



Renewal Recommendation Report University Preparatory Charter School for Young Men

Report Date: February 27, 2015
Visit Date: November 18-19, 2014

State University of New York
41 State Street, Suite 700
Albany, New York 12207

518-445-4250
518-427-6510 (fax)
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

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INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf>).

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: <http://www.newyorkcharters.org/operate/existing-schools/renewal/>.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

BACKGROUND

Opened in September 2010, University Preparatory Charter School for Young Men (“UPrep”) serves 444 students in grades 7-12 and is now in its 5th year of operation. The school provides a unique educational option to the families of Rochester. UPrep makes it its goal to graduate young men with the disposition and skills to be successful in college, career and as citizens of their communities. The school’s mission states:

The mission of University Preparatory Charter School for Young Men is to educate boys grades 7-12 so that they complete high school with a Regents diploma and have the opportunity to succeed in college and beyond as thoughtful, caring and informed citizens. To do this, the University Preparatory Charter School for Young Men will provide a complete high school curriculum delivered in ways proven successful for young men. In particular, this charter school will implement the Experiential Learning Outward Bound design.

The school is located in a private facility at 1290 Lake Avenue, Rochester, NY within the Rochester City School District (“RCSD”).

EXECUTIVE SUMMARY

At the end of its initial charter term, UPrep posts performance that indicates it is fulfilling the vision for its original school design: to enroll Rochester’s young men most in need of strong high school options in grade 7 and prepare them to graduate from high school ready for college and career. One measure of the school’s success is UPrep’s high school proficiency rating that bests that of the Rochester City Schools by more than 30 percent. The school has yet to graduate its first high school cohort and, while student performance data at grades where most students newly enroll at UPrep (7th and 8th) reflects the accumulated educational deficiencies students bring with them from other schools, the school does provide data indicating students who enroll in grade 7 and persist at UPrep perform stronger than peers enrolling at the school in 9th grade and beyond. The school’s early high school data indicates many of the school’s students are prepared to graduate with some college credits. Data provided indicate that, over time, students are demonstrating progress and are meeting high school Accountability Plan goals.

Based on an analysis of evidence from this renewal visit and information gathered during the current charter term, the Institute concludes that the strength of the existing educational program is sufficient to enable the school to meet its academic Accountability Plan goals in a future charter term. UPrep has instructional supports, organizational capacity and a governing board able to provide effective programmatic and fiscal oversight to the school.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

The education corporation's¹ governing board of trustees (the "board") has much experience in education, finance and the law. The board and its leadership have deployed resources to both build the school's academic program in this, its first charter term, as well as acquire and renovate a private facility in Rochester. The board, and its leadership are focused on ensuring the young men they serve are prepared to succeed in career and college upon graduation and focuses resources on assisting students in acquiring early college credit prior to graduation. For these reasons, the Institute recommends the SUNY Trustees grant the school a Short-Term Renewal of three years.

NOTEWORTHY

UPrep's partnerships with two local colleges, Monroe Community College and Bryant & Stratton College, afford students the opportunity to earn college credits while still in high school. Last year, 17 UPrep students earned 84 college credits in criminal law and economics. The school projects that participating students in the current school year will earn well over 200 college credits with additional dual credit offerings that include economics, business principles, criminal justice and psychology.

¹ Legally, charter schools in New York are not-for-profit education corporations. Throughout this report, the Institute uses both "education corporation" and "charter school" to indicate the same legal entity.

RENEWAL RECOMMENDATION

RECOMMENDATION:

SHORT-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of University Preparatory Charter School for Young Men and renew its charter for a period of three years with authority to provide instruction to students in 7th through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 450 students.

To earn an Initial Short-Term Renewal, a school must either:

- (a) have compiled a mixed or limited record of educational achievement in meeting its academic Accountability Plan goals, but have in place and in operation at the time of the renewal inspection visit (i) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks,² which will likely result in the school's being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (ii) a governing board and organizational structures both in the charter school and its education corporation with a demonstrated capacity to meet the charter school's academic Accountability Plan goals and to operate the charter school in an educationally and fiscally sound fashion; or
- (b) have compiled an overall record of meeting its academic Accountability Plan goals but, at the time of the renewal inspection visit, have in place an educational program that, as assessed using the Qualitative Education Benchmarks, is inadequate in multiple and material respects.³

² The Qualitative Education Benchmarks are a subset of the *State University of New York Charter Renewal Benchmarks* (version 5.0, the “SUNY Renewal Benchmarks”) available at <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf>.

³ SUNY Renewal Policies at pp. 12-13.

RENEWAL RECOMMENDATION

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- The school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- The education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- Given the programs it will offer, its structure and its purpose, approving the school to operate for another three years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁵ and the New York State Board of Regents (the "Board of Regents") finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

Given the date the school was originally chartered, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its future enrollment and retention targets during the next charter term prior to recommending the renewal application for approval. The Institute found the plans to meet or exceed the targets, and the plans to educate students with disabilities, ELLs and FRPL students, satisfactory. The Institute also found the school to be making good faith efforts to attract and retain such students in accordance with the Act.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

⁴ See New York Education Law § 2852(2).

⁵ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

RENEWAL RECOMMENDATION

REPORT FORMAT

The Institute makes the foregoing renewal recommendation based on the school's Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not for profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school's record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks, which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the school fiscally sound?
4. If the SUNY Trustees renew the education corporation's authority to operate the school, are its plans for the school reasonable, feasible and achievable?

The report's Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation and additional evidence on student achievement contained in the School Performance Summaries.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN ACADEMIC SUCCESS?

UPrep has posted a limited record of educational achievement in meeting its Accountability Plan goals. The school presents data that suggest students who remain to attend high school perform better than peers who did not enroll in 7th and 8th grades at UPrep. UPrep's data in its early grades reflects the academic deficiencies the young men who choose the school bring with them from prior educational settings. UPrep's high school will generate its first graduation data point when its first four-year cohort graduates in June 2015. Early high school data and the strength of the academic program as assessed using the Qualitative Education Benchmarks indicate that the school is likely to meet or come close to meeting its Accountability Plan goals given the additional three years that a short-term renewal would permit.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts ("ELA") and mathematics. The Institute examines results for five required Accountability Plan measures to determine each ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"⁷ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁸ for other public schools, SUNY's required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY's required measures include measures that present schools':

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how well did the school do in catching students up – and then keeping them up to grade level proficiency?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. UPrep did not propose or include any additional measures of success in the Accountability Plan it adopted.

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools' Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure while also considering any additional evidence the school presents using additional measures

⁶ Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

⁷ Education Law § 2850(2)(f).

⁸ Education Law § 2854(1)(d).

RENEWAL BENCHMARK CONCLUSIONS

identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,⁹ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in the Appendix at the end of the report.

Academic Attainment.

Throughout the four years of the charter term, UPrep has made progress toward meeting its key academic Accountability Plan goals in ELA and mathematics. UPrep's grade level enrollment design with students entering the school for the first time in 7th grade and graduating at 12th grade took into account, at the time the school applied for its charter, that the young men the school sought to serve in the early grades would bring with them years of academic challenges accumulated in prior educational settings. As such, UPrep's ultimate accountability is centered on the degree to which it attracts, retains, and graduates its students from high school successfully. While the school has yet to graduate its first full four-year cohort, the initial data presented indicate that the students who enroll at the school in grades 7 and 8 and continue on in UPrep's high school grades outperform students that enter in 9th grade and beyond. The school's academic program in 7th and 8th grades focuses on addressing students' skills and knowledge deficits thus enabling them to enter high school ready to succeed.

The school will graduate its first four-year high school cohort in June 2015 and thus has not generated any complete data for the high school. Although incomplete, early high school data indicate the school is likely to meet or come close to meeting its ELA and mathematics goals given the additional time that a short-term renewal allows. Early data also indicate that the high school is likely to meet or come close to meeting its high school graduation and college preparation goals. UPrep came close to meeting its science goal and the school met its NCLB goal.

At the middle school grades, the Institute analyzes key comparative and growth measures under the school's ELA and mathematics goals to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of UPrep relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore not dependent on any changes in New York's assessment system. As such, the measure, and the school's performance on the measure, is not relative to the test, but relative to how much value UPrep adds to student learning compared to other schools' performance.

The growth measure provides an opportunity to see how UPrep performs in catching up those students performing below grade level to performing academically at grade level or at or above "proficiency." It also provides a look at how well a school does at keeping students who performed

⁹ While the state has recalibrated the absolute Annual Measurable Objective, the Institute will only report on the 2013-14 results, not on those for 2012-13. During 2012-13, the state revised its methodology for calculating a school's Performance Index and the Institute did not. The Institute continues to use the same methodology in place when UPrep adopted its Accountability Plan to calculate a Performance Level Index and does not expect its results to match those of the state's Performance Index.

RENEWAL BENCHMARK CONCLUSIONS

at or above proficiency during the previous school year proficient, or on grade level, every year. For a student who is proficient, keeping up to grade level means the student should make one year's progress in one year's time. For a student below grade level, in order to reach proficiency, the school must help the student grow *more* than one grade level every year in order to catch up.

The Institute uses the state's mean growth percentiles as a measure of a school's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on last year's assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time commensurate with the student body's demographic peers the expected percentile performance is 50. To signal a school is catching students who were previously below grade level up to grade level proficiency, the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground, not catching up or keeping up with grade level proficiencies.

Based on the results of its three middle school and four high school measures in its Accountability Plan, UPrep has made progress toward meeting its ELA goal throughout the charter term. According to its middle school measures alone, UPrep's middle school did not meet its ELA goal. While students enrolled in the middle school for at least two years outperformed the RCSD's 7th and 8th graders, the middle school consistently performed lower than expected according to the Institute's Effect Size analysis throughout the charter term. Each year, the middle school's growth in ELA achievement fell short of the state's median. UPrep's middle school approached the state median during the first three years of the charter term, but during 2013-14 the school's growth percentile fell to 42.5, 7.5 percentile points below its benchmark.

Given the school's age and enrollment pattern as noted earlier, UPrep's high school has not generated a complete set of data for its first graduating cohort, which will graduate in June 2015 after four years of high school instruction. Based on the four high school measures under its ELA goal, early data indicate that the school will meet or exceed its benchmarks on all four high school measures and thus the school will likely meet or come close to meeting its Accountability Plan goal for ELA given the additional time that a short-term renewal would allow. Among a high school graduation cohort, 50 of 52 students, or 96 percent have passed the Regents English exam with a score of 65, already surpassing the school's 75 percent passing benchmark.

Based on past performance, the RCSD schools are likely to perform lower than UPrep's four-year cohort's performance of 86 percent: the district's 2009 four-year cohort posted a proficiency rate of 52 percent. This level of performance is consistent with that of several RCSD cohorts during prior years. Thirty-five students in UPrep's 2011 cohort entered high school performing below proficiency on the state's 8th grade ELA exam. As of the 2013-14 school year, 30 (86 percent) of those students scored at or above proficiency on the Regents English exam, exceeding the absolute target of 75 percent proficiency.

RENEWAL BENCHMARK CONCLUSIONS

Throughout the charter term, UPrep has also made progress toward meeting its mathematics Accountability Plan goal. Although 7th and 8th grades did not meet the mathematics goal based on its three measures alone, early data about the high school indicate that the school is making progress toward meeting its mathematics goal. The middle school consistently outperformed the RCSD on the state's mathematics exam but performed lower than expected in comparison to schools throughout the state that are similarly economically disadvantaged and that also serve 7th and 8th grade students. During every year except 2010-11, UPrep met or exceeded its benchmark for student growth by surpassing the state's median growth score of 50.

Although the school does not yet have a complete data set, the Institute finds that UPrep is likely to meet or come close to meeting its mathematics goal based on the four high school mathematics measures and given the additional time that a short-term renewal would allow. Early data show that 98 percent of the 2011 four-year cohort has passed a Regents mathematics exam, exceeding its absolute benchmark of 75 percent and exceeding past performance of the RCSD's four-year cohorts. Thirty-four students in the 2011 cohort entered high school performing below grade level expectations in mathematics. Data indicate that 88 percent of these students have successfully scored at or above proficiency on a Regents mathematics exam, exceeding the school's benchmark of 75 percent.

UPrep came close to meeting its science goal throughout the charter term. The school posted proficiency percentages on the state's 8th grade science assessment that fell just short of its absolute benchmark of 75 percent each year. However, the school's performance on the 8th grade science exam exceeded that of the RCSD by at least 15 percentage points during each year for which data are available. (The state has not yet released science assessment data for the 2013-14 school year.) Early high school data indicate that 96 percent of the high school's first graduating four year cohort has already passed a Regents science exam, exceeding the absolute benchmark of 75 percent. The high school's performance is also likely to surpass that of the RCSD based on its past performance.

The school was in good standing and met its NCLB goal during each year in the charter term.

RENEWAL BENCHMARK CONCLUSIONS

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN - 7TH & 8TH GRADE

DESCRIPTION	ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL	MATHEMATICS ACCOUNTABILITY PLAN GOAL																				
Comparative Measure: District Comparison. Each year, the percent of students enrolled at UPrep in at least their second year performing at or above proficiency in ELA and mathematics will be greater than that of students in the same tested grades in the local school district.	<p>2012: 22/17 2013: 18/6 2014: 10/6</p>	<p>2012: 43 2013: 8/4 2014: 12/1</p>																				
Comparative Measure: Effect Size. Each year, UPrep will exceed its predicted level of performance by an Effect Size of 0.3 or above in ELA and mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	<p>Performance Standard: 0.3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Effect Size</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>-0.61</td> </tr> <tr> <td>2012</td> <td>0.29</td> </tr> <tr> <td>2013</td> <td>0.01</td> </tr> <tr> <td>2014</td> <td>-0.85</td> </tr> </tbody> </table>	Year	Effect Size	2011	-0.61	2012	0.29	2013	0.01	2014	-0.85	<table border="1"> <thead> <tr> <th>Year</th> <th>Effect Size</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>-1.01</td> </tr> <tr> <td>2012</td> <td>0.05</td> </tr> <tr> <td>2013</td> <td>-0.48</td> </tr> <tr> <td>2014</td> <td>-0.37</td> </tr> </tbody> </table>	Year	Effect Size	2011	-1.01	2012	0.05	2013	-0.48	2014	-0.37
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Comparative Growth Measure: Mean Growth Percentile. Each year, UPrep's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile in ELA and mathematics .	<table border="1"> <thead> <tr> <th>Year</th> <th>Mean Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>41.5</td> </tr> <tr> <td>2012</td> <td>46.7</td> </tr> <tr> <td>2013</td> <td>49.0</td> </tr> <tr> <td>2014</td> <td>42.5</td> </tr> </tbody> </table>	Year	Mean Growth Percentile	2011	41.5	2012	46.7	2013	49.0	2014	42.5	<table border="1"> <thead> <tr> <th>Year</th> <th>Mean Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>33.0</td> </tr> <tr> <td>2012</td> <td>56.6</td> </tr> <tr> <td>2013</td> <td>49.8</td> </tr> <tr> <td>2014</td> <td>55.8</td> </tr> </tbody> </table>	Year	Mean Growth Percentile	2011	33.0	2012	56.6	2013	49.8	2014	55.8
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NOTE: Because UPrep has yet to graduate its first high school cohort, the Institute is unable to provide high school performance graphs.

RENEWAL BENCHMARK CONCLUSIONS

Instructional Leadership. UPrep's instructional leadership team is developing the individual pedagogical competencies of teachers with a foundation of school-wide priorities and expectations. Leaders hold teachers accountable for performance with 20 percent of annual evaluations based on student achievement data.

- UPrep exudes a culture of high expectations for students' achievement while enrolled in the school and in post-secondary pursuits. Students thoughtfully articulate the link between the school's academic program and their plans for the future. For example, students in an elective design and drawing class noted how the skills learned now might apply to a variety of college majors and future careers. School leaders have inculcated in teachers and students alike the belief that all UPrep scholars are capable of great success.
- The school's principal, who oversees the ELA program, and director of instruction, who oversees all other areas of instruction, serve as the primary instructional leaders. At the time of the renewal visit, teachers were unable to delineate clearly who oversees some administrative responsibilities while the school's leadership indicates collaborative instructional oversight is shared. The leaders share a common vision for the school and work toward the same priorities. Four teachers provide peer leadership and support with classroom observations, lesson demonstrations and assistance with instructional planning.
- UPrep's coaching and professional development activities have steadily improved over the charter term and link to a set of school-wide priorities to improve instruction, which leaders clearly communicate to teachers. Professional development activities interrelate with instructional leaders' observations of classroom practice but do not link to student achievement data.
- Instructional leaders conduct regular teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses. Based on documents reviewed during the renewal visit, teachers' self-evaluations align closely with leaders' assessments. The school implements performance improvement plans when teachers fail to meet expectations.

Use of Assessment Data. UPrep gathers a variety of assessment data, but has yet to consistently deploy a systematic approach to analyzing and using this data so that it improves instructional effectiveness and student learning.

- UPrep relies more heavily on teacher-created quizzes, unit tests and benchmark assessments linked to required state content than on standardized assessments. The school has begun to administer a nationally normed standardized assessment to use as a diagnostic assessment and in a future charter term will administer it early in the year to allow for additional tailoring of the academic program to specific, individual student needs. On an ongoing basis, UPrep administers assessments to monitor student progress in mathematics and to test students' reading levels and fluency rate.
- UPrep does not have a systematic approach to analyzing and using data and has not yet fully communicated the expectation that teachers regularly do this. For example, one

RENEWAL BENCHMARK CONCLUSIONS

school leader reported that teachers were not expected to use state assessment results in the creation or revision of their curriculum maps over the summer, though some experienced teachers took the initiative to do so in order to improve teaching and learning. However, school leaders are developing training activities in data collection, analysis and use of newly acquired performance data to advance student learning.

- School leaders use a combination of quantitative testing data and leader expertise and observation of instructional delivery in making teacher assignments, deciding which teachers need the most assistance, choosing professional development topics and making changes to the school's academic intervention program.
- The school regularly communicates to families about their students' progress and growth. Every week, teachers send home progress reports to be signed and parents are invited to talk to their students' teachers in the morning before school starts.

Curriculum. UPrep uses New York state Common Core and subject area learning standards as the structure for its overarching curriculum design. Currently a framework with specific lessons, materials and other components in development, the school is working to finalize a complete, coherent, aligned curriculum across all grades and subjects.

- The school has a uniform, school-wide, curriculum map template. Teachers use this template along with Common Core standards and state assessments to design and revise curriculum maps annually with the guidance and oversight of instructional leaders.
- Teachers use a common template to create units based on the curriculum maps. From these units, teachers create daily lesson plans that also follow a common format, the school's instructional framework. Teachers submit lesson plans weekly to instructional leaders and receive feedback, the extensiveness of which varies across instructional leaders.
- The school's instructional framework requires all lessons contain a big idea, three learning targets, an essential question, a bridge, a mini lesson, a workshop, a large group reflection, a summary and a closure. While written lessons include all of these components, and instructional leaders review lesson plans for completeness, observed lessons showed that teachers often did not have time to address adequately each component with fidelity. For example, instead of having students come to their own conclusions for the closure, some observed teachers gave their own summary or failed to complete or use the summary or closure.
- While teachers have access to classroom sets of novels, textbooks, and other resources, the majority of teachers choose to create their own classroom activities, handouts, readings, and homework assignments by consulting a variety of sources.
- Each summer teachers revise curriculum maps and unit plans with guidance from instructional leaders. The school reports the elements of its curriculum maps are driven by Regents' requirements. The Institute found the curriculum maps do reflect those grade level requirements but that the school has yet to strengthen the maps by using assessment data to identify gaps in preparing students for state exams.

RENEWAL BENCHMARK CONCLUSIONS

Pedagogy. As shown in the chart below, during the renewal visit, Institute team members conducted 26 classroom observations following a defined protocol used in all school renewal visits.

CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

CONTENT AREA	GRADE						Total
	7	8	9	10	11	12	
ELA	2	2		1	1		6
Math	1	1		2	1		5
Writing			1				1
Science		1	1	2	1	1	6
Soc Stu	1		2	2			7
Specials				1			1
Total	4	4	4	5	6	3	26

- Across the school, teachers deliver purposeful lessons with clear objectives aligned to the curriculum (20 of 26 classrooms observed). Teachers consistently communicate learning objectives and essential questions to students for each lesson. Most teachers build on students' previous knowledge and skills in their lessons, evidenced through their use of opening activities that include direct tie-ins during mini-lessons. Co-teachers have clearly delineated roles and complement one another to ensure that all students meet stated learning objectives.
- Most teachers regularly use techniques to check for student understanding (19 of 26 classrooms observed), however, the effectiveness of these techniques varies. Most teachers actively monitor students' responses and written work during the course of the class. Nonetheless, at times, teachers do not make appropriate ad hoc adjustments to instruction based on the assessed level of student understanding during the lesson. For example, when students provide incorrect answers, most teachers factually correct the students and continue forward without ensuring that students understand the reasoning behind the correction. Teachers consistently plan to evaluate student learning at the end of the lesson using summary and closing exercises in alignment with UPrep's instructional framework. However, many teachers do not have students complete these activities or complete them in a cursory fashion due to pacing issues.
- Some teachers challenge students with questions that develop depth of understanding and higher-order thinking and problem solving skills (11 of 26 classrooms observed) though most planned lessons include opportunities to do so. Similarly, few teachers challenge students to defend or elaborate on their answers. Although teachers understand the need to develop students' higher-order thinking skills, many lack the pedagogical skills to design and implement student activities at these levels. For example, a teacher modeled how to

RENEWAL BENCHMARK CONCLUSIONS

complete a worksheet and then asked students to complete the worksheet themselves without directly connecting the worksheet to a conceptual understanding.

- Most teachers provide opportunities for students to interact with peers while engaging in learning activities, and teachers consistently connect the concepts presented in class to real-life situations. As examples, students discussed historical documents in light of current events in the Middle East; analyzed nutrition labels; and explored current definitions of social concepts (e.g., culture) in relation to feudal Japan.
- Throughout the school, (20 of 26 classrooms observed), teachers communicate a sense of urgency for learning and maintain classroom environments with a consistent focus on academic achievement. Even so, poor lesson pacing diminishes the effectiveness of planned lessons and results in students engaging in off-task behavior. In one class for example, a teacher allotted too much time for an in-class activity but did not adjust the lesson plan and thus provided an opportunity for several students to carry on a non-academic conversation across the entire classroom hindering the work of fellow classmates. Most teachers effectively communicate behavioral expectations to their students and use techniques to focus students' attention on lesson activities. However, while overt behavior issues rarely interfere with lesson activities, a few teachers were observed allowing students to opt-out of the lesson including by taking naps during class.

At-Risk Students. While the school devotes considerable resources to serving students with disabilities and has sufficient supports in place for ELLs, UPrep's intervention services are inadequate to meet the educational needs of its students at-risk of academic failure within the general education program.

- The school has implemented strategies to address struggling students and provide adequate academic interventions. This has yet to solidify into clear and defined practices allowing the school to gather and analyze what works and what doesn't work in assisting students to get to expected levels of performance quickly. Based on observed trends in incoming students' performance level, UPrep automatically enrolls all students in remedial classes rather than refer them for intervention services on a case-by-case basis, and relies on students' district records and informal interviews with administrative staff to determine students' need for language acquisition supports. Special education teachers make referrals for special education evaluations for students who do not demonstrate sufficient progress towards grade level proficiency after several cycles of intervention.
- The school provides all students, regardless of proficiency level, with Response to Intervention ("RtI") services through small, remedial classes in ELA and mathematics every other day. These classes supplement, rather than replace, core content instruction. RtI teachers refer to classroom teachers' lessons to plan parallel instruction that addresses the same essential questions and skills. While these classes are intentionally small to allow for personalized attention, the structure inhibits teachers' ability to tailor instruction to students' individualized needs where they diverge from school-wide curriculum. Due to staffing and scheduling constraints, the school does not offer more intensive intervention services during the school day; struggling students are encouraged to attend after-school

RENEWAL BENCHMARK CONCLUSIONS

tutoring three afternoons per week and Saturday Academy programming in the spring to prepare for state exams.

- In contrast to the limited availability of supports for students at-risk of academic failure, the school provides ELA and mathematics integrated co-teaching classrooms at each grade level to serve students with disabilities. Additionally, district personnel provide resource room services as mandated by students' Individualized Education Programs ("IEPs"). A certified, full time English to Speakers of Other Languages ("ESOL") teacher provides adequate supports to the school's 10 ELLs through a combination of push-in and pull-out small group instruction that targets vocabulary acquisition, oral communication and writing skills.
- UPrep reports administering assessments as diagnostic and benchmark measures, but had not determined, at the time of the renewal visit, the frequency or precise expectations for using such to progress monitor students over the course of the year or using results to determine leveled groupings for intervention classes. In mid-November, the school was still in the process of administering the beginning of year benchmark, thereby compromising the utility of this data to inform instructional decisions for at-risk students in a timely and effective way.
- Classroom teachers are generally aware of the content of students' IEPs and collaborate with grade level special education teachers to track and record students' progress towards their IEP goals.
- School administrators and lead teachers provide teachers with adequate professional development on using strategies to support students with disabilities and students at-risk for academic failure within the general education program during summer pre-service training and throughout the year.
- The school provides limited scheduled opportunities for coordination between classroom teachers and at-risk program staff, with the exception of special education teachers who attend weekly grade team meetings. Teachers report frequent informal contact to discuss students' progress; however, this depends on teachers' availability during the day and personal initiative.

		2011-12	2012-13	2013-14
RESULTS	Enrollment (N) Receiving Mandated Academic Services	(30)	(43)	(60)
	Tested on State Exams (N)	(22)	(21)	(22)
	Percent Proficient on ELA Exam	13.6	0	0
	Percent Proficient Statewide	15.2	5.0	5.2

RENEWAL BENCHMARK CONCLUSIONS

	2011-12	2012-13	2013-14	
RESULTS	ELL Enrollment (N)	(6)	(7)	(6)
	Tested on NYSESLAT ¹⁰ Exam (N)	(6)	(7)	(6)
	Percent ‘Proficient’ or Making Progress ¹¹ on NYSESLAT	83.3	14.3	50

¹⁰ New York State English as a Second Language Achievement Test, a standardized state exam.

¹¹ Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning; Intermediate; Advanced; and, Proficient.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

At the end of its initial charter term, UPrep is establishing itself as an effective and viable organization. The education corporation board manages its governance responsibilities diligently and supports the school in achieving its mission. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. UPrep board members are passionate in their commitment to the school and work tirelessly to improve student achievement outcomes.

- UPrep's board members possess the skills necessary to govern the school effectively and have put in place structures and procedures with which to do so. Board members have skills in a variety of areas including school accountability, law, finance and information technology. The UPrep board operates with specialized committees including program and accountability; policy and by-laws; and personnel and finance.
- School leaders provide the board with sufficient information to provide rigorous oversight of the school's academic performance and fiscal health. Board members scrutinize the presented material and speak in detail about the comprehensive educational program. Importantly, the board partnered with school leaders to redesign the data dashboard rather than passively accept whatever metrics school leaders prefer, as is often the case with other boards.
- The board is reflective about UPrep's challenges and deliberative in developing action plans to address identified shortcomings. Board members worked closely with the school president to reorganize the school's administrative structure in order to target resources most effectively. Additionally, the board recently developed a new mission statement for the school, which they believe serves as a stronger embodiment of their shared vision for the school.

Organizational Capacity. Although some administrator responsibilities overlap, UPrep has sufficient staff resources implementing its developed systems and procedures to support the delivery of the educational program and to ensure the school remains true to its mission.

- UPrep directs adequate resources to support the achievement of its goals. Most notably, the school invests heavily in its interdisciplinary co-teaching model. Teachers report that they have the materials necessary to support students in meeting learning goals and performance standards.
- UPrep has consistently maintained satisfactory enrollment. Multiple features in local news outlets raise the school's profile and draw prospective students.
- The school is not yet subject to enrollment and retention targets for at-risk students; however, the board and school leaders understand that these targets will be in place should the SUNY Trustees grant a subsequent charter term. UPrep has historically enrolled

RENEWAL BENCHMARK CONCLUSIONS

a smaller percentage of ELLs than do other schools within the RCSD. Nonetheless, the current and planned efforts to recruit and retain students with disabilities, ELLs and economically disadvantaged students suggest that the school will be successful in meeting the at-risk enrollment target set by the SUNY Trustees.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial applications and their Applications for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the schools. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the school's charter.

Key Design Elements	Evident?
Single-sex education;	+
Individualized learning;	+
Substantive content;	+
Daily advisory; and,	+
Continuous relationship building.	+

Parent Satisfaction. The school submitted survey results with its Application for Charter Renewal. Respondents indicate general satisfaction with the school. Results from 2013-14 indicate that the parents/guardians and students who responded to the survey are satisfied with the school. The Institute notes, however, that the survey response rate is low.

2013-14
Response Rate: 24%
Overall satisfaction: 77
Academics: 80
School Environment: 89

Persistence in Enrollment. The Institute derived the following statistical information from its database. No comparative data from the New York State Education Department ("NYSED") is available to the Institute to provide district wide context. As such, the information is presented for information purposes but does not allow for comparative analysis.

RENEWAL BENCHMARK CONCLUSIONS

	2011-12	2012-13	2013-14
Percent of Eligible Students Returning From Previous Year	80.0	81.6	80.1

COMPLIANCE

Governance. In material respects, the board has implemented, and abides by, adequate and appropriate policies, systems and procedures to ensure governance and oversight of the school.

- The board of trustees has generally avoided creating conflicts of interest.
- The board has materially complied with the terms of its by-laws.
- The board approves changes to its policies and procedures as needed and appropriate. One exception is a complaint policy adopted on August 1, 2014 that improperly creates multiple levels for complaints to be handled prior to going to the board. The Act mandates that complainants be able to directly address the board with one step. This policy, which may only apply to informal complaints, and be improperly labeled, will be revised as appropriate prior to the renewal charter being sent to the New York State Board of Regents.
- The board has several functioning committees that report out to the full board but proper minutes are not being taken at those committee meetings under the New York Public Officers Law (“POL”). In some cases, committee meetings were not properly noticed to the media or public pursuant to the POL.

Legal Requirements. The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter with certain, minor exceptions.

- **Complaints.** While the Institute received informal telephone inquiries, related to student discipline and records access, no formal or informal written complaints were lodged against the school, and the Institute found no violations of law or policy.

The Institute found exceptions to the school’s general compliance in the following areas. In all areas noted below, the Institute will work with the school to ensure all issues are addressed in a future charter term.

- **Open Meetings Law.** The board takes adequate minutes but sometimes needs to include some further relevant detail to demonstrate compliance with the POL. For example, when going into executive session a motion and second was recorded but no vote, and then no vote to return to public session, even though the executive session was for a proper purpose under the statute.

RENEWAL BENCHMARK CONCLUSIONS

- **Code of Ethics.** The education corporation's Code of Ethics did not conform to the current requirements of the New York General Municipal Law.
- **By-laws.** Minor provisions of the education corporation's by-laws related to committees and meeting notices do not comply with the New York Education Law and/or Not-For-Profit Corporation Law, which will be corrected prior to the next charter term.
- **Facilities.** During the school's first year of operations when it occupied a different, challenging facility, the school allowed student into areas of the building that were not to be used for school use. This condition was quickly remedied after a visit by the Institute.
- **Special Education.** Very early in the school's tenure, it appeared that not all students were receiving the proper special education settings or services as written in their IEPs. As staff and services were requested from the RCSD and the school received full student records, the school remedied the situation.

RENEWAL BENCHMARK CONCLUSIONS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected in the renewal review, UPrep is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. The education corporation engages in effective budgeting practices and routinely conducts monitoring of revenues and expenses, making appropriate adjustments when necessary. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools appears below in the Appendix.

Budgeting and Long-Range Planning. Throughout the charter term, UPrep has maintained fiscal soundness by implementing effective budgeting practices and routine monitoring of revenues and expenses. Net assets have increased in each school year and as of June 30, 2014 were approximately \$4.8M.

- The education corporation's development of annual budgets includes input and analysis from the school leadership and the board treasurer.
- The education corporation has developed annual projected budgets based on actual and forecasted enrollment, staffing, income and expenditures; however, board minutes do not reflect the continuous maintenance of a five year budget.
- The education corporation prepares monthly financial reports that include a current balance sheet, a profit and loss statement, revenue and expense variance report, and enrollment reports. The board treasurer reviews and analyzes these reports with the school's leadership on a monthly basis to ensure fiscal compliance and responsibility prior to presentation to and consideration by the full board.

Internal Controls. UPrep has established and maintains appropriate fiscal policies, procedures and controls. The Fiscal Policy and Procedures Manual includes written policies that address key issues including financial reporting, revenues, procurement, expenditures, payroll and banking. The manual should be strengthened to incorporate, in one location all financial related policies to include asset capitalization policy, record retention, credit card authorization and usage, statement on fraud and misappropriation, and policy and procedures around any classroom cash funds collected, receipted and deposited.

- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies. These broad policies are comprehensive and updated as needed on a periodic basis.
- The education corporation ensures that key staff members receive appropriate professional support in operations and financial management.
- The education corporation's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of non-compliance.

RENEWAL BENCHMARK CONCLUSIONS

- The advisory comment letter issued by the independent auditors with the 2013-14 audit report identified one significant deficiency. At the time of the audit a few material audit adjustments were required to receivables, grant revenue, fixed assets, and depreciation. The deficiency resulted in financial reports lacking necessary information for proper board decision-making.
- The advisory comment letter issued by the independent auditor with the 2010-11 audit indicated that no material weaknesses or significant deficiencies were identified, however there were a few recommendations made for improvement of internal controls including certain cash receipts processes, cash disbursements processes, payroll verification and timeliness of record keeping adjustments. The auditor also required policies to be implemented regarding credit cards and for the staff to use the accounting software for performing bank reconciliations.
- The New York State Comptroller performed an examination to assess the education corporation's financial operations. In order to identify areas most at risk, an initial assessment of internal controls was made including an evaluation of general governance, financial oversight and condition, purchasing, cash receipts (including resident school district tuition billings), cash disbursements, payroll and personal services, inventory and asset controls and information technology. Based upon the results of that initial assessment, the objective of the audit was to examine the student enrollment and billing process. The audit period covered July 1, 2011 through July 16, 2013. While the audit revealed no discrepancies in billings totaling approximately \$7.4 million, a random sampling of 25 student files did identify seven instances where student files did not contain a proof of residency, and three instances where students had moved and their files had a different verified address than the school used when it billed the RCSD . The school has developed and implemented a corrective action plan to address the findings.
- UPrep will need to set aside a reserve fund as required under the new SUNY charter agreements. The Institute now requires education corporations to create a dissolution reserve fund to be established in the amount of \$75,000 to be funded, at a minimum, by reserving twenty-five thousand dollars (\$25,000) per year during the first three (3) years of the charter term. The funds need to be reported separately on the financial statements and the notes to the financial statements.

Financial Reporting. UPrep has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete and follow generally accepted accounting principles ("GAAP").

- The education corporation presents the annual financial statements in accordance with GAAP and the independent audits of those statements have received unqualified opinions.
- The education corporation has generally filed key reports timely and accurately including audit reports, budgets, cash-flow statements, un-audited reports of income, expenses and enrollment, and grant expenditure reports.

RENEWAL BENCHMARK CONCLUSIONS

Financial Condition. UPrep maintains adequate financial resources to ensure stable operations.

- The education corporation has posted fiscally strong composite-score ratings on the SUNY Fiscal Dashboard indicating a consistent level of fiscal stability over the charter term.¹²
- The audited financial statements as of the June 30, 2014 and 2013 reported that the education corporation had newly acquired a facility and renovated the school building and neighboring building with construction in progress of \$1,412k and \$257k respectively. While construction progressed, the school relocated grades 9-11 in the new facility while maintaining its former facility, with a long-term note balance of \$338k for grades 7-8. Subsequently, board minutes indicate that the prior building sold and all grades relocated to the newly acquired facility, which is suitable and funded through general operating revenues.
- The education corporation maintains adequate cash flow and on average 6.0 months of cash reserves to cover current bills and those coming due shortly. The recommended cash reserve would be a one month reserve; therefore, the Fiscal Dashboard shows a low risk in this category.
- In 2013-14 the education corporation experienced significant, non-recurring expenditures associated with the purchase and renovation of its new facility which were paid from cash reserves. Even so, its cash flow only declined to 2.0 months which is considered a medium risk.
- The education corporation operates entirely on general operating revenues; donations and fundraising activities have played an insignificant role in the financial health of the school. Contributions for the year ended June 30, 2014 were a fraction of one percent of total revenues.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that UPrep has demonstrated fiscal soundness over the course of its charter term.¹³

¹² The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school's performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

¹³ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

RENEWAL BENCHMARK CONCLUSIONS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that UPrep has mixed and limited results, respectively, when comparing the middle and high school grades relative to its academic Accountability Plan goals and the school has in place a sufficiently strong and effective educational program that supports achieving those goals, operates as an effective and viable organization and the education corporation is fiscally sound, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

MISSION FOR THE NEXT CHARTER TERM

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

Plans for the Educational Program. UPrep plans to continue to refine its academic program and hopes to expand its dual credit course offerings. The strength of the academic program in place at the time of the renewal review suggests the school will be able to meet or come close to meeting its key Accountability Plan goals with the additional time a Short-Term Renewal would provide.

	Current Charter Term	End of Next Charter Term
Enrollment	450	450
Grade Span	7-12	7-12
Teaching Staff	50	50
Days of Instruction	182	182

RENEWAL BENCHMARK CONCLUSIONS

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve UPrep in the next charter term.

Fiscal & Facility Plans. UPrep plans to continue providing instruction for 7th-12th grade students in its newly renovated, private facility in the RCSD.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The school has amended or will amend other key aspects of the renewal application -- including bylaws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

APPENDIX: SCHOOL OVERVIEW

Mission Statement

The mission of the University Preparatory Charter School for Young Men is to educate boys grades 7-12 so that they complete high school with a Regents diploma and have the opportunity to succeed in college and beyond as thoughtful, caring and informed citizens. To do this, the University Preparatory Charter School for Young Men will provide a complete high school curriculum delivered in ways proven successful for young men. In particular, this charter school will implement the Experiential Learning Outward Bound design.

Board of Trustees

Board Member Name ¹⁴	Position
Dr. Ed Yansen	President
Dr. Joshua Fegley	Vice-President of Policy and By-laws
Maria Scalise	Vice-President of Community Development and Public Relations
Elizabeth Speares	Secretary
Dr. Jeanette Silvers	Trustee
Najimah Abdulmateen	Trustee
Dr. Marie Cianca	Trustee
Jose Vasquez, Jr.	Trustee
Dr. Linda Hickmon Evans	Trustee
Joseph Bertola	Trustee

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment ¹⁵	Proposed Grades	Actual Grades
2010-11	150	157	7-8	7-8
2011-12	225	236	7-9	7-9
2012-13	300	292	7-10	7-10
2013-14	375	369	7-11	7-11
2014-15	450	442	7-12	7-12

¹⁴ Source: The Institute's Board records at the time of the renewal review.

¹⁵ Source: The Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX: SCHOOL OVERVIEW

Student Demographics

	2011-12	% of School Enrollment ¹⁷	2012-13	% of School Enrollment	2013-14 ¹⁶	% of School Enrollment
		Rochester CSD Enrollment		Rochester CSD Enrollment		
Race/Ethnicity						
American Indian or Alaska Native	0	0	0	0	0	0
Black or African American	77	62	81	61	82	
Hispanic	10	24	9	25	9	
Asian, Native Hawaiian, or Pacific Islander	3	3	2	3	2	
White	10	10	7	10	6	
Multiracial	0	0	0	0	1	
Students with Disabilities	13	18	14	18	15	
English Language Learners	3	11	2	11	2	
Eligible for Free Lunch	86	83	67	80	-- ¹⁸	
Eligible for Reduced–Price Lunch	13	5	10	3	--	
Economically Disadvantaged	88	90	97	85	85	

School Leaders

School Year(s)

Name(s) and Title(s)

2010-11 to Present

Joseph Munno, President

¹⁶ The Institute derived the 2013-14 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2013 student enrollment report to NYSED (2013-14 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

¹⁷ The institute derived Student demographic data for the 2011-12 and 2012-13 school years from the New York State Report Cards.

¹⁸ Free and reduced-price lunch data for the 2013-14 school year are not yet available.

APPENDIX: SCHOOL OVERVIEW

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2010-11	First Year Visit	Institute	February 3, 2011
2011-12	Evaluation Visit	Institute	October 13, 2011
2012-13	Evaluation Visit	Institute	March 7-8, 2013
2014-15	Initial Renewal Visit	Institute	November 18-19, 2014

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members		Title
November 18-19, 2014	Natasha Howard, PhD		Managing Director of Program
	Heather Wendling		Senior Analyst
	Jenn David-Lang		External Consultant
	Jared Boyce		External Consultant

APPENDIX: FISCAL DASHBOARD



Charter Schools Institute
The State University of New York

University Preparatory Charter School for Young Men

SCHOOL INFORMATION					
FINANCIAL POSITION	Opened 2010-11				
Assets	2009-10	2010-11	2011-12	2012-13	2013-14
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	880,444	1,895,493	2,142,045	783,384
Grants and Contracts Receivable	-	71,491	210,883	56,608	219,705
Accounts Receivable	-	43,033	13,378	10,407	134,061
Prepaid Expenses	-	7,817	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	1,002,785	2,119,754	2,209,060	1,137,150
Property, Building and Equipment, net	-	753,198	835,481	2,277,099	4,282,439
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	1,755,983	2,955,235	4,486,159	5,419,589
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	59,534	162,276	583,918	185,651
Accrued Payroll and Benefits	-	124,158	4,326	4,783	4,111
Deferred Revenue	-	10,186	-	-	-
Current Maturity of Long-Term Debt	-	64,383	67,341	70,434	73,700
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	258,261	233,943	659,135	263,462
L-T Debt and Notes Payable, net current maturities	-	549,087	481,746	411,332	337,632
Total Liabilities - GRAPH 1	-	807,348	715,689	1,070,467	601,094
Net Assets					
Unrestricted	-	948,635	2,239,546	3,415,692	4,768,495
Temporarily restricted	-	-	-	-	50,000
Total Net Assets	-	948,635	2,239,546	3,415,692	4,818,495
Total Liabilities and Net Assets	-	1,755,983	2,955,235	4,486,159	5,419,589
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	1,921,519	2,840,818	3,635,672	4,595,941
Students with Disabilities	-	375,675	405,994	474,487	763,719
Grants and Contracts					
State and local	-	-	-	-	-
Federal - Title and IDEA	-	296,915	481,100	402,375	508,476
Federal - Other	-	-	-	-	-
Other	-	24,356	34,905	41,054	34,875
Food Service/Child Nutrition Program	-	90,937	136,775	157,254	249,875
Total Operating Revenue	-	2,709,402	3,899,592	4,710,842	6,152,886
Expenses					
Regular Education	-	1,179,075	1,675,816	2,291,577	3,316,546
SPED	-	89,410	135,162	194,693	212,188
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	165,503	201,115	288,230	385,162
Total Program Services	-	1,433,988	2,012,093	2,774,500	3,913,896
Management and General	-	340,621	597,878	760,196	861,137
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	1,774,609	2,609,971	3,534,696	4,775,033
Surplus / (Deficit) From School Operations	-	934,793	1,289,621	1,176,146	1,377,853
Support and Other Revenue					
Contributions	-	-	680	-	24,950
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	610	-	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	1,290	-	24,950
Total Unrestricted Revenue	-	2,709,402	3,900,882	4,710,842	6,127,836
Total Temporally Restricted Revenue	-	-	-	-	50,000
Total Revenue - GRAPHS 2 & 3	-	2,709,402	3,900,882	4,710,842	6,177,836
Change in Net Assets					
Net Assets - Beginning of Year - GRAPH 2	-	934,793	1,290,911	1,176,146	1,402,803
Prior Year Adjustment(s)	-	13,842	948,635	2,239,546	3,415,692
Net Assets - End of Year - GRAPH 2	-	948,635	2,239,546	3,415,692	4,818,495

APPENDIX: FISCAL DASHBOARD



Charter Schools Institute
The State University of New York

University Preparatory Charter School for Young Men

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service	
Administrative Staff Personnel	- 166,491
Instructional Personnel	- 752,228
Non-Instructional Personnel	- 41,758
Personnel Services (Combined)	- -
Total Salaries and Staff	- 960,477
Fringe Benefits & Payroll Taxes	- 158,851
Retirement	- 1,604
Management Company Fees	- -
Building and Land Rent / Lease	- -
Staff Development	- 20,110
Professional Fees, Consultant & Purchased Services	- 171,642
Marketing / Recruitment	- -
Student Supplies, Materials & Services	- 115,334
Depreciation	- 52,880
Other	- 293,711
Total Expenses	- 1,774,609

2009-10	2010-11	2011-12	2012-13	2013-14
-	166,491	283,167	464,479	474,264
-	752,228	1,238,010	1,711,258	1,922,678
-	41,758	44,678	78,533	529,248
-	-	-	-	-
-	960,477	1,565,855	2,254,270	2,926,190
-	158,851	227,889	445,010	632,554
-	1,604	5,421	14,227	16,592
-	-	-	-	-
-	-	-	-	-
-	20,110	38,136	42,680	38,401
-	171,642	236,103	149,003	242,250
-	-	-	-	-
-	115,334	156,862	180,968	190,484
-	52,880	73,446	90,675	211,164
-	293,711	306,259	357,864	517,398
-	1,774,609	2,609,971	3,534,696	4,775,032

SCHOOL ANALYSIS

ENROLLMENT

Chartered Enroll	-
Revised Enroll	- 150
Actual Enroll - GRAPH 4	- -
Chartered Grades	- 157
Revised Grades	- 236
TOTAL - GRAPH 3	- 292

2009-10	2010-11	2011-12	2012-13	2013-14
-	150	225	300	375
-	-	-	-	-
-	157	236	292	369
Planning	7-8	7-9	7-10	7-11
-	-	-	-	-

Primary School District: Rochester

Per Pupil Funding (Weighted Avg of All Districts)	- 12,426
Increase over prior year	0.0%

-	12,426
0.0%	14.3%

Average -
5 Yrs.
OR Charter
Term

PER STUDENT BREAKDOWN

Revenue

Operating	- 17,257
Other Revenue and Support	- -
TOTAL - GRAPH 3	- 16,133

2009-10	2010-11	2011-12	2012-13	2013-14
-	17,257	16,524	16,133	16,674
-	-	5	-	68
-	17,257	16,529	16,133	16,742

16,647
18
16,665

Expenses

Program Services	- 9,134
Management and General, Fundraising	- 2,170
TOTAL - GRAPH 3	- 11,303

-	8,526
-	9,502
-	10,607
-	2,533
-	2,603
-	2,334
-	11,059
-	12,105
-	12,940
0.0%	80.8%
0.0%	77.1%
0.0%	78.5%
0.0%	82.0%
0.0%	19.2%
0.0%	22.9%
0.0%	21.5%
0.0%	18.0%
0.0%	52.7%
0.0%	49.5%
0.0%	33.3%
0.0%	29.4%

9,442
2,410
11,852
79.6%
20.4%
40.6%

Student to Faculty Ratio

-	12.1
0.0%	10.7

9.0

Faculty to Admin Ratio

-	3.3
0.0%	2.8

3.5

2.9

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A

Score	3.0
Fiscally Strong	Fiscally Strong

3.0
Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0
As % of Unrestricted Revenue	27.5%
Working Capital (Current) Ratio Score	48.3%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	32.9%
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	14.3%

Net Working Capital	1,885,811
As % of Unrestricted Revenue	48.3%
Working Capital (Current) Ratio Score	32.9%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	14.3%
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	14.3%

1,263,487
30.7%
5.2
LOW
Excellent

Quick (Acid Test) Ratio

Score	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	LOW

Score	3.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	LOW

4.3
LOW
Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	LOW

Score	0.5
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	LOW

0.1
MEDIUM
LOW

Months of Cash - GRAPH 8

Score	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	LOW

Score	6.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent

2.0
MEDIUM
LOW
Excellent

APPENDIX: FISCAL DASHBOARD

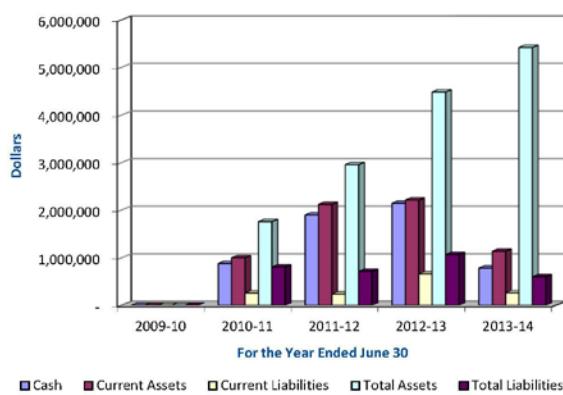


Charter Schools Institute
The State University of New York

University Preparatory Charter School for Young Men

GRAPH 1

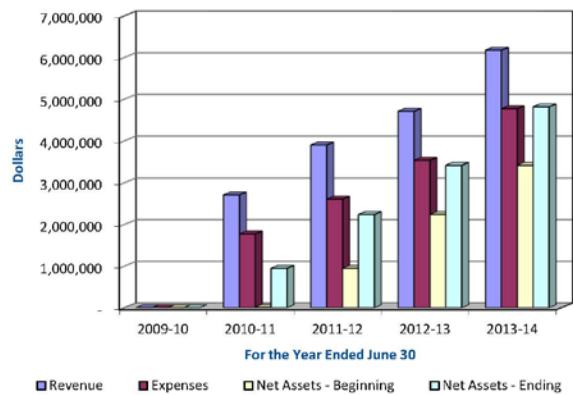
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

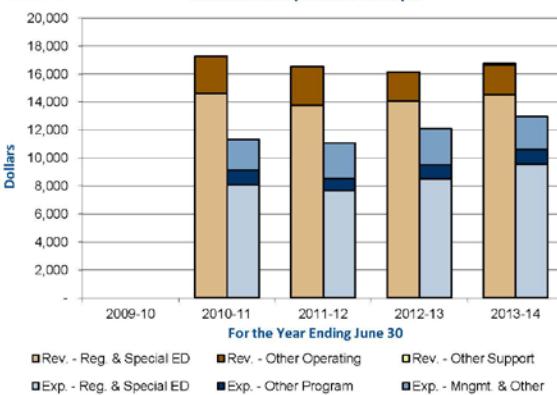
Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

GRAPH 3

Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX: FISCAL DASHBOARD



Charter Schools Institute
The State University of New York

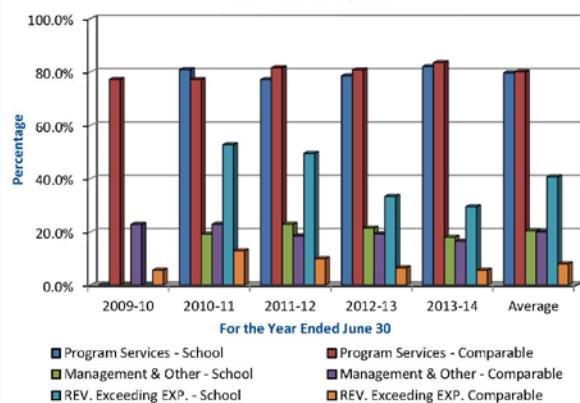
University Preparatory Charter School for Young Men

Comparable School, Region or Network: Western & Central NY Schools

* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5

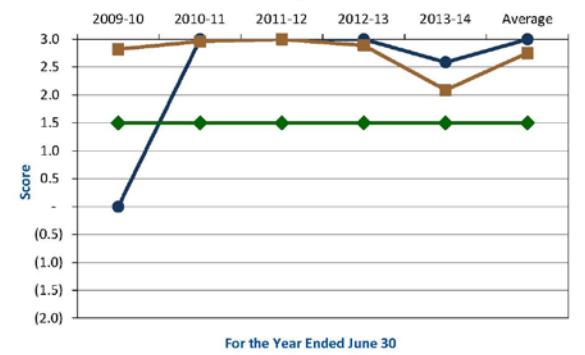
% Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

Composite Score

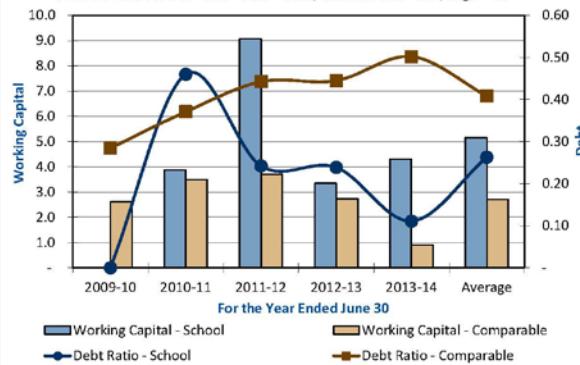


This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

Working Capital & Debt to Asset Ratios

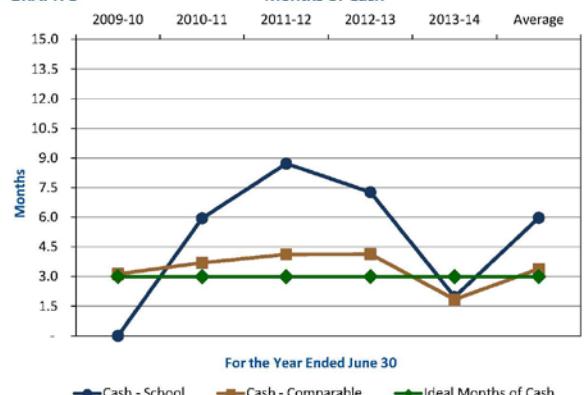
WORKING CAPITAL RATIO - Risk = Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4
DEBT TO ASSET RATIO - Risk = Low < 0.50 / Medium 0.51 - .95 / High > 1.0



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts University Prep Charter School for Young Men



	2011-12				2012-13				2013-14						
	Grades Served: 7-9		MET	Grades Served: 7-10		MET	Grades Served: 7-11		MET						
	Grades	All Students % (N)		2+ Years Students % (N)	Grades		All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)			
ABSOLUTE MEASURES	3	(0)	(0)		3	(0)	(0)			3	(0)	(0)			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	4	(0)	(0)		4	(0)	(0)			4	(0)	(0)			
	5	(0)	(0)		5	(0)	(0)			5	(0)	(0)			
	6	(0)	(0)		6	(0)	(0)			6	(0)	(0)			
	7	25.0 (72)	0.0 (2)		7	8.8 (68)	0.0 (4)			7	3.1 (65)	0.0 (1)			
	8	20.8 (101)	22.7 (75)	NO	8	14.3 (77)	20.0 (45)	NA		8	6.7 (75)	9.8 (51)			
	All	22.5 (173)	22.1 (77)	NO	All	11.7 (145)	18.4 (49)	NA	All	5.0 (140)	9.6 (52)	NA			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO		Grades	PI	AMO				
	7-8	110	135	NO	7-8	51			7-8	36	89	NA			
COMPARATIVE MEASURES	Comparison: Rochester City Schools				Comparison: Rochester City Schools				Comparison: Rochester City Schools						
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District		Grades	School	District		Grades	School	District				
	8	22.1	18.5	YES	8	18.4	5.7	YES	8	9.6	6.0	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size			
	85.7	22.5	26.6	-0.29	NO	97.3	11.7	11.9	-0.01	NO	95.8	5.0	14.0	-0.85	NO
GROWTH MEASURE	Grades	School	State		Grades	School	State		Grades	School	State				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4	0.0			4	0.0			4	0.0					
	5	0.0			5	0.0			5	0.0					
	6	0.0			6	0.0			6	0.0					
	7	53.9			7	36.4			7	36.4					
	8	44.8			8	48.0			8	48.0					
	All	46.7	50.0	NO	All	49.0	50.0	NO	All	42.5	50.0	NO			

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

University Prep Charter School for Young Men



	2011-12 Grades Served: 7-9				MET	2012-13 Grades Served: 7-10				MET	2013-14 Grades Served: 7-11				MET			
	All Students % (N)		2+ Years Students % (N)			All Students % (N)		2+ Years Students % (N)			All Students % (N)		2+ Years Students % (N)					
	Grades		Grades			Grades		Grades			Grades		Grades					
ABSOLUTE MEASURES	3	(0)	(0)			3	(0)	(0)			3	(0)	(0)					
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	4	(0)	(0)			4	(0)	(0)			4	(0)	(0)					
	5	(0)	(0)			5	(0)	(0)			5	(0)	(0)					
	6	(0)	(0)			6	(0)	(0)			6	(0)	(0)					
	7	44.4 (72)	0.0 (2)			7	5.9 (88)	0.0 (4)			7	6.2 (85)	0.0 (1)					
	8	40.6 (101)	44.0 (75)			8	5.2 (77)	8.9 (45)			8	9.3 (75)	11.8 (51)					
	All	42.2 (173)	42.9 (77)	NO		All	5.5 (145)	8.2 (49)	NA		All	7.9 (140)	11.5 (52)	NA				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO			Grades	PLI	AMO			Grades	PI	AMO					
	7-8	134	148	NO		7-8	46				7-8	44	86	NA				
COMPARATIVE MEASURES	Comparison: Rochester City Schools					Comparison: Rochester City Schools					Comparison: Rochester City Schools							
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District			Grades	School	District			Grades	School	District					
	8	42.9	19.5	YES		8	8.2	3.5	YES		8	11.5	1.0	YES				
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size				
	85.7	42.2	41.0	0.05	NO	97.2	5.5	10.9	-0.48	NO	95.8	7.9	13.6	-0.37	NO			
GROWTH MEASURE	Grades	School	State			Grades	School	State			Grades	School	State					
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4	0.0				4	0.0				4	0.0						
	5	0.0				5	0.0				5	0.0						
	6	0.0				6	0.0				6	0.0						
	7	51.8				7	55.0				7	55.0						
	8	48.1				8	56.6				8	56.6						
	All	56.6	50.0	YES		All	49.8	50.0	NO		All	55.8	50.0	YES				

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY University Prep for Young Men Charter High School



	2011-12				MET	2012-13				MET	2013-14				MET	
	2008 Cohort N	%	2009 Cohort N	%		2010 Cohort N	%				2010 Cohort N	%				
English Language Arts																
ABSOLUTE MEASURES																
1. Each year, 75 percent of students will score at least 65 on the Regents English exam.																
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 65 on the Regents English exam.	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%										
3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	PI	AMO	APL	AMO	APL	AMO	188	163	166							
COMPARATIVE MEASURE	Comparison: Rochester CSD School District				Comparison: Rochester CSD School District				Comparison: Rochester CSD School District							
4. Each year, the percent of students passing the Regents English exam with a score of 65 or above will exceed that of students from the local school district.																
GROWTH MEASURES																
5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.	2010 Cohort N	Base	Target	Result	2011 Cohort N	Base	Target	Result	2012 Cohort N	Base	Target	Result				
Mathematics																
ABSOLUTE MEASURES	2008 Cohort N %				2009 Cohort N %				2010 Cohort N %							
1. Each year, 75 percent of students will score at least 65 on a NYS Regents mathematics exam.																
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 65 on the Regents English exam.	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%										
3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	PI	AMO	APL	AMO	APL	AMO	188	142	148							
COMPARATIVE MEASURE	Comparison: Rochester CSD School District				Comparison: Rochester CSD School District				Comparison: Rochester CSD School District							
4. Each year, the percent of students passing the Regents English exam with a score of 65 or above will exceed that of students from the local school district.																
Growth Measure																
5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.	2010 Cohort N	Base	Target	Result	2011 Cohort N	Base	Target	Result	2012 Cohort N	Base	Target	Result				

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY University Prep for Young Men Charter High School



	2011-12			MET	2012-13			MET	2012-13			MET
	2008 Cohort N	%			2009 Cohort N	%			2010 Cohort N	%		
Science ABSOLUTE MEASURE 1. Each year, 75 percent of students will score at least 65 on a Regents science exam.												
Social Studies ABSOLUTE MEASURES 1. Each year, 75 percent of students will score at least 65 on the Regents U.S. History exam. 2. Each year, 75 percent of students will score at least 65 on the Regents Global History exam.												
High School Graduation ABSOLUTE MEASURES 1. Each year, 75 percent of students in each Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. 2. Each year, 75 percent of students will score at least 65 on at least three different Regents exams required for graduation by the completion of their second year in the cohort. 3. Each year, 75 percent of students will graduate after the completion of their fourth year. 4. Each year, 95 percent of students will graduate after the completion of their fifth year. COMPARATIVE MEASURE 5. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Cohort	N	% promoted		Cohort	N	% promoted		Cohort	N	% promoted	
	2008				2009				2010			
	2009				2010				2011	48	100.0	YES
	2010				2011				2012	100	100.0	YES
	2011				2012				2013	92	100.0	YES
	All				All				All	240	100.0	YES
	2010 Cohort N	% passing ≥ 3 Regents			2011 Cohort N	% passing ≥ 3 Regents			2012 Cohort N	% passing ≥ 3 Regents		
					57	26.3%			74	40.0%		NO
	2008 Cohort N	%			2009 Cohort N	%			2010 Cohort N	%		
	2007 Cohort N	% Graduating			2008 Cohort N	% Graduating			2009 Cohort N	% Graduating		
	Comparison: Rochester CSD School	District			Comparison: Rochester CSD School	District			Comparison: Rochester CSD School	District		
College Preparation COMPARATIVE MEASURES 1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Writing. 2. 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. SCHOOL DESIGNED MEASURES 3. College Preparation Each year, 75 percent of graduates will pass an AP or CLEP exam, or a college level course. 4. College Attainment and Achievement At least 75 percent of graduates will matriculate into a college program during the fall following their senior year.	N	School	State		N	School	State		N	School	State	
	Reading		41.2		Reading		42.5		Reading			
	Math		42.0		Math		44.0		Math			
	N	School	State		N	School	State		N	School	State	
	Reading		483		Reading		496		Reading		496	
	Math		500		Math		514		Math		514	
	N	%			N	%			N	%		

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.