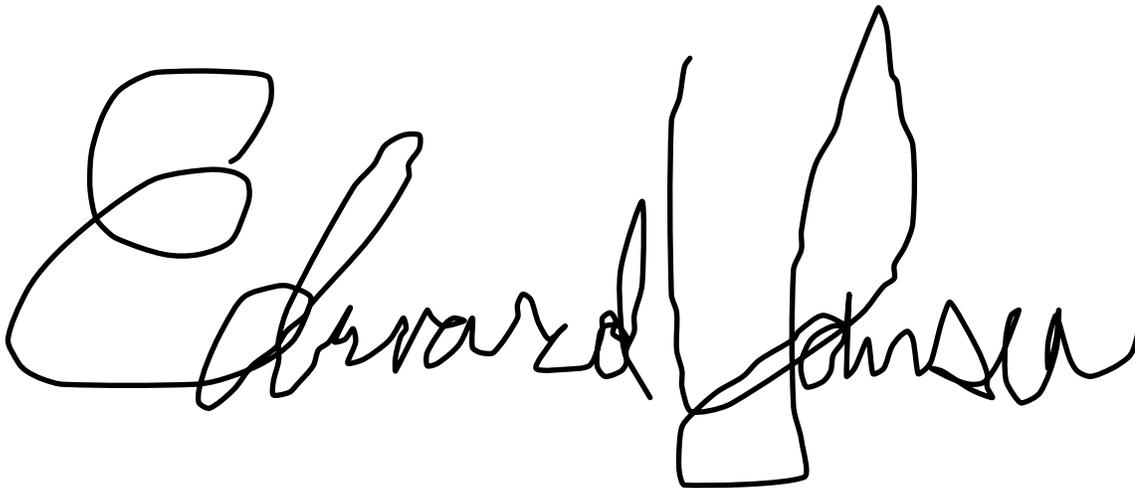
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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 use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Joseph Munnis". The signature is written in a cursive style with a large, stylized 'J' and 'M'.

Signature, President of the Board of Trustees

A handwritten signature in black ink that reads "Edward Johnson". The signature is written in a cursive style with a large, stylized 'E' and 'J'.

Thank you.

Signature Page for President of Board of Trustees

Created Thursday, August 01, 2013

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261600860985 UNIVERSITY PREP CS-YOUNG MEN

16. My signature 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 use the mouse on your PC or the stylus on your mobile device to sign your name).

- Yes
-

Signature, Board President

A handwritten signature in black ink, appearing to read "Edward Harns". The signature is written in a cursive style with a large, looped initial "E".

Thank you.



University Preparatory Charter School For Young Men

2012-13 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

Monday, September 16, 2013

By: Joseph Munno/Principal

180 Raines Park
Rochester, New York 14613
(585)730-5135
Fax: (585)730-5134)

Mr. Joseph Munno, Principal, prepared this 2012-13 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
Vince Carfagna	Board Treasurer-Finance and Personnel Board Committee Chair, Executive Committee Board Member
Dr. Marie Cianca	Program Accountability Board Committee Chair, Executive Board Committee Member
Melissa Piccarreto	Program Accountability Board Committee Member
Dr. Michael Robinson	Policy and By-laws Board Committee Chair, Executive Board Committee Member, Finance and Personnel Board Committee Member
Maria Scalise	Community and Public Relations Board Committee Chair
Dr. Jeannette Silvers	Program Accountability Board Committee Member
Elizabeth Speares	Board Secretary, Executive Committee Board Member, Community and Public Relations Board Committee Member
Sequetta F. Sweet	Community and Public Relations Board Committee Member
Sam Valleriani	Policy and By-laws Board Committee Member

Mr. Joseph Munno has served as the principal of the University Preparatory Charter School For Young Men since 2010.

INTRODUCTION

Our mission is to eventually establish our current 7-10 grades to a 7-12 single-sex education facility in the city of Rochester with an engaging learning environment and informed practices that are effective for young men. The **University Preparatory Charter School for Young Men** is available to all City of Rochester residents who choose to have their sons educated in a single-sex education environment.

The instructional model employed at the school is more humane, adventurous, and rigorous than the norm. The practices of the faculty and the activities, in which students are engaged in, invigorate teaching and learning. At the center of all efforts is active pedagogy which will inform and support learning expeditions for students and teachers. The development of character and culture, maintaining high performance structures, and continuous reflective efforts to build leadership capacity and school improvement are core practices of the school.

Students exhibit through their learning and in their daily lives respect for self-discovery, responsibility for learning, empathy and caring for others, collaboration as well as competition, and service to the community. Students do not shy away from, but are strengthened, by solitude and reflection; success as well as failure; and compassion.

The school will graduate young men who have the necessary dispositions and skills to be successful as they continue their education, enter the workforce, and assume the challenges of adult citizenship in their community, nation, and world.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10														
2010-11								94	61					
2011-12								81	106	67				
2012-13								69	77	102	53			

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 learn to read, write, and speak well. The school's ELA curriculum is closely aligned to the New York State English Language Arts Standards and the Common Core State Standards. Considering that a majority of the young men that enter UPrep are reading far below grade level and lack the literacy skills necessary to be successful readers and writers at the secondary and post-secondary level, the ELA curriculum is designed to scaffold the essential literacy skills and critical thinking skills characteristic of good readers and writers while. 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 expeditions, project-based learning and inquiry projects, students are provided multiple opportunities to rehearse these skills across the core content areas throughout the school year.

Professional Development is driven by teacher and student needs directly related to meeting the learning standards and their relationship to pedagogy and student work respectively.

Prior to the 2012-2013 school year, UPrep added two literacy specialists to support teachers and students with designing curriculum, developing support programs for struggling students, providing professional development, coaching and co-teaching with teachers, developing and implementing reading and writing incentive programs and differentiated instruction strategies in both the core classrooms and our Academic Intervention Support programs.

Local benchmark assessments for ELA were held for grades 7 - 10 in October 2012 and January 2013. 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.

Three new English Language Arts teachers were added to the staff at the 7th, 10th and middle school RTI grade levels.

Given the high passing rate on the ELA III exam, as well as all NYS Regents Exam results from June 2012- August 2013 for those students in the 2010 – 2011 cohort, there is, at this time, no evidence of a direct correlation between success rates on the NYS Middle School Assessments and the NYS Regents Assessments offered at the high school level.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English Language Arts examination for grades 3-8.¹

Method

The school administered the New York State Testing Program English Language Arts assessment to students in 7th through 8th grade in April 2012. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, 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. For 2009-10, 2010-11, and 2011-12, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores, presented in the table below. In the 2012 – 2013 school year, "because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores²" and therefore we are reporting the success rate at achieving competency at a minimum of 75% accuracy on the 2012 – 2013 state assessments for middle school ELA.

The school administered the New York State Testing Program English Language Arts assessment to students in grades 7 through 8th grade in April 2013.

The table below summarizes participation information for this year's test administration, as well as results from previous years. The table indicates total enrollment and total number of students tested. It also provides a detailed 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.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
7	68	0	0	0	68
8	77	0	0	0	77

1 Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

2 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.

All	145	0	0	0	145
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Results

Students in their second year of enrollment at University Preparatory Charter School demonstrated a 66.1 % achievement gap on the NYS Grade 8 ELA Assessment. As with most if not all schools across New York State, UPrep scored much lower on the 2013 assessment compared to previous assessments. At this point in time, without item analysis data, we are not able to offer either a qualitative or quantitative analysis of the results.

Performance on 2012-13 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	8.9	68	0	NA
8	14.1	77	14.1	77
All	23.2	145	14.1	77

Evaluation

The results of the 2012 – 2013 NYS Grade 8 ELA Assessment found 85.7 percent of students failing to meet the target goal of a 75 percent success rate. At this time, without feedback such as item analysis data, we are unable to determine the implications of the results regarding student performance, intervention strategies, and instructional shifts to improve achievement on the 2013 – 2014 assessments based directly on the results of the NYS 8th Grade ELA Assessment.

Additional Evidence

The annual results of student achievement on the NYS Grade 8 ELA Assessments show a slight increase in the success rate between the 2010 – 11 data (this cohort at UPrep for only 1 year) and the 2011 – 2012 school year (1st year of a 2 year enrollment for these students). The results for the 2011 – 2012 school year showed no growth in the success rate though a higher cut-off rate was employed compared to the previous year. As with most, if not all public middle schools across New York State, the success rate significantly fell below the previous year and thus the target goal of a 75 percent success rate was not achieved as well.

As stated by Commissioner King, the results of the 2012-2013 state assessments are in no way a reflection of a school's quality of instruction or history of work in general prior to the administration of the exam and serve only as an initial benchmark.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	NA	--	NA	NA	NA	NA
8	NA	--	21	102	14.1	77
All			21	102	14.1	77

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

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 Annual Measurable Objective (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 current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

Thirty percent of UPREP students scored at a level 2 and 14.1 percent met proficiency. A significant number of students (60 %) failed to reach level 2 or higher.

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
77	59.7	25.9	11.6	2.5

$$\begin{array}{rcccccccc}
 \text{PI} & = & 25. & + & 11. & + & 2.5 & = & 40.0 \\
 & & 9 & & 6 & & & & \\
 & & & & 11. & + & 2.5 & = & 14.1 \\
 & & & & 6 & & & & \\
 & & & & & & \text{PLI} & = & 54.1
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

Leave Blank

Goal 1: Comparative Measure

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 all students in the same tested grades in the local school district.

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.⁴

Results

Students enrolled at UPrep for at least two years and took the 2012 – 2013 NYS Grade 8 ELA Assessment, demonstrated a success rate of 14.3 percent while the Rochester City School District 8th grade students demonstrated a 5 percent success rate.

2012-13 State English Language Arts Exam

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

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
7	NA	NA	NA	NA
8	14.3	77	5.7	2053
All	14.3	77	5.7	2053

Evaluation

The percent of all tested students who are enrolled in at least their second year performing at or above Level 3 on the State English Language Arts exam is 9.3% greater than that of all students in the same tested grades in the local school district. Therefore, UPrep did meet the Comparative Measure Goal.

Additional Evidence

The students at UPrep have outperformed the students in the local school district for two consecutive years of testing on the NYS Grade 8 ELA Assessment. The success rate differential between UPrep and the RCSD increased by 7.6% between April 2012 and April 2013.

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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	NA	NA	NA	NA	NA	NA
8	NA	NA	20.5	18.8	14.3	5.7
All	-	-	20.5	18.8	14.3	5.7

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.⁵

⁵ The Institute will begin using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. 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.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analyses are not yet available.

Results

Essential information to complete this section of the Accountability Plan Progress Report has not been provided at this time.

2011-12 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7		72	25.0	28.1	-3.1	-0.22
8		102	20.6	25.5	-4.9	-0.34
All	85.7%	174	22.4	26.6	-4.2	-0.29

School's Overall Comparative Performance:
<i>Lower than Expected</i>

Evaluation

The 8th grade cohort for the 2011 – 2012 school year did not achieve a positive effect size of 0.3. The data available to determine the effect size for 2012 – 2013 has not been made available at this time.

Additional Evidence

Although the 8th grade cohorts for both the 2010 & 2011 school years did not exceed its predicted level of performance on the State English Language Arts exam by an Effect Size of 0.3 or above, there was a 0.32 improvement in the resulting effect size in 2011-2012 with a corresponding increase in the percentage of students eligible for free lunch.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	7-8	72	148	20.2	29.3	-0.61
2011-12	7-8	85.7	174	22.4	26.6	-0.29
2012-13						

Goal 1: Growth Measure⁶

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.

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are 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.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.⁷

Results

Leave Blank

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ See the Guidelines.

Summary of the English Language Arts Goal

The 8th grade cohort consisting of students that are enrolled in at least their second year at UPrep, did not meet the Absolute Measure Goal of a 75% success rate on the NYS Grade 8 ELA Assessment.

Currently, data required evaluating whether or not the 2012-2013 AMO was achieved, is not available. UPREP met the goal of the Comparative Measure by exceeding the local district results by a margin of 9.3 percent.

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.	Not Available at this time
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 2011-12 school district results.)	Not Achieved
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.	N/A

Action Plan

Efforts to improve student achievement on the 2013 – 2014 NYS Grade 7 & 8 Mathematics Assessment include but are not limited to the following:

- A Strategically designed RIT/AIS program (Tier 1: High quality instruction, Tier 2: Data- informed and strategies-based, Tier 3: intensive intervention)
- Led by RTI Specialists (New Role) – co teach and co-plan with AIS an core
- Data collection, analysis, use to differentiate instruction, progress monitor (AimsWeb/NWEA Data Analysis System Protocol/Training)
- Full AIS and Core Subject Alignment
- Lesson plan alignment using UPrep Framework
- Weekly class observations and feedbacks and team meetings

- Model classrooms taught by RTI Specialists and will be video taped for PD purposes
- New Student Organization System (Grades 7-8) (Binders with tools, information, accountability and incentives)
- School-wide Independent Reading Program (Incorporated into Squad)
- Portfolios of Student Work (Baseline writing samples inform lesson planning, supports our efforts to analyze student work, provides evidence of application of the writing process and student growth. Math teacher planning a similar portfolio system to use as a resource to assess student progress.)
- Benchmark Assessments in ELA and Math (early Oct., January mid-term week)
- RTI classes at high school level include Regents exam support for student taking exams over
- Continued class observation reports by Don Bartalo
- 21st Century Learning Grant opportunities (focus on grades 7 and 8 to begin in October)

MATHEMATICS

Goal 1: 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 from expository text, 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 core subjects are taught in a co-teaching environment to experience connections to the sciences in order to gain a deeper understanding of mathematics through the use of real data generated from real world problems.

The mathematics program at UPREP uses Connected Math in grades 7-8 and the Core Plus program in grades 9 - 11. Both programs are designed to guide teachers in establishing a more student-centered learning environment allowing for an easier

transition to a constructivist approach to teaching and learning that values student inquiry as an integral part of learning for understanding.

UPREP has added 3 new math teachers at grades 10 & 11, to an Rtl (Response to Intervention) teacher for grades 9-11 an Rtl Coach for grades 7-11.

UPREP administers 2 benchmark assessments 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.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.⁸

Method

The school administered the New York State Grade 8 mathematics assessment to students in 7th through 8th grade in April 2013 grade. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, 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. For 2009-10, 2010-11, and 2010-12, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

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 detailed 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.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
7	68	0	0	0	68
8	75	0	0	2	77
All	143	0	0	0	145

⁸ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year’s using the state’s published results for scoring at proficiency.

⁹ 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.

Results

Students enrolled in at least their second year of studies at UPREP, achieved a 5.3 percent success rate on the NYS Math 8 Assessment.

Performance on 2012-13 State Mathematics 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	5.9	68	NA	NA
8	5.3	75	5.3	75
All	11.2	143	5.3	75

Evaluation

The cohort in their second year of enrollment at UPREP did not meet the Absolute Measure goal of 75 percent proficiency. A direct correlation between the assessment results and school instructional and instructional support programs cannot be determined since data (such as item analysis) has not been made available at the time this report was written. In addition, as stated earlier in this report, the NYS Commissioner of Education has stated that the NYS Middle School Assessments do not reflect the history of work of students and their teachers.

Additional Evidence

With a dramatic increase in the number of students achieving proficiency on the NYS Grade 8 Mathematics Assessment in 2011-2012 compared to the cohort of 2010-2011 (a 26.2% improvement in achieving proficiency), there was an unpredicted dramatic turn of events in 2012-2013 with the 8th grade cohort dropping to a 5.3 percent proficiency rate.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

7	NA	NA	NA	NA	NA	NA
8	14.8	61	41	101	5.3	75
All	14.8	61	41	101	5.3	75

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

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 Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁰

Results

Brief narrative highlighting results in the data tables that directly address the measure.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
75	53.3	41.3	4	1.3

$$\begin{aligned}
 \text{PI} &= \frac{41.3}{3} + 4 + 1.3 = 45.6 \\
 &= 4 + 1.3 = 5.3 \\
 \text{PLI} &= 50.9
 \end{aligned}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

¹⁰ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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 all students in the same tested grades in the local school district.

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.¹¹

Results

The aggregate school performance for UPREP was 5.3 percent compared to the district aggregate performance of 3.5 percent for those students tested in the same grade.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7				
8	5.3	75	3.5	2074
All	5.3	75	3.5	2074

Evaluation

UPREP met the Comparative Measure Goal by performing at a level of proficiency that is 1.8% greater than all of the students in the same tested grades in the local school district. It is the second consecutive year that UPREP has met this goal.

¹¹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Additional Evidence

In comparison to the RCSD, UPREP reached a higher level of proficiency by a slight margin in 2012 – 2013 with a significant improvement over the local district in 2011-2012. The results of the 2010-2011 testing (which was the first year of instruction at UPREP), the local district had slightly greater results on this assessment.

Mathematics 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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7						
8	14.6	19.9	41	19.9	5.3	3.5
All	14.6	19.9	41	19.9	5.3	3.5

Goal 1: 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.¹²

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

¹² The Institute will begin using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

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.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

Neither the 7th nor 8th grade cohort exceeded the predicted performance level by an Effect Size of 0.3.

2011-12 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7		72	44.4	42.2	2.2	0.10
8		101	40.6	40.2	0.4	0.02
All	85.7%	173	42.2	41.1	1.1	0.05

<p>School's Overall Comparative Performance: <i>The Comparative Measure Goal was not met in either the 7th or 8th grade cohorts</i></p>

Evaluation

UPREP showed significant growth towards reaching this benchmark of exceeding the predicted outcome by an Effect Size of 0.3 compared to the previous year (2010 – 2011) testing results.

Additional Evidence

A comparison of the test results of UPREP to similar schools statewide cannot be made at this time. SUNY has not been able to provide UPREP with a list of similar schools to use for comparison.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	7-8	72	155	24	46.3	-1.01
2011-12	7-8	85.7	173	44.2	42	0.10
2012-13	7-8					

Goal 1: Growth Measure¹³

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. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are 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.

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.

Results

Leave Blank

Summary of the Mathematics Goal

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

The Comparative Measure Goal requiring UPREP students to achieve a higher proficiency rate than the local district was achieved for the second consecutive year. The Absolute Measure Goal was not met yet significant progress was made in reaching this goal for 2011 – 2012. The Comparative Measure Goal of exceeding the predicted proficiency rate by 0.3 was not achieved. Here again, significant growth towards reaching this goal was demonstrated by students enrolled in at least their second year at UPREP.

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.	N/A
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.	Achieved
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 2011-12 school district results.)	Did Not Achieve
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.	N/A

Action Plan

Efforts to improve student achievement on the 2013 – 2014 NYS Grade 7 & 8 Mathematics Assessment include but are not limited to the following:

- Addresses Mathematics practice standards transforming math instruction in both regular education and RTI – major shift
- Improved systems have been put in place for data collection, analysis, use to differentiate instruction and progress monitoring using AimsWeb.
- A math coach has been added to the staff with the responsibilities of co-constructing, implementing, and monitoring an Rtl (Response to Intervention) program in grades 7-8 (as well as grades 9-11).
- 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.
- Our Systems Analyst (hired as an independent consultant) will monitor the pedagogy throughout the school year to provide both a qualitative and quantitative assessment of the daily instruction. The System Analysts Reports will be used as a source for determining professional development needs and to

provide a constant, true picture of the quality & effectiveness of daily instruction.

- Weekly meetings with our math staff will include close reading of and activities related to the use of the National Committee of Teachers of Mathematics' *Essential Understandings Series*. These resources provide the math team with fundamental principles of teaching mathematics for deeper understanding.
- Math teachers will co-teach lessons throughout the school year to practice the pedagogy discussed and experienced in weekly meetings and formal professional development.
- Commercial assessments that are constructed based on research around the CCSS will be used twice a year for our benchmark assessments and a source of student data to drive professional development, our Response to Intervention Program, and instruction in general.

SCIENCE

Goal 3: Science

Background

The middle school science curriculum is standards-based with a direct link to the Common Core Standards. 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 to mathematics, ELA, & the social sciences in order to gain a deeper understanding of science and math concepts and skills.

UPREP administers 2 benchmark assessments 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.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in the 8th grade in the spring of 2013. The state 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

The 8th grade students in at least their second year of enrollment at UPREP, performed at 65.8 % proficiency on the NYS Science 8 Assessment and therefore did not meet the Absolute Measure goal of 75% proficiency.

**Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	NA	NA	NA	NA	NA	NA
	Students in At Least 2 nd Year	NA	NA	NA	NA	NA	NA
8	All Students	8.2	26	52.1	13.7	65.8	73
	Students in At Least 2 nd Year	8.2	26	52.1	13.7	65.8	73

Evaluation

Students in at least their second year of enrollment fell short of the targeted proficiency goal by 9.2%. A slight improvement was made towards meeting the Absolute Measure Goal of 75% proficiency.

Additional Evidence

The 2012-13 results are a slight improvement over the 2011-12 results. The instruction and instructional support programs at UPrep have proven to support student success on the NYS Science 8 Assessment. Improvement in planning for and delivering standards-based instruction continues to be our emphasis in professional development and guided practice in our efforts to meet the Absolute Measure Goal of 75% proficiency.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	45	60	65	100	65.8	73
All	45	60	65	100	65.8	73

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

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

The exact results of students tested in the same grade from the local district are not available at this time. Historically, the local district averages a proficiency rate of less than 40%.

2012-13 State Science 8 Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7				
8	65.8	75	?	2074
All	65.8	75	?	2074

Evaluation

Although the local district results are not available for the 2011 state science assessment, there is no record of the 8th grade students in the local district of residence ever having a proficiency rate close to 45% let alone 65%. We are confident that the 8th grade students at UPREP had greater success than the local district and therefore met the Comparative Measure Goal.

Additional Evidence

See above

Summary of the Science Goal

The Absolute Measure Goal was not met. UPREP continues to move closer to reaching this goal. The proficiency rate gap is less than 10%.

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.	Achieved

Local District Data not available at this time.

Action Plan

The results of the students' performance on the state ELA assessments as well as the mathematics and science assessments and an analysis of the data in conjunction with an overall assessment of teaching and learning at UPREP that includes the results of the 2010 -2011 state visit/report, led the leadership team to implement the following changes in staffing, structure of the learning environment, professional development, and student support systems:

- Continue with a reduced teacher-student ratio in the core subject areas and our Rtl programs to 1:12 and 1:10 respectively in all grade levels through the implementation of a co-teaching model.
- Continue to develop and maintain a blended curriculum in the core subject areas to support students in making connections among different disciplines.
- Rehire and continue to utilize a System Analyst to gather data around instructional practices (including professional development, accountability systems, and benchmark data) and evidence of teacher and student behaviors essential to meeting our instructional goals.
- Focus professional development on responding to student work, understanding and implementing the Common Core Standards and the Mathematics Practice Standards
- Establish a strong Rtl Program with our new hires of two Rtl Coaches in ELA and mathematics

NCLB

Goal 5: NCLB

Write the school's Accountability Plan NCLB goal here.

Goal 5: 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 which indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

State the school’s NCLB status this year.

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

Additional Evidence

Provide a narrative reviewing the school’s NCLB status during each year of the current Accountability Period.

NCLB Status by Year

Year	Status
2010-11	Good Standing/School in Need of Improvement
2011-12	Good Standing/School in Need of Improvement
2012-13	Good Standing/School in Need of Improvement

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

Only high schools with Accountability Plans based on the Institute's 2013 Guidelines need report on the measures flagged below with the symbol "(§)". They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent college and career readiness standards. If a school was not renewed in 2013, it is not required to include these measures.

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Note: Add the following section following the School Enrollment section on page 4.

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 2009 state Accountability Cohort consists of students who entered the 9th grade in the 2009-10 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2012-13 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 their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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
2009-10	2006-07	2006	??	??	??
2010-11	2007-08	2007	??	??	??
2011-12	2008-09	2008	??	??	??

2012-13	2009-10	2009	??	??	??
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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 2011-12, 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.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹⁴ (b)	Graduation Cohort (a) + (b)
2009-10	2006-07	2006	??	??	??
2010-11	2007-08	2007	??	??	??
2011-12	2008-09	2008	??	??	??
2012-13	2009-10	2009	??	??	??

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ¹⁵ (b)	Graduation Cohort (a) + (b)
2010-11	2006-07	2006	??	??	??
2011-12	2007-08	2007	??	??	??
2012-13	2008-09	2008	??	??	??

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¹⁴ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

¹⁵ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

Include the following section under the Accountability Plan English language arts goal.

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ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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.

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. 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; and scoring 75 to meet the college and career readiness standard.¹⁶ 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

Brief narrative highlighting results in the data tables that directly addresses the measure; i.e., the percent of students in the 2009 Cohort who have passed the exam with a comparison to previous years' performance.

English Regents Passing Rate with a Score of 65 (75) by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2012-2013	51	80% (

¹⁶ The statewide adaptation of the Common Core 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.

¹⁷ Based on the highest score for each student on the English Regents exam

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Eighty percent of the 2011 cohort passed the New York State ELA III Regents exam prior to their fourth year in the cohort.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011					50	80%
2012						

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.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 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 (the college and career readiness standard).

Results

Brief narrative highlighting results in the data tables that directly addresses the measure; i.e., the percent of students in the 2009 Cohort who have passed the exam with a comparison to previous years' performance.

English Regents Passing Rate with a Score of 65 (75) among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2007		
2008		
2009		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards meeting the measure's target.

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 its basis for determining if schools are making satisfactory

¹⁸ Based on the highest score for each student on the English Regents exam

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 2012-13 English language arts AMO of **163**.

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

Brief narrative highlighting results in the data tables that directly address the measure.

English Language Arts Accountability Performance Level (APL) For the 2009 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{rcccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{AP} & = & ? \\
 & & & & & & \text{L} & & ?
 \end{array}$$

Evaluation

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of

demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high 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 target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure

Each year, the percent to 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.

(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

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 exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁹

Results

Provide brief narrative highlighting results in the data table that directly addresses the measure.

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 ²⁰	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007				

¹⁹ 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.

²⁰ District results for the 2009 cohort are not yet available.

2008				
2009			N/A	N/A

OR

**English Regents Accountability Performance Level (APL)²¹
of Fourth-Year Accountability Cohorts by Charter School and School District²²**

Cohort	Charter School		School District ²³	
	APL	Cohort Size	APL	Cohort Size
2007	N/A	N/A	N/A	N/A
2008				
2009			N/A	N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

The 2011 cohort exceeded the minimum level of proficiency on the NYS Regents exam in English Language Arts III by 15% prior to their fourth year in the cohort.

English Language Arts Regents Passing Rate with a score of 65 (80) by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011					51	80
2012						

21 For an explanation of the procedure to calculate the school's APL, see page 32.

22 See page 30 above for an explanation of the APL.

23 District results for the 2009 cohort are not yet available.

Goal 1: Growth Measure

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

<p>Goal 1: Optional Measure</p> <p>Include additional measures that are part of the Accountability Plan.</p> <p>Method</p> <p>Results</p> <p>Evaluation</p>

Summary of the High School English Language Arts Goal ²⁴

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

²⁴ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Type	Measure	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/ Did Not Achieve
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will 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/ Did Not Achieve
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
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.	Achieved/ Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State.	N/A
Comparative	Each year, the percent to 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. (Using 2011-12 school district results.)	Achieved/ Did Not Achieve
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

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Include the following section under the Accountability Plan mathematics goal.

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MATHEMATICS

Goal 2: Absolute Measure

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.

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry and Integrated Algebra 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; and scoring 80 to meet the college and career readiness standard.²⁵ 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

UPREP students enrolled in at least their second year of studies at UPREP in the 2011 and 2012 cohorts have met both the Absolute Measure Goal of 75% passing a New York State Regents mathematics exam by the completion of their fourth year. In addition, UPREP exceeded the College and Career Standard of 65% of the cohort performing at 80% proficiency on a New York State math exam although the goal is not an existing goal in the charter.

Mathematics Regents Passing Rate with a Score of 65 (80) by Fourth Year Accountability Cohort²⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)

²⁵ The statewide adaptation of the Common Core 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.

²⁶ Based on the highest score for each student on the Mathematics Regents exam

2007		
2008		
2009		

Evaluation

Both the 2011 and 2012 high school cohorts met and exceeded the Absolute Measure Goal by a 5% or 7% margin respectively. The 2011 cohort met the College and Career Ready Standard while the 2012 cohort exceeded the standard by 2%.

Additional Evidence

The 2011 cohort has been very successful on NYS Regents math exams over the past two years. Over 80% of the cohort has passed both the NYS Regents Integrated Algebra and Geometry exams prior to their fourth year in the cohort.

Eighty percent of the 2012 cohort has passed a NYS Regents exam (Integrated Algebra) prior to their fourth year in the cohort.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011			61	82	51	82
2012					102	80

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort that 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.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math 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 or Advanced Regents diploma.

Results

As the data tables above illustrate, most students that did not score proficient on the New York State 8th grade math exam in either the 2011 or 2012 cohort at UPREP have passed one or more NYS Regents math exams. It is important to note that there is more evidence suggesting there is no correlation between performance on the NYS 8th grade math exam and NYS Regents math exams than evidence that suggests the contrary.

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 ²⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2007		
2008		
2009		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards meeting the measure's target.

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

²⁷ Based on the highest score for each student on the Mathematics Regents exam

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law 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 its 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 2012-13 mathematics AMO of **142**.

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

Brief narrative highlighting results in the data tables that directly address the measure.

Mathematics Accountability Performance Level (APL) For the 2009 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{rcccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
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 \end{array}$$

Evaluation

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 2: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents 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 high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high 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 target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

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.²⁸

²⁸ 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.

Results

Provide brief narrative highlighting results in the data table that directly addresses the measure.

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 ²⁹	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007				
2008				
2009			N/A	N/A

OR

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District³⁰

Cohort	Charter School		School District ³¹	
	APL	Cohort Size	APL	Cohort Size
2007	N/A	N/A	N/A	N/A
2008				
2009			N/A	N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

²⁹ District results for the 2009 cohort are not yet available.

³⁰ See page 38 above for an explanation of the APL.

³¹ District results for the 2009 cohort are not yet available.

Goal 2: Growth Measure

(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Goal 1: Optional Measure

Include additional measures that are part of the Accountability Plan.

Method

Results

Evaluation

Summary of the High School Mathematics Goal³²

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

³² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Type	Measure	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.	Achieved/ Did Not Achieve
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort that did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State 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.	Achieved/ Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents 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 high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	Achieved/ Did Not Achieve
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

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Include the following section under the Accountability Plan science goal.

SCIENCE # # #

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered the NYS Regents Living Environment and Earth Science exams. It scores Regents 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

Brief narrative highlighting results in the data tables that directly addresses the measure; i.e., the percent of students in the 2009 Cohort who have passed the exam with a comparison to previous years' performance.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007		
2008		
2009		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

³³ Based on the highest score for each student on a science Regents exam

Additional Evidence

Both the 2011 and 2012 cohorts reached 90% proficiency on the NYS Regents Living Environment exam prior to their 4th year in the cohort. UPREP offers Regents review courses during the school day and throughout the school year to prepare those students that scored lower than 65% the support they need to pass the exam in January or in June 2014.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011			61	90	51	65
2012					102	91

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

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

Provide brief narrative highlighting results in the data tables that directly address the measure.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011				
2012				

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Include the following section as a separate Accountability Plan subject area goal following the science section.

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SOCIAL STUDIES

Goal 4: Social Studies

Write the school's Accountability Plan social studies goal here.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

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

Brief narrative highlighting results in the data tables that directly addresses the measure; i.e., the percent of students in the 2009 Cohort who have passed the exam with a comparison to previous years' performance.

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007		
2008		
2009		

³⁴ Based on the highest score for each student on a science Regents exam

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

The accelerated students in the 2012 cohort took the NYS U.S. History Regents exam. 100% of the students met or exceeded proficiency and therefore the Absolute Measure Goal. The students are in their third year of the cohort.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011					16*	100%
2012						

- Only 16 students in the 2011 cohort took this exam. The 16 students are in an accelerated class within the 2011 cohort.

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

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 the most recently available district results.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007				
2008				
2009				

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 4: Absolute Measure
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

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 had 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

Brief narrative highlighting results in the data tables that directly addresses the measure; i.e., the percent of students in the 2009 Cohort who have passed the exam with a comparison to previous years' performance.

**Global History Regents Passing Rate with a Score of 65
 by Fourth Year Accountability Cohort³⁵**

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³⁵ Based on the highest score for each student on a science Regents exam

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007		
2008		
2009		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

The 2011 cohort has met the Absolute Measure for Regents Global Studies prior to their 4th year in the cohort. Half of the 2012 cohort (accelerated students) passed the NYS Regents exam in Global Studies I/II prior to their 4th year in the cohort.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011			*24/51	71%	51	94%
2012					*50/102	92%

* Only the accelerated students in each of the cohorts took the exam.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

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

Provide a brief narrative highlighting results in the data tables that directly address the measure.

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
2007				
2008				
2009				

Evaluation

Narrative explicitly stating whether the the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

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Include the following section as a separate Accountability Plan goal following the NCLB goal.

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HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Write the school's graduation goal here.

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

(S) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

Results

Both the 2011 and 2012 cohorts met the Absolute Measure for the High School Graduation Goal. 98% of the 2011 cohort earned enough credits to be promoted to the next grade. 100% of the 2012 cohort earned enough credits to be promoted to the next grade.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2012-13

Cohort Designation	Number in Cohort	Percent promoted
2011	51	98%

2012	102	100%
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Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

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. In August of 2013, the 2011 cohort will have completed its second year.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 6: Absolute Measure

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.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2007		
2008		
2009		

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2006		

2007		
2008		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district³⁶. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District ³⁷	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2007				
2008				
2009				N/A

Evaluation

³⁶ Schools can retrieve district 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](#).

³⁷ District results for the 2009 cohort are not yet available.

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Summary of the High School Graduation Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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
	(\$) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
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 Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Applicable

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

#

#

#

Include the following section as a separate Accountability Plan goal following the NCLB goal.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Write the school's college preparation goal here.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance on one of the most commonly used early high school college prep assessments. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 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. School averages are compared to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

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
2010-11						
2011-12						
2012-13						

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also,

use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: Comparative Measure
 Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: 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 the New York State average for all 12th grade (senior) test takers in the given year.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student’s composite score. As students may choose to take the test multiple times during the year, the school reports on only a student’s highest scaled score for each section. The school compares its average to the New York State average for all 12th grade (senior) test takers in the given year.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2010-11						
2011-12						

2012-13						
---------	--	--	--	--	--	--

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: School Created College Preparation Measure
 Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.

Method

Provide a brief description of the measure.

Results

Provide a brief narrative highlighting results in a data table that directly address the measure.

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(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.

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

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Graduates Meeting the Aspirational Performance Measure³⁸

Cohort	Charter School	Statewide ³⁹
2007		34.7
2008		35.3
2009		N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(S) The percent of graduating students will 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

³⁸ 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](#).

³⁹ District results for the 2009 cohort are not yet available.

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

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Graduates with a Regents Diploma with Advanced Designation⁴⁰

Cohor	Charter School	School District ⁴¹
2007		
2008		
2009		N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) 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

Discuss the achievement indicators used to demonstrate college preparation.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Graduates Passing a Course Demonstrating College Preparation

⁴⁰ 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](#).

⁴¹ District results for the 2009 cohort are not yet available.

Cohor ↑	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ⁴²
2007		
2008		
2009		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Goal 7: School Created College Attendance or Achievement Measure

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.

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

Method

Provide a brief description of the measure.

Results

Provide a brief narrative highlighting results in a data table that directly address the measure.

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Summary of the College Preparation Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th	Achieved!

⁴² Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

	grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve/ Not Applicable
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.	Achieved/ Did Not Achieve/ Not Applicable
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/ Did Not Achieve/ Not Applicable
	(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.	Achieved/ Did Not Achieve/ Not Applicable
	(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.	Achieved/ Did Not Achieve/ Not Applicable
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved/ Did Not Achieve/ Not Applicable
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Achieved/ Did Not Achieve/ Not Applicable
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved/ Did Not Achieve/ Not Applicable
	Write in optional measure here	Achieved/ Did Not Achieve

Action Plan

Provide a narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Write the school's goal here.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

Results

Provide a narrative of parents' responses.

2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
##	##	%

2012-13 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
	%
	%
	%
	%
	%

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Provide a narrative explaining how students are tracked year to year

Results

Present a narrative describing number of students in various categories and the retention rate.

2012-13 Student Retention Rate

2011-12 Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2011-12 Enrollment – Graduates)
#	#	#	%

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

Additional Evidence

Year	Retention Rate
2009-10	%
2010-11	%
2011-12	%
2012-13	%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Provide a narrative explaining how the school tracks student attendance and calculates its daily attendance rate.

Results

Provide a narrative describing the year's attendance rate.

2012-13 Attendance

Grade	Average Daily Attendance Rate
1	%
2	%
3	%
4	%
5	%
6	%
7	%
8	%
Overall	%

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

Additional Evidence

Year	Average Daily Attendance Rate
2009-10	%
2010-11	%
2011-12	%
2012-13	%

APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the Additional Evidence sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2012-13, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the (Time Adjusted) Level 3 cut score on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2012-13 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at or above the Time Adjusted Level 3 cut score According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have

similar programs. The first table features a grade level breakdown for 2012-13; the other presents annual aggregate results over time.

2012-13 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grade s	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2009-10									
2010-11									
2011-12									
2012-13									

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2011-12 and 2012-13. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

Results

Cohort Growth on Cohort Growth on XXX Test from Spring 2012 to Spring 2013

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2011-12	Target	2012-13	
1					YES/NO
2					YES/NO
3					YES/NO
All					YES/NO

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

Additional Evidence

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2010-11	
2011-12	
2012-13	

Cohort Growth on **XXX** Test from Spring 2012 to Spring 2013

Grade	Cohort Size	Average NCE			Target Achieved
		2011-12	Target	2012-13	
K					YES/NO
1					YES/NO
2					YES/NO
3					YES/NO
4					YES/NO
5					YES/NO
6					YES/NO
7					YES/NO
8					YES/NO
9					YES/NO
10					YES/NO
11					YES/NO
12					YES/NO
All					YES/NO

Cohort Performance on **XXX** Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2009-10	??		
2010-11	??		
2011-12	??		
2012-13	??		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2012-13 Science Performance by Grade Level and Years Attending the School

Percent of Students at Levels 3 and 4 According to Number of Years in School							
One		Two		Three		Four or More	
Perce	Numbe	Perce	Numbe	Perce	Numbe	Perce	Numbe

	t	r Tested	nt	r Tested	nt	r Tested	nt	r Tested
4								
8								

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

Method

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Include a brief narrative that describes the type of test administered, to which grades, the dates of administration, etc.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2008					YES/NO
2009					YES/NO
2010					YES/NO
2011					YES/NO

Evaluation

Provide narrative explicitly stating whether or not the school met the measure; i.e. whether the cohort achieved its target. In addition, the evaluation may include how close the cohort came to its target.

Additional Evidence

Narrative provides an analysis of year-to-year cohort performance including the previous year.

HIGH SCHOOL: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2006	2007	2008	2009
Math A				
Math B				
Integrated Algebra				
Geometry				
Algebra 2				

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2006	2007	2008	2009
Living Environment				
Earth Science				
Chemistry				
Physics				



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools

University Preparatory Charter School for Young Men

Administrative
expenditures per pupil:

\$6,321.30

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.



If School Name
does not initially fit
please adjust the
size of row 11.

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

**UNIVERSITY PREPARATORY CHARTER SCHOOL
FOR YOUNG MEN**

FINANCIAL STATEMENTS

June 30, 2013



Heveron & Company



Certified Public Accountants

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
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, 2013 and 2012 and the related statements of activities and cash flows for the years then ended, and the statement of functional expenses for the year ended June 30, 2013, 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.

Auditor's 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, 2013 and 2012 and its changes in net assets and cash flows for the years then ended and the functional expenses for the year ended June 30, 2013 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 statement of functional expenses for the year ended June 30, 2012, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 11, 2012. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2013 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 CPAs

Rochester, New York
October 8, 2013

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
BALANCE SHEETS
June 30, 2013 and 2012

ASSETS

	<u>2013</u>	<u>2012</u>
<u>Current Assets</u>		
Cash	\$ 2,142,045	\$ 1,895,493
Accounts Receivable	10,407	13,378
Grants Receivable	<u>56,608</u>	<u>210,883</u>
Total Current Assets	<u>2,209,060</u>	<u>2,119,754</u>
 <u>Property and Equipment</u>		
Building and Improvements	897,536	720,391
Furniture and Fixtures	184,976	157,346
Construction in Progress	1,412,472	84,954
Less: Accumulated Depreciation	<u>(217,885)</u>	<u>(127,210)</u>
Net Property and Equipment	<u>2,277,099</u>	<u>835,481</u>
 TOTAL ASSETS	 <u>\$ 4,486,159</u>	 <u>\$ 2,955,235</u>

LIABILITIES AND NET ASSETS

	<u>2013</u>	<u>2012</u>
<u>Current Liabilities</u>		
Accounts Payable	\$ 583,918	\$ 162,276
Accrued Payroll and Payroll Taxes	4,783	4,326
Current Portion of Long Term Debt	<u>70,434</u>	<u>67,341</u>
Total Current Liabilities	<u>659,135</u>	<u>233,943</u>
Long-Term Debt	<u>411,332</u>	<u>481,746</u>
Total Liabilities	<u>1,070,467</u>	<u>715,689</u>
<u>Net Assets</u>		
Unrestricted	<u>3,415,692</u>	<u>2,239,546</u>
Total Net Assets	<u>3,415,692</u>	<u>2,239,546</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 4,486,159</u>	<u>\$ 2,955,235</u>

See Independent Auditors' Report and Notes to Financial Statements.

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

For The Years Ended June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
<u>Revenue and Other Support</u>		
Public School District:		
Revenue - Resident Student Enrollment	\$ 3,635,672	\$ 2,840,818
Revenue - Students with Disabilities	474,487	405,994
Other Revenue	35,592	34,905
Federal Grants	402,375	481,100
Food Service Income	157,254	136,775
Contributions	1,810	680
Miscellaneous Income	<u>3,652</u>	<u>610</u>
 Total Revenue and Other Support	 <u>4,710,842</u>	 <u>3,900,882</u>
 <u>Expenses</u>		
Program Expenses:		
Regular Education	2,291,577	1,675,816
Special Education	194,693	135,162
Food Services	288,230	201,115
Supporting Services:		
Management and General	<u>760,196</u>	<u>597,878</u>
 Total Expenses	 <u>3,534,696</u>	 <u>2,609,971</u>
 Excess of Revenues and Other Support Over Expenses	 1,176,146	 1,290,911
 Net Assets - Beginning of Year	 <u>2,239,546</u>	 <u>948,635</u>
 Net Assets - End of Year	 <u>\$ 3,415,692</u>	 <u>\$ 2,239,546</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, 2013

(With Comparative Totals for the Year Ended June 30, 2012)

	Program Services				Management and General	Total	
	Regular Education	Special Education	Food Services	-		2013	2012
Salaries and Wages	\$ 1,549,515	\$ 161,743	\$ 78,533	-	\$ 464,479	\$ 2,254,270	\$ 1,565,855
Payroll Taxes	131,252	13,701	6,652	-	39,344	190,949	125,410
Employee Benefits	184,412	19,249	9,346	-	55,280	268,287	107,900
Total Personal Services	1,865,179	194,693	94,531	-	559,103	2,713,506	1,799,165
Supplies and Materials	180,968	-	-	-	-	180,968	156,862
Food	-	-	161,097	-	-	161,097	115,109
Outside Services	29,162	-	-	-	82,158	111,320	102,030
Depreciation	63,473	-	-	-	13,601	90,675	73,446
Occupancy Expense	42,654	-	11,815	-	23,369	77,838	65,840
Office Expense	15,989	-	-	-	31,448	47,437	36,500
Travel	38,568	-	110	-	2,032	40,710	30,338
Professional Fees	6,931	-	-	-	30,752	37,683	134,074
Interest Expense	16,346	-	-	-	3,502	23,351	26,289
Repairs and Maintenance	15,271	-	3,272	-	3,273	21,816	23,239
Technology Expense	15,008	-	-	-	5,003	20,011	34,113
Other Expenses	183	-	301	-	5,830	6,314	5,169
Training and Conferences	1,845	-	-	-	125	1,970	7,797
Total Expenses	\$ 2,291,577	\$ 194,693	\$ 288,230	\$ 760,196	\$ 3,534,696	\$ 2,609,971	

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, 2013 and 2012

	<u>2013</u>	<u>2012</u>
<u>Cash Flow From Operating Activities</u>		
Receipts from School Districts	\$ 4,129,870	\$ 3,404,023
Grant Receipts	556,650	331,522
Food Service Fees	155,431	139,143
Contributions	1,810	680
Miscellaneous Sources	3,652	610
Payments to Charter School Personnel for Services Rendered	(2,713,050)	(1,918,997)
Payments to Vendors for Goods and Services Rendered	<u>(288,197)</u>	<u>(721,820)</u>
Net Cash Flow Provided By Operating Activities	<u>1,846,166</u>	<u>1,235,161</u>
 <u>Cash Flow From Investing Activities</u>		
Purchase of Property and Equipment	<u>(1,532,293)</u>	<u>(155,729)</u>
Cash Flow Used By Investing Activities	<u>(1,532,293)</u>	<u>(155,729)</u>
 <u>Cash Flow From Financing Activities</u>		
Payments on Long Term Debt	<u>(67,321)</u>	<u>(64,383)</u>
Cash Flow Used By Financing Activities	<u>(67,321)</u>	<u>(64,383)</u>
 Net Increase in Cash and Cash Equivalents	246,552	1,015,049
 Cash and Cash Equivalents - Beginning of Year	<u>1,895,493</u>	<u>880,444</u>
 Cash and Cash Equivalents - End of Year	<u>\$ 2,142,045</u>	<u>\$ 1,895,493</u>
 <u>Supplemental Disclosures</u>		
Cash Paid During The Year For:		
Interest	<u>\$ 23,351</u>	<u>\$ 26,289</u>

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENTS OF CASH FLOWS**

For The Years Ended June 30, 2013 and 2012

(Continued)

	2013	2012
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ 1,176,146	\$ 1,290,911
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation	90,675	73,446
(Increase)/Decrease In:		
Accounts Receivable	2,971	29,655
Grants Receivable	154,275	(139,392)
Prepaid Expenses	-	7,817
Increase/(Decrease) In:		
Accounts Payable	421,642	102,742
Accrued Payroll	457	(119,832)
Deferred Revenue	-	(10,186)
	-	(10,186)
Net Cash Flows Provided By Operating Activities	<u>\$ 1,846,166</u>	<u>\$ 1,235,161</u>

See Independent Auditors' Report and Notes to Financial Statements.

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

June 30, 2013

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

Organization

University Preparatory Charter School for Young Men (the School) is a not-for-profit 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. The School began with grades 7 and 8 for the school year ended June 30, 2011 and added grades 10 and 11 during the school years ended June 30, 2012 and 2013, respectively. It will grow each year by one grade until the School houses grades 7 through 12.

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, 2013
(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.

There were no temporarily or permanently restricted net assets as of June 30, 2013 and 2012.

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.

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.

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 year-end.

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

**June 30, 2013
(Continued)**

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

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 more than one year. Depreciation is computed using the straight-line method based on the estimated useful lives of the assets, as follows.

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

Depreciation expense amounted to \$90,675 and \$73,446 for the years ended June 30, 2013 and 2012, respectively.

The School also had construction in progress of \$1,412,472 and \$84,954 at June 30, 2013 and 2012, respectively, related to renovation of a newly acquired school building and renovation of the neighboring convent building which will be for additional instructional space.

Cash and Cash Equivalents

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 a checking account at June 30, 2013 and 2012.

Advertising

Advertising costs are expensed as incurred.

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

June 30, 2013

(Continued)

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

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.

Accounting standards require entities to disclose in their financial statements the nature of any uncertain tax positions. Tax years including the year ended June 30, 2010 and later are subject to examination by tax authorities. Areas that IRS and state tax authorities consider when examining tax returns of a charity include, but may not be limited to, tax-exempt status and the existence and amount of unrelated business income. The School does not believe that it has any uncertain tax positions with respect to these or other matters, and has not recorded any unrecognized tax benefits or liability for penalties or interest.

The School is not aware of any circumstances or events that make it reasonably possible that tax benefits may increase or decrease within 12 months of the date of these financial statements.

Retirement Plan

During the year ended June 30, 2012, the School adopted a Simple IRA retirement plan for all employees. Eligible employees can make contributions to the plan. The School will match the first 3% of an eligible employee's contribution, up to \$11,500 per year. Employees are fully and immediately vested in all contributions. Employer contributions for the years ended June 30, 2013 and 2012 were \$14,227 and \$5,421, respectively.

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 fundraising costs for the years ended June 30, 2013 and 2012 are included in management and general expenses.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. 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, 2012 from which the summarized information was derived.

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

**June 30, 2013
(Continued)**

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 2013 and 2012, 10 and 15 active volunteers provided 240 and 176 hours of service, respectively.

NOTE 3 - LONG TERM DEBT

Long-term debt consists of the following at June 30:

	2013	2012
Note payable to Sisters of Saint Joseph of Rochester, Inc., originally in the amount of \$670,000. This note bears interest at a rate of 4.5%. Principal and interest are payable in monthly installments of \$7,556 through July 1, 2019.	\$ 481,766	\$ 549,087
Less: Current Maturities	70,434	67,341
Long-Term Portion	\$ 411,332	\$ 481,746

Maturities of long-term debt for the years after June 30, 2014 are as follows:

<u>Year</u>	<u>Amount</u>
2015	\$ 73,670
2016	77,054
2017	80,594
2018	84,297
2019	88,169
Thereafter	7,548
Total	\$ 411,332

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

June 30, 2013

(Continued)

NOTE 4 - 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, 2013 and 2012 was \$35,593 and \$34,905, respectively.

NOTE 5 - PRIOR PERIOD ADJUSTMENT

A prior period adjustment affecting the year ended June 30, 2012 was made. The June 30, 2012 comparative financial statements have been restated to reflect this adjustment. The adjustment was necessary to record income and expenses in the proper period. The net adjustment was a decrease of \$86,288 in Unrestricted Net Assets.

NOTE 6 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 8, 2013, which is the date the statements were available for issuance.



Since 1972

260 Plymouth Ave. South
Rochester, New York 14608-2239
(585) 232-2956 Fax: (585) 423-0599
www.heveroncpa.com

**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**

To the Board of Directors
University Preparatory Charter School for Young Men

We have audited the financial statements of University Preparatory Charter School for Young Men as of and for the year ended June 30, 2013, and have issued our report thereon dated October XX, 2013. We conducted our audit in accordance with 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.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered University Preparatory Charter School for Young Men's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion 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 over financial reporting. Accordingly, we do not express an opinion on the effectiveness of University Preparatory Charter School for Young Men's internal control over financial reporting.

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 combination of control 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 in a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section, and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be a material weakness, as defined above.



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*.

We noted certain other matters that we reported to management of University Preparatory Charter School for Young Men in a separate letter dated September 25, 2013.

This report is intended for the information of management, and the New York State Department of Education and is not intended to be and should not be used by anyone other than these specified parties.



Heveron & Company CPAs

Rochester, New York
October 8, 2013



Since 1972

Auditors' Communications

260 Plymouth Ave. South
Rochester, New York 14608-2239
(585) 232-2956 Fax: (585) 423 0599
www.heveroncpa.com

September 25, 2013

To The Board of Directors
University Preparatory Charter School for Young Men
180 Raines Park
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 funders, 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 include ethics and standards set by management, analysis of risks to achieving your objectives, approvals, authorizations, verifications and reconciliations, effective communications, and monitoring/assessing your performance over time. They help in several ways, including:

- They may protect the organization and its employees from false accusations and investigations.
- They are an effective method of catching unintentional errors.
- They are required by many funding sources.
- Systems with strong internal controls can produce more reliable data.
- Good internal controls make accounting systems more efficient.
- Good internal controls help assure that assets are used according to your mission.

General Observations

Our general observations are that:

- 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.
- Internal controls are good given your staff size. We do have a recommendation.
- 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 first pages of this letter explained control deficiencies that may be significant deficiencies or material weaknesses. The professional guidance in this area clearly states that if outside auditors need to make significant adjustments to your financial statements for them to be correct, that must be communicated to management as a significant deficiency or as a material weakness. This year, there were large audit adjustments to correct receivables and grant revenue. You should verify the accuracy and collectibility of receivables at least at year-end. Also, you should ensure that you have accumulated expenses you plan on submitting for the grants through year-end and record unbilled receivables based on this calculation. The most reliable way to do this accurately is to use your accounting software to track expenses under each grant. This will help with preparing the vouchers when the time comes and provides consistency and documentation. It also minimizes the risk of being reimbursed twice for the same expense.

This communication is intended solely for the information and use of management, others within the organization, and the New York State Education Department, and is not intended to be, and should not be, used by anyone other than these specified parties.

The recommendation in this letter are 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,



Heveron & Company CPAs

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

School Name:	University Preparatory Charter School for Young Men
Date (Report is due Nov. 1):	November 1, 2013
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:	Joseph.Munno@uprep.org
School Audit Contact Phone:	585-672-1280
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. 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 \$500,000; 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.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	Completed form 990 has not yet been received from Auditors, but will
Federal Single Audit (A-133) ¹	NA
Corrective Action Plan	NA

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

University Preparatory Charter School for Young Men
Statement of Financial Position
as of June 30

<u>ASSETS</u>	<u>2013</u>	<u>2012</u>	<u>FIC</u>
<u>CURRENT ASSETS</u>			
Cash and cash equivalents	2142045	1895493	
Grants and contracts receivable	56608	210883	
Accounts receivables	10407	13378	
Prepaid Expenses	0	0	
Contributions and other receivables	0	0	
TOTAL CURRENT ASSETS	2,209,060	2,119,754	
PROPERTY, BUILDING AND EQUIPMENT, net	2277099	835481	
OTHER ASSETS	0	0	
TOTAL ASSETS	4,486,159	2,955,235	
<u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses	583918	162276	
Accrued payroll and benefits	4783	4326	
Dreferred Revenue	0	0	
Current maturities of long-term debt	70434	67341	
Short Term Debt - Bonds, Notes Payable	0	0	
Other	0	0	
TOTAL CURRENT LIABILITIES	659,135	233,943	
LONG-TERM DEBT and NOTES PAYABLE, net current	411332	481746	
TOTAL LIABILITIES	1,070,467	715,689	
<u>NET ASSETS</u>			
Unrestricted	3415692	2239546	
Temporarily restricted	0	0	
TOTAL NET ASSETS	3,415,692	2,239,546	
TOTAL LIABILITIES AND NET ASSETS	4,486,159	2,955,235	

CSI:
State, Federal or other

CSI:
NON GRANT
- Due from School Districts
- Due from Governments

CSI:
Operating and Capital
Reserves, Deferred Costs,
Investments, Due from
Affiliate/CMO, Fixed
Assets

CSI:
Obligations under,
Capital Leases,
Advanced Billing, Due to
Affiliate/CMO,

CSI:
Land, Building, Loan(s)
related

1y nu

University Preparatory Charter School for Young Men
Statement of Activities
as of June 30

	2013			2012	FIC ny nu
	Unrestricted	Temporarily Restricted	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	3635672	\$-	\$3,635,672	2840818	
Students with disabilities	474487	-	474,487	405994	
Grants and Contracts					
State and local	0	-	-	0	
Federal - Title and IDEA	402375	-	402,375	481100	
Federal - Other	0	-	-	0	
Other	41054	-	41,054	36195	
Food Service/Child Nutrition Program	157254	-	<u>157,254</u>	136775	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,710,842	-	4,710,842	3,900,882	
EXPENSES					
Program Services					
Regular Education	2291577	\$-	\$2,291,577	1675816	
Special Education	194693	-	194,693	135162	
Other Programs	288230	-	288,230	201115	
Total Program Services	2,774,500	-	2,774,500	2,012,093	
Management and general	760196	-	760,196	597878	
Fundraising	0	-	-	0	
TOTAL OPERATING EXPENSES	3,534,696	-	3,534,696	2,609,971	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,176,146	-	1,176,146	1,290,911	
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations	\$-	\$-	\$-	\$-	
Individuals	-	-	-	-	
Corporations	-	-	-	-	
Fundraising	-	-	-	-	
Interest income	-	-	-	-	
Miscellaneous income	-	-	-	-	
Net assets released from restriction	-	-	-	-	
TOTAL SUPPORT AND OTHER REVENUE	-	-	-	-	
CHANGE IN NET ASSETS	1,176,146	-	1,176,146	1,290,911	
NET ASSETS BEGINNING OF YEAR	2239546	-	2,239,546	948635	
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-	0	
NET ASSETS END OF YEAR	\$3,415,692	\$-	\$3,415,692	\$2,239,546	

**University Preparatory Charter School for Young Men
Statement of Cash Flows**

as of June 30

	<u>2013</u>	<u>2012</u>	<u>FIC</u>
			*Please briefly explain any nu
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	1176146	1290911	
Revenues from School Districts	0	0	
Accounts Receivable	2971	29655	
Due from School Districts	0	0	
Depreciation	90675	73446	
Grants Receivable	154275	-139392	
Due from NYS	0	0	
Grant revenues	0	0	
Prepaid Expenses	0	7817	
Accounts Payable	421642	102742	
Accrued Expenses	457	-119832	
Accrued Liabilities	0	0	
Contributions and fund-raising activities	0	0	
Miscellaneous sources	0	0	
Deferred Revenue	0	-10186	
Interest payments	0	0	
Other	0	0	
Other	0	0	
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$1,846,166	\$1,235,161	
CASH FLOWS - INVESTING ACTIVITIES	\$	\$	
Purchase of equipment	-1532293	-155729	
Other	0	0	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(1,532,293)	\$(155,729)	
CASH FLOWS - FINANCING ACTIVITIES	\$	\$	
Principal payments on long-term debt	-67321	-64383	
Other	0	0	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$(67,321)	\$(64,383)	
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$246,552	\$1,015,049	
Cash at beginning of year	1895493	880444	
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$2,142,045	\$1,895,493	

University Preparatory Charter School for Young Men
Statement of Functional Expenses
as of June 30

		2013					
		Program Services				Supporting Service	
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General
		\$	\$	\$	\$	\$	\$
Personnel Services Costs							
Administrative Staff Personnel	10	0	0	0	-	-	464,479
Instructional Personnel	35	1,549,515	161,743	0	1,711,258	-	0
Non-Instructional Personnel	7	0	0	78,533	78,533	-	0
Total Salaries and Staff		1,549,515	161,743	78,533	1,789,791	-	464,479
Fringe Benefits & Payroll Taxes		305,885.62	31,929.35	15,503.13	353,318	-	91,691.49
Retirement		9,778.92	1,020.76	495.62	11,295	-	2,931.3
Management Company Fees		0	0	0	-	-	0
Legal Service		0	0	0	-	-	0
Accounting / Audit Services		0	0	0	-	-	0
Other Purchased / Professional / Consult		36,093	0	0	36,093	-	11,291.0
Building and Land Rent / Lease		0	0	0	-	-	0
Repairs & Maintenance		15,271	0	3,272	18,543	-	3,273
Insurance		0	0	0	-	-	0
Utilities		42,654	0	11,815	54,469	-	23,369
Supplies / Materials		180,968	0	0	180,968	-	0
Equipment / Furnishings		0	0	0	-	-	0
Staff Development		40,413	0	110	40,523	-	2,157
Marketing / Recruitment		0	0	0	-	-	0
Technology		15,008	0	0	15,008	-	5,003
Food Service		0	0	161,097	161,097	-	0
Student Services		0	0	0	-	-	0
Office Expense		15,989	0	0	15,989	-	31,448
Depreciation		63,473	0	13,601	77,074	-	13,601
OTHER		16,529	0	3,804	20,333	-	9,332
Total Expenses		2,915,78	\$194,693	\$288,231	\$2,774,501	\$-	\$760,195

			2012
			S
Total	Total		
\$	\$	\$	
464,479	464,479	283167	
-	1,711,258	1238010	
-	78,533	44678	
464,479	2,254,270	1,565,855	
91,691	445,010	227889	
2,931	14,227	5421	
-	-	0	
-	-	0	
-	-	0	
112,910	149,003	236104	
-	-	0	
3,273	21,816	23239	
-	-	0	
23,369	77,838	65840	
-	180,968	156862	
-	-		
2,157	42,680	38135	
-	-	0	
5,003	20,011	34113	
-	161,097	115109	
-	-		
31,448	47,437	36500	
13,601	90,675	73446	
<u>9,332</u>	<u>29,665</u>	31458	
<u>\$760,195</u>	<u>\$3,534,696</u>	<u>\$2,609,971</u>	



Annual Report Requirement
for SUNY Authorized Charter Schools

**University Preparatory Charter
School for Young Men**

Administrative expenditures per pupil: **\$6,321.30**

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.

Charter Funding By NYS School District Code

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
1	10100	ALBANY	11,712	14,072	14,072	14,072	14,072
2	10201	BERNE KNOX	10,814	13,371	13,371	13,371	13,371
3	10306	BETHLEHEM	12,653	12,513	12,513	12,513	12,513
4	10402	RAVENA COEYMAN	11,936	13,289	13,289	13,289	13,289
5	10500	COHOES	11,070	11,791	11,791	11,791	11,791
6	10601	SOUTH COLONIE	11,422	12,137	12,137	12,137	12,137
7	10615	MENANDS	16,582	15,870	15,870	15,870	15,870
8	10623	NORTH COLONIE	10,541	10,708	10,708	10,708	10,708
9	10701	GREEN ISLAND	10,997	12,662	12,662	12,662	12,662
10	10802	GUILDERLAND	10,712	11,354	11,354	11,354	11,354
11	11003	VOORHEESVILLE	12,377	12,742	12,742	12,742	12,742
12	11200	WATERVLIET	9,070	9,404	9,404	9,404	9,404
13	20101	ALFRED ALMOND	10,226	10,628	10,628	10,628	10,628
14	20601	ANDOVER	11,107	12,353	12,353	12,353	12,353
15	20702	GENESEE VALLEY	9,686	11,013	11,013	11,013	11,013
16	20801	BELFAST	10,153	11,619	11,619	11,619	11,619
17	21102	CANASERAGA	11,354	12,329	12,329	12,329	12,329
18	21601	FRIENDSHIP	11,948	12,385	12,385	12,385	12,385
19	22001	FILLMORE	8,668	9,156	9,156	9,156	9,156
20	22101	WHITESVILLE	10,241	10,904	10,904	10,904	10,904
21	22302	CUBA-RUSHFORD	10,889	12,488	12,488	12,488	12,488
22	22401	SCIO	12,133	11,968	11,968	11,968	11,968
23	22601	WELLSVILLE	11,455	11,671	11,671	11,671	11,671
24	22902	BOLIVAR-RICHBG	11,418	10,885	10,885	10,885	10,885
25	30101	CHENANGO FORKS	10,119	10,503	10,503	10,503	10,503
26	30200	BINGHAMTON	9,820	10,220	10,220	10,220	10,220
27	30501	HARPURSVILLE	9,718	9,887	9,887	9,887	9,887
28	30601	SUSQUEHANNA VA	11,919	12,156	12,156	12,156	12,156
29	30701	CHENANGO VALLE	10,906	10,670	10,670	10,670	10,670
30	31101	MAINE ENDWELL	11,002	10,197	10,197	10,197	10,197
31	31301	DEPOSIT	14,020	14,304	14,304	14,304	14,304
32	31401	WHITNEY POINT	9,883	11,324	11,324	11,324	11,324
33	31501	UNION-ENDICOTT	10,955	11,048	11,048	11,048	11,048
34	31502	JOHNSON CITY	11,182	12,066	12,066	12,066	12,066
35	31601	VESTAL	11,413	12,166	12,166	12,166	12,166
36	31701	WINDSOR	9,813	10,115	10,115	10,115	10,115
37	40204	WEST VALLEY	13,408	13,623	13,623	13,623	13,623
38	40302	ALLEGANY-LIMES	9,652	10,362	10,362	10,362	10,362
39	40901	ELLCOTTVILLE	10,206	11,491	11,491	11,491	11,491
40	41101	FRANKLINVILLE	10,696	11,351	11,351	11,351	11,351
41	41401	HINSDALE	10,640	9,952	9,952	9,952	9,952
42	42302	CATTARAUGUS-LI	11,536	11,368	11,368	11,368	11,368
43	42400	OLEAN	9,933	10,976	10,976	10,976	10,976
44	42801	GOWANDA	10,020	11,326	11,326	11,326	11,326
45	42901	PORTVILLE	9,726	10,058	10,058	10,058	10,058
46	43001	RANDOLPH	9,806	10,720	10,720	10,720	10,720
47	43200	SALAMANCA	11,211	11,582	11,582	11,582	11,582
48	43501	YORKSHIRE-PIONE	10,566	11,406	11,406	11,406	11,406
49	50100	AUBURN	9,959	10,495	10,495	10,495	10,495
50	50301	WEEDSPORT	10,421	11,820	11,820	11,820	11,820
51	50401	CATO MERIDIAN	9,412	10,653	10,653	10,653	10,653
52	50701	SOUTHERN CAYUG	12,338	13,419	13,419	13,419	13,419
53	51101	PORT BYRON	10,138	10,865	10,865	10,865	10,865
54	51301	MORAVIA	9,940	10,202	10,202	10,202	10,202
55	51901	UNION SPRINGS	11,969	12,059	12,059	12,059	12,059
56	60201	SOUTHWESTERN	9,691	10,202	10,202	10,202	10,202
57	60301	FREWSBURG	8,965	10,206	10,206	10,206	10,206
58	60401	CASSADAGA VALL	10,976	11,359	11,359	11,359	11,359
59	60503	CHAUTAUQUA	14,330	14,457	14,457	14,457	14,457
60	60601	PINE VALLEY	11,072	11,589	11,589	11,589	11,589
61	60701	CLYMER	13,768	14,425	14,425	14,425	14,425
62	60800	DUNKIRK	12,054	12,985	12,985	12,985	12,985
63	61001	BEMUS POINT	10,726	11,810	11,810	11,810	11,810
64	61101	FALCONER	8,694	9,522	9,522	9,522	9,522
65	61501	SILVER CREEK	10,079	11,223	11,223	11,223	11,223
66	61503	FORESTVILLE	10,133	10,484	10,484	10,484	10,484
67	61601	PANAMA	10,861	11,826	11,826	11,826	11,826
68	61700	JAMESTOWN	10,157	10,164	10,164	10,164	10,164
69	62201	FREDONIA	11,242	12,007	12,007	12,007	12,007
70	62301	BROCTON	12,774	12,437	12,437	12,437	12,437
71	62401	RIPLEY	13,456	15,941	15,941	15,941	15,941
72	62601	SHERMAN	10,611	10,196	10,196	10,196	10,196
73	62901	WESTFIELD	10,983	11,891	11,891	11,891	11,891
74	70600	ELMIRA	9,965	11,012	11,012	11,012	11,012
75	70901	HORSEHEADS	9,466	10,188	10,188	10,188	10,188

Charter Funding By NYS School District Code

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
76	70902	ELMIRA HEIGHTS	9,761	10,136	10,136	10,136	10,136
77	80101	AFTON	11,717	13,800	13,800	13,800	13,800
78	80201	BAINBRIDGE GUI	10,541	11,434	11,434	11,434	11,434
79	80601	GREENE	9,598	10,565	10,565	10,565	10,565
80	81003	UNADILLA	10,725	11,393	11,393	11,393	11,393
81	81200	NORWICH	9,089	9,956	9,956	9,956	9,956
82	81401	GRGETWN-SO OTS	11,700	12,871	12,871	12,871	12,871
83	81501	OXFORD	11,678	11,858	11,858	11,858	11,858
84	82001	SHERBURNE EARL	9,264	10,712	10,712	10,712	10,712
85	90201	AUSABLE VALLEY	12,302	13,185	13,185	13,185	13,185
86	90301	BEEKMANTOWN	11,410	11,708	11,708	11,708	11,708
87	90501	NORTHEASTERN	9,825	11,543	11,543	11,543	11,543
88	90601	CHAZY	10,616	11,716	11,716	11,716	11,716
89	90901	NORTHRN ADIRON	10,706	12,594	12,594	12,594	12,594
90	91101	PERU	11,126	11,849	11,849	11,849	11,849
91	91200	PLATTSBURGH	12,526	13,604	13,604	13,604	13,604
92	91402	SARANAC	9,535	11,333	11,333	11,333	11,333
93	100501	COPAKE-TACONIC	13,043	13,622	13,622	13,622	13,622
94	100902	GERMANTOWN	12,770	14,614	14,614	14,614	14,614
95	101001	CHATHAM	12,277	12,977	12,977	12,977	12,977
96	101300	HUDSON	11,982	13,222	13,222	13,222	13,222
97	101401	KINDERHOOK	10,114	11,239	11,239	11,239	11,239
98	101601	NEW LEBANON	13,441	15,792	15,792	15,792	15,792
99	110101	CINCINNATUS	12,195	12,691	12,691	12,691	12,691
100	110200	CORTLAND	9,778	10,142	10,142	10,142	10,142
101	110304	MCGRAW	11,222	11,248	11,248	11,248	11,248
102	110701	HOMER	10,182	11,092	11,092	11,092	11,092
103	110901	MARATHON	7,853	11,911	11,911	11,911	11,911
104	120102	ANDES	15,445	21,107	21,107	21,107	21,107
105	120301	DOWNSVILLE	16,110	17,143	17,143	17,143	17,143
106	120401	CHARLOTTE VALL	9,939	10,907	10,907	10,907	10,907
107	120501	DELHI	12,859	13,930	13,930	13,930	13,930
108	120701	FRANKLIN	12,786	13,106	13,106	13,106	13,106
109	120906	HANCOCK	13,854	14,267	14,267	14,267	14,267
110	121401	MARGARETVILLE	12,416	13,376	13,376	13,376	13,376
111	121502	ROXBURY	15,068	16,963	16,963	16,963	16,963
112	121601	SIDNEY	11,217	11,637	11,637	11,637	11,637
113	121701	STAMFORD	11,560	13,915	13,915	13,915	13,915
114	121702	S. KORTRIGHT	13,857	13,381	13,381	13,381	13,381
115	121901	WALTON	9,739	10,718	10,718	10,718	10,718
116	130200	BEACON	9,650	11,093	11,093	11,093	11,093
117	130502	DOVER	10,589	11,245	11,245	11,245	11,245
118	130801	HYDE PARK	10,965	12,055	12,055	12,055	12,055
119	131101	NORTHEAST	15,151	15,342	15,342	15,342	15,342
120	131201	PAWLING	14,556	15,571	15,571	15,571	15,571
121	131301	PINE PLAINS	12,380	14,565	14,565	14,565	14,565
122	131500	POUGHKEEPSIE	11,195	12,524	12,524	12,524	12,524
123	131601	ARLINGTON	10,651	11,469	11,469	11,469	11,469
124	131602	SPACKENKILL	14,417	16,018	16,018	16,018	16,018
125	131701	RED HOOK	12,091	13,202	13,202	13,202	13,202
126	131801	RHINEBECK	14,204	16,681	16,681	16,681	16,681
127	132101	WAPPINGERS	10,055	10,887	10,887	10,887	10,887
128	132201	MILLBROOK	11,769	12,902	12,902	12,902	12,902
129	140101	ALDEN	9,737	9,862	9,862	9,862	9,862
130	140201	AMHERST	10,138	10,721	10,721	10,721	10,721
131	140203	WILLIAMSVILLE	10,494	10,904	10,904	10,904	10,904
132	140207	SWEET HOME	10,961	11,954	11,954	11,954	11,954
133	140301	EAST AURORA	9,978	10,205	10,205	10,205	10,205
134	140600	BUFFALO	10,429	12,005	12,005	12,005	12,005
135	140701	CHEEKTOWAGA	9,733	10,235	10,235	10,235	10,235
136	140702	MARYVALE	10,025	10,433	10,433	10,433	10,433
137	140703	CLEVELAND HILL	9,946	10,428	10,428	10,428	10,428
138	140707	DEPEW	10,741	10,409	10,409	10,409	10,409
139	140709	SLOAN	10,860	11,946	11,946	11,946	11,946
140	140801	CLARENCE	8,747	9,001	9,001	9,001	9,001
141	141101	SPRINGVILLE-GR	10,053	11,347	11,347	11,347	11,347
142	141201	EDEN	8,752	9,674	9,674	9,674	9,674
143	141301	IROQUOIS	9,111	9,751	9,751	9,751	9,751
144	141401	EVANS-BRANT	11,083	11,618	11,618	11,618	11,618
145	141501	GRAND ISLAND	9,823	9,915	9,915	9,915	9,915
146	141601	HAMBURG	9,519	9,716	9,716	9,716	9,716
147	141604	FRONTIER	8,271	8,759	8,759	8,759	8,759
148	141701	HOLLAND	9,966	11,032	11,032	11,032	11,032
149	141800	LACKAWANNA	10,833	11,969	11,969	11,969	11,969
150	141901	LANCASTER	7,973	8,442	8,442	8,442	8,442

Charter Funding By NYS School District Code

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
151	142101	AKRON	9,760	10,134	10,134	10,134	10,134
152	142201	NORTH COLLINS	10,361	13,023	13,023	13,023	13,023
153	142301	ORCHARD PARK	10,198	10,523	10,523	10,523	10,523
154	142500	TONAWANDA	9,779	10,051	10,051	10,051	10,051
155	142601	KENMORE	10,412	9,477	9,477	9,477	9,477
156	142801	WEST SENECA	8,948	10,179	10,179	10,179	10,179
157	150203	CROWN POINT	14,203	15,675	15,675	15,675	15,675
158	150301	ELIZABETHTOWN	13,228	13,358	13,358	13,358	13,358
159	150601	KEENE	18,529	19,661	19,661	19,661	19,661
160	150801	MINERVA	27,490	25,637	25,637	25,637	25,637
161	150901	MORIAH	10,922	11,855	11,855	11,855	11,855
162	151001	NEWCOMB	51,675	43,580	43,580	43,580	43,580
163	151102	LAKE PLACID	13,620	14,942	14,942	14,942	14,942
164	151401	SCHROON LAKE	16,058	15,368	15,368	15,368	15,368
165	151501	TICONDEROGA	13,258	13,455	13,455	13,455	13,455
166	151601	WESTPORT	11,244	13,591	13,591	13,591	13,591
167	151701	WILLSBORO	13,461	15,355	15,355	15,355	15,355
168	160101	TUPPER LAKE	10,281	11,461	11,461	11,461	11,461
169	160801	CHATEAUGAY	9,502	10,879	10,879	10,879	10,879
170	161201	SALMON RIVER	11,610	13,576	13,576	13,576	13,576
171	161401	SARANAC LAKE	13,140	13,999	13,999	13,999	13,999
172	161501	MALONE	10,134	10,520	10,520	10,520	10,520
173	161601	BRUSHTON MOIRA	10,152	11,409	11,409	11,409	11,409
174	161801	ST REGIS FALLS	11,664	13,886	13,886	13,886	13,886
175	170301	WHEELERVILLE	15,077	18,435	18,435	18,435	18,435
176	170500	GLOVERSVILLE	9,121	9,865	9,865	9,865	9,865
177	170600	JOHNSTOWN	9,818	10,408	10,408	10,408	10,408
178	170801	MAYFIELD	8,827	10,094	10,094	10,094	10,094
179	170901	NORTHVILLE	12,396	13,440	13,440	13,440	13,440
180	171001	OPPENHEIM EPHR	13,504	13,229	13,229	13,229	13,229
181	171102	BROADALBIN-PER	8,605	8,636	8,636	8,636	8,636
182	180202	ALEXANDER	10,005	11,335	11,335	11,335	11,335
183	180300	BATAVIA	12,503	12,293	12,293	12,293	12,293
184	180701	BYRON BERGEN	10,098	11,347	11,347	11,347	11,347
185	180901	ELBA	10,830	11,423	11,423	11,423	11,423
186	181001	LE ROY	9,837	10,790	10,790	10,790	10,790
187	181101	OAKFIELD ALABA	10,716	9,994	9,994	9,994	9,994
188	181201	PAVILION	10,273	10,682	10,682	10,682	10,682
189	181302	PEMBROKE	9,919	11,828	11,828	11,828	11,828
190	190301	CAIRO-DURHAM	9,731	10,345	10,345	10,345	10,345
191	190401	CATSKILL	11,424	14,130	14,130	14,130	14,130
192	190501	COXSACKIE ATHE	10,905	11,888	11,888	11,888	11,888
193	190701	GREENVILLE	11,269	13,454	13,454	13,454	13,454
194	190901	HUNTER TANNERS	14,001	16,482	16,482	16,482	16,482
195	191401	WINDHAM ASHLAN	14,868	18,838	18,838	18,838	18,838
196	200101	PISECO	26,736	26,047	26,047	26,047	26,047
197	200401	INDIAN LAKE	22,268	24,054	24,054	24,054	24,054
198	200501	INLET	26,736	26,047	26,047	26,047	26,047
199	200601	LAKE PLEASANT	28,900	25,331	25,331	25,331	25,331
200	200701	LONG LAKE	37,270	42,198	42,198	42,198	42,198
201	200901	WELLS	18,500	21,823	21,823	21,823	21,823
202	210302	WEST CANADA VA	10,384	11,723	11,723	11,723	11,723
203	210402	FRANKFORT-SCHU	9,084	9,210	9,210	9,210	9,210
204	210501	ILION	8,025	8,450	8,450	8,450	8,450
205	210502	MOHAWK	9,642	10,758	10,758	10,758	10,758
206	210601	HERKIMER	9,185	9,525	9,525	9,525	9,525
207	210800	LITTLE FALLS	10,818	11,471	11,471	11,471	11,471
208	211003	DOLGEVILLE	9,576	10,527	10,527	10,527	10,527
209	211103	POLAND	10,558	11,690	11,690	11,690	11,690
210	211701	VAN HORNSVILLE	12,211	11,991	11,991	11,991	11,991
211	211901	TOWN OF WEBB	18,823	20,143	20,143	20,143	20,143
212	212001	MT MARKHAM CSD	10,836	11,231	11,231	11,231	11,231
213	220101	S. JEFFERSON	8,069	9,183	9,183	9,183	9,183
214	220202	ALEXANDRIA	10,338	12,100	12,100	12,100	12,100
215	220301	INDIAN RIVER	8,380	6,996	6,996	6,996	6,996
216	220401	GENERAL BROWN	8,410	8,580	8,580	8,580	8,580
217	220701	THOUSAND ISLAND	11,183	12,027	12,027	12,027	12,027
218	220909	BELLEVILLE-HEN	9,652	10,030	10,030	10,030	10,030
219	221001	SACKETS HARBOR	10,726	10,104	10,104	10,104	10,104
220	221301	LYME	10,382	13,021	13,021	13,021	13,021
221	221401	LA FARGEVILLE	10,039	9,458	9,458	9,458	9,458
222	222000	WATERTOWN	7,934	8,985	8,985	8,985	8,985
223	222201	CARTHAGE	8,911	8,472	8,472	8,472	8,472
224	230201	COPENHAGEN	9,038	9,935	9,935	9,935	9,935
225	230301	HARRISVILLE	11,794	12,372	12,372	12,372	12,372

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226	230901	LOWVILLE	8,403	9,603	9,603	9,603	9,603
227	231101	SOUTH LEWIS	11,777	13,513	13,513	13,513	13,513
228	231301	BEAVER RIVER	10,065	9,873	9,873	9,873	9,873
229	240101	AVON	10,726	10,465	10,465	10,465	10,465
230	240201	CALEDONIA MUMF	9,239	10,218	10,218	10,218	10,218
231	240401	GENESEO	10,819	12,257	12,257	12,257	12,257
232	240801	LIVONIA	10,725	11,356	11,356	11,356	11,356
233	240901	MOUNT MORRIS	11,101	12,120	12,120	12,120	12,120
234	241001	DANSVILLE	9,525	10,313	10,313	10,313	10,313
235	241101	DALTON-NUNDA	11,704	13,107	13,107	13,107	13,107
236	241701	YORK	9,863	10,694	10,694	10,694	10,694
237	250109	BROOKFIELD	11,515	11,171	11,171	11,171	11,171
238	250201	CAZENOVIA	9,996	10,613	10,613	10,613	10,613
239	250301	DE RUYTER	12,001	13,069	13,069	13,069	13,069
240	250401	MORRISVILLE EA	11,015	12,114	12,114	12,114	12,114
241	250701	HAMILTON	12,465	12,897	12,897	12,897	12,897
242	250901	CANASTOTA	9,135	9,837	9,837	9,837	9,837
243	251101	MADISON	10,976	10,738	10,738	10,738	10,738
244	251400	ONEIDA CITY	10,485	11,079	11,079	11,079	11,079
245	251501	STOCKBRIDGE VA	9,838	10,638	10,638	10,638	10,638
246	251601	CHITTENANGO	10,080	10,983	10,983	10,983	10,983
247	260101	BRIGHTON	12,025	12,448	12,448	12,448	12,448
248	260401	GATES CHILI	11,150	12,359	12,359	12,359	12,359
249	260501	GREECE	10,422	10,979	10,979	10,979	10,979
250	260801	E. IRONDEQUOIT	10,006	11,557	11,557	11,557	11,557
251	260803	W. IRONDEQUOIT	10,711	10,413	10,413	10,413	10,413
252	260901	HONEOYE FALLS	10,103	10,435	10,435	10,435	10,435
253	261001	SPENCERPORT	10,259	10,533	10,533	10,533	10,533
254	261101	HILTON	10,019	10,200	10,200	10,200	10,200
255	261201	PENFIELD	12,155	12,346	12,346	12,346	12,346
256	261301	FAIRPORT	10,220	10,647	10,647	10,647	10,647
257	261313	EAST ROCHESTER	12,418	12,585	12,585	12,585	12,585
258	261401	PITTSFORD	12,644	12,722	12,722	12,722	12,722
259	261501	CHURCHVILLE CH	9,496	10,122	10,122	10,122	10,122
260	261600	ROCHESTER	10,868	12,090	12,090	12,090	12,090
261	261701	RUSH HENRIETTA	11,738	12,330	12,330	12,330	12,330
262	261801	BROCKPORT	10,222	10,745	10,745	10,745	10,745
263	261901	WEBSTER	10,427	10,872	10,872	10,872	10,872
264	262001	WHEATLAND CHIL	14,442	15,259	15,259	15,259	15,259
265	270100	AMSTERDAM	8,887	9,443	9,443	9,443	9,443
266	270301	CANAJOHARIE	10,533	10,845	10,845	10,845	10,845
267	270601	FONDA FULTONVI	10,509	11,108	11,108	11,108	11,108
268	270701	FORT PLAIN	10,723	12,841	12,841	12,841	12,841
269	271102	ST JOHNSVILLE	10,561	11,910	11,910	11,910	11,910
270	280100	GLEN COVE	17,909	18,185	18,185	18,185	18,185
271	280201	HEMPSTEAD	17,356	18,202	18,202	18,202	18,202
272	280202	UNIONDALE	18,310	19,864	19,864	19,864	19,864
273	280203	EAST MEADOW	15,631	15,722	15,722	15,722	15,722
274	280204	NORTH BELLMORE	15,419	17,493	17,493	17,493	17,493
275	280205	LEVITTOWN	15,793	17,280	17,280	17,280	17,280
276	280206	SEAFORD	14,547	15,660	15,660	15,660	15,660
277	280207	BELLMORE	17,562	19,638	19,638	19,638	19,638
278	280208	ROOSEVELT	16,845	16,925	16,925	16,925	16,925
279	280209	FREEPORT	14,902	15,703	15,703	15,703	15,703
280	280210	BALDWIN	15,336	15,658	15,658	15,658	15,658
281	280211	OCEANSIDE	15,026	16,067	16,067	16,067	16,067
282	280212	MALVERNE	16,487	19,705	19,705	19,705	19,705
283	280213	V STR THIRTEEN	15,193	15,487	15,487	15,487	15,487
284	280214	HEWLETT WOODME	20,329	22,408	22,408	22,408	22,408
285	280215	LAWRENCE	20,562	23,002	23,002	23,002	23,002
286	280216	ELMONT	13,210	14,397	14,397	14,397	14,397
287	280217	FRANKLIN SQUAR	13,288	13,412	13,412	13,412	13,412
288	280218	GARDEN CITY	16,464	17,620	17,620	17,620	17,620
289	280219	EAST ROCKAWAY	16,680	18,383	18,383	18,383	18,383
290	280220	LYNBROOK	16,514	17,680	17,680	17,680	17,680
291	280221	ROCKVILLE CENT	17,397	18,767	18,767	18,767	18,767
292	280222	FLORAL PARK	12,852	14,937	14,937	14,937	14,937
293	280223	WANTAGH	13,441	13,593	13,593	13,593	13,593
294	280224	V STR TWENTY-F	18,886	20,044	20,044	20,044	20,044
295	280225	MERRICK	16,693	17,936	17,936	17,936	17,936
296	280226	ISLAND TREES	14,337	15,505	15,505	15,505	15,505
297	280227	WEST HEMPSTEAD	14,732	16,759	16,759	16,759	16,759
298	280229	NORTH MERRICK	16,678	17,825	17,825	17,825	17,825
299	280230	VALLEY STR UF	17,598	19,277	19,277	19,277	19,277
300	280231	ISLAND PARK	27,655	27,985	27,985	27,985	27,985

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301	280251	VALLEY STR CHS	13,762	14,858	14,858	14,858	14,858
302	280252	SEWANHAKA	12,243	12,522	12,522	12,522	12,522
303	280253	BELLMORE-MERRI	13,037	13,764	13,764	13,764	13,764
304	280300	LONG BEACH	19,842	22,348	22,348	22,348	22,348
305	280401	WESTBURY	17,435	18,287	18,287	18,287	18,287
306	280402	EAST WILLISTON	19,814	20,784	20,784	20,784	20,784
307	280403	ROSLYN	20,081	20,898	20,898	20,898	20,898
308	280404	PORT WASHINGTON	19,475	20,028	20,028	20,028	20,028
309	280405	NEW HYDE PARK	13,585	14,771	14,771	14,771	14,771
310	280406	MANHASSET	20,254	21,235	21,235	21,235	21,235
311	280407	GREAT NECK	21,183	22,468	22,468	22,468	22,468
312	280409	HERRICKS	16,522	17,029	17,029	17,029	17,029
313	280410	MINEOLA	22,566	23,709	23,709	23,709	23,709
314	280411	CARLE PLACE	19,902	20,187	20,187	20,187	20,187
315	280501	NORTH SHORE	20,288	23,323	23,323	23,323	23,323
316	280502	SYOSSET	19,526	20,263	20,263	20,263	20,263
317	280503	LOCUST VALLEY	22,104	22,507	22,507	22,507	22,507
318	280504	PLAINVIEW	16,964	17,942	17,942	17,942	17,942
319	280506	OYSTER BAY	22,633	22,533	22,533	22,533	22,533
320	280515	JERICHO	22,601	23,911	23,911	23,911	23,911
321	280517	HICKSVILLE	14,580	14,942	14,942	14,942	14,942
322	280518	PLAINEDGE	13,977	15,704	15,704	15,704	15,704
323	280521	BETHPAGE	17,066	17,350	17,350	17,350	17,350
324	280522	FARMINGDALE	15,641	16,831	16,831	16,831	16,831
325	280523	MASSAPEQUA	15,232	16,052	16,052	16,052	16,052
326	300000	NEW YORK CITY	12,443	13,527	13,527	13,527	13,527
327	400301	LEWISTON PORTE	12,236	12,229	12,229	12,229	12,229
328	400400	LOCKPORT	10,220	9,915	9,915	9,915	9,915
329	400601	NEWFANE	9,476	10,086	10,086	10,086	10,086
330	400701	NIAGARA WHEATF	9,672	10,443	10,443	10,443	10,443
331	400800	NIAGARA FALLS	10,015	10,925	10,925	10,925	10,925
332	400900	N. TONAWANDA	9,630	10,593	10,593	10,593	10,593
333	401001	STARPOINT	9,058	9,789	9,789	9,789	9,789
334	401201	ROYALTON HARTL	9,683	10,207	10,207	10,207	10,207
335	401301	BARKER	13,293	12,895	12,895	12,895	12,895
336	401501	WILSON	10,584	10,386	10,386	10,386	10,386
337	410401	ADIRONDACK	10,915	11,671	11,671	11,671	11,671
338	410601	CAMDEN	9,386	10,655	10,655	10,655	10,655
339	411101	CLINTON	11,072	11,529	11,529	11,529	11,529
340	411501	NEW HARTFORD	11,712	11,431	11,431	11,431	11,431
341	411504	NEW YORK MILLS	12,248	11,834	11,834	11,834	11,834
342	411603	SAUQUOIT VALLE	10,057	10,956	10,956	10,956	10,956
343	411701	REMSEN	13,154	14,798	14,798	14,798	14,798
344	411800	ROME	10,778	11,413	11,413	11,413	11,413
345	411902	WATERVILLE	10,734	10,900	10,900	10,900	10,900
346	412000	SHERRILL	9,667	9,651	9,651	9,651	9,651
347	412201	HOLLAND PATENT	10,071	10,388	10,388	10,388	10,388
348	412300	UTICA	8,441	9,280	9,280	9,280	9,280
349	412801	WESTMORELAND	11,188	11,938	11,938	11,938	11,938
350	412901	ORISKANY	10,625	10,992	10,992	10,992	10,992
351	412902	WHITESBORO	9,505	9,886	9,886	9,886	9,886
352	420101	WEST GENESEE	9,820	10,199	10,199	10,199	10,199
353	420303	NORTH SYRACUSE	9,332	10,709	10,709	10,709	10,709
354	420401	E SYRACUSE-MIN	12,805	13,674	13,674	13,674	13,674
355	420411	JAMESVILLE-DEW	10,805	10,944	10,944	10,944	10,944
356	420501	JORDAN ELBRIDG	10,342	11,623	11,623	11,623	11,623
357	420601	FABIUS-POMPEY	11,565	12,479	12,479	12,479	12,479
358	420701	WESTHILL	10,372	10,635	10,635	10,635	10,635
359	420702	SOLVAY	10,721	11,760	11,760	11,760	11,760
360	420807	LA FAYETTE	15,526	15,766	15,766	15,766	15,766
361	420901	BALDWINSVILLE	10,185	10,722	10,722	10,722	10,722
362	421001	FAYETTEVILLE	10,267	10,653	10,653	10,653	10,653
363	421101	MARCELLUS	8,871	9,775	9,775	9,775	9,775
364	421201	ONONDAGA	10,459	12,132	12,132	12,132	12,132
365	421501	LIVERPOOL	11,946	12,529	12,529	12,529	12,529
366	421504	LYNCOURT	13,521	15,499	15,499	15,499	15,499
367	421601	SKANEATELES	12,010	12,337	12,337	12,337	12,337
368	421800	SYRACUSE	10,362	11,930	11,930	11,930	11,930
369	421902	TULLY	9,585	10,036	10,036	10,036	10,036
370	430300	CANANDAIGUA	10,181	10,828	10,828	10,828	10,828
371	430501	EAST BLOOMFIEL	10,213	11,117	11,117	11,117	11,117
372	430700	GENEVA	10,458	12,688	12,688	12,688	12,688
373	430901	GORHAM-MIDDLES	11,367	11,872	11,872	11,872	11,872
374	431101	MANCHSTR-SHRTS	10,485	10,420	10,420	10,420	10,420
375	431201	NAPLES	13,488	13,135	13,135	13,135	13,135

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376	431301	PHELPS-CLIFTON	10,623	11,376	11,376	11,376	11,376
377	431401	HONEOYE	10,487	12,141	12,141	12,141	12,141
378	431701	VICTOR	9,618	9,518	9,518	9,518	9,518
379	440102	WASHINGTONVILL	11,687	11,931	11,931	11,931	11,931
380	440201	CHESTER	12,532	13,170	13,170	13,170	13,170
381	440301	CORNWALL	11,413	11,262	11,262	11,262	11,262
382	440401	PINE BUSH	10,576	11,570	11,570	11,570	11,570
383	440601	GOSHEN	12,560	12,773	12,773	12,773	12,773
384	440901	HIGHLAND FALLS	13,618	14,583	14,583	14,583	14,583
385	441000	MIDDLETOWN	11,355	12,759	12,759	12,759	12,759
386	441101	MINISINK VALLE	10,099	10,552	10,552	10,552	10,552
387	441201	MONROE WOODBUR	12,538	13,089	13,089	13,089	13,089
388	441202	KIRYAS JOEL	25,769	36,930	36,930	36,930	36,930
389	441301	VALLEY-MONTGMR	9,864	11,222	11,222	11,222	11,222
390	441600	NEWBURGH	12,738	14,796	14,796	14,796	14,796
391	441800	PORT JERVIS	11,776	11,904	11,904	11,904	11,904
392	441903	TUXEDO	18,323	17,470	17,470	17,470	17,470
393	442101	WARWICK VALLEY	11,493	12,198	12,198	12,198	12,198
394	442111	GREENWOOD LAKE	15,132	18,311	18,311	18,311	18,311
395	442115	FLORIDA	13,088	14,007	14,007	14,007	14,007
396	450101	ALBION	8,887	10,580	10,580	10,580	10,580
397	450607	KENDALL	9,917	12,590	12,590	12,590	12,590
398	450704	HOLLEY	9,844	10,275	10,275	10,275	10,275
399	450801	MEDINA	10,525	10,827	10,827	10,827	10,827
400	451001	LYNDONVILLE	9,930	10,519	10,519	10,519	10,519
401	460102	ALTMAR PARISH	11,395	11,463	11,463	11,463	11,463
402	460500	FULTON	10,413	11,616	11,616	11,616	11,616
403	460701	HANNIBAL	9,278	10,178	10,178	10,178	10,178
404	460801	CENTRAL SQUARE	9,066	9,571	9,571	9,571	9,571
405	460901	MEXICO	10,521	11,702	11,702	11,702	11,702
406	461300	OSWEGO	12,105	12,270	12,270	12,270	12,270
407	461801	PULASKI	10,270	11,580	11,580	11,580	11,580
408	461901	SANDY CREEK	10,747	12,911	12,911	12,911	12,911
409	462001	PHOENIX	11,107	12,226	12,226	12,226	12,226
410	470202	GLBTSVILLE-MT U	9,683	11,319	11,319	11,319	11,319
411	470501	EDMESTON	9,031	11,243	11,243	11,243	11,243
412	470801	LAURENS	10,185	10,634	10,634	10,634	10,634
413	470901	SCHENEVUS	11,100	12,566	12,566	12,566	12,566
414	471101	MILFORD	11,422	12,217	12,217	12,217	12,217
415	471201	MORRIS	9,185	10,436	10,436	10,436	10,436
416	471400	ONEONTA	10,915	11,790	11,790	11,790	11,790
417	471601	OTEGO-UNADILLA	10,367	11,481	11,481	11,481	11,481
418	471701	COOPERSTOWN	11,595	11,917	11,917	11,917	11,917
419	472001	RICHFIELD SPRI	10,271	10,916	10,916	10,916	10,916
420	472202	CHERRY VLY-SPR	12,632	12,674	12,674	12,674	12,674
421	472506	WORCESTER	10,422	12,352	12,352	12,352	12,352
422	480101	MAHOPAC	13,264	13,925	13,925	13,925	13,925
423	480102	CARMEL	14,865	15,409	15,409	15,409	15,409
424	480401	HALDANE	14,783	16,487	16,487	16,487	16,487
425	480404	GARRISON	20,327	21,713	21,713	21,713	21,713
426	480503	PUTNAM VALLEY	16,294	16,888	16,888	16,888	16,888
427	480601	BREWSTER	15,649	16,808	16,808	16,808	16,808
428	490101	BERLIN	12,019	12,890	12,890	12,890	12,890
429	490202	BRUNSWICK CENT	10,274	10,501	10,501	10,501	10,501
430	490301	EAST GREENBUSH	11,464	11,659	11,659	11,659	11,659
431	490501	HOOSICK FALLS	10,071	11,782	11,782	11,782	11,782
432	490601	LANSINGBURGH	8,509	9,352	9,352	9,352	9,352
433	490801	NORTH GREENBUSH	10,735	11,741	11,741	11,741	11,741
434	490804	WYNANTSKILL	10,613	11,243	11,243	11,243	11,243
435	491200	RENSSELAER	10,996	8,884	8,884	8,884	8,884
436	491302	AVERILL PARK	9,363	10,036	10,036	10,036	10,036
437	491401	HOOSIC VALLEY	9,733	10,338	10,338	10,338	10,338
438	491501	SCHODACK	11,674	12,169	12,169	12,169	12,169
439	491700	TROY	13,360	15,986	15,986	15,986	15,986
440	500101	CLARKSTOWN	12,759	13,310	13,310	13,310	13,310
441	500108	NANUET	17,763	18,531	18,531	18,531	18,531
442	500201	HAVERSTRAW-ST	15,854	17,121	17,121	17,121	17,121
443	500301	S. ORANGETOWN	14,729	15,503	15,503	15,503	15,503
444	500304	NYACK	17,016	18,240	18,240	18,240	18,240
445	500308	PEARL RIVER	14,413	14,858	14,858	14,858	14,858
446	500401	RAMAPO	17,571	16,919	16,919	16,919	16,919
447	500402	EAST RAMAPO	16,326	16,555	16,555	16,555	16,555
448	510101	BRASHER FALLS	9,507	10,172	10,172	10,172	10,172
449	510201	CANTON	11,114	11,252	11,252	11,252	11,252
450	510401	CLIFTON FINE	18,407	17,107	17,107	17,107	17,107

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451	510501	COLTON PIERREP	16,949	18,381	18,381	18,381	18,381
452	511101	GOUVERNEUR	8,945	10,255	10,255	10,255	10,255
453	511201	HAMMOND	11,478	12,727	12,727	12,727	12,727
454	511301	HERMON DEKALB	13,114	12,646	12,646	12,646	12,646
455	511602	LISBON	11,867	12,322	12,322	12,322	12,322
456	511901	MADRID WADDING	10,883	10,491	10,491	10,491	10,491
457	512001	MASSENA	9,131	10,197	10,197	10,197	10,197
458	512101	MORRISTOWN	13,150	13,680	13,680	13,680	13,680
459	512201	NORWOOD NORFOL	10,085	10,652	10,652	10,652	10,652
460	512300	OGDENSBURG	13,053	13,953	13,953	13,953	13,953
461	512404	HEUVELTON	11,007	10,704	10,704	10,704	10,704
462	512501	PARISHVILLE	9,890	10,609	10,609	10,609	10,609
463	512902	POTSDAM	10,840	11,390	11,390	11,390	11,390
464	513102	EDWARDS-KNOX	10,001	10,536	10,536	10,536	10,536
465	520101	BURNT HILLS	10,562	10,168	10,168	10,168	10,168
466	520302	SHENENDEHOWA	10,502	10,919	10,919	10,919	10,919
467	520401	CORINTH	10,020	10,919	10,919	10,919	10,919
468	520601	EDINBURG	28,077	20,896	20,896	20,896	20,896
469	520701	GALWAY	9,042	10,157	10,157	10,157	10,157
470	521200	MECHANICVILLE	9,597	10,280	10,280	10,280	10,280
471	521301	BALLSTON SPA	11,233	11,797	11,797	11,797	11,797
472	521401	S. GLENS FALLS	9,844	10,667	10,667	10,667	10,667
473	521701	SCHUYLERVILLE	11,600	11,472	11,472	11,472	11,472
474	521800	SARATOGA SPRIN	10,496	10,532	10,532	10,532	10,532
475	522001	STILLWATER	8,971	9,269	9,269	9,269	9,269
476	522101	WATERFORD	12,183	12,844	12,844	12,844	12,844
477	530101	DUANESBURG	9,259	9,234	9,234	9,234	9,234
478	530202	SCOTIA GLENVIL	10,245	11,013	11,013	11,013	11,013
479	530301	NISKAYUNA	11,408	11,790	11,790	11,790	11,790
480	530501	SCHALMONT	12,830	13,862	13,862	13,862	13,862
481	530515	MOHONASEN	8,047	8,989	8,989	8,989	8,989
482	530600	SCHENECTADY	10,272	12,015	12,015	12,015	12,015
483	540801	GILBOA CONESVI	13,436	15,707	15,707	15,707	15,707
484	540901	JEFFERSON	11,905	12,445	12,445	12,445	12,445
485	541001	MIDDLEBURGH	13,341	12,453	12,453	12,453	12,453
486	541102	COBLESKL-RICHM	10,568	10,802	10,802	10,802	10,802
487	541201	SCHOHARIE	10,626	12,147	12,147	12,147	12,147
488	541401	SHARON SPRINGS	12,510	14,154	14,154	14,154	14,154
489	550101	ODESSA MONTOUR	9,698	11,363	11,363	11,363	11,363
490	550301	WATKINS GLEN	9,562	10,489	10,489	10,489	10,489
491	560501	SOUTH SENECA	12,642	13,574	13,574	13,574	13,574
492	560603	ROMULUS	11,830	14,567	14,567	14,567	14,567
493	560701	SENECA FALLS	10,676	11,016	11,016	11,016	11,016
494	561006	WATERLOO CENT	9,295	10,263	10,263	10,263	10,263
495	570101	ADDISON	10,215	11,263	11,263	11,263	11,263
496	570201	AVOCA	11,471	13,203	13,203	13,203	13,203
497	570302	BATH	9,370	9,780	9,780	9,780	9,780
498	570401	BRADFORD	12,185	13,266	13,266	13,266	13,266
499	570603	CAMPBELL-SAVON	9,702	10,531	10,531	10,531	10,531
500	571000	CORNING	10,255	10,637	10,637	10,637	10,637
501	571502	CANISTEO-GREEN	11,986	13,797	13,797	13,797	13,797
502	571800	HORNELL	10,088	9,858	9,858	9,858	9,858
503	571901	ARKPORT	8,587	9,680	9,680	9,680	9,680
504	572301	PRATTSBURG	9,983	10,626	10,626	10,626	10,626
505	572702	JASPER-TRPSBRG	9,625	10,590	10,590	10,590	10,590
506	572901	HAMMONDSPORT	14,515	14,766	14,766	14,766	14,766
507	573002	WAYLAND-COHOCT	9,611	10,769	10,769	10,769	10,769
508	580101	BABYLON	17,161	16,928	16,928	16,928	16,928
509	580102	WEST BABYLON	13,840	14,849	14,849	14,849	14,849
510	580103	NORTH BABYLON	13,353	14,290	14,290	14,290	14,290
511	580104	LINDENHURST	13,409	14,253	14,253	14,253	14,253
512	580105	COPIAGUE	13,079	15,361	15,361	15,361	15,361
513	580106	AMITYVILLE	16,765	17,777	17,777	17,777	17,777
514	580107	DEER PARK	15,380	15,685	15,685	15,685	15,685
515	580109	WYANDANCH	15,791	16,666	16,666	16,666	16,666
516	580201	THREE VILLAGE	14,277	15,887	15,887	15,887	15,887
517	580203	COMSEWOGUE	12,594	13,498	13,498	13,498	13,498
518	580205	SACHEM	13,313	13,251	13,251	13,251	13,251
519	580206	PORT JEFFERSON	21,369	21,199	21,199	21,199	21,199
520	580207	MOUNT SINAI	14,326	14,841	14,841	14,841	14,841
521	580208	MILLER PLACE	14,009	12,922	12,922	12,922	12,922
522	580209	ROCKY POINT	12,271	12,814	12,814	12,814	12,814
523	580211	MIDDLE COUNTRY	12,109	13,119	13,119	13,119	13,119
524	580212	LONGWOOD	13,845	14,380	14,380	14,380	14,380
525	580224	PATCHOGUE-MEDF	12,251	12,814	12,814	12,814	12,814

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526	580232	WILLIAM FLOYD	13,077	14,169	14,169	14,169	14,169
527	580233	CENTER MORICHE	14,851	14,847	14,847	14,847	14,847
528	580234	EAST MORICHES	15,102	17,372	17,372	17,372	17,372
529	580235	SOUTH COUNTRY	15,404	15,951	15,951	15,951	15,951
530	580301	EAST HAMPTON	21,330	23,729	23,729	23,729	23,729
531	580302	WAINSCOTT	19,419	15,281	15,281	15,281	15,281
532	580303	AMAGANSETT	45,754	57,648	57,648	57,648	57,648
533	580304	SPRINGS	19,627	21,775	21,775	21,775	21,775
534	580305	SAG HARBOR	23,814	24,725	24,725	24,725	24,725
535	580306	MONTAUK	23,842	31,259	31,259	31,259	31,259
536	580401	ELWOOD	14,427	14,773	14,773	14,773	14,773
537	580402	COLD SPRING HA	20,529	20,586	20,586	20,586	20,586
538	580403	HUNTINGTON	16,922	17,512	17,512	17,512	17,512
539	580404	NORTHPORT	16,459	18,008	18,008	18,008	18,008
540	580405	HALF HOLLOW HI	14,381	14,896	14,896	14,896	14,896
541	580406	HARBORFIELDS	13,134	13,773	13,773	13,773	13,773
542	580410	COMMACK	14,858	15,506	15,506	15,506	15,506
543	580413	S. HUNTINGTON	15,252	15,758	15,758	15,758	15,758
544	580501	BAY SHORE	15,048	15,357	15,357	15,357	15,357
545	580502	ISLIP	12,916	14,288	14,288	14,288	14,288
546	580503	EAST ISLIP	13,735	14,659	14,659	14,659	14,659
547	580504	SAYVILLE	15,751	16,460	16,460	16,460	16,460
548	580505	BAYPORT BLUE P	17,035	17,566	17,566	17,566	17,566
549	580506	HAUPPAUGE	15,992	16,435	16,435	16,435	16,435
550	580507	CONNETQUOT	14,373	15,947	15,947	15,947	15,947
551	580509	WEST ISLIP	12,679	13,799	13,799	13,799	13,799
552	580512	BRENTWOOD	12,950	13,483	13,483	13,483	13,483
553	580513	CENTRAL ISLIP	18,571	19,614	19,614	19,614	19,614
554	580514	FIRE ISLAND	105,135	107,803	107,803	107,803	107,803
555	580601	SHOREHAM-WADIN	14,471	15,726	15,726	15,726	15,726
556	580602	RIVERHEAD	15,743	16,076	16,076	16,076	16,076
557	580701	SHELTER ISLAND	25,456	28,013	28,013	28,013	28,013
558	580801	SMITHTOWN	13,272	13,969	13,969	13,969	13,969
559	580805	KINGS PARK	13,065	13,928	13,928	13,928	13,928
560	580901	REMSENBURG	29,102	36,414	36,414	36,414	36,414
561	580902	WESTHAMPTON BE	18,052	18,354	18,354	18,354	18,354
562	580903	QUOGUE	38,866	46,923	46,923	46,923	46,923
563	580905	HAMPTON BAYS	14,438	16,093	16,093	16,093	16,093
564	580906	SOUTHAMPTON	24,096	23,414	23,414	23,414	23,414
565	580909	BRIDGEHAMPTON	51,579	53,545	53,545	53,545	53,545
566	580910	SAGAPONACK	19,419	15,281	15,281	15,281	15,281
567	580912	EASTPORT-SOUTH	12,376	13,276	13,276	13,276	13,276
568	580913	TUCKAHOE COMMO	24,715	28,200	28,200	28,200	28,200
569	580917	EAST QUOGUE	21,071	22,116	22,116	22,116	22,116
570	581002	OYSTERPONDS	30,893	32,931	32,931	32,931	32,931
571	581004	FISHERS ISLAND	37,296	42,471	42,471	42,471	42,471
572	581005	SOUTHOLD	15,431	17,400	17,400	17,400	17,400
573	581010	GREENPORT	14,945	16,700	16,700	16,700	16,700
574	581012	MATTITUCK-CUTC	15,260	15,967	15,967	15,967	15,967
575	581015	NEW SUFFOLK	19,419	15,281	15,281	15,281	15,281
576	590501	FALLSBURGH	16,265	19,402	19,402	19,402	19,402
577	590801	ELDRED	13,588	13,570	13,570	13,570	13,570
578	590901	LIBERTY	15,551	17,477	17,477	17,477	17,477
579	591201	TRI VALLEY	16,260	18,324	18,324	18,324	18,324
580	591301	ROSCOE	17,289	17,826	17,826	17,826	17,826
581	591302	LIVINGSTON MAN	14,627	16,085	16,085	16,085	16,085
582	591401	MONTICELLO	12,084	14,106	14,106	14,106	14,106
583	591502	SULLIVAN WEST	14,012	15,008	15,008	15,008	15,008
584	600101	WAVERLY	8,476	9,063	9,063	9,063	9,063
585	600301	CANDOR	10,252	11,287	11,287	11,287	11,287
586	600402	NEWARK VALLEY	10,412	10,287	10,287	10,287	10,287
587	600601	OWEGO-APALACHI	10,347	11,524	11,524	11,524	11,524
588	600801	SPENCER VAN ET	8,771	10,808	10,808	10,808	10,808
589	600903	TIOGA	8,451	9,451	9,451	9,451	9,451
590	610301	DRYDEN	10,200	11,012	11,012	11,012	11,012
591	610501	GROTON	9,486	10,406	10,406	10,406	10,406
592	610600	ITHACA	12,113	12,670	12,670	12,670	12,670
593	610801	LANSING	12,850	10,855	10,855	10,855	10,855
594	610901	NEWFIELD	8,923	9,832	9,832	9,832	9,832
595	611001	TRUMANSBURG	10,114	10,227	10,227	10,227	10,227
596	620600	KINGSTON	12,731	14,461	14,461	14,461	14,461
597	620803	HIGHLAND	11,914	12,457	12,457	12,457	12,457
598	620901	RONDOUT VALLEY	15,569	17,589	17,589	17,589	17,589
599	621001	MARLBORO	14,591	15,512	15,512	15,512	15,512
600	621101	NEW PALTZ	12,290	13,284	13,284	13,284	13,284

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601	621201	ONTEORA	15,687	18,571	18,571	18,571	18,571
602	621601	SAUGERTIES	11,303	11,822	11,822	11,822	11,822
603	621801	WALLKILL	10,532	10,997	10,997	10,997	10,997
604	622002	ELLENVILLE	15,427	15,150	15,150	15,150	15,150
605	630101	BOLTON	18,295	20,535	20,535	20,535	20,535
606	630202	NORTH WARREN	15,288	15,475	15,475	15,475	15,475
607	630300	GLENS FALLS	10,923	11,469	11,469	11,469	11,469
608	630601	JOHNSBURG	16,769	18,365	18,365	18,365	18,365
609	630701	LAKE GEORGE	12,636	12,521	12,521	12,521	12,521
610	630801	HADLEY LUZERNE	11,969	13,745	13,745	13,745	13,745
611	630902	QUEENSBURY	8,801	9,538	9,538	9,538	9,538
612	630918	GLENS FALLS CO	14,736	12,000	12,000	12,000	12,000
613	631201	WARRENSBURG	14,290	14,836	14,836	14,836	14,836
614	640101	ARGYLE	10,694	11,402	11,402	11,402	11,402
615	640502	FORT ANN	13,187	13,847	13,847	13,847	13,847
616	640601	FORT EDWARD	11,926	11,493	11,493	11,493	11,493
617	640701	GRANVILLE	10,678	10,360	10,360	10,360	10,360
618	640801	GREENWICH	11,995	12,131	12,131	12,131	12,131
619	641001	HARTFORD	11,389	12,205	12,205	12,205	12,205
620	641301	HUDSON FALLS	9,322	10,021	10,021	10,021	10,021
621	641401	PUTNAM	23,086	23,966	23,966	23,966	23,966
622	641501	SALEM	11,650	13,082	13,082	13,082	13,082
623	641610	CAMBRIDGE	10,634	12,350	12,350	12,350	12,350
624	641701	WHITEHALL	10,832	12,236	12,236	12,236	12,236
625	650101	NEWARK	9,934	11,100	11,100	11,100	11,100
626	650301	CLYDE-SAVANNAH	11,351	13,326	13,326	13,326	13,326
627	650501	LYONS	9,951	10,690	10,690	10,690	10,690
628	650701	MARION	10,933	11,418	11,418	11,418	11,418
629	650801	WAYNE	10,781	11,034	11,034	11,034	11,034
630	650901	PALMYRA-MACEDO	10,787	10,655	10,655	10,655	10,655
631	650902	GANANDA	9,476	9,757	9,757	9,757	9,757
632	651201	SODUS	12,258	12,623	12,623	12,623	12,623
633	651402	WILLIAMSON	11,381	12,113	12,113	12,113	12,113
634	651501	N. ROSE-WOLCOT	11,430	12,030	12,030	12,030	12,030
635	651503	RED CREEK	9,664	10,916	10,916	10,916	10,916
636	660101	KATONAH LEWISB	18,574	20,507	20,507	20,507	20,507
637	660102	BEDFORD	19,852	20,556	20,556	20,556	20,556
638	660202	CROTON HARMON	15,550	15,733	15,733	15,733	15,733
639	660203	HENDRICK HUDSO	16,618	18,174	18,174	18,174	18,174
640	660301	EASTCHESTER	17,035	17,832	17,832	17,832	17,832
641	660302	TUCKAHOE	18,600	20,009	20,009	20,009	20,009
642	660303	BRONXVILLE	21,219	22,106	22,106	22,106	22,106
643	660401	TARRYTOWN	16,455	16,449	16,449	16,449	16,449
644	660402	IRVINGTON	18,320	20,150	20,150	20,150	20,150
645	660403	DOBBS FERRY	18,231	18,927	18,927	18,927	18,927
646	660404	HASTINGS ON HU	17,463	19,404	19,404	19,404	19,404
647	660405	ARDSLEY	17,638	20,471	20,471	20,471	20,471
648	660406	EDGEMONT	16,226	17,814	17,814	17,814	17,814
649	660407	GREENBURGH	20,451	22,343	22,343	22,343	22,343
650	660409	ELMSFORD	21,033	22,211	22,211	22,211	22,211

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
651	660501	HARRISON	20,737	23,457	23,457	23,457	23,457
652	660701	MAMARONECK	16,404	18,416	18,416	18,416	18,416
653	660801	MT PLEAS CENT	18,168	18,590	18,590	18,590	18,590
654	660802	POCANTICO HILL	36,989	46,333	46,333	46,333	46,333
655	660805	VALHALLA	19,877	20,983	20,983	20,983	20,983
656	660809	PLEASANTVILLE	15,490	16,558	16,558	16,558	16,558
657	660900	MOUNT VERNON	15,367	16,794	16,794	16,794	16,794
658	661004	CHAPPAQUA	18,326	19,041	19,041	19,041	19,041
659	661100	NEW ROCHELLE	15,491	16,138	16,138	16,138	16,138
660	661201	BYRAM HILLS	19,805	20,054	20,054	20,054	20,054
661	661301	NORTH SALEM	20,267	20,280	20,280	20,280	20,280
662	661401	OSSINING	16,981	18,296	18,296	18,296	18,296
663	661402	BRIARCLIFF MAN	20,102	22,861	22,861	22,861	22,861
664	661500	PEEKSKILL	16,068	16,430	16,430	16,430	16,430
665	661601	PELHAM	15,317	16,187	16,187	16,187	16,187
666	661800	RYE	18,846	18,917	18,917	18,917	18,917
667	661901	RYE NECK	18,168	18,357	18,357	18,357	18,357
668	661904	PORT CHESTER	12,674	13,392	13,392	13,392	13,392
669	661905	BLIND BROOK-RY	18,589	20,318	20,318	20,318	20,318
670	662001	SCARSDALE	20,819	22,148	22,148	22,148	22,148
671	662101	SOMERS	15,818	16,825	16,825	16,825	16,825
672	662200	WHITE PLAINS	18,811	19,443	19,443	19,443	19,443
673	662300	YONKERS	12,006	14,523	14,523	14,523	14,523
674	662401	LAKELAND	14,318	15,009	15,009	15,009	15,009
675	662402	YORKTOWN	14,859	16,743	16,743	16,743	16,743
676	670201	ATTICA	9,393	9,552	9,552	9,552	9,552
677	670401	LETCHWORTH	10,945	11,337	11,337	11,337	11,337
678	671002	WYOMING	14,555	15,376	15,376	15,376	15,376
679	671201	PERRY	10,672	11,041	11,041	11,041	11,041
680	671501	WARSAW	12,111	11,643	11,643	11,643	11,643
681	680601	PENN YAN	10,287	11,554	11,554	11,554	11,554
682	680801	DUNDEE	9,390	9,998	9,998	9,998	9,998

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1	570101	ADDISON	10,215	11,263	11,263	11,263	11,263
2	410401	ADIRONDACK	10,915	11,671	11,671	11,671	11,671
3	80101	AFTON	11,717	13,800	13,800	13,800	13,800
4	142101	AKRON	9,760	10,134	10,134	10,134	10,134
5	10100	ALBANY	11,712	14,072	14,072	14,072	14,072
6	450101	ALBION	8,887	10,580	10,580	10,580	10,580
7	140101	ALDEN	9,737	9,862	9,862	9,862	9,862
8	180202	ALEXANDER	10,005	11,335	11,335	11,335	11,335
9	220202	ALEXANDRIA	10,338	12,100	12,100	12,100	12,100
10	20101	ALFRED ALMOND	10,226	10,628	10,628	10,628	10,628
11	40302	ALLEGANY-LIMES	9,652	10,362	10,362	10,362	10,362
12	460102	ALTMAR PARISH	11,395	11,463	11,463	11,463	11,463
13	580303	AMAGANSETT	45,754	57,648	57,648	57,648	57,648
14	140201	AMHERST	10,138	10,721	10,721	10,721	10,721
15	580106	AMITYVILLE	16,765	17,777	17,777	17,777	17,777
16	270100	AMSTERDAM	8,887	9,443	9,443	9,443	9,443
17	120102	ANDES	15,445	21,107	21,107	21,107	21,107
18	20601	ANDOVER	11,107	12,353	12,353	12,353	12,353
19	660405	ARDSLEY	17,638	20,471	20,471	20,471	20,471
20	640101	ARGYLE	10,694	11,402	11,402	11,402	11,402
21	571901	ARKPORT	8,587	9,680	9,680	9,680	9,680
22	131601	ARLINGTON	10,651	11,469	11,469	11,469	11,469
23	670201	ATTICA	9,393	9,552	9,552	9,552	9,552
24	50100	AUBURN	9,959	10,495	10,495	10,495	10,495
25	90201	AUSABLE VALLEY	12,302	13,185	13,185	13,185	13,185
26	491302	AVERILL PARK	9,363	10,036	10,036	10,036	10,036
27	570201	AVOCA	11,471	13,203	13,203	13,203	13,203
28	240101	AVON	10,726	10,465	10,465	10,465	10,465
29	580101	BABYLON	17,161	16,928	16,928	16,928	16,928
30	80201	BAINBRIDGE GUI	10,541	11,434	11,434	11,434	11,434
31	280210	BALDWIN	15,336	15,658	15,658	15,658	15,658
32	420901	BALDWINSVILLE	10,185	10,722	10,722	10,722	10,722
33	521301	BALLSTON SPA	11,233	11,797	11,797	11,797	11,797
34	401301	BARKER	13,293	12,895	12,895	12,895	12,895
35	180300	BATAVIA	12,503	12,293	12,293	12,293	12,293
36	570302	BATH	9,370	9,780	9,780	9,780	9,780
37	580501	BAY SHORE	15,048	15,357	15,357	15,357	15,357
38	580505	BAYPORT BLUE P	17,035	17,566	17,566	17,566	17,566
39	130200	BEACON	9,650	11,093	11,093	11,093	11,093
40	231301	BEAVER RIVER	10,065	9,873	9,873	9,873	9,873
41	660102	BEDFORD	19,852	20,556	20,556	20,556	20,556
42	90301	BEEKMANTOWN	11,410	11,708	11,708	11,708	11,708
43	20801	BELFAST	10,153	11,619	11,619	11,619	11,619
44	220909	BELLEVILLE-HEN	9,652	10,030	10,030	10,030	10,030
45	280207	BELLMORE	17,562	19,638	19,638	19,638	19,638
46	280253	BELLMORE-MERRI	13,037	13,764	13,764	13,764	13,764
47	61001	BEMUS POINT	10,726	11,810	11,810	11,810	11,810
48	490101	BERLIN	12,019	12,890	12,890	12,890	12,890
49	10201	BERNE KNOX	10,814	13,371	13,371	13,371	13,371
50	10306	BETHLEHEM	12,653	12,513	12,513	12,513	12,513
51	280521	BETHPAGE	17,066	17,350	17,350	17,350	17,350
52	30200	BINGHAMTON	9,820	10,220	10,220	10,220	10,220
53	661905	BLIND BROOK-RY	18,589	20,318	20,318	20,318	20,318
54	22902	BOLIVAR-RICHBG	11,418	10,885	10,885	10,885	10,885
55	630101	BOLTON	18,295	20,535	20,535	20,535	20,535
56	570401	BRADFORD	12,185	13,266	13,266	13,266	13,266
57	510101	BRASHER FALLS	9,507	10,172	10,172	10,172	10,172
58	580512	BRENTWOOD	12,950	13,483	13,483	13,483	13,483
59	480601	BREWSTER	15,649	16,808	16,808	16,808	16,808
60	661402	BRIARCLIFF MAN	20,102	22,861	22,861	22,861	22,861
61	580909	BRIDGEHAMPTON	51,579	53,545	53,545	53,545	53,545
62	260101	BRIGHTON	12,025	12,448	12,448	12,448	12,448
63	171102	BROADALBIN-PER	8,605	8,636	8,636	8,636	8,636
64	261801	BROCKPORT	10,222	10,745	10,745	10,745	10,745
65	62301	BROCTON	12,774	12,437	12,437	12,437	12,437
66	660303	BRONXVILLE	21,219	22,106	22,106	22,106	22,106
67	250109	BROOKFIELD	11,515	11,171	11,171	11,171	11,171
68	490202	BRUNSWICK CENT	10,274	10,501	10,501	10,501	10,501
69	161601	BRUSHTON MOIRA	10,152	11,409	11,409	11,409	11,409
70	140600	BUFFALO	10,429	12,005	12,005	12,005	12,005
71	520101	BURNT HILLS	10,562	10,168	10,168	10,168	10,168
72	661201	BYRAM HILLS	19,805	20,054	20,054	20,054	20,054
73	180701	BYRON BERGEN	10,098	11,347	11,347	11,347	11,347
74	190301	CAIRO-DURHAM	9,731	10,345	10,345	10,345	10,345
75	240201	CALEDONIA MUMF	9,239	10,218	10,218	10,218	10,218

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76	641610	CAMBRIDGE	10,634	12,350	12,350	12,350	12,350
77	410601	CAMDEN	9,386	10,655	10,655	10,655	10,655
78	570603	CAMPBELL-SAVON	9,702	10,531	10,531	10,531	10,531
79	270301	CANAJOHARIE	10,533	10,845	10,845	10,845	10,845
80	430300	CANANDAIGUA	10,181	10,828	10,828	10,828	10,828
81	21102	CANASERAGA	11,354	12,329	12,329	12,329	12,329
82	250901	CANASTOTA	9,135	9,837	9,837	9,837	9,837
83	600301	CANDOR	10,252	11,287	11,287	11,287	11,287
84	571502	CANISTEO-GREEN	11,986	13,797	13,797	13,797	13,797
85	510201	CANTON	11,114	11,252	11,252	11,252	11,252
86	280411	CARLE PLACE	19,902	20,187	20,187	20,187	20,187
87	480102	CARMEL	14,865	15,409	15,409	15,409	15,409
88	222201	CARTHAGE	8,911	8,472	8,472	8,472	8,472
89	60401	CASSADAGA VALL	10,976	11,359	11,359	11,359	11,359
90	50401	CATO MERIDIAN	9,412	10,653	10,653	10,653	10,653
91	190401	CATSKILL	11,424	14,130	14,130	14,130	14,130
92	42302	CATTARAUGUS-LI	11,536	11,368	11,368	11,368	11,368
93	250201	CAZENOVIA	9,996	10,613	10,613	10,613	10,613
94	580233	CENTER MORICHE	14,851	14,847	14,847	14,847	14,847
95	580513	CENTRAL ISLIP	18,571	19,614	19,614	19,614	19,614
96	460801	CENTRAL SQUARE	9,066	9,571	9,571	9,571	9,571
97	661004	CHAPPAQUA	18,326	19,041	19,041	19,041	19,041
98	120401	CHARLOTTE VALL	9,939	10,907	10,907	10,907	10,907
99	160801	CHATEAUGAY	9,502	10,879	10,879	10,879	10,879
100	101001	CHATHAM	12,277	12,977	12,977	12,977	12,977
101	60503	CHAUTAUQUA	14,330	14,457	14,457	14,457	14,457
102	90601	CHAZY	10,616	11,716	11,716	11,716	11,716
103	140701	CHEEKTOWAGA	9,733	10,235	10,235	10,235	10,235
104	30101	CHENANGO FORKS	10,119	10,503	10,503	10,503	10,503
105	30701	CHENANGO VALLE	10,906	10,670	10,670	10,670	10,670
106	472202	CHERRY VLY-SPR	12,632	12,674	12,674	12,674	12,674
107	440201	CHESTER	12,532	13,170	13,170	13,170	13,170
108	251601	CHITTENANGO	10,080	10,983	10,983	10,983	10,983
109	261501	CHURCHVILLE CH	9,496	10,122	10,122	10,122	10,122
110	110101	CINCINNATUS	12,195	12,691	12,691	12,691	12,691
111	140801	CLARENCE	8,747	9,001	9,001	9,001	9,001
112	500101	CLARKSTOWN	12,759	13,310	13,310	13,310	13,310
113	140703	CLEVELAND HILL	9,946	10,428	10,428	10,428	10,428
114	510401	CLIFTON FINE	18,407	17,107	17,107	17,107	17,107
115	411101	CLINTON	11,072	11,529	11,529	11,529	11,529
116	650301	CLYDE-SAVANNAH	11,351	13,326	13,326	13,326	13,326
117	60701	CLYMER	13,768	14,425	14,425	14,425	14,425
118	541102	COBLESKIL-RICHM	10,568	10,802	10,802	10,802	10,802
119	10500	COHOES	11,070	11,791	11,791	11,791	11,791
120	580402	COLD SPRING HA	20,529	20,586	20,586	20,586	20,586
121	510501	COLTON PIERREP	16,949	18,381	18,381	18,381	18,381
122	580410	COMMACK	14,858	15,506	15,506	15,506	15,506
123	580203	COMSEWOGUE	12,594	13,498	13,498	13,498	13,498
124	580507	CONNETHQUOT	14,373	15,947	15,947	15,947	15,947
125	471701	COOPERSTOWN	11,595	11,917	11,917	11,917	11,917
126	100501	COPAQUE-TACONIC	13,043	13,622	13,622	13,622	13,622
127	230201	COPENHAGEN	9,038	9,935	9,935	9,935	9,935
128	580105	COPIAGUE	13,079	15,361	15,361	15,361	15,361
129	520401	CORINTH	10,020	10,919	10,919	10,919	10,919
130	571000	CORNING	10,255	10,637	10,637	10,637	10,637
131	440301	CORNWALL	11,413	11,262	11,262	11,262	11,262
132	110200	CORTLAND	9,778	10,142	10,142	10,142	10,142
133	190501	COXSACKIE ATHE	10,905	11,888	11,888	11,888	11,888
134	660202	CROTON HARMON	15,550	15,733	15,733	15,733	15,733
135	150203	CROWN POINT	14,203	15,675	15,675	15,675	15,675
136	22302	CUBA-RUSHFORD	10,889	12,488	12,488	12,488	12,488
137	241101	DALTON-NUNDA	11,704	13,107	13,107	13,107	13,107
138	241001	DANSVILLE	9,525	10,313	10,313	10,313	10,313
139	250301	DE RUYTER	12,001	13,069	13,069	13,069	13,069
140	580107	DEER PARK	15,380	15,685	15,685	15,685	15,685
141	120501	DELHI	12,859	13,930	13,930	13,930	13,930
142	140707	DEPEW	10,741	10,409	10,409	10,409	10,409
143	31301	DEPOSIT	14,020	14,304	14,304	14,304	14,304
144	660403	DOBBS FERRY	18,231	18,927	18,927	18,927	18,927
145	211003	DOLGEVILLE	9,576	10,527	10,527	10,527	10,527
146	130502	DOVER	10,589	11,245	11,245	11,245	11,245
147	120301	DOWNSVILLE	16,110	17,143	17,143	17,143	17,143
148	610301	DRYDEN	10,200	11,012	11,012	11,012	11,012
149	530101	DUANESBURG	9,259	9,234	9,234	9,234	9,234
150	680801	DUNDEE	9,390	9,998	9,998	9,998	9,998

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151	60800	DUNKIRK	12,054	12,985	12,985	12,985	12,985
152	420401	E SYRACUSE-MIN	12,805	13,674	13,674	13,674	13,674
153	260801	E. IRONDEQUOIT	10,006	11,557	11,557	11,557	11,557
154	140301	EAST AURORA	9,978	10,205	10,205	10,205	10,205
155	430501	EAST BLOOMFIEL	10,213	11,117	11,117	11,117	11,117
156	490301	EAST GREENBUSH	11,464	11,659	11,659	11,659	11,659
157	580301	EAST HAMPTON	21,330	23,729	23,729	23,729	23,729
158	580503	EAST ISLIP	13,735	14,659	14,659	14,659	14,659
159	280203	EAST MEADOW	15,631	15,722	15,722	15,722	15,722
160	580234	EAST MORICHES	15,102	17,372	17,372	17,372	17,372
161	580917	EAST QUOGUE	21,071	22,116	22,116	22,116	22,116
162	500402	EAST RAMAPO	16,326	16,555	16,555	16,555	16,555
163	261313	EAST ROCHESTER	12,418	12,585	12,585	12,585	12,585
164	280219	EAST ROCKAWAY	16,680	18,383	18,383	18,383	18,383
165	280402	EAST WILLISTON	19,814	20,784	20,784	20,784	20,784
166	660301	EASTCHESTER	17,035	17,832	17,832	17,832	17,832
167	580912	EASTPORT-SOUTH	12,376	13,276	13,276	13,276	13,276
168	141201	EDEN	8,752	9,674	9,674	9,674	9,674
169	660406	EDGEMONT	16,226	17,814	17,814	17,814	17,814
170	520601	EDINBURG	28,077	20,896	20,896	20,896	20,896
171	470501	EDMESTON	9,031	11,243	11,243	11,243	11,243
172	513102	EDWARDS-KNOX	10,001	10,536	10,536	10,536	10,536
173	180901	ELBA	10,830	11,423	11,423	11,423	11,423
174	590801	ELDRED	13,588	13,570	13,570	13,570	13,570
175	150301	ELIZABETHTOWN	13,228	13,358	13,358	13,358	13,358
176	622002	ELLENVILLE	15,427	15,150	15,150	15,150	15,150
177	40901	ELLCOTTVILLE	10,206	11,491	11,491	11,491	11,491
178	70600	ELMIRA	9,965	11,012	11,012	11,012	11,012
179	70902	ELMIRA HEIGHTS	9,761	10,136	10,136	10,136	10,136
180	280216	ELMONT	13,210	14,397	14,397	14,397	14,397
181	660409	ELMSFORD	21,033	22,211	22,211	22,211	22,211
182	580401	ELWOOD	14,427	14,773	14,773	14,773	14,773
183	141401	EVANS-BRANT	11,083	11,618	11,618	11,618	11,618
184	420601	FABIUS-POMPEY	11,565	12,479	12,479	12,479	12,479
185	261301	FAIRPORT	10,220	10,647	10,647	10,647	10,647
186	61101	FALCONER	8,694	9,522	9,522	9,522	9,522
187	590501	FALLSBURGH	16,265	19,402	19,402	19,402	19,402
188	280522	FARMINGDALE	15,641	16,831	16,831	16,831	16,831
189	421001	FAYETTEVILLE	10,267	10,653	10,653	10,653	10,653
190	22001	FILLMORE	8,668	9,156	9,156	9,156	9,156
191	580514	FIRE ISLAND	105,135	107,803	107,803	107,803	107,803
192	581004	FISHERS ISLAND	37,296	42,471	42,471	42,471	42,471
193	280222	FLORAL PARK	12,852	14,937	14,937	14,937	14,937
194	442115	FLORIDA	13,088	14,007	14,007	14,007	14,007
195	270601	FONDA FULTONVI	10,509	11,108	11,108	11,108	11,108
196	61503	FORESTVILLE	10,133	10,484	10,484	10,484	10,484
197	640502	FORT ANN	13,187	13,847	13,847	13,847	13,847
198	640601	FORT EDWARD	11,926	11,493	11,493	11,493	11,493
199	270701	FORT PLAIN	10,723	12,841	12,841	12,841	12,841
200	210402	FRANKFORT-SCHU	9,084	9,210	9,210	9,210	9,210
201	120701	FRANKLIN	12,786	13,106	13,106	13,106	13,106
202	280217	FRANKLIN SQUAR	13,288	13,412	13,412	13,412	13,412
203	41101	FRANKLINVILLE	10,696	11,351	11,351	11,351	11,351
204	62201	FREDONIA	11,242	12,007	12,007	12,007	12,007
205	280209	FREEPORT	14,902	15,703	15,703	15,703	15,703
206	60301	FREWSBURG	8,965	10,206	10,206	10,206	10,206
207	21601	FRIENDSHIP	11,948	12,385	12,385	12,385	12,385
208	141604	FRONTIER	8,271	8,759	8,759	8,759	8,759
209	460500	FULTON	10,413	11,616	11,616	11,616	11,616
210	520701	GALWAY	9,042	10,157	10,157	10,157	10,157
211	650902	GANANDA	9,476	9,757	9,757	9,757	9,757
212	280218	GARDEN CITY	16,464	17,620	17,620	17,620	17,620
213	480404	GARRISON	20,327	21,713	21,713	21,713	21,713
214	260401	GATES CHILI	11,150	12,359	12,359	12,359	12,359
215	220401	GENERAL BROWN	8,410	8,580	8,580	8,580	8,580
216	20702	GENESEEE VALLEY	9,686	11,013	11,013	11,013	11,013
217	240401	GENESE	10,819	12,257	12,257	12,257	12,257
218	430700	GENEVA	10,458	12,688	12,688	12,688	12,688
219	100902	GERMANTOWN	12,770	14,614	14,614	14,614	14,614
220	540801	GILBOA CONESVI	13,436	15,707	15,707	15,707	15,707
221	470202	GLBTSVILLE-MT U	9,683	11,319	11,319	11,319	11,319
222	280100	GLEN COVE	17,909	18,185	18,185	18,185	18,185
223	630300	GLENS FALLS	10,923	11,469	11,469	11,469	11,469
224	630918	GLENS FALLS CO	14,736	12,000	12,000	12,000	12,000
225	170500	GLOVERSVILLE	9,121	9,865	9,865	9,865	9,865

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
226	430901	GORHAM-MIDDLES	11,367	11,872	11,872	11,872	11,872
227	440601	GOSHEN	12,560	12,773	12,773	12,773	12,773
228	511101	GOUVERNEUR	8,945	10,255	10,255	10,255	10,255
229	42801	GOWANDA	10,020	11,326	11,326	11,326	11,326
230	141501	GRAND ISLAND	9,823	9,915	9,915	9,915	9,915
231	640701	GRANVILLE	10,678	10,360	10,360	10,360	10,360
232	280407	GREAT NECK	21,183	22,468	22,468	22,468	22,468
233	260501	GREECE	10,422	10,979	10,979	10,979	10,979
234	10701	GREEN ISLAND	10,997	12,662	12,662	12,662	12,662
235	660407	GREENBURGH	20,451	22,343	22,343	22,343	22,343
236	80601	GREENE	9,598	10,565	10,565	10,565	10,565
237	581010	GREENPORT	14,945	16,700	16,700	16,700	16,700
238	190701	GREENVILLE	11,269	13,454	13,454	13,454	13,454
239	640801	GREENWICH	11,995	12,131	12,131	12,131	12,131
240	442111	GREENWOOD LAKE	15,132	18,311	18,311	18,311	18,311
241	81401	GRGETWN-SO OTS	11,700	12,871	12,871	12,871	12,871
242	610501	GROTON	9,486	10,406	10,406	10,406	10,406
243	10802	GUILDERLAND	10,712	11,354	11,354	11,354	11,354
244	630801	HADLEY LUZERNE	11,969	13,745	13,745	13,745	13,745
245	480401	HALDANE	14,783	16,487	16,487	16,487	16,487
246	580405	HALF HOLLOW HI	14,381	14,896	14,896	14,896	14,896
247	141601	HAMBURG	9,519	9,716	9,716	9,716	9,716
248	250701	HAMILTON	12,465	12,897	12,897	12,897	12,897
249	511201	HAMMOND	11,478	12,727	12,727	12,727	12,727
250	572901	HAMMONDSPORT	14,515	14,766	14,766	14,766	14,766
251	580905	HAMPTON BAYS	14,438	16,093	16,093	16,093	16,093
252	120906	HANCOCK	13,854	14,267	14,267	14,267	14,267
253	460701	HANNIBAL	9,278	10,178	10,178	10,178	10,178
254	580406	HARBORFIELDS	13,134	13,773	13,773	13,773	13,773
255	30501	HARPURSVILLE	9,718	9,887	9,887	9,887	9,887
256	660501	HARRISON	20,737	23,457	23,457	23,457	23,457
257	230301	HARRISVILLE	11,794	12,372	12,372	12,372	12,372
258	641001	HARTFORD	11,389	12,205	12,205	12,205	12,205
259	660404	HASTINGS ON HU	17,463	19,404	19,404	19,404	19,404
260	580506	HAUPPAUGE	15,992	16,435	16,435	16,435	16,435
261	500201	HAYERSTRAW-ST	15,854	17,121	17,121	17,121	17,121
262	280201	HEMPSTEAD	17,356	18,202	18,202	18,202	18,202
263	660203	HENDRICK HUDSO	16,618	18,174	18,174	18,174	18,174
264	210601	HERKIMER	9,185	9,525	9,525	9,525	9,525
265	511301	HERMON DEKALB	13,114	12,646	12,646	12,646	12,646
266	280409	HERRICKS	16,522	17,029	17,029	17,029	17,029
267	512404	HEUVELTON	11,007	10,704	10,704	10,704	10,704
268	280214	HEWLETT WOODME	20,329	22,408	22,408	22,408	22,408
269	280517	HICKSVILLE	14,580	14,942	14,942	14,942	14,942
270	620803	HIGHLAND	11,914	12,457	12,457	12,457	12,457
271	440901	HIGHLAND FALLS	13,618	14,583	14,583	14,583	14,583
272	261101	HILTON	10,019	10,200	10,200	10,200	10,200
273	41401	HINSDALE	10,640	9,952	9,952	9,952	9,952
274	141701	HOLLAND	9,966	11,032	11,032	11,032	11,032
275	412201	HOLLAND PATENT	10,071	10,388	10,388	10,388	10,388
276	450704	HOLLEY	9,844	10,275	10,275	10,275	10,275
277	110701	HOMER	10,182	11,092	11,092	11,092	11,092
278	431401	HONEOYE	10,487	12,141	12,141	12,141	12,141
279	260901	HONEOYE FALLS	10,103	10,435	10,435	10,435	10,435
280	491401	HOOSIC VALLEY	9,733	10,338	10,338	10,338	10,338
281	490501	HOOSICK FALLS	10,071	11,782	11,782	11,782	11,782
282	571800	HORNELL	10,088	9,858	9,858	9,858	9,858
283	70901	HORSEHEADS	9,466	10,188	10,188	10,188	10,188
284	101300	HUDSON	11,982	13,222	13,222	13,222	13,222
285	641301	HUDSON FALLS	9,322	10,021	10,021	10,021	10,021
286	190901	HUNTER TANNERS	14,001	16,482	16,482	16,482	16,482
287	580403	HUNTINGTON	16,922	17,512	17,512	17,512	17,512
288	130801	HYDE PARK	10,965	12,055	12,055	12,055	12,055
289	210501	ILION	8,025	8,450	8,450	8,450	8,450
290	200401	INDIAN LAKE	22,268	24,054	24,054	24,054	24,054
291	220301	INDIAN RIVER	8,380	6,996	6,996	6,996	6,996
292	200501	INLET	26,736	26,047	26,047	26,047	26,047
293	141301	IROQUOIS	9,111	9,751	9,751	9,751	9,751
294	660402	IRVINGTON	18,320	20,150	20,150	20,150	20,150
295	280231	ISLAND PARK	27,655	27,985	27,985	27,985	27,985
296	280226	ISLAND TREES	14,337	15,505	15,505	15,505	15,505
297	580502	ISLIP	12,916	14,288	14,288	14,288	14,288
298	610600	ITHACA	12,113	12,670	12,670	12,670	12,670
299	61700	JAMESTOWN	10,157	10,164	10,164	10,164	10,164
300	420411	JAMESVILLE-DEW	10,805	10,944	10,944	10,944	10,944

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301	572702	JASPER-TRPSBRG	9,625	10,590	10,590	10,590	10,590
302	540901	JEFFERSON	11,905	12,445	12,445	12,445	12,445
303	280515	JERICHO	22,601	23,911	23,911	23,911	23,911
304	630601	JOHNSBURG	16,769	18,365	18,365	18,365	18,365
305	31502	JOHNSON CITY	11,182	12,066	12,066	12,066	12,066
306	170600	JOHNSTOWN	9,818	10,408	10,408	10,408	10,408
307	420501	JORDAN ELBRIDG	10,342	11,623	11,623	11,623	11,623
308	660101	KATONAH LEWISB	18,574	20,507	20,507	20,507	20,507
309	150601	KEENE	18,529	19,661	19,661	19,661	19,661
310	450607	KENDALL	9,917	12,590	12,590	12,590	12,590
311	142601	KENMORE	10,412	9,477	9,477	9,477	9,477
312	101401	KINDERHOOK	10,114	11,239	11,239	11,239	11,239
313	580805	KINGS PARK	13,065	13,928	13,928	13,928	13,928
314	620600	KINGSTON	12,731	14,461	14,461	14,461	14,461
315	441202	KIRYAS JOEL	25,769	36,930	36,930	36,930	36,930
316	221401	LA FARGEVILLE	10,039	9,458	9,458	9,458	9,458
317	420807	LA FAYETTE	15,526	15,766	15,766	15,766	15,766
318	141800	LACKAWANNA	10,833	11,969	11,969	11,969	11,969
319	630701	LAKE GEORGE	12,636	12,521	12,521	12,521	12,521
320	151102	LAKE PLACID	13,620	14,942	14,942	14,942	14,942
321	200601	LAKE PLEASANT	28,900	25,331	25,331	25,331	25,331
322	662401	LAKELAND	14,318	15,009	15,009	15,009	15,009
323	141901	LANCASTER	7,973	8,442	8,442	8,442	8,442
324	610801	LANSING	12,850	10,855	10,855	10,855	10,855
325	490601	LANSINGBURGH	8,509	9,352	9,352	9,352	9,352
326	470801	LAURENS	10,185	10,634	10,634	10,634	10,634
327	280215	LAWRENCE	20,562	23,002	23,002	23,002	23,002
328	181001	LE ROY	9,837	10,790	10,790	10,790	10,790
329	670401	LETCHWORTH	10,945	11,337	11,337	11,337	11,337
330	280205	LEVITTOWN	15,793	17,280	17,280	17,280	17,280
331	400301	LEWISTON PORTE	12,236	12,229	12,229	12,229	12,229
332	590901	LIBERTY	15,551	17,477	17,477	17,477	17,477
333	580104	LINDENHURST	13,409	14,253	14,253	14,253	14,253
334	511602	LISBON	11,867	12,322	12,322	12,322	12,322
335	210800	LITTLE FALLS	10,818	11,471	11,471	11,471	11,471
336	421501	LIVERPOOL	11,946	12,529	12,529	12,529	12,529
337	591302	LIVINGSTON MAN	14,627	16,085	16,085	16,085	16,085
338	240801	LIVONIA	10,725	11,356	11,356	11,356	11,356
339	400400	LOCKPORT	10,220	9,915	9,915	9,915	9,915
340	280503	LOCUST VALLEY	22,104	22,507	22,507	22,507	22,507
341	280300	LONG BEACH	19,842	22,348	22,348	22,348	22,348
342	200701	LONG LAKE	37,270	42,198	42,198	42,198	42,198
343	580212	LONGWOOD	13,845	14,380	14,380	14,380	14,380
344	230901	LOWVILLE	8,403	9,603	9,603	9,603	9,603
345	221301	LYME	10,382	13,021	13,021	13,021	13,021
346	280220	LYNBROOK	16,514	17,680	17,680	17,680	17,680
347	421504	LYNCOURT	13,521	15,499	15,499	15,499	15,499
348	451001	LYNDONVILLE	9,930	10,519	10,519	10,519	10,519
349	650501	LYONS	9,951	10,690	10,690	10,690	10,690
350	251101	MADISON	10,976	10,738	10,738	10,738	10,738
351	511901	MADRID WADDING	10,883	10,491	10,491	10,491	10,491
352	480101	MAHOPAC	13,264	13,925	13,925	13,925	13,925
353	31101	MAINE ENDWELL	11,002	10,197	10,197	10,197	10,197
354	161501	MALONE	10,134	10,520	10,520	10,520	10,520
355	280212	MALVERNE	16,487	19,705	19,705	19,705	19,705
356	660701	MAMARONECK	16,404	18,416	18,416	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,485	10,420	10,420	10,420	10,420
358	280406	MANHASSET	20,254	21,235	21,235	21,235	21,235
359	110901	MARATHON	7,853	11,911	11,911	11,911	11,911
360	421101	MARCELLUS	8,871	9,775	9,775	9,775	9,775
361	121401	MARGARETVILLE	12,416	13,376	13,376	13,376	13,376
362	650701	MARION	10,933	11,418	11,418	11,418	11,418
363	621001	MARLBORO	14,591	15,512	15,512	15,512	15,512
364	140702	MARYVALE	10,025	10,433	10,433	10,433	10,433
365	280523	MASSAPEQUA	15,232	16,052	16,052	16,052	16,052
366	512001	MASSENA	9,131	10,197	10,197	10,197	10,197
367	581012	MATTITUCK-CUTC	15,260	15,967	15,967	15,967	15,967
368	170801	MAYFIELD	8,827	10,094	10,094	10,094	10,094
369	110304	MCGRAW	11,222	11,248	11,248	11,248	11,248
370	521200	MECHANICVILLE	9,597	10,280	10,280	10,280	10,280
371	450801	MEDINA	10,525	10,827	10,827	10,827	10,827
372	10615	MENANDS	16,582	15,870	15,870	15,870	15,870
373	280225	MERRICK	16,693	17,936	17,936	17,936	17,936
374	460901	MEXICO	10,521	11,702	11,702	11,702	11,702
375	580211	MIDDLE COUNTRY	12,109	13,119	13,119	13,119	13,119

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376	541001	MIDDLEBURGH	13,341	12,453	12,453	12,453	12,453
377	441000	MIDDLETOWN	11,355	12,759	12,759	12,759	12,759
378	471101	MILFORD	11,422	12,217	12,217	12,217	12,217
379	132201	MILLBROOK	11,769	12,902	12,902	12,902	12,902
380	580208	MILLER PLACE	14,009	12,922	12,922	12,922	12,922
381	280410	MINEOLA	22,566	23,709	23,709	23,709	23,709
382	150801	MINERVA	27,490	25,637	25,637	25,637	25,637
383	441101	MINISINK VALLE	10,099	10,552	10,552	10,552	10,552
384	210502	MOHAWK	9,642	10,758	10,758	10,758	10,758
385	530515	MOHONASEN	8,047	8,989	8,989	8,989	8,989
386	441201	MONROE WOODBUR	12,538	13,089	13,089	13,089	13,089
387	580306	MONTAUK	23,842	31,259	31,259	31,259	31,259
388	591401	MONTICELLO	12,084	14,106	14,106	14,106	14,106
389	51301	MORAVIA	9,940	10,202	10,202	10,202	10,202
390	150901	MORIAH	10,922	11,855	11,855	11,855	11,855
391	471201	MORRIS	9,185	10,436	10,436	10,436	10,436
392	512101	MORRISTOWN	13,150	13,680	13,680	13,680	13,680
393	250401	MORRISVILLE EA	11,015	12,114	12,114	12,114	12,114
394	240901	MOUNT MORRIS	11,101	12,120	12,120	12,120	12,120
395	580207	MOUNT SINAI	14,326	14,841	14,841	14,841	14,841
396	660900	MOUNT VERNON	15,367	16,794	16,794	16,794	16,794
397	212001	MT MARKHAM CSD	10,836	11,231	11,231	11,231	11,231
398	660801	MT PLEAS CENT	18,168	18,590	18,590	18,590	18,590
399	651501	N. ROSE-WOLCOT	11,430	12,030	12,030	12,030	12,030
400	400900	N. TONAWANDA	9,630	10,593	10,593	10,593	10,593
401	500108	NANUET	17,763	18,531	18,531	18,531	18,531
402	431201	NAPLES	13,488	13,135	13,135	13,135	13,135
403	411501	NEW HARTFORD	11,712	11,431	11,431	11,431	11,431
404	280405	NEW HYDE PARK	13,585	14,771	14,771	14,771	14,771
405	101601	NEW LEBANON	13,441	15,792	15,792	15,792	15,792
406	621101	NEW PALTZ	12,290	13,284	13,284	13,284	13,284
407	661100	NEW ROCHELLE	15,491	16,138	16,138	16,138	16,138
408	581015	NEW SUFFOLK	19,419	15,281	15,281	15,281	15,281
409	300000	NEW YORK CITY	12,443	13,527	13,527	13,527	13,527
410	411504	NEW YORK MILLS	12,248	11,834	11,834	11,834	11,834
411	650101	NEWARK	9,934	11,100	11,100	11,100	11,100
412	600402	NEWARK VALLEY	10,412	10,287	10,287	10,287	10,287
413	441600	NEWBURGH	12,738	14,796	14,796	14,796	14,796
414	151001	NEWCOMB	51,675	43,580	43,580	43,580	43,580
415	400601	NEWFANE	9,476	10,086	10,086	10,086	10,086
416	610901	NEWFIELD	8,923	9,832	9,832	9,832	9,832
417	400800	NIAGARA FALLS	10,015	10,925	10,925	10,925	10,925
418	400701	NIAGARA WHEATF	9,672	10,443	10,443	10,443	10,443
419	530301	NISKAYUNA	11,408	11,790	11,790	11,790	11,790
420	580103	NORTH BABYLON	13,353	14,290	14,290	14,290	14,290
421	280204	NORTH BELLMORE	15,419	17,493	17,493	17,493	17,493
422	142201	NORTH COLLINS	10,361	13,023	13,023	13,023	13,023
423	10623	NORTH COLONIE	10,541	10,708	10,708	10,708	10,708
424	490801	NORTH GREENBUSH	10,735	11,741	11,741	11,741	11,741
425	280229	NORTH MERRICK	16,678	17,825	17,825	17,825	17,825
426	661301	NORTH SALEM	20,267	20,280	20,280	20,280	20,280
427	280501	NORTH SHORE	20,288	23,323	23,323	23,323	23,323
428	420303	NORTH SYRACUSE	9,332	10,709	10,709	10,709	10,709
429	630202	NORTH WARREN	15,288	15,475	15,475	15,475	15,475
430	131101	NORTHEAST	15,151	15,342	15,342	15,342	15,342
431	90501	NORTHEASTERN	9,825	11,543	11,543	11,543	11,543
432	580404	NORTHPORT	16,459	18,008	18,008	18,008	18,008
433	90901	NORTHRN ADIRON	10,706	12,594	12,594	12,594	12,594
434	170901	NORTHVILLE	12,396	13,440	13,440	13,440	13,440
435	81200	NORWICH	9,089	9,956	9,956	9,956	9,956
436	512201	NORWOOD NORFOL	10,085	10,652	10,652	10,652	10,652
437	500304	NYACK	17,016	18,240	18,240	18,240	18,240
438	181101	OAKFIELD ALABA	10,716	9,994	9,994	9,994	9,994
439	280211	OCEANSIDE	15,026	16,067	16,067	16,067	16,067
440	550101	ODESSA MONTOUR	9,698	11,363	11,363	11,363	11,363
441	512300	OGDENSBURG	13,053	13,953	13,953	13,953	13,953
442	42400	OLEAN	9,933	10,976	10,976	10,976	10,976
443	251400	ONEIDA CITY	10,485	11,079	11,079	11,079	11,079
444	471400	ONEONTA	10,915	11,790	11,790	11,790	11,790
445	421201	ONONDAGA	10,459	12,132	12,132	12,132	12,132
446	621201	ONTEORA	15,687	18,571	18,571	18,571	18,571
447	171001	OPPENHEIM EPHR	13,504	13,229	13,229	13,229	13,229
448	142301	ORCHARD PARK	10,198	10,523	10,523	10,523	10,523
449	412901	ORISKANY	10,625	10,992	10,992	10,992	10,992
450	661401	OSSINING	16,981	18,296	18,296	18,296	18,296

Charter Funding Alphabetical By NYS School District

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
451	461300	OSWEGO	12,105	12,270	12,270	12,270	12,270
452	471601	OTEGO-UNADILLA	10,367	11,481	11,481	11,481	11,481
453	600601	OWEGO-APALACHI	10,347	11,524	11,524	11,524	11,524
454	81501	OXFORD	11,678	11,858	11,858	11,858	11,858
455	280506	OYSTER BAY	22,633	22,533	22,533	22,533	22,533
456	581002	OYSTERPONDS	30,893	32,931	32,931	32,931	32,931
457	650901	PALMYRA-MACEDO	10,787	10,655	10,655	10,655	10,655
458	61601	PANAMA	10,861	11,826	11,826	11,826	11,826
459	512501	PARISHVILLE	9,890	10,609	10,609	10,609	10,609
460	580224	PATCHOGUE-MEDF	12,251	12,814	12,814	12,814	12,814
461	181201	PAVILION	10,273	10,682	10,682	10,682	10,682
462	131201	PAWLING	14,556	15,571	15,571	15,571	15,571
463	500308	PEARL RIVER	14,413	14,858	14,858	14,858	14,858
464	661500	PEEKSKILL	16,068	16,430	16,430	16,430	16,430
465	661601	PELHAM	15,317	16,187	16,187	16,187	16,187
466	181302	PEMBROKE	9,919	11,828	11,828	11,828	11,828
467	261201	PENFIELD	12,155	12,346	12,346	12,346	12,346
468	680601	PENN YAN	10,287	11,554	11,554	11,554	11,554
469	671201	PERRY	10,672	11,041	11,041	11,041	11,041
470	91101	PERU	11,126	11,849	11,849	11,849	11,849
471	431301	PHELPS-CLIFTON	10,623	11,376	11,376	11,376	11,376
472	462001	PHOENIX	11,107	12,226	12,226	12,226	12,226
473	440401	PINE BUSH	10,576	11,570	11,570	11,570	11,570
474	131301	PINE PLAINS	12,380	14,565	14,565	14,565	14,565
475	60601	PINE VALLEY	11,072	11,589	11,589	11,589	11,589
476	200101	PISECO	26,736	26,047	26,047	26,047	26,047
477	261401	PITTSFORD	12,644	12,722	12,722	12,722	12,722
478	280518	PLAINEDGE	13,977	15,704	15,704	15,704	15,704
479	280504	PLAINVIEW	16,964	17,942	17,942	17,942	17,942
480	91200	PLATTSBURGH	12,526	13,604	13,604	13,604	13,604
481	660809	PLEASANTVILLE	15,490	16,558	16,558	16,558	16,558
482	660802	POCANTICO HILL	36,989	46,333	46,333	46,333	46,333
483	211103	POLAND	10,558	11,690	11,690	11,690	11,690
484	51101	PORT BYRON	10,138	10,865	10,865	10,865	10,865
485	661904	PORT CHESTER	12,674	13,392	13,392	13,392	13,392
486	580206	PORT JEFFERSON	21,369	21,199	21,199	21,199	21,199
487	441800	PORT JERVIS	11,776	11,904	11,904	11,904	11,904
488	280404	PORT WASHINGTON	19,475	20,028	20,028	20,028	20,028
489	42901	PORTVILLE	9,726	10,058	10,058	10,058	10,058
490	512902	POTSDAM	10,840	11,390	11,390	11,390	11,390
491	131500	POUGHKEEPSIE	11,195	12,524	12,524	12,524	12,524
492	572301	PRATTSBURG	9,983	10,626	10,626	10,626	10,626
493	461801	PULASKI	10,270	11,580	11,580	11,580	11,580
494	641401	PUTNAM	23,086	23,966	23,966	23,966	23,966
495	480503	PUTNAM VALLEY	16,294	16,888	16,888	16,888	16,888
496	630902	QUEENSBURY	8,801	9,538	9,538	9,538	9,538
497	580903	QUOGUE	38,866	46,923	46,923	46,923	46,923
498	500401	RAMAPO	17,571	16,919	16,919	16,919	16,919
499	43001	RANDOLPH	9,806	10,720	10,720	10,720	10,720
500	10402	RAVENA COEYMAN	11,936	13,289	13,289	13,289	13,289
501	651503	RED CREEK	9,664	10,916	10,916	10,916	10,916
502	131701	RED HOOK	12,091	13,202	13,202	13,202	13,202
503	411701	REMSEN	13,154	14,798	14,798	14,798	14,798
504	580901	REMSENBURG	29,102	36,414	36,414	36,414	36,414
505	491200	RENSSELAER	10,996	8,884	8,884	8,884	8,884
506	131801	RHINEBECK	14,204	16,681	16,681	16,681	16,681
507	472001	RICHFIELD SPRI	10,271	10,916	10,916	10,916	10,916
508	62401	RIPLEY	13,456	15,941	15,941	15,941	15,941
509	580602	RIVERHEAD	15,743	16,076	16,076	16,076	16,076
510	261600	ROCHESTER	10,868	12,090	12,090	12,090	12,090
511	280221	ROCKVILLE CENT	17,397	18,767	18,767	18,767	18,767
512	580209	ROCKY POINT	12,271	12,814	12,814	12,814	12,814
513	411800	ROME	10,778	11,413	11,413	11,413	11,413
514	560603	ROMULUS	11,830	14,567	14,567	14,567	14,567
515	620901	RONDOUT VALLEY	15,569	17,589	17,589	17,589	17,589
516	280208	ROOSEVELT	16,845	16,925	16,925	16,925	16,925
517	591301	ROSCOE	17,289	17,826	17,826	17,826	17,826
518	280403	ROSLYN	20,081	20,898	20,898	20,898	20,898
519	121502	ROXBURY	15,068	16,963	16,963	16,963	16,963
520	401201	ROYALTON HARTL	9,683	10,207	10,207	10,207	10,207
521	261701	RUSH HENRIETTA	11,738	12,330	12,330	12,330	12,330
522	661800	RYE	18,846	18,917	18,917	18,917	18,917
523	661901	RYE NECK	18,168	18,357	18,357	18,357	18,357
524	521401	S. GLENS FALLS	9,844	10,667	10,667	10,667	10,667
525	580413	S. HUNTINGTON	15,252	15,758	15,758	15,758	15,758

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526	220101	S. JEFFERSON	8,069	9,183	9,183	9,183	9,183
527	121702	S. KORTRIGHT	13,857	13,381	13,381	13,381	13,381
528	500301	S. ORANGETOWN	14,729	15,503	15,503	15,503	15,503
529	580205	SACHEM	13,313	13,251	13,251	13,251	13,251
530	221001	SACKETS HARBOR	10,726	10,104	10,104	10,104	10,104
531	580305	SAG HARBOR	23,814	24,725	24,725	24,725	24,725
532	580910	SAGAPONACK	19,419	15,281	15,281	15,281	15,281
533	43200	SALAMANCA	11,211	11,582	11,582	11,582	11,582
534	641501	SALEM	11,650	13,082	13,082	13,082	13,082
535	161201	SALMON RIVER	11,610	13,576	13,576	13,576	13,576
536	461901	SANDY CREEK	10,747	12,911	12,911	12,911	12,911
537	91402	SARANAC	9,535	11,333	11,333	11,333	11,333
538	161401	SARANAC LAKE	13,140	13,999	13,999	13,999	13,999
539	521800	SARATOGA SPRIN	10,496	10,532	10,532	10,532	10,532
540	621601	SAUGERTIES	11,303	11,822	11,822	11,822	11,822
541	411603	SAUQUOIT VALLE	10,057	10,956	10,956	10,956	10,956
542	580504	SAYVILLE	15,751	16,460	16,460	16,460	16,460
543	662001	SCARSDALE	20,819	22,148	22,148	22,148	22,148
544	530501	SCHALMONT	12,830	13,862	13,862	13,862	13,862
545	530600	SCHENECTADY	10,272	12,015	12,015	12,015	12,015
546	470901	SCHENEVUS	11,100	12,566	12,566	12,566	12,566
547	491501	SCHODACK	11,674	12,169	12,169	12,169	12,169
548	541201	SCHOHARIE	10,626	12,147	12,147	12,147	12,147
549	151401	SCHROON LAKE	16,058	15,368	15,368	15,368	15,368
550	521701	SCHUYLERVILLE	11,600	11,472	11,472	11,472	11,472
551	22401	SCIO	12,133	11,968	11,968	11,968	11,968
552	530202	SCOTIA GLENVIL	10,245	11,013	11,013	11,013	11,013
553	280206	SEAFORD	14,547	15,660	15,660	15,660	15,660
554	560701	SENECA FALLS	10,676	11,016	11,016	11,016	11,016
555	280252	SEWANHAKA	12,243	12,522	12,522	12,522	12,522
556	541401	SHARON SPRINGS	12,510	14,154	14,154	14,154	14,154
557	580701	SHELTER ISLAND	25,456	28,013	28,013	28,013	28,013
558	520302	SHENENDEHOWA	10,502	10,919	10,919	10,919	10,919
559	82001	SHERBURNE EARL	9,264	10,712	10,712	10,712	10,712
560	62601	SHERMAN	10,611	10,196	10,196	10,196	10,196
561	412000	SHERRILL	9,667	9,651	9,651	9,651	9,651
562	580601	SHOREHAM-WADIN	14,471	15,726	15,726	15,726	15,726
563	121601	SIDNEY	11,217	11,637	11,637	11,637	11,637
564	61501	SILVER CREEK	10,079	11,223	11,223	11,223	11,223
565	421601	SKANEATELES	12,010	12,337	12,337	12,337	12,337
566	140709	SLOAN	10,860	11,946	11,946	11,946	11,946
567	580801	SMITHTOWN	13,272	13,969	13,969	13,969	13,969
568	651201	SODUS	12,258	12,623	12,623	12,623	12,623
569	420702	SOLVAY	10,721	11,760	11,760	11,760	11,760
570	662101	SOMERS	15,818	16,825	16,825	16,825	16,825
571	10601	SOUTH COLONIE	11,422	12,137	12,137	12,137	12,137
572	580235	SOUTH COUNTRY	15,404	15,951	15,951	15,951	15,951
573	231101	SOUTH LEWIS	11,777	13,513	13,513	13,513	13,513
574	560501	SOUTH SENECA	12,642	13,574	13,574	13,574	13,574
575	580906	SOUTHAMPTON	24,096	23,414	23,414	23,414	23,414
576	50701	SOUTHERN CAYUG	12,338	13,419	13,419	13,419	13,419
577	581005	SOUTHOLD	15,431	17,400	17,400	17,400	17,400
578	60201	SOUTHWESTERN	9,691	10,202	10,202	10,202	10,202
579	131602	SPACKENKILL	14,417	16,018	16,018	16,018	16,018
580	600801	SPENCER VAN ET	8,771	10,808	10,808	10,808	10,808
581	261001	SPENCERPORT	10,259	10,533	10,533	10,533	10,533
582	580304	SPRINGS	19,627	21,775	21,775	21,775	21,775
583	141101	SPRINGVILLE-GR	10,053	11,347	11,347	11,347	11,347
584	271102	ST JOHNSVILLE	10,561	11,910	11,910	11,910	11,910
585	161801	ST REGIS FALLS	11,664	13,886	13,886	13,886	13,886
586	121701	STAMFORD	11,560	13,915	13,915	13,915	13,915
587	401001	STARPOINT	9,058	9,789	9,789	9,789	9,789
588	522001	STILLWATER	8,971	9,269	9,269	9,269	9,269
589	251501	STOCKBRIDGE VA	9,838	10,638	10,638	10,638	10,638
590	591502	SULLIVAN WEST	14,012	15,008	15,008	15,008	15,008
591	30601	SUSQUEHANNA VA	11,919	12,156	12,156	12,156	12,156
592	140207	SWEET HOME	10,961	11,954	11,954	11,954	11,954
593	280502	SYOSSET	19,526	20,263	20,263	20,263	20,263
594	421800	SYRACUSE	10,362	11,930	11,930	11,930	11,930
595	660401	TARRYTOWN	16,455	16,449	16,449	16,449	16,449
596	220701	THOUSAND ISLAND	11,183	12,027	12,027	12,027	12,027
597	580201	THREE VILLAGE	14,277	15,887	15,887	15,887	15,887
598	151501	TICONDEROGA	13,258	13,455	13,455	13,455	13,455
599	600903	TIOGA	8,451	9,451	9,451	9,451	9,451
600	142500	TONAWANDA	9,779	10,051	10,051	10,051	10,051

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601	211901	TOWN OF WEBB	18,823	20,143	20,143	20,143	20,143
602	591201	TRI VALLEY	16,260	18,324	18,324	18,324	18,324
603	491700	TROY	13,360	15,986	15,986	15,986	15,986
604	611001	TRUMANSBURG	10,114	10,227	10,227	10,227	10,227
605	660302	TUCKAHOE	18,600	20,009	20,009	20,009	20,009
606	580913	TUCKAHOE COMMO	24,715	28,200	28,200	28,200	28,200
607	421902	TULLY	9,585	10,036	10,036	10,036	10,036
608	160101	TUPPER LAKE	10,281	11,461	11,461	11,461	11,461
609	441903	TUXEDO	18,323	17,470	17,470	17,470	17,470
610	81003	UNADILLA	10,725	11,393	11,393	11,393	11,393
611	51901	UNION SPRINGS	11,969	12,059	12,059	12,059	12,059
612	280202	UNIONDALE	18,310	19,864	19,864	19,864	19,864
613	31501	UNION-ENDICOTT	10,955	11,048	11,048	11,048	11,048
614	412300	UTICA	8,441	9,280	9,280	9,280	9,280
615	280213	V STR THIRTEEN	15,193	15,487	15,487	15,487	15,487
616	280224	V STR TWENTY-F	18,886	20,044	20,044	20,044	20,044
617	660805	VALHALLA	19,877	20,983	20,983	20,983	20,983
618	280251	VALLEY STR CHS	13,762	14,858	14,858	14,858	14,858
619	280230	VALLEY STR UF	17,598	19,277	19,277	19,277	19,277
620	441301	VALLEY-MONTGMR	9,864	11,222	11,222	11,222	11,222
621	211701	VAN HORNSVILLE	12,211	11,991	11,991	11,991	11,991
622	31601	VESTAL	11,413	12,166	12,166	12,166	12,166
623	431701	VICTOR	9,618	9,518	9,518	9,518	9,518
624	11003	VOORHEESVILLE	12,377	12,742	12,742	12,742	12,742
625	260803	W. IRONDEQUOIT	10,711	10,413	10,413	10,413	10,413
626	580302	WAINSCOTT	19,419	15,281	15,281	15,281	15,281
627	621801	WALLKILL	10,532	10,997	10,997	10,997	10,997
628	121901	WALTON	9,739	10,718	10,718	10,718	10,718
629	280223	WANTAGH	13,441	13,593	13,593	13,593	13,593
630	132101	WAPPINGERS	10,055	10,887	10,887	10,887	10,887
631	631201	WARRENSBURG	14,290	14,836	14,836	14,836	14,836
632	671501	WARSAW	12,111	11,643	11,643	11,643	11,643
633	442101	WARWICK VALLEY	11,493	12,198	12,198	12,198	12,198
634	440102	WASHINGTONVILL	11,687	11,931	11,931	11,931	11,931
635	522101	WATERFORD	12,183	12,844	12,844	12,844	12,844
636	561006	WATERLOO CENT	9,295	10,263	10,263	10,263	10,263
637	222000	WATERTOWN	7,934	8,985	8,985	8,985	8,985
638	411902	WATERVILLE	10,734	10,900	10,900	10,900	10,900
639	11200	WATERVLIET	9,070	9,404	9,404	9,404	9,404
640	550301	WATKINS GLEN	9,562	10,489	10,489	10,489	10,489
641	600101	WAVERLY	8,476	9,063	9,063	9,063	9,063
642	573002	WAYLAND-COHOCT	9,611	10,769	10,769	10,769	10,769
643	650801	WAYNE	10,781	11,034	11,034	11,034	11,034
644	261901	WEBSTER	10,427	10,872	10,872	10,872	10,872
645	50301	WEEDSPORT	10,421	11,820	11,820	11,820	11,820
646	200901	WELLS	18,500	21,823	21,823	21,823	21,823
647	22601	WELLSVILLE	11,455	11,671	11,671	11,671	11,671
648	580102	WEST BABYLON	13,840	14,849	14,849	14,849	14,849
649	210302	WEST CANADA VA	10,384	11,723	11,723	11,723	11,723
650	420101	WEST GENESEE	9,820	10,199	10,199	10,199	10,199

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651	280227	WEST HEMPSTEAD	14,732	16,759	16,759	16,759	16,759
652	580509	WEST ISLIP	12,679	13,799	13,799	13,799	13,799
653	142801	WEST SENECA	8,948	10,179	10,179	10,179	10,179
654	40204	WEST VALLEY	13,408	13,623	13,623	13,623	13,623
655	280401	WESTBURY	17,435	18,287	18,287	18,287	18,287
656	62901	WESTFIELD	10,983	11,891	11,891	11,891	11,891
657	580902	WESTHAMPTON BE	18,052	18,354	18,354	18,354	18,354
658	420701	WESTHILL	10,372	10,635	10,635	10,635	10,635
659	412801	WESTMORELAND	11,188	11,938	11,938	11,938	11,938
660	151601	WESTPORT	11,244	13,591	13,591	13,591	13,591
661	262001	WHEATLAND CHIL	14,442	15,259	15,259	15,259	15,259
662	170301	WHEELERVILLE	15,077	18,435	18,435	18,435	18,435
663	662200	WHITE PLAINS	18,811	19,443	19,443	19,443	19,443
664	641701	WHITEHALL	10,832	12,236	12,236	12,236	12,236
665	412902	WHITESBORO	9,505	9,886	9,886	9,886	9,886
666	22101	WHITESVILLE	10,241	10,904	10,904	10,904	10,904
667	31401	WHITNEY POINT	9,883	11,324	11,324	11,324	11,324
668	580232	WILLIAM FLOYD	13,077	14,169	14,169	14,169	14,169
669	651402	WILLIAMSON	11,381	12,113	12,113	12,113	12,113
670	140203	WILLIAMSVILLE	10,494	10,904	10,904	10,904	10,904
671	151701	WILLSBORO	13,461	15,355	15,355	15,355	15,355
672	401501	WILSON	10,584	10,386	10,386	10,386	10,386
673	191401	WINDHAM ASHLAN	14,868	18,838	18,838	18,838	18,838
674	31701	WINDSOR	9,813	10,115	10,115	10,115	10,115
675	472506	WORCESTER	10,422	12,352	12,352	12,352	12,352
676	580109	WYANDANCH	15,791	16,666	16,666	16,666	16,666
677	490804	WYNANTSKILL	10,613	11,243	11,243	11,243	11,243
678	671002	WYOMING	14,555	15,376	15,376	15,376	15,376
679	662300	YONKERS	12,006	14,523	14,523	14,523	14,523
680	241701	YORK	9,863	10,694	10,694	10,694	10,694
681	43501	YORKSHRE-PIONE	10,566	11,406	11,406	11,406	11,406
682	662402	YORKTOWN	14,859	16,743	16,743	16,743	16,743



Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

University Preparatory Charter School for Young Men

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Prior Year: 2012-13
Current Year: 2013-14

University Preparatory Charter School for Young Men
BALANCE SHEET
2013-14

	<u>Prior Year</u> 2012-13	Q1 As of 9/30	Q2 As of 12/31	Q3 As of 3/31	Q4 As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
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>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	\$-	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Dreferred 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	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

University Preparatory Charter School for Young Men														
Budget / Operating Plan														
2013-14														
6	Total Revenue	-	1,547,750	-	-	1,124,916	-	-	2,084,463	-	-	1,315,576	-	-
7	Total Expenses	-	1,116,916	-	-	1,235,704	-	-	1,127,915	-	-	1,420,795	-	-
8	Net Income	-	430,834	-	-	(110,788)	-	-	956,548	-	-	(105,129)	-	-
9	Actual Student Enrollment	-	375	-	-	375	-	-	375	-	-	375	-	-
10	Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2012-13	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
139														
160	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	Rochester City School District	-	372	-	-	372	-	-	372	-	-	372	-	-
162	Greece Central School District	-	2	-	-	2	-	-	2	-	-	2	-	-
163	Gates-Chili School District	-	1	-	-	1	-	-	1	-	-	1	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	375	-	-	375	-	-	375	-	-	375	-	-
178														
179	REVENUE PER PUPIL	-	4,127	-	-	3,000	-	-	5,559	-	-	3,508	-	-
180														
181	EXPENSES PER PUPIL	-	2,978	-	-	3,295	-	-	3,008	-	-	3,789	-	-

University Preparatory Charter School for Young Men						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2013-14						
	6,072,705	6,072,705	-	6,072,705	6,072,705	
6	Total Revenue	6,072,705	6,072,705	-	6,072,705	6,072,705
7	Total Expenses	4,901,139	4,901,139	-	(4,901,139)	(4,901,139)
8	Net Income	1,171,566	1,171,566	-	1,171,566	1,171,566
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
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13						
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68	EXPENSES					
69	ADMINISTRATIVE STAFF PERSONNEL COSTS					
70		No. of Positions				
71	Executive Management	1.00	105,000	105,000	-	(105,000)
72	Instructional Management	5.00	281,015	281,015	-	(281,015)
73	Deans, Directors & Coordinators	4.00	234,449	234,449	-	(234,449)
74	CFD / Director of Finance	-	-	-	-	-
75	Operation / Business Manager	1.00	38,230	38,230	-	(38,230)
76	Administrative Staff	3.00	108,743	108,743	-	(108,743)
77	TOTAL ADMINISTRATIVE STAFF	14.00	767,437	767,437	-	(767,437)
78	INSTRUCTIONAL PERSONNEL COSTS					
79	Teachers - Regular	35.00	1,553,660	1,553,660	-	(1,553,660)
80	Teachers - SPED	5.00	217,828	217,828	-	(217,828)
81	Substitute Teachers	-	-	-	-	-
82	Teaching Assistants	-	-	-	-	-
83	Specialty Teachers	-	-	-	-	-
84	Aides	-	-	-	-	-
85	Therapists & Counselors	1.00	40,000	40,000	-	(40,000)
86	Other	-	-	-	-	-
87	TOTAL INSTRUCTIONAL	41.00	1,811,488	1,811,488	-	(1,811,488)
88	NON-INSTRUCTIONAL PERSONNEL COSTS					
89	Nurse	-	-	-	-	-
90	Librarian	-	-	-	-	-
91	Custodian	4.00	119,600	119,600	-	(119,600)
92	Security	1.00	20,000	20,000	-	(20,000)
93	Other	4.00	84,000	84,000	-	(84,000)
94	TOTAL NON-INSTRUCTIONAL	9.00	223,600	223,600	-	(223,600)
95	SUBTOTAL PERSONNEL SERVICE COSTS	64.00	2,802,525	2,802,525	-	(2,802,525)
96	PAYROLL TAXES AND BENEFITS					
97	Payroll Taxes		214,393	214,393	-	(214,393)
98	Fringe / Employee Benefits		337,555	337,555	-	(337,555)
99	Retirement / Pension		17,000	17,000	-	(17,000)
100	TOTAL PAYROLL TAXES AND BENEFITS		568,948	568,948	-	(568,948)
101	TOTAL PERSONNEL SERVICE COSTS	64.00	3,371,473	3,371,473	-	(3,371,473)
102	CONTRACTED SERVICES					
103	Accounting / Audit		13,500	13,500	-	(13,500)
104	Legal		10,000	10,000	-	(10,000)
105	Management Company Fee		-	-	-	-
106	Nurse Services		-	-	-	-
107	Food Service / School Lunch		252,167	252,167	-	(252,167)
108	Payroll Services		15,000	15,000	-	(15,000)
109	Special Ed Services		-	-	-	-
110	Placement Services (i.e. Title I)		-	-	-	-
111	Other Purchased / Professional / Consulting		154,000	154,000	-	(154,000)
112	TOTAL CONTRACTED SERVICES		444,667	444,667	-	(444,667)
113	SCHOOL OPERATIONS					
114	Board Expenses		7,000	7,000	-	(7,000)
115	Classroom / Teaching Supplies & Materials		85,000	85,000	-	(85,000)
116	Special Ed Supplies & Materials		-	-	-	-
117	Textbooks / Workbooks		50,000	50,000	-	(50,000)
118	Supplies & Materials other		-	-	-	-
119	Equipment / Furniture		15,000	15,000	-	(15,000)
120	Telephone		12,000	12,000	-	(12,000)
121	Technology		140,000	140,000	-	(140,000)
122	Student Testing & Assessment		15,000	15,000	-	(15,000)
123	Field Trips		40,000	40,000	-	(40,000)
124	Transportation (student)		44,999	44,999	-	(44,999)
125	Student Services - other		37,000	37,000	-	(37,000)
126	Office Expense		59,000	59,000	-	(59,000)
127	Staff Development		26,000	26,000	-	(26,000)
128	Staff Recruitment		-	-	-	-
129	Student Recruitment / Marketing		8,000	8,000	-	(8,000)
130	School Meals / Lunch		-	-	-	-
131	Travel (Staff)		10,000	10,000	-	(10,000)
132	Fundraising		-	-	-	-
133	Other		10,000	10,000	-	(10,000)
134	TOTAL SCHOOL OPERATIONS		558,999	558,999	-	(558,999)
135	FACILITY OPERATION & MAINTENANCE					
136	Insurance		51,000	51,000	-	(51,000)
137	Janitorial		5,000	5,000	-	(5,000)
138	Building and Land Rent / Lease		120,000	120,000	-	(120,000)
139	Repairs & Maintenance		75,000	75,000	-	(75,000)
140	Equipment / Furniture		70,000	70,000	-	(70,000)
141	Security		-	-	-	-
142	Utilities		120,000	120,000	-	(120,000)
143	TOTAL FACILITY OPERATION & MAINTENANCE		441,000	441,000	-	(441,000)
144	DEPRECIATION & AMORTIZATION		85,000	85,000	-	(85,000)
145	RESERVES / CONTINGENCY		-	-	-	-
146	TOTAL EXPENSES		4,901,139	4,901,139	-	(4,901,139)
147	NET INCOME		1,171,566	1,171,566	-	1,171,566

University Preparatory Charter School for Young Men						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan 2013-14						
2						
3						
4						
5						
6	Total Revenue	6,072,705	6,072,705	-	6,072,705	6,072,705
7	Total Expenses	4,901,139	4,901,139	-	(4,901,139)	(4,901,139)
8	Net Income	1,171,566	1,171,566	-	1,171,566	1,171,566
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15						
160	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	Rochester City School District					
162	Greece Central School District					
163	Gates-Chili School District					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178						
179	REVENUE PER PUPIL					
180						
181	EXPENSES PER PUPIL					

**University Preparatory Charter School for Young Men
Budget / Operating Plan
2013-14**

Total Revenue	-	1,547,750	-	-	1,124,916	-	-	2,084,463	-	-	1,315,576
Total Expenses	-	1,116,816	-	-	1,235,704	-	-	1,127,915	-	-	1,420,705
Net Income	-	430,934	-	-	(110,788)	-	-	956,548	-	-	(105,129)
Actual Student Enrollment	-	375	-	-	375	-	-	375	-	-	375
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

* 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 - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

REVENUE * When entering in Actuals, ORANGE cells must be entered in EACH SECTION in order to generate variance analysis.

		CY Per Pupil Rate											
		12,090	10,979	12,359	-	-	-	-	-	-	-	-	-
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
Rochester City School District		-	1,511,250	-	-	755,625	-	-	1,511,250	-	-	-	755,625
Greece Central School District		-	-	-	-	-	-	-	-	-	-	-	-
Gates-Chili School District		-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	11,809	-	1,511,250	-	-	755,625	-	-	1,511,250	-	-	-	755,625
Special Education Revenue		-	-	-	-	249,356	-	-	498,713	-	-	-	249,356
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developm.)		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	1,511,250	-	-	1,004,981	-	-	2,009,963	-	-	-	1,004,981
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	30,095
Title I		-	-	-	-	39,435	-	-	-	-	-	-	200,000
Title Funding - Other		-	-	-	-	6,000	-	-	-	-	-	-	6,000
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	17,500	-	-	17,500	-	-	17,500	-	-	-	17,500
TOTAL REVENUE FROM FEDERAL SOURCES		-	17,500	-	-	62,935	-	-	17,500	-	-	-	253,595
LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	19,000	-	-	57,000	-	-	57,000	-	-	-	57,000
Text Book		-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	19,000	-	-	57,000	-	-	57,000	-	-	-	57,000
TOTAL REVENUE		-	1,547,750	-	-	1,124,916	-	-	2,084,463	-	-	-	1,315,576

**University Preparatory Charter School for Young Men
Budget / Operating Plan
2013-14**

Total Revenue	-	1,547,750	-	-	1,124,916	-	-	2,084,463	-	-	1,315,576	-
Total Expenses	-	1,116,816	-	-	1,235,704	-	-	1,127,915	-	-	1,420,705	-
Net Income	-	430,934	-	-	(110,788)	-	-	956,548	-	-	(105,129)	-
Actual Student Enrollment	-	375	-	-	375	-	-	375	-	-	375	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-

* 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 - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES

	No. of Positions	Actual	Current Budget	Variance									
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	24,231	-	-	28,269	-	-	24,231	-	-	28,269	-
Instructional Management	-	-	64,850	-	-	75,658	-	-	64,850	-	-	75,658	-
Deans, Directors & Coordinators	-	-	54,104	-	-	63,121	-	-	54,104	-	-	63,121	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	8,822	-	-	10,293	-	-	8,822	-	-	10,293	-
Administrative Staff	-	-	25,095	-	-	29,277	-	-	25,095	-	-	29,277	-
TOTAL ADMINISTRATIVE STAFF	-	-	177,101	-	-	206,618	-	-	177,101	-	-	206,618	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	-	358,537	-	-	418,293	-	-	358,537	-	-	418,293	-
Teachers - SPED	-	-	50,268	-	-	58,646	-	-	50,268	-	-	58,646	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	9,231	-	-	10,769	-	-	9,231	-	-	10,769	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	418,036	-	-	487,708	-	-	418,036	-	-	487,708	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	27,600	-	-	32,200	-	-	27,600	-	-	32,200	-
Security	-	-	4,615	-	-	5,385	-	-	4,615	-	-	5,385	-
Other	-	-	19,385	-	-	22,615	-	-	19,385	-	-	22,615	-
TOTAL NON-INSTRUCTIONAL	-	-	51,600	-	-	60,200	-	-	51,600	-	-	60,200	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	646,737	-	-	754,526	-	-	646,737	-	-	754,526	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	-	53,598	-	-	53,598	-	-	53,598	-	-	53,598	-
Fringe / Employee Benefits	-	-	91,889	-	-	81,889	-	-	81,888	-	-	81,888	-
Retirement / Pension	-	-	4,250	-	-	4,250	-	-	4,250	-	-	4,250	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	149,737	-	-	139,737	-	-	139,737	-	-	139,737	-
TOTAL PERSONNEL SERVICE COSTS	-	-	796,474	-	-	894,263	-	-	786,474	-	-	894,263	-
CONTRACTED SERVICES													
Accounting / Audit	-	-	3,375	-	-	3,375	-	-	3,375	-	-	3,375	-
Legal	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	25,217	-	-	75,650	-	-	75,650	-	-	75,650	-
Payroll Services	-	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	38,500	-	-	38,500	-	-	38,500	-	-	38,500	-
TOTAL CONTRACTED SERVICES	-	-	73,342	-	-	123,775	-	-	123,775	-	-	123,775	-
SCHOOL OPERATIONS													
Board Expenses	-	-	1,750	-	-	1,750	-	-	1,750	-	-	1,750	-
Classroom / Teaching Supplies & Materials	-	-	21,250	-	-	21,250	-	-	21,250	-	-	21,250	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	21,750	-	-	9,417	-	-	9,417	-	-	9,416	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-
Telephone	-	-	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-
Technology	-	-	35,000	-	-	35,000	-	-	35,000	-	-	35,000	-
Student Testing & Assessment	-	-	-	-	-	5,000	-	-	5,000	-	-	5,000	-
Field Trips	-	-	-	-	-	13,333	-	-	13,333	-	-	13,334	-
Transportation (student)	-	-	5,000	-	-	13,333	-	-	13,333	-	-	13,333	-
Student Services - other	-	-	14,500	-	-	7,500	-	-	7,500	-	-	7,500	-
Office Expense	-	-	14,750	-	-	14,750	-	-	14,750	-	-	14,750	-
Staff Development	-	-	6,500	-	-	6,500	-	-	6,500	-	-	6,500	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	2,000	-	-	2,000	-	-	2,000	-	-	2,000	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
TOTAL SCHOOL OPERATIONS	-	-	134,250	-	-	141,583	-	-	141,583	-	-	141,583	-
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	12,750	-	-	12,750	-	-	12,750	-	-	12,750	-
Janitorial	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Building and Land Rent / Lease	-	-	20,000	-	-	-	-	-	-	-	-	100,000	-
Repairs & Maintenance	-	-	18,750	-	-	18,750	-	-	18,750	-	-	18,750	-
Equipment / Furniture	-	-	30,000	-	-	13,333	-	-	13,333	-	-	13,334	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	30,000	-	-	30,000	-	-	30,000	-	-	30,000	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	112,750	-	-	76,083	-	-	76,083	-	-	176,084	-
DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY													
	-	-	-	-	-	-	-	-	-	-	-	85,000	-
TOTAL EXPENSES	-	-	1,116,816	-	-	1,235,704	-	-	1,127,915	-	-	1,420,705	-

**University Preparatory Charter School for Young Men
Budget / Operating Plan
2013-14**

Total Revenue	-	1,547,750	-	-	1,124,916	-	-	2,084,463	-	-	1,315,576	-
Total Expenses	-	1,116,816	-	-	1,235,704	-	-	1,127,915	-	-	1,420,705	-
Net Income	-	430,934	-	-	(110,788)	-	-	956,548	-	-	(105,129)	-
Actual Student Enrollment	-	375	-	-	375	-	-	375	-	-	375	-
Total Paid Student Enrollment	-		-	-		-	-		-	-		-
	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
NET INCOME	-	430,934	-	-	(110,788)	-	-	956,548	-	-	(105,129)	-

University Preparatory Charter School for Young Men Budget / Operating Plan 2013-14												
Total Revenue	-	1,547,750	-	-	1,124,916	-	-	2,084,463	-	-	1,315,576	-
Total Expenses	-	1,116,816	-	-	1,235,704	-	-	1,127,915	-	-	1,420,705	-
Net Income	-	430,934	-	-	(110,788)	-	-	956,548	-	-	(105,129)	-
Actual Student Enrollment	-	375	-	-	375	-	-	375	-	-	375	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-
* 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 - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
	ENROLLMENT - *School Districts Are Linked To Above Entries*											
Rochester City School District	-	372	-	-	372	-	-	372	-	-	372	-
Greece Central School District	-	2	-	-	2	-	-	2	-	-	2	-
Gates-Chili School District	-	1	-	-	1	-	-	1	-	-	1	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	375	-	-	375	-	-	375	-	-	375	-
REVENUE PER PUPIL	-	4,127	-	-	3,000	-	-	5,559	-	-	3,508	-
EXPENSES PER PUPIL	-	2,978	-	-	3,295	-	-	3,008	-	-	3,789	-

**University Preparatory Charter School for Young Men
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	-	-	-	6,072,705	(6,072,705)	-	-	6,072,705	(6,072,705)	-	-
Total Expenses	-	-	-	4,901,139	4,901,139	-	-	4,901,139	4,901,139	-	-
Net Income	-	-	-	1,171,566	(1,171,566)	-	-	1,171,566	(1,171,566)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

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

TOTALS AND VARIANCE ANALYSIS

	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	Original Budget - TY	Actual Budget TY	Original Budget TY	Actual Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
Rochester City School District	12,090				4,533,750	(4,533,750)			4,533,750	(4,533,750)			
Greece Central School District	10,979				-	-			-	-			
Gates-Chili School District	12,359				-	-			-	-			
School District 4 (Enter Name)	-				-	-			-	-			
School District 5 (Enter Name)	-				-	-			-	-			
School District 6 (Enter Name)	-				-	-			-	-			
School District 7 (Enter Name)	-				-	-			-	-			
School District 8 (Enter Name)	-				-	-			-	-			
School District 9 (Enter Name)	-				-	-			-	-			
School District 10 (Enter Name)	-				-	-			-	-			
School District 11 (Enter Name)	-				-	-			-	-			
School District 12 (Enter Name)	-				-	-			-	-			
School District 13 (Enter Name)	-				-	-			-	-			
School District 14 (Enter Name)	-				-	-			-	-			
School District 15 (Enter Name)	-				-	-			-	-			
School District - ALL OTHER	-				-	-			-	-			
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	11,809				4,533,750	(4,533,750)			4,533,750	(4,533,750)			
Special Education Revenue	-				997,425	(997,425)			997,425	(997,425)			
Grants													
Stimulus	-				-	-			-	-			
DYCD (Department of Youth and Community Developmnt.)	-				-	-			-	-			
Other	-				-	-			-	-			
TOTAL REVENUE FROM STATE SOURCES					5,531,175	(5,531,175)			5,531,175	(5,531,175)			
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-				30,095	(30,095)			30,095	(30,095)			
Title I	-				239,435	(239,435)			239,435	(239,435)			
Title Funding - Other	-				12,000	(12,000)			12,000	(12,000)			
School Food Service (Free Lunch)	-				-	-			-	-			
Grants													
Charter School Program (CSP) Planning & Implementation	-				-	-			-	-			
Other	-				-	-			-	-			
TOTAL REVENUE FROM FEDERAL SOURCES					70,000	(70,000)			70,000	(70,000)			
LOCAL and OTHER REVENUE													
Contributions and Donations	-				-	-			-	-			
Fundraising	-				-	-			-	-			
Erate Reimbursement	-				-	-			-	-			
Earnings on Investments	-				-	-			-	-			
Interest Income	-				-	-			-	-			
Food Service (Income from meals)	-				190,000	(190,000)			190,000	(190,000)			
Text Book	-				-	-			-	-			
OTHER	-				-	-			-	-			
TOTAL REVENUE FROM LOCAL and OTHER SOURCES					190,000	(190,000)			190,000	(190,000)			
TOTAL REVENUE					6,072,705	(6,072,705)			6,072,705	(6,072,705)			

**University Preparatory Charter School for Young Men
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	-	-	-	6,072,705	(6,072,705)	-	-	6,072,705	(6,072,705)	-	-
Total Expenses	-	-	-	4,901,139	4,901,139	-	-	4,901,139	4,901,139	-	-
Net Income	-	-	-	1,171,566	(1,171,566)	-	-	1,171,566	(1,171,566)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

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

TOTALS AND VARIANCE ANALYSIS

	No. of Positions	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual Budget TY	vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual Budget TY	vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	-	-	-	-	105,000	105,000	-	-	-	105,000	105,000	-	-	-
Instructional Management	-	-	-	-	281,015	281,015	-	-	-	281,015	281,015	-	-	-
Deans, Directors & Coordinators	-	-	-	-	234,449	234,449	-	-	-	234,449	234,449	-	-	-
CFD / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	38,230	38,230	-	-	-	38,230	38,230	-	-	-
Administrative Staff	-	-	-	-	108,743	108,743	-	-	-	108,743	108,743	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	767,437	767,437	-	-	-	767,437	767,437	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	1,553,660	1,553,660	-	-	-	1,553,660	1,553,660	-	-	-
Teachers - SPED	-	-	-	-	217,828	217,828	-	-	-	217,828	217,828	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	40,000	40,000	-	-	-	40,000	40,000	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	1,811,488	1,811,488	-	-	-	1,811,488	1,811,488	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	119,600	119,600	-	-	-	119,600	119,600	-	-	-
Security	-	-	-	-	20,000	20,000	-	-	-	20,000	20,000	-	-	-
Other	-	-	-	-	84,000	84,000	-	-	-	84,000	84,000	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	223,600	223,600	-	-	-	223,600	223,600	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	2,802,525	2,802,525	-	-	-	2,802,525	2,802,525	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	214,393	214,393	-	-	-	214,393	214,393	-	-	-
Fringe / Employee Benefits	-	-	-	-	337,555	337,555	-	-	-	337,555	337,555	-	-	-
Retirement / Pension	-	-	-	-	17,000	17,000	-	-	-	17,000	17,000	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	568,948	568,948	-	-	-	568,948	568,948	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	3,371,473	3,371,473	-	-	-	3,371,473	3,371,473	-	-	-
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	13,500	13,500	-	-	-	13,500	13,500	-	-	-
Legal	-	-	-	-	10,000	10,000	-	-	-	10,000	10,000	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	252,167	252,167	-	-	-	252,167	252,167	-	-	-
Payroll Services	-	-	-	-	15,000	15,000	-	-	-	15,000	15,000	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	154,000	154,000	-	-	-	154,000	154,000	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	444,667	444,667	-	-	-	444,667	444,667	-	-	-
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	7,000	7,000	-	-	-	7,000	7,000	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	85,000	85,000	-	-	-	85,000	85,000	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	50,000	50,000	-	-	-	50,000	50,000	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	15,000	15,000	-	-	-	15,000	15,000	-	-	-
Telephone	-	-	-	-	12,000	12,000	-	-	-	12,000	12,000	-	-	-
Technology	-	-	-	-	140,000	140,000	-	-	-	140,000	140,000	-	-	-
Student Testing & Assessment	-	-	-	-	15,000	15,000	-	-	-	15,000	15,000	-	-	-
Field Trips	-	-	-	-	40,000	40,000	-	-	-	40,000	40,000	-	-	-
Transportation (student)	-	-	-	-	44,999	44,999	-	-	-	44,999	44,999	-	-	-
Student Services - other	-	-	-	-	37,000	37,000	-	-	-	37,000	37,000	-	-	-
Office Expense	-	-	-	-	59,000	59,000	-	-	-	59,000	59,000	-	-	-
Staff Development	-	-	-	-	26,000	26,000	-	-	-	26,000	26,000	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	8,000	8,000	-	-	-	8,000	8,000	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	10,000	10,000	-	-	-	10,000	10,000	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	10,000	10,000	-	-	-	10,000	10,000	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	558,999	558,999	-	-	-	558,999	558,999	-	-	-
FACILITY OPERATION & MAINTENANCE														
Insurance	-	-	-	-	51,000	51,000	-	-	-	51,000	51,000	-	-	-
Jaritorial	-	-	-	-	5,000	5,000	-	-	-	5,000	5,000	-	-	-
Building and Land Rent / Lease	-	-	-	-	120,000	120,000	-	-	-	120,000	120,000	-	-	-
Repairs & Maintenance	-	-	-	-	75,000	75,000	-	-	-	75,000	75,000	-	-	-
Equipment / Furniture	-	-	-	-	70,000	70,000	-	-	-	70,000	70,000	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	120,000	120,000	-	-	-	120,000	120,000	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	441,000	441,000	-	-	-	441,000	441,000	-	-	-
DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY														
	-	-	-	-	85,000	85,000	-	-	-	85,000	85,000	-	-	-
TOTAL EXPENSES	-	-	-	-	4,901,139	4,901,139	-	-	-	4,901,139	4,901,139	-	-	-

**University Preparatory Charter School for Young Men
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	-	-	-	6,072,705	(6,072,705)	-	-	6,072,705	(6,072,705)	-	-
Total Expenses	-	-	-	4,901,139	4,901,139	-	-	4,901,139	4,901,139	-	-
Net Income	-	-	-	1,171,566	(1,171,566)	-	-	1,171,566	(1,171,566)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

* 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	Original Budget - TY	Actual Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
NET INCOME	-	-	-	1,171,566	(1,171,566)	-	-	1,171,566	(1,171,566)	-	-

**University Preparatory Charter School for Young Men
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	-	-	-	6,072,705	(6,072,705)	-	-	6,072,705	(6,072,705)	-	-
Total Expenses	-	-	-	4,901,139	4,901,139	-	-	4,901,139	4,901,139	-	-
Net Income	-	-	-	1,171,566	(1,171,566)	-	-	1,171,566	(1,171,566)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

	TOTALS AND VARIANCE ANALYSIS										
	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	Original Budget - TY	Actual Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed											
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed										
Rochester City School District	-	-	-			-	-			-	-
Greece Central School District	-	-	-			-	-			-	-
Gates-Chili School District	-	-	-			-	-			-	-
School District 4 (Enter Name)	-	-	-			-	-			-	-
School District 5 (Enter Name)	-	-	-			-	-			-	-
School District 6 (Enter Name)	-	-	-			-	-			-	-
School District 7 (Enter Name)	-	-	-			-	-			-	-
School District 8 (Enter Name)	-	-	-			-	-			-	-
School District 9 (Enter Name)	-	-	-			-	-			-	-
School District 10 (Enter Name)	-	-	-			-	-			-	-
School District 11 (Enter Name)	-	-	-			-	-			-	-
School District 12 (Enter Name)	-	-	-			-	-			-	-
School District 13 (Enter Name)	-	-	-			-	-			-	-
School District 14 (Enter Name)	-	-	-			-	-			-	-
School District 15 (Enter Name)	-	-	-			-	-			-	-
School District - ALL OTHER	-	-	-			-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-			-	-



Annual Report Requirement
for SUNY Authorized Charter Schools

University Preparatory Charter School for Young Men

Administrative expenditures per pupil: **\$6,321.30**

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.

Appendix E: Disclosure of Financial Interest Form

Created Thursday, August 01, 2013

Page 1

261600860985 UNIVERSITY PREP CS-YOUNG MEN

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.

Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Thursday, August 01, 2013

Page 1

261600860985 UNIVERSITY PREP CS-YOUNG MEN

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Dr. Edward Yansen	Chair/President	Yes	School Psychology	1 -2 yr. term 9/1/11-8/30/14	
2	Vince Carfagna	Treasurer	Yes	Finance, Accounting, Management	2- 3yr. terms Current 7/1/13-6/30/16	
3	Dr. Marie Cianca	Chair/President	Yes	Program Development and Accountability/Instructional	2- 3yr. terms Current 7/1/13-6/30/16	
4	Melissa Piccarreto	Member	Yes	Program Development and Accountability	2- 3yr. terms Current 7/1/13-6/30/16	
5	Dr. Michael Robinson	Vice Chair/Vice President	Yes	Policy and ByLaws	2- 3yr. terms Current 7/1/13-6/30/16	
6	Maria Scalise	Vice Chair/Vice President	Yes	Community Development and Public Relations	2- 3yr. terms Current 7/1/13-6/30/16	
7	Dr. Jeannette Silvers	Member	Yes	Data/Accountability	1 -2yr term 9/1/11-8/30/14	
8	Elizabeth Speares	Secretary	Yes	Public Relations	1 -2yr term 9/1/11-8/30/14	
9	Sequetta F. Sweet	Member	Yes	Community Development and Public Relations	1 Term Expiration Date 6/30/13	
10	Sam Valleriani	Member	Yes	Policy and ByLaw Committee	2- 3yr. terms Current 7/1/13-6/30/16	
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2012-13 school year

2

3. Total Number of Members Departing the Board during the 2012-13 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

11

5. How many times did the Board meet during the 2012-13 school year?

9

6. How many times will the Board meet during the 2013-14 school year?

10

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 2012-2013 school year and continuing on for school year 2013-2014 include:

1. An annual presentation made by Principal Joseph Munno at the Children's School of Rochester (494 Averill Ave, Rochester, NY 14607) and at the Rochester International Academy (1 Edgerton Park, Rochester, N.Y. 14608). These schools are the district of residence's (Rochester City School District) elementary schools for English language learners.
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 and newspaper appeals, 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/lunch program this current school year (2012-2013) and next school year (2013-2014).

All of the above strategies will be duplicated for this 2013-2014 school year and will be expanded with any new recruitment strategies that arise.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 19, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/7d84fbfb696643f9d7c429b2807a28>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Bonnie Steingart

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

(No response)

13a. 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 held or engaged in with the charter school 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 Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1				
2				
3				
4				
5				

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

(No response)

14a. 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 and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1					
2					
3					
4					
5					

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/8a7bdfdf720a4aa397fe3041cdba64>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Dr. C. Michael Robinson

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "D. C. Michael". The signature is written in a cursive style with a large, rounded initial "D" and a distinct "C". The name "Michael" is written in a fluid, cursive script. The signature is positioned on a light gray horizontal line.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/b2f0a674d131922a33e1c040b941e>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Marie Cianca

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

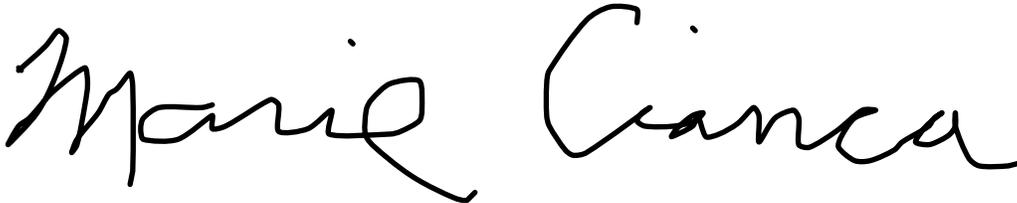
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Marie Cianca". The signature is written in a cursive, flowing style.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/42090371750db7d33b37d753c4721>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Elizabeth A Speares

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

• •

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/0520783a06fb96984870a41d8ed63>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Maria Scalise

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

-
- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

•
•
•

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

(No response)

13a. 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 held or engaged in with the charter school 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 Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1				
2				
3				
4				
5				

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

(No response)

14a. 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 and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1					
2					
3					
4					
5					

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/345a4b40e037eed8c5025d5ea4b58>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Edward.A Yansen

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED] k
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

5. *Your Business Address Street Address	SAME AS ABOVE
5. *Your Business Address City/State	(No response)
5. *Your Business Address Zip	(No response)

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

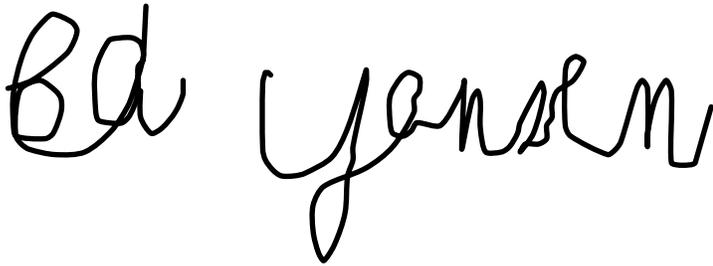
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Ba Jensen". The signature is written in a cursive style with a large, stylized 'B' and 'J'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

Updated Wednesday, July 31, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/51e6214b431f052ef71093392427b>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jeanette C. Silvers

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Board member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Jeanette C. Kilbr

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/f60c8e2654b3b85452a3b97002b92>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Melissa Piccarreto

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

•
•

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 01, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/3bdb04c306c872ea6a46add535d68>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Sequetta Sweet

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Community Development and Public Relations

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, reading "Dequita Sweet". The signature is written in a cursive style with a large initial 'D' and a long horizontal stroke at the end.