

A decorative background featuring a blue grid pattern that tapers off from the top left towards the bottom right.

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
UNIVERSITY PREPARATORY CHARTER  
SCHOOL FOR YOUNG MEN*

**Report Date: February 2, 2018**

**Visit Date: November 14-15, 2017**

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The State University of New York

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# INTRODUCTION & REPORT FORMAT

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”).<sup>1</sup>

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



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.

1. Revised September 4,  
2013 and available at: [www.  
newyorkcharters.org/SUNY-  
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).



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## REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),<sup>2</sup> 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.



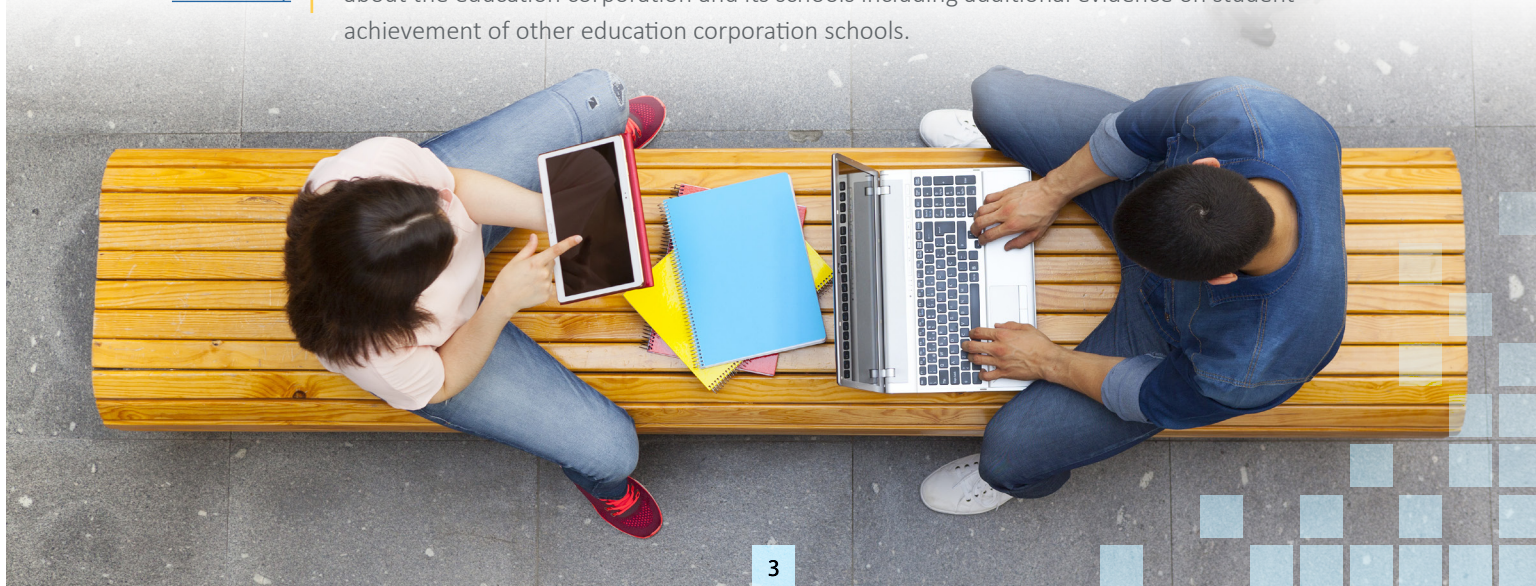
## RENEWAL QUESTIONS

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?

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: [www.newyorkcharters.org/renewal/](http://www.newyorkcharters.org/renewal/).

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of University Preparatory Charter School for Young Men for a period of five years with authority to provide instruction to students in 7<sup>th</sup> – 12<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 450 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.<sup>3</sup>

## 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:

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

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. University Preparatory Charter School for Young Men (“UPrep Young Men”) received a three-year renewal from the SUNY Trustees in 2015 and was given targets at that time. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet 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.

3. SUNY Renewal Policies  
(p. 13).

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

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY 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, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

UPrep Young Men meets most of its enrollment and retention targets. The school continues to struggle to meet its enrollment targets for ELLs, but has in place efforts to attract and retain more ELLs and a thoughtful process to evaluate its efforts including the following strategies:

- establishing an eight member recruitment committee comprised of several board members and several school leaders that reviews all recruitment activities and the success of specific recruitment efforts;
- adjusting recruitment activities and increasing the efficacy of the school's efforts to attract and retain students based on the analysis of recruitment efforts;
- presenting at local schools, faith-based organizations, refugee centers, and community events where families in attendance are likely to speak a primary language other than English;
- advertising with local media outlets and on conspicuous public structures (e.g., buses and billboards) to inform the public about its programs and services for students with disabilities and ELLs;
- utilizing word of mouth referrals as its most effective mode of attracting students and working with parents of currently enrolled students to disseminate information about the school to their friends and family members; and,
- targeting potential families with an array of mailed marketing material created to support recruitment efforts and to build the school's brand.

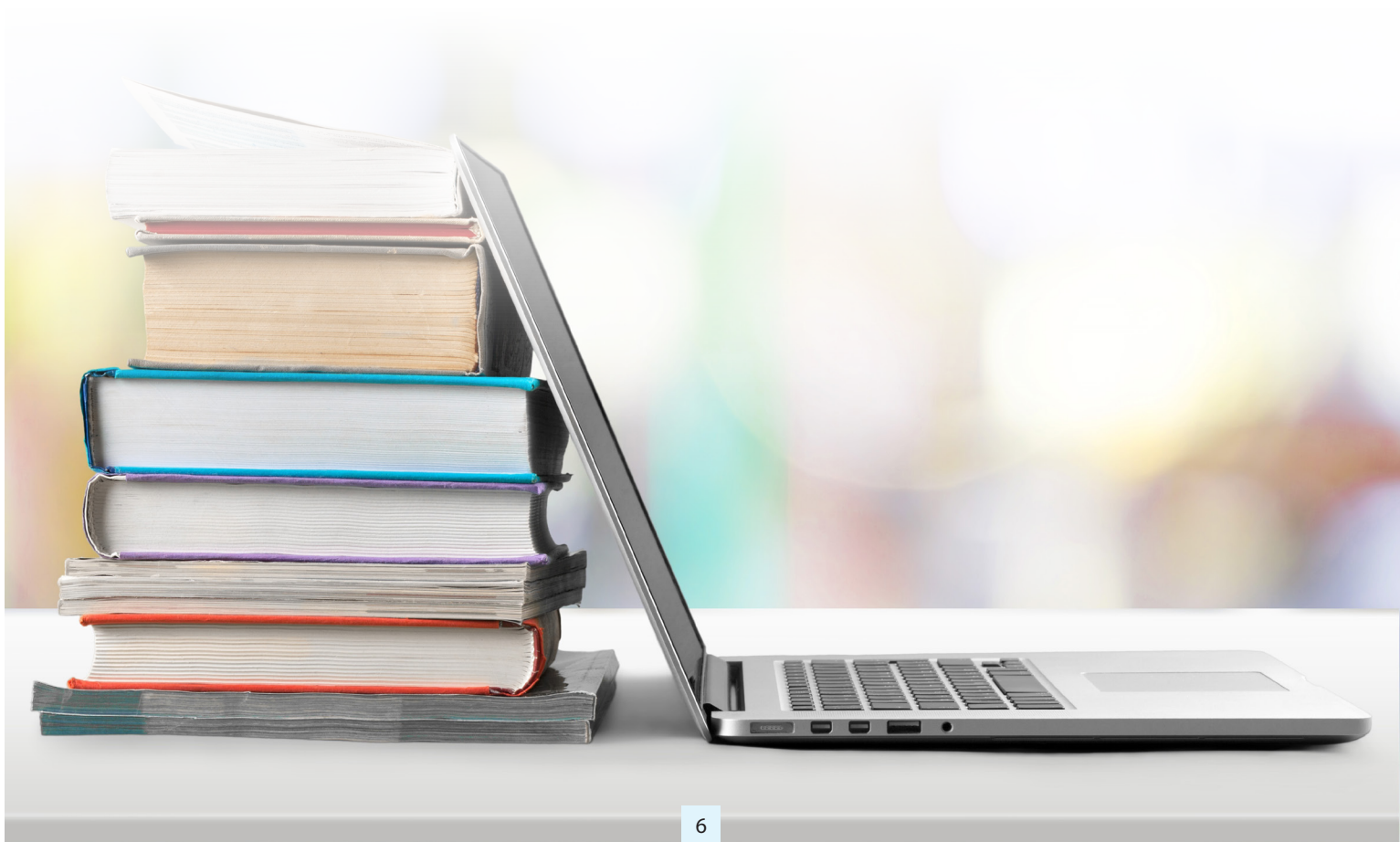
For additional information on the school's enrollment and retention target progress, see Appendix A.

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## 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. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

*As of the date of this report, the Institute has received no district comments in response to the renewal application.*





# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

### BACKGROUND

The SUNY Trustees granted UPrep Young Men its original charter on June 16, 2009. It opened its doors in the fall of 2010 initially serving 157 students in 7<sup>th</sup> and 8<sup>th</sup> grades. The school is authorized to serve 450 students in 7<sup>th</sup> – 12<sup>th</sup> grade during the 2017-18 school year and will continue to serve students in 7<sup>th</sup> – 12<sup>th</sup> grade, with a projected total enrollment of 450 students.

The current charter term expires on July 31, 2018. A subsequent charter term would enable the school to operate through July 31, 2023. The school owns and occupies two adjacent buildings at 1290 Lake Avenue and 1302 Lake Avenue, Rochester, NY in the Rochester City School District (the “district”). The school recently completed a gymnasium that is connected to the site at 1290 Lake Avenue. The facility located at 1302 Lake Avenue houses UPrep Young Men’s Career and Technical Education (“CTE”) program, which is currently going through the New York State CTE approval process for accreditation.

UPrep Young Men’s mission states:



*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.*

## EXECUTIVE SUMMARY

UPrep Young Men is an academic success over time and is likely to continue to build on its success during any future charter term. The school demonstrates success in the following ways:

- Despite entering the school in 7<sup>th</sup> grade having accumulated deep and multiple academic deficits after attending school for elementary and junior high grades in the state's lowest performing district, students at UPrep Young Men persevere through high school and the majority of students attain a Regents high school diploma within four years. The school has posted four-year graduation rates<sup>5</sup> exceeding 92% for all three years in the Accountability Period,<sup>6</sup> notably graduating 97% of students in the 2013 Graduation Cohort. Additionally, the school retains on average 80% of the school's 8<sup>th</sup> grade students into the high school program each year.
- Notwithstanding the district's change in entry grades for Rochester high schools to 9<sup>th</sup> grade, UPrep Young Men has retained over 60% of its 7<sup>th</sup> grade students into the high school program on average. Once these students enter the high school program, the school maintains strong retention rates. For example, of the 40 students who entered the 2013 Graduation Cohort in 2013-14 that originally enrolled in the school in 7<sup>th</sup> grade, 75% remained enrolled by their fourth year in high school. Of the students that left, all enrolled in a different degree granting institution, with no students dropping out. This compares with the district's most recent available dropout rate of 24%.<sup>7</sup>
- In addition to graduating students within four years, UPrep Young Men meets its college readiness goal with 77% of the most recent graduating class currently enrolled at a college or university. Over the charter term, students from UPrep Young Men enroll in a variety of colleges and universities. In fall 2017, 35 UPrep Young Men graduates enrolled in a SUNY school for the first time. Of the 2017 graduates, two students attend Rochester Institute for Technology and one attends Morehouse College.
- UPrep Young Men is relentless in ensuring its students graduate its program rather than dropout from high school. This is evidenced by its strong five year graduation rates. In the most recent year, the school posted a 97% graduation rate for its 2012 Graduation Cohort.
- UPrep Young Men posts high comparative performance in English language arts ("ELA") and mathematics at the secondary level. The school's Accountability Performance Level ("APL") greatly exceeds the district's for all three years. For 2016-17, UPrep Young Men posted an APL of 155 compared to the district's 99 for ELA, and in mathematics, the school posted an APL of 114 compared to the district's 78.

5. When the Institute evaluates the school's graduation rate, it uses the 4<sup>th</sup> year Cohort as of August. Similarly, the Institute uses the district's 4<sup>th</sup> year Cohort as of August as a comparison.

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 a subsequent charter term, the Accountability Period covers the last year of the prior charter term and the first four years of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

7. Data retrieved from the state's graduation rate database, please see [data.nysed.gov/downloads.php/](http://data.nysed.gov/downloads.php/).

- Notably, UPrep Young Men students post high achievement in advanced mathematics and science courses like geometry and chemistry. Since 2014-15, the school increased the percent of students earning an Advanced Regents diploma by 13 percentage points and consistently outperformed the district in the two years for which district Advanced Regent diploma data are available. To continue the upward trend for students receiving an Advanced Regents diploma, the school is modifying its curriculum to prepare 8<sup>th</sup> grade students to take the Algebra I Regents and expecting all students to take and pass the Geometry Regents exam.
- School leadership rightly recognizes the need to improve the low performance of the middle school grades in any future charter term. Teachers work intensely to plan remediation lessons as students come to the school far below grade level. For ELA, the school initiated beginning of the year writing and reading assessments to gather more immediate data on students' baseline performance. Teachers integrate a literacy objective in every content area to support reading skills. In mathematics, the school added 620 minutes of mathematics instruction including a dedicated block for intervention and basic mathematics skills instruction.
- UPrep Young Men middle school students met or exceeded its Accountability Plan growth target, demonstrating that the school supports students in increasing their learning at greater rates than their statewide peers. On the 2016-17 ELA assessment, 8<sup>th</sup> grade students posted a mean growth percentile 10 percentile points above the target of 50. In mathematics for the same year, the school met the target of 50. Notably, for students with disabilities, the school posted mean growth percentiles of 67 and 59 for ELA and mathematics, respectively.
- UPrep Young Men's middle school program prepares students for success at the high school program. Of UPrep Young Men's 8<sup>th</sup> grade students who continued on to join the school's 2013 Graduation Cohort, over 80% were not proficient in ELA and over 90% were not proficient in mathematics on the 8<sup>th</sup> grade state exams. By the end of four years, 97% of those students who remained in the Accountability Cohort passed a Regents ELA and mathematics exam. Notably, 64% of those students had achieved the college and career readiness standard in ELA, defined as scoring at least 75 on the Regents Comprehensive Reading exam or fully meeting Common Core expectations. Additionally, 97% of those students remaining in the 2013 Graduation Cohort graduated in 2017.

- The school established a CTE program during the current charter term that provides its participants with foundational skills that prepare them to excel in four-year college programs. UPrep Young Men designed its CTE program with careful consideration of the needs of the local Rochester economy. The school's thoughtful design increases the likelihood of UPrep Young Men's graduates finding meaningful employment, developing careers close to home, and contributing to the growth of the local economy. Additionally, the program equips students with opportunities to explore secondary fields of study at two- and four-year colleges that relate to the CTE program. The school provides students the opportunity to enroll in dual enrollment courses through the CTE program and receive college credit while in high school.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends the SUNY Trustees grant UPrep Young Men a Subsequent Full-Term Renewal.

#### NOTEWORTHY

In partnership with RochesterWorks! and the Summer Youth Employment Program, UPrep Young Men received a \$65,000 grant during the summer of 2017 to place students in paid, summer work experiences aligned to their program of study.



# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

UPrep Young Men is an academic success. The high school posted four-year graduation rates higher than 92% throughout the charter term. Additionally, all students with disabilities and ELLs graduated within four years from each of the school's three graduation cohorts. Although the school's middle grades program posts low performance, the middle school prepares students to graduate prepared for college and career within four years after entering high school.

At the beginning of the Accountability Period, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"<sup>8</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the Board of Regents"<sup>9</sup> for other public schools, SUNY's required accountability measures rest on performance as measured by statewide 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?**

**GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?**

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

8. Education Law § 2850(2)(f).

9. Education Law § 2854(1)(d).

Accountability Plans for schools enrolling students in high school grades rely on analyzing the performance of the school's annual Accountability Cohorts for measures of academic success and the school's annual Total Cohort for Graduation ("Total Cohort" or "Graduation Cohort") for measures under high school graduation and college preparation goals. Additionally, the Institute uses the Total Cohort's Regents performance as a basis for comparison with the district's reported performance. The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort.<sup>10</sup>

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective ("AMO") attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

10. For further information about cohort eligibility, please refer to NYSED's 2017-18 Student Information Repository Systems ("SIRS") Manual at [www.p12.nysed.gov/irs/sirs/](http://www.p12.nysed.gov/irs/sirs/).

The Institute analyzes all measures under the school’s ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school’s comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of UPrep Young Men relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York’s assessment system do not compromise its validity or reliability. Further, the school’s performance on the measure is not relative to the test, but relative to the strength of UPrep Young Men’s demonstrated student learning compared to other schools’ demonstrated student learning.

The Institute uses the state’s growth percentile analysis as a measure of UPrep Young Men’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 previous years’ assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> 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 the expected percentile performance is 50. To signal a school is increasing students’ performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals.

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1A

## HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

In 2016-17, UPrep Young Men graduated 97% of its students, compared with the district's 53% graduation rate for the most recent year data are available. Of those graduates, 24% received Advanced Regents diploma, outperforming the district's 10% for the most recent year for which data are available. Additionally, of those graduates, 78% matriculated into two- or four-year colleges and universities, exceeding the Accountability Plan target of 75%.

UPrep Young Men has met its high school graduation, college preparation, and social studies goals consistently throughout the charter term. Although the middle school grades posted low absolute achievement on the state's ELA, mathematics, and science exams, the middle school generally outperformed the district. UPrep Young Men's 7<sup>th</sup> and 8<sup>th</sup> graders persist into the school's high school program at high rates, eventually demonstrating strong performance in ELA, mathematics, and science as measured by Regents exams. As such, the school came close to meeting its key academic Accountability Plan goals in ELA, mathematics, and science over the term. The school did not meet its NCLB goal in the final two years of its Accountability Period.

UPrep Young Men met its graduation goal throughout the charter term and exceeded its absolute and comparative performance targets. Each year, at least 92% of the school's Graduation Cohort graduated within four years, exceeding both the absolute target of 75% and the district's four-year graduation rate during each year data were available. Notably, in 2015-16, the most recent year for which comparison data are available, the school surpassed the district's graduation rate by 38 percentage points. After their second year in high school in 2016-17, 73% of the 2015 Graduation Cohort had passed at least three of the Regents exams required for graduation, just below the target of 75%. Additionally, 100% of the school's first and second year cohorts earned enough credits to matriculate to the next grade in 2016-17. This level of performance on leading indicators of graduation demonstrates that UPrep Young Men is likely to continue meeting its graduation requirements in the future.

UPrep Young Men met its college preparation goal. In 2016-17, 78% of the school's graduating students matriculated into a college or university in the fall following graduation, surpassing the target of 75%. The school does not have reliable data available for 2014-15 and 2015-16 as the school did not track this data during those years. However, the school now has a director of operations who is responsible for tracking all alumni information and is working to collect information about students from those past years. The school also demonstrated strong comparative performance against the district in advanced Regents diploma attainment



over the term. During the two years that comparison data are available, the percentage of the school's graduates meeting the requirements to earn an advanced Regents diploma exceeded that of the district. The school outperformed the district on this measure by 12 percentage points in 2015-16. Notably, the school increased the percentage of its graduates earning the advanced Regents diploma by 14 percentage points from 2014-15 to 2016-17.

UPrep Young Men came close to meeting its ELA Accountability Plan goal during its charter term. The school's 8<sup>th</sup> grade students exceeded the district's proficiency rate on the state's ELA exam for every year in the Accountability Period. Throughout the charter term, the school's 7<sup>th</sup> and 8<sup>th</sup> graders performed lower than expected in comparison to schools across New York State enrolling similar proportions of economically disadvantaged students. The school posted mean growth percentiles just below or above the target of the state median of 50 each year, exceeding the target by 10 points in 2016-17. At the secondary level, the school's high school Accountability Cohorts posted commendable achievement against the state's college and career readiness standard, currently defined as scoring at least 75 on the Regents Comprehensive English Exam or scoring at or above performance level 4 on the Regents Exam in English Language Arts (Common Core). In 2015-16 and 2016-17, 62% and 60% of students in the Accountability Cohort scored at the college and career readiness standard, nearly meeting the target of 65%. Although the school posted Accountability Performance Levels ("APLs") below the state's AMO over the term, UPrep Young Men outperformed the district on this measure in every year of the Accountability Period. The school's performance improved significantly in the last two years of the Accountability Period and posted an APL in 2016-17 surpassing the district by 56 points.

UPrep Young Men came close to meeting its mathematics Accountability Plan goal. The school's 8<sup>th</sup> graders scored at or above proficiency at a rate greater than the district in two of three years in the Accountability Period. The school did not meet its comparative effect size targets. Although the school did not meet its mean growth percentile target in 2014-15, the school met or exceeded the target in 2015-16 and 2016-17. At the secondary level, UPrep Young Men posted an upward trend in achievement of the college and career readiness benchmark in mathematics, defined as scoring at least 80 on a Regents mathematics exam or Level 4 on a Common Core Regents mathematics exam. From 2014-15 through 2016-17, the school increased the percentage of students achieving the standard by eight percentage points to 19% in 2016-17. While the school's APL did not meet the state's AMO, the school posted a clear upward trend and grew the gap above the district over all three years. In 2016-17, the school's APL exceeded the district's performance by 36 points.

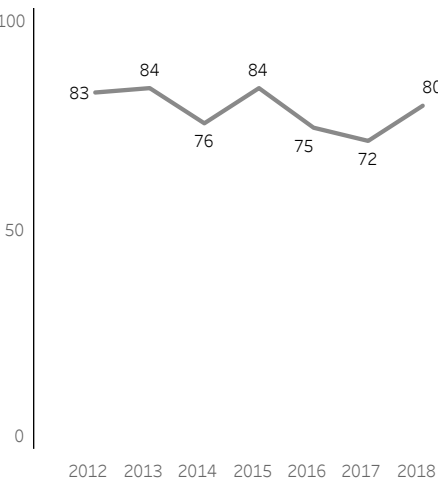
The school met its science goal over the charter term. From 2014-15 through 2016-17, the school's 8<sup>th</sup> grade students enrolled in at least their second year posted proficiency rates on the state's science exam that fell below the absolute target but exceeded the performance of the district's 8<sup>th</sup> grade students. Notably, the school outperformed the district by as much as 35 percentage points in 2014-15. At the secondary level, the school met both its absolute and comparative target during each year of the Accountability Period. The school's Accountability Cohorts posted passing rates on a Regents science exam that were above the target of 75% and exceeded the district's performance each year. In 2016-17, the final year of its Accountability Period, the school surpassed the absolute target by 20 percentage points and bested the district by 44 percentage points.

UPrep Young Men met its social studies goal in every year of its subsequent charter term. The school's Accountability Cohorts scored at or above proficiency on the U.S. History Regents and Global History Regents exams at rates that exceeded the absolute target of 75% from 2014-15 through 2016-17. Further, the school's Total Cohorts achieved passing rates that far surpassed the passing rates of the district on both exams during all three years of the Accountability Period. Laudably, in 2016-17, the school exceeded the district's performance on the U.S. History and Global History Regents by 44 and 49 percentage points, respectively.

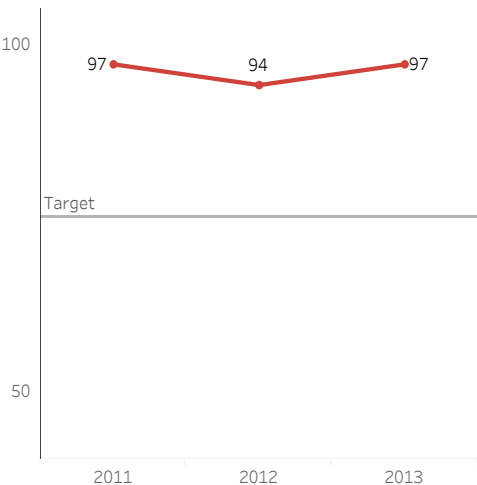
According to the state's NCLB accountability system, UPrep Young Men was identified as requiring a local assistance plan in 2015-16 and as a focus charter in 2016-17. As such, the school failed to meet the NCLB goal included in its Accountability Plan. The state uses a variety of factors to determine a school's status, including achievement on the ELA and mathematics exams for 7<sup>th</sup> and 8<sup>th</sup> grade students. UPrep Young Men acknowledges its low 7<sup>th</sup> and 8<sup>th</sup> grade performance and has in place plans to address these outcomes during any future charter term. For instance, UPrep Young Men will add 620 minutes per month of middle school mathematics instruction to the curriculum in a subsequent charter term. The school has demonstrated during the current charter term that it supports students entering the school's middle grades with successfully completing its high school program within four years.

The data presented below, while not included in the school’s Accountability Plan, provides context for the performance of the school’s middle school students who matriculate into the high school program. The charts provide data on the persistence rate of 8<sup>th</sup> grade students and their outcomes as members of the school’s Total Graduation Cohort and Accountability Cohorts. Notably, while those 8<sup>th</sup> grade students demonstrate relatively low proficiency rates on the state’s ELA and mathematics exams, they achieve high Regents passing rates and graduation rates. Further, many students achieve the college and career readiness standard on an ELA or mathematics Regents exam at the end of their fourth year enrolled in the high school.

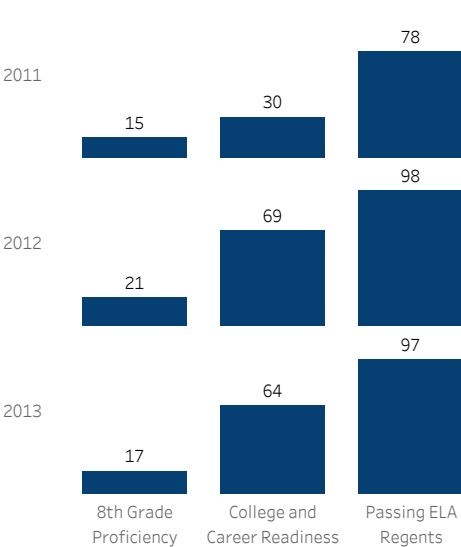
**UPrep Young Men 8th Grade Cohort Persistence Rate into High School Program**



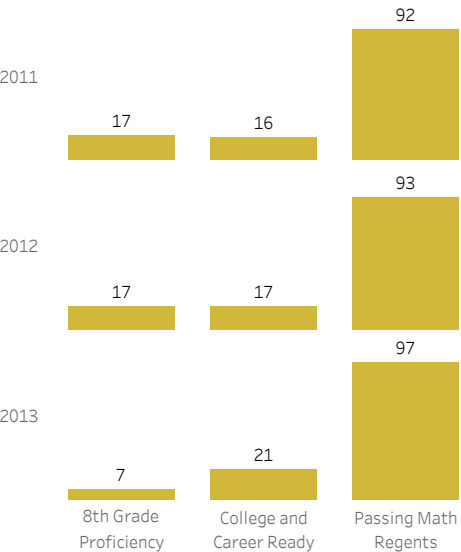
**High School Cohort Graduation Rate for Persisting 8th Grade Students**



**UPrep Young Men 8th Grade ELA Performance in High School by Cohort**



**UPrep Young Men 8th Grade Mathematics Performance in High School by Cohort**



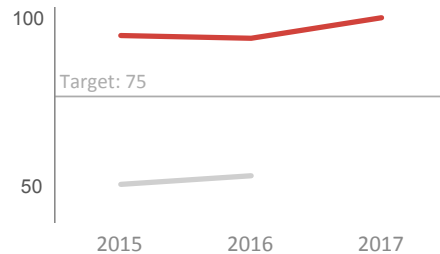
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# ACADEMIC PERFORMANCE

## UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

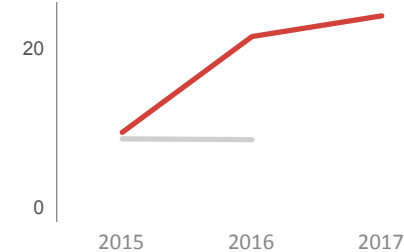
### HIGH SCHOOL GRADUATION RATE

**Comparative Measure: Graduation Rate.** Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.

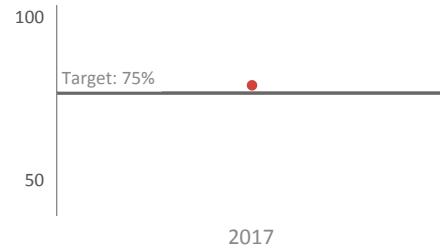


### COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure: Advanced Regents Diploma.** Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of **the district**.

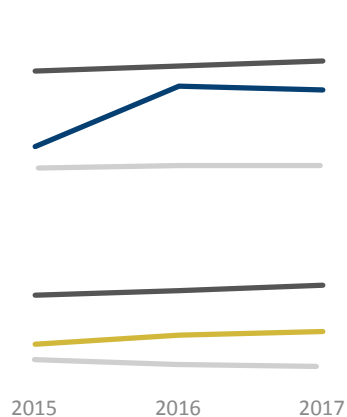


**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



### ENGLISH LANGUAGE ARTS AND MATHEMATICS

**Comparative and Absolute Measure: District Comparison.** Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed **the district's Performance Index** and the **state's AMO**.



	AMO	District PI	School APL
2015	154	85	100
2016	159	80	110
2017	165	78	114



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## DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

UPrep Young Men administers a variety of assessments and is expanding its capacity to support teachers' and leaders' analysis and dissemination of the resulting data. This year, the school added two positions focusing on data analysis and is developing systematic procedures to use assessment data to drive instructional decisions. The school should continue focus its assessment efforts on improving the middle school level achievement in any future charter term.

- Three times per year, the school administers the NWEA Measures of Academic Progress ("MAP") assessment as a baseline and then monitors students' basic skills progress thereafter. The school also administers a variety of internally developed benchmark assessments and unit assessments that teachers use to identify which students are on track to pass courses. Teachers use this data to identify which lesson content requires re-teaching.
- UPrep Young Men has procedures in place to norm scoring and teachers' application of rubrics. Teachers meet as content area teams to score writing and math assessments and discuss differences in the application of the rubrics. After generating consensus on criteria for meeting each performance level described in the rubric, teachers score their own class sets of assessments.
- After scoring their assessment, teachers use the data to adjust instruction. In most cases, teachers use overall scores to group students by performance level and re-teach content where students scored low. With the hiring of two new data support personnel, the school is establishing a central database that will compile student assessment data that will allow leaders to systematically analyze data to reveal schoolwide weaknesses in instructional practices or course curricula. With the creation of this system, leaders will be able to provide more consistent oversight of teachers' individual analyses.
- This year, UPrep Young Men has increased its capacity to collect and analyze data to meet students' needs. Instructional leaders analyze the results to identify students performing above, on, or below grade level and assign students to additional academic supports as appropriate. This year UPrep Young Men is developing its capacity to dig deeper into the data to identify skills deficiencies and address them through classroom and supplemental instruction. Teachers analyze data to identify content that they re-teach in future lessons. If additional assessments reveal that re-teaching is not effective, teachers assign students to after school tutoring. If student assessment performance does not improve after these efforts, the literacy specialist identifies students for extra pull-out support, if necessary.

- Teacher evaluations do not include measures of student achievement or targets for quantitative assessment results. As the school has not yet developed a central database for student achievement scores, leaders have not yet used data to identify topics for teachers' professional development or to inform coaching strategies. With the additional data specialists hired, leaders recognize this as a priority for any future charter term.
- The school effectively communicates to parents about the academic achievement of the students every five weeks using progress reports. Teachers and other school staff members often communicate with parents in an ad hoc fashion through phone calls and emails to apprise families of academic progress. The school also has an open hour at the beginning of each school day that students and families utilize to meet with teachers to discuss academic or behavioral issues.

## DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

### SUNY RENEWAL BENCHMARK 1C

UPrep Young Men's curriculum supports teachers in their instructional planning. Using the state learning standards as the overarching framework, instructional leaders and teachers develop curricular maps using the school's common template. Teachers plan lessons with three objectives to address content, skills, and literacy, and leaders recognize a need to improve teachers' skills in planning targeted questions and differentiation.

- UPrep Young Men uses the state's learning standards to provide an overarching framework to guide instruction. Prior to the start of the year, teachers identify all the standards that they address in their courses throughout the year, the expectations for student performance and rigor, and the skills they must develop in their students in order to support their attainment of the objectives. Teachers, with support from instructional leaders, use the state's curriculum maps and research to develop curriculum maps based on viable instructional methods. They use the curriculum maps to know what to teach and when to teach it. At grade levels where multiple teachers teach the same course, teachers collaborate to develop their maps; otherwise, teachers generally have autonomy when planning course activities.
- In addition to using their internally developed curriculum maps, teachers supplement their lessons with self-selected commercial and internet-based materials. Instructional leaders do not vet these materials so the extent to which teacher-selected materials align with the school's curriculum and state standards is not clear.

- UPrep Young Men made programmatic changes to support the delivery of the school's curriculum in addressing a need to improve middle school achievement. However, leaders do not yet have a system for reviewing the effectiveness of the curricular content. Teachers analyze their assessment data to support the learning of their students, but teachers and instructional leaders do not yet systematically analyze the data in concert with a comprehensive review of the curriculum and related resource materials to identify areas where the curriculum does not align to standards or match the rigor demanded by them across the school community. In recognizing a need to improve middle school level achievement, leaders added 620 minutes of mathematics instruction per month and a mathematics coordinator this year. For ELA, the school initiated interdisciplinary literacy objectives to improve students' reading skills. Notwithstanding, the school's sequence of courses requires students at the high school to participate in Regents level coursework and the school has posted four-year graduation rates greater than 92% for every graduating cohort.
- Teachers plan lessons that include three objectives across all content areas and all grades. One objective addresses lesson content, another addresses a skill, and the third addresses literacy. In some lessons, these objectives lack rigor to meet the demands of state standards. Teachers utilize the literacy objective to enhance vocabulary acquisition and target specific reading skills in all content areas. Instructional leaders recognize the need to increase rigor and require teachers to plan opportunities for students to work together and discuss lesson content rather than passively receive direct instruction.

## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Across the school, leaders and teachers work tenaciously to ensure students are on a timely path for graduation and prepared for Regents-level exams as evidenced by students graduating at consistently high rates. UPrep Young Men leaders recognize a need to improve instruction across the school including developing teachers' ability to write strong objectives and challenge students with higher-order thinking tasks. As shown in the chart below, during the renewal visit, Institute team members conducted 30 observations following a defined protocol used in all renewal visits.

## NUMBER OF CLASSROOM OBSERVATIONS

	GRADE						Total
	7	8	9	10	11	12	
<b>ELA</b>	1	2	1	1	1	2	8
<b>Math</b>	1	4	1	1	2	2	11
<b>Science</b>	2		3		1		6
<b>Soc Stu</b>		1	2	1			4
<b>Specials</b>					1		1
<b>Total</b>	4	7	7	3	5	4	30

- Nearly half of UPrep Young Men's teachers deliver purposeful lessons with clear learning objectives (13 out of 30 lessons observed). Teachers report that including three targeted objectives in their lessons forces them to increase the diversity of their methods and approaches to delivering the content; however, teachers continue working toward designing learning activities that address highly rigorous objectives with clear criteria for attainment. For instance, most literacy objectives focus on building academic vocabulary, and with support from leaders through coaching meetings and observation feedback, teachers are working to adapt literacy objectives to build on comprehension, analytic, and writing skills.
- Slightly less than half of teachers effectively use techniques to check for understanding (11 out of 30 lessons observed). Most teachers rely on students actively raising their hands to engage in discussion thereby missing opportunities to check understanding across the entire class and get a more accurate sense of student understanding during lessons. However, many teachers use some type of written quick assessment at the end of class. For instance, teachers in the mathematics department administer an exit ticket at the end of every lesson. In a promising practice, the general education mathematics teachers provide the completed exit tickets to mathematics lab teachers immediately following the lesson. The mathematics lab teachers use the assessment data to inform mathematics lab lessons that are targeted reviews of the same content on the same day.

- Some teachers challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills (6 out of 30 lessons observed). Most classroom activities require students to complete procedures without analyzing, evaluating, or creating new information. Teachers use questioning routines that require only factual recall or explanations and do not require students to think deeply about the lesson material. In a notable exception, a coding exercise in the CTE program required students to create computer code that traced a figure through a coordinate plane. After designing the code, students executed the routine on a computer, then diagnosed and corrected their errors.
- A majority of teachers establish and maintain a classroom environment with a consistent focus on academic achievement (20 out of 30 lessons observed). Most teachers successfully redirect students who drift off task. Teachers plan ample time for lesson activities but transitions are sometimes slow. The slow pace of transitions provides students with time to engage in low-level off task behaviors. Students are generally engaged in lesson content and classes proceed to completion without significant disruption.

## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

UPrep Young Men has strong instructional leadership that sets high expectations for high school graduation. Recognizing a need to continually improve the instructional leadership's capacity, the school added new members to its instructional leadership team for the 2017-18 school year. Leaders instill high expectations for 100% high school graduation, and all staff members are aware of this goal. Leaders plan to continue these expectations as well as continue to improve the achievement of the middle school level program in any future charter term.

- UPrep Young Men's leadership establishes an environment of high expectations. Leaders expect 100% of students to graduate, and the school approached this target throughout the charter term. Teachers are aware of leaders' expectations for performance and for pedagogical skills including a deep focus on improving the rigor of lessons. Instructional leaders recognize a need to continue improving upon these priorities, especially at the middle school level. The high school's course structure requires students to participate in Regents-level coursework only, and instructional leaders and teachers encourage all students to obtain an advanced Regents diploma.

- This year, the school restructured the leadership team to increase the capacity of instructional leaders. The school added a middle school academic leader, a director of operations, and a director of mathematics to the existing leadership structure of the president, principal, and director of CTE. Given the size and delineation of duties, the leadership team has the structural capacity to support the continued development of the teaching staff.
- UPrep Young Men's instructional leaders are developing systems to provide sustained and effective coaching that improves teachers' instructional effectiveness. Leaders observe teachers and provide feedback via email communication and, where necessary, will seek out teachers to discuss the feedback. In the current system, leaders do not systematically follow up to ensure teachers use the feedback that instructional leaders provide.
- Instructional leaders provide opportunities and guidance for middle school level teachers to plan curriculum and instruction within and across grade levels. At the high school level, teachers that teach the same subject area work together to develop lessons, and other teachers have autonomy to develop and select their curriculum with little guidance from leaders. The school has early dismissal for students once a week, and leaders alternate between biweekly content meetings and grade level meetings. This year, leaders focus on developing cross-curricular lesson objectives and on developing strategies to increase the rigor of lessons.
- UPrep Young Men's instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers. Leaders have a clear focus for professional development needs based on classroom observations and rightly identified the following areas to improve: increasing rigor in lessons, establishing data collection and analysis processes, and crafting clear learning objectives. In the weeks following professional development, leaders observe lessons with a focus on the recent topic and provide feedback about the implementation of the strategy.
- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses. The school utilizes the Danielson framework for its teacher evaluation system. Leaders conduct two formal observations and multiple informal observations throughout the year. Alongside teachers' self-evaluations and goals set at the beginning of the year, leaders meet with each teacher in January to discuss progress toward meeting goals and in June to review the final evaluation. Throughout this process, leaders hold teachers accountable for using quality instructional practices in the classroom but do not yet utilize achievement data to hold teachers accountable for student learning outcomes.

## SUNY RENEWAL BENCHMARK 1F

### DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

UPrep Young Men's intervention programs meet the needs of students with disabilities and ELLs. In response to low state test data, the school has revamped its interventions for students struggling academically, specifically in the middle school grades. Special education and intervention teachers collaborate with general education teachers and school leaders to identify strategies to support students. Notably, all of UPrep Young Men's students with disabilities and ELLs in prior years' Total Cohorts graduated within four years.

- The school uses clear procedures to identify students with disabilities and ELLs. UPrep Young Men uses the New York State Education Department's ("NYSED's") Home Language Identification Survey to identify ELLs and administers the New York State Identification Test for English Language Learners ("NYSITELL") when necessary. The school gathers data from students' incoming district to identify students with individualized education programs ("IEPs"). Special education teachers may recommend students for evaluation for special education services if students do not show progress under the school's interventions. The school continues to use past trends regarding incoming students' performance levels to automatically enroll all 7<sup>th</sup> grade students in intervention courses to address the academic deficits they have accumulated during their time in the district, effectively categorizing the majority of new students to the school as needing targeted academic support.
- UPrep Young Men's intervention programs meet the needs of students with disabilities and ELLs. UPrep Young Men provides a multitude of services to the school's 60 students with disabilities. The school contracts with the district to provide consultant teacher services, resource room, and related services. The school's seven certified special education teachers provide integrated co-teaching ("ICT") services with special education teachers pushing into all of the core content classes for each grade. Each special education teacher customizes co-teaching support based on the content of each specific lesson. The program effectively supports students through the high school grades. In 2016-17, the school declassified four students, and all students with disabilities in each of the school's three graduating classes graduated on time. For the school's eight ELLs, the school has one certified, part-time English to Speakers of Other Languages ("ESOL") certified teacher who provides daily push-in support during English classes and provides pull-out instruction using teacher-developed curriculum. ELL instruction focuses on reviewing English class content and developing English language acquisition skills.



- UPrep Young Men has multiple supports to meet the needs of students at risk of academic failure. Due to the school's performance on state assessments, school leaders focus academic support at the middle school level. The school caps 7<sup>th</sup> and 8<sup>th</sup> grade class sizes at 15 students to provide more personalized attention. UPrep Young Men places all 7<sup>th</sup> grade students into a remedial mathematics intervention class that the middle school academic leader co-teaches, and the literacy specialist provides push-in support to 7<sup>th</sup> and 8<sup>th</sup> grade ELA classes. Teachers provide extra after school support three times per week throughout the year. During midterm exams and before Regents exams, the school holds Saturday tutorial sessions. The support students receive helps them attain the requirements for graduation within four years of starting high school and enables many to obtain an advanced Regents diploma.
- The school is improving its progress monitoring for all at-risk students, but especially for students enrolled in the middle school. This year, UPrep Young Men administered a writing baseline assessment and the MAP assessment in reading and mathematics at the beginning of the year for 7<sup>th</sup> and 8<sup>th</sup> grade students. Seventh and 8<sup>th</sup> grade ELA and mathematics data teams, consisting of the special education teachers, content teachers, principal, middle school academic leader, literacy specialist, and mathematics intervention specialists, met to support the ELA teachers in using the MAP and writing assessment data to group students based on assessment scores. The data team meets weekly to review students' classwork as it develops systems to use the data to adjust instruction. This year, the team is developing more sophisticated and in-depth analysis methods to group students based on skill mastery and to provide individualized interventions. At the time of the renewal visit, the mathematics team had completed its initial analysis of the data and created action plans to engage in regular data review and analysis.
- Special education teachers provide general education teachers with their students' IEPs at the beginning of the year and monitor progress toward students' IEP goals consistently during the year. Teachers review overall course grades every five weeks to inform their understanding of students' progress. The special education coordinator reviews course grades and meets with students to determine their progress toward attainment of goals. Special education teachers monitor students' progress toward attainment of IEP goals weekly based on observations of particular skills and competencies in the general classroom setting. Special education teachers monitor students' successful completion of tasks that demonstrate the skills necessary to meet their IEP goals. The ELL teacher sets overall goals for ELLs including improving students' writing and monitors progress using a rubric that assesses writing conventions and organization. However, UPrep Young Men is developing more specific and individual language or content proficiency goals for ELLs as the school recognizes it has not consistently monitored language proficiency during the charter term.

- The school provides opportunities for at-risk staff and general education teachers to coordinate lessons. Special education teachers collaborate with general education teachers informally during daily common planning times to develop lesson plans. Teachers also collaborate during weekly grade level and content team meetings. All staff engage in weekly professional development sessions related to the school's priority on improving instructional rigor to increase achievement for struggling students.



# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

UPrep Young Men is an effective and viable organization. The school's administrative structure enables leaders to carry out a high quality academic program with a focus on high school graduation. The board meets regularly to ensure the school complies with all applicable laws and regulations and that the school continues to support students in achieving high academic outcomes.

### SUNY RENEWAL BENCHMARK 2A

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

UPrep Young Men is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Evidenced by the high graduation and college matriculation rates, UPrep Young Men is fulfilling its promise to students and families with its academic program.

### SUNY RENEWAL BENCHMARK 2B

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

**Parent Survey Data.** The Institute compiled data from UPrep Young Men's 2016-17 School Survey. UPrep Young Men distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2016-17, 35% of families who received the survey responded. Among respondents, 88% are satisfied with the school's academic program, and 93% are satisfied with the school's culture. However, the survey response rate is not high enough to be useful in framing the results as representative of the school community.

**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and

parents of ELLs. Information collected during a focus group with 16 parents corroborates the findings from the survey data. Parents are generally satisfied with the school's academic program and the school's culture. Some parents express concerns about the extent to which the school communicates about the academic progress of their students.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 90% of UPrep Young Men students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYSED is available to the Institute to provide either district or state wide context.

## DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

UPrep Young Men's organization works effectively to deliver the educational program. The school's administrative structure allows for instructional leaders to focus solely on teaching and learning. The school's development efforts result in a multitude of resources including a new building extension to the school that houses the CTE program.

- UPrep Young Men has established an administrative structure that allows the school to carry out its academic program. The school's president manages operations including finances and compliance so that the instructional leadership team primarily focuses on academics. The school created a director of operations position this year to support with discipline, school counselors, the athletic programming, community based partnerships, and food and custodial services to further support the instructional leadership team. Additionally, the organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities.
- The school has a clear student discipline system in place at the administrative level that teachers consistently apply. The newly created director of operations position is responsible for implementing the discipline code. The school has a team of grade level managers to provide social and emotional support to students. The school does not administer in-school-suspensions, and the president closely monitors out-of-school suspensions with the director of operations to ensure suspended students receive effective support so that behaviors do not lead to repeated suspensions.

- UPrep Young Men retains high-quality staff. Leaders establish a culture that allows teachers to have autonomy with pedagogical practice that teachers appreciate. To compete with the local school district, the board and leaders initiated a retirement plan option for teachers during this charter term.
- The school allocates resources to support the achievement of goals. Each classroom has interactive whiteboard technology. Teachers easily request materials and supplies, and the school fulfills all reasonable requests. UPrep Young Men utilizes commendable philanthropic strategies and, in the past, raised money specifically to purchase CTE equipment and build a gymnasium for students.
- UPrep Young Men maintains enrollment that allows it to meet its budgetary requirements, even though it is below its chartered enrollment by 17%. The board is well aware of the school's issues with enrollment and created a specific task force comprised of board members, school leadership, and teachers that work strategically to revamp the school's recruitment strategies. The school recognizes that the district's shift in school structure, which changed schools' configuration from Kindergarten – 6<sup>th</sup> grade to Kindergarten – 8<sup>th</sup> grade, has negatively impacted the efforts to enroll 7<sup>th</sup> grade students. The school successfully counteracted low enrollment in 7<sup>th</sup> and 8<sup>th</sup> grades by enrolling more students in the 9<sup>th</sup> grade.
- The school's enrollment task force monitors UPrep Young Men's progress toward meeting enrollment and retention targets for special education students, ELLs, and students who qualify for FRPL. The board and school recognize that the school does not meet its enrollment targets for ELLs, and the task force is strategically considering how to attract more ELLs. Efforts include a newly formed partnership with a community organization that supports families whose native language is not English and an organization that supports refugees.
- UPrep Young Men evaluates the school's programs and makes changes when necessary. For this current year, leaders examined last year's student achievement results and made multiple decisions to improve the educational program. Recognizing issues with mathematics achievement, the school restructured the school schedule to add additional minutes for 7<sup>th</sup> and 8<sup>th</sup> grade mathematics instruction, in the form of an additional block dedicated to intervention and skill building. The school created a position for a director of mathematics to support the content area. The board and leaders also saw a need for more support in the middle school grades due to low state assessment results; therefore, the school created a larger instructional leadership team with the addition of a middle school academic leader.

## SUNY RENEWAL BENCHMARK 2D

### DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The UPrep Young Men board works effectively to provide oversight to the school. The board works closely with school leaders to provide support and monitor the school's progress toward achieving its Accountability Plan goals.

- UPrep Young Men's board members possess sufficient skills to provide effective oversight and monitor school progress. The nine board members have experience in Kindergarten – 12<sup>th</sup> grade education and administration, post-secondary education, school psychology, accounting and finance, and engineering management. To increase productivity the board shifted from a standing committee structure to ad hoc committees that oversee particular projects. Typical committee responsibilities include supporting student recruitment, monitoring graduation preparation, and orienting new staff to the school.
- The board requests and receives sufficient information to provide oversight to the school's program. The principal, president, and director of operations provide monthly reports to the full board. The principal's report includes assessment and graduation readiness data, and the president's report includes updates on operations, finance, and community engagement.
- Board members establish priorities and track progress toward meeting goals. The board prioritizes support for middle school staff and students so that students show growth on state assessments, and ultimately are better prepared when graduating high school and have more opportunities for college. The school hired a middle school academic leader to provide more instructional and coaching support to teachers. The board created a data coordinator position to support the staff with using data to drive instruction. The board tracks middle school students' progress through the principal's academic reports.
- The UPrep Young Men board recruits, hires, and retains key personnel. The board recently added two members and is seeking to add a third. The board is responsible for hiring the school's president; the current president is the founder of the school and has served at the school since 2010.
- The board evaluates the president's performance annually. The board gives UPrep Young Men's president ratings on instructional leadership, program development, public relations, and community engagement. The board rates whether the president exceeds, meets, or does not meet expectations in each area. However, the extent to

which the board holds the president accountable for student achievement is unclear. The evaluation does not have indicators for student achievement, nor do board members include actual student achievement data from the school year. The board engages in professional development, including establishing partnerships with other local charter schools, but does not regularly evaluate its own performance.

- The board regularly communicates with school leadership and staff. Board members conduct classroom walkthroughs and attend school events such as award ceremonies and graduations. One board member currently volunteers as the school's data coordinator and provides guidance to the instructional leaders. Two other board members tutor students during Saturday school sessions.

## DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- A well-functioning committee structure allows the board to oversee affairs in a targeted manner.
- After receiving its last renewal visit and report from the Institute, minutes reflect that the board was reflective about the feedback and began to plan improvements.
- The board successfully oversaw the addition of the CTE program, which included the acquisition of a new building.
- The board works as early as the spring to set priorities and goals for the upcoming school year.
- The board consistently reviews and amends policies.



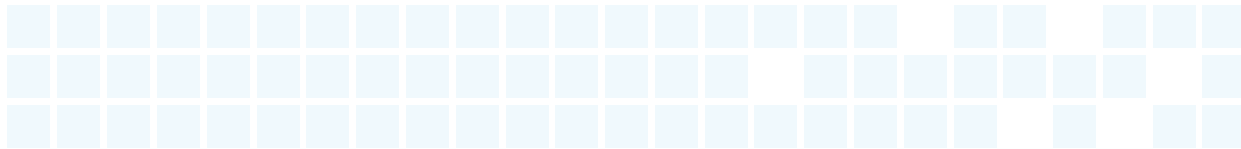
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## SUNY RENEWAL BENCHMARK 2F

### HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

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

- **Annual Reports.** The education corporation has not posted recent school annual reports on its website in accordance with the charter and the New York Education Law. The Institute will ensure compliance prior to the start of the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **FOIL.** School staff were unable to produce a list of records as required under the Freedom of Information Law. The school was provided information on correcting this item.
- **Minutes.** The board has not been up-to-date in submitting board minutes of each meeting.



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# FISCAL PERFORMANCE



## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on review of the fiscal evidence collected through the renewal review, UPrep Young Men is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.<sup>11</sup>

## DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

UPrep Young Men has sufficient financial resources to ensure stable operations and has maintained fiscal soundness through conservative budgeting practices and routine monitoring of revenues and expenses.

- The school president leads the annual budget process and gathers input from the finance committee of the board. Once complete, the school president presents the budget to the board finance committee for review and, once the committee approves, the budget is presented to the full board for approval. Implementation of the budget is the responsibility of the school president.
- The renewal application contained projections for the next charter term that reflect stable budgets with enrollment of 450 serving 7<sup>th</sup> – 12<sup>th</sup> grades.

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11. 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.



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## SUNY RENEWAL BENCHMARK 3B

### DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation has generally established and maintained appropriate fiscal policies, procedures, and internal controls.

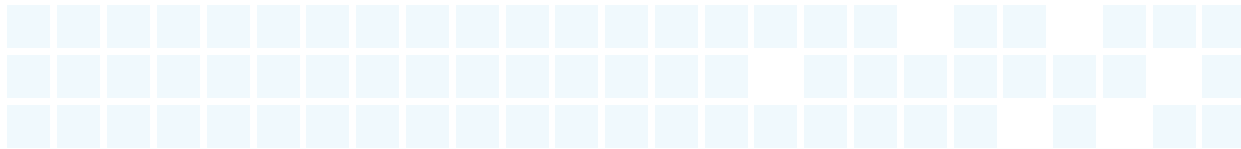
- The education corporation maintains a Financial Policies and Procedures Manual that should be reviewed and updated annually by the board. The manual should include each of the following written policies to address key issues including financial reporting, cash disbursements and receipts, payroll, bank reconciliations, credit card usage, conflicts of interest, related party transactions, fixed assets, grants/contributions, capitalization and accounting, procurement, and investments. The manual should further include the authorization levels for invoice approvals and check signing.
- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies. The updated manual will further develop the business operations of the school.
- The school's most recent audit report of internal control over financial reporting and on compliance and other matters disclosed no material weaknesses, or instances of non-compliance that were required to be reported.

## SUNY RENEWAL BENCHMARK 3C

### DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

UPrep Young Men has complied with reporting requirements over the current charter term.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles (GAAP), and the independent audits of those statements have received unqualified opinions.
- The education corporation consistently complies with all reporting requirements of the charter agreement.
- The Institute received the audited financial statements for June 30, 2017 by the due date of November 1, 2017. The recent audit report shows continued fiscal health.



Fc

FISCAL

Pf

PERFORMANCE

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

## SUNY RENEWAL BENCHMARK 3D

### DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations.

- UPrep Young Men posts a fiscally strong composite score rating on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter term.
- UPrep Young Men relies primarily on recurring operating revenues and accumulated surpluses to build the balance sheet and provide ample resources for the academic program.
- UPrep Young Men prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly. The school retains approximately 6.3 months of cash on hand and has net assets in excess of \$7.8 million as of June 30, 2017.
- As a requirement of SUNY charter agreements, UPrep Young Men has established a separate bank account for the dissolution fund reserve of \$75,000 to cover legal and accounting fees.



SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# FUTURE PLANS



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

UPrep Young Men is an academic success and is an effective and viable organization. The education corporation is fiscally sound, and the school prepares students for meaningful post-secondary engagement after completing high school. The plans for the future 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.

**Plans for the Educational Program.** UPrep Young Men plans to continue into a second subsequent charter term without significantly modifying the existing educational program. The leadership plans to add 620 minutes per month of mathematics instruction in order to increase mathematics achievement, particularly in the middle school grades.

**Plans for Board Oversight & Governance.** Board members express interest in continuing to serve UPrep Young Men in an additional charter term. The board recently identified two new members. If approved, the board will grow to 11 members and will continue working with other charter schools in Rochester to share information and improve the school's program.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review including a review of the five-year financial plan, UPrep Young Men presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	450	450
Grade Span	7-12	7-12
Teaching Staff	46	46
Days of Instruction	180	180

The school intends to continue to provide instruction for 7<sup>th</sup> – 12<sup>th</sup> grade in the facility that the education corporation purchased and renovated in 2013, located on Lake Avenue in Rochester, NY.

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.





UPrep  
Young Men

# Ax

## APPENDICES

### PAGES Ax 1-14

**SO<sup>A</sup>**  
SCHOOL  
OVERVIEW

PAGE Ax 1

**PS<sup>B</sup>**  
PERFORMANCE  
SUMMARIES

PAGE Ax 6

**DC<sup>C</sup>**  
DISTRICT  
COMMENTS

PAGE Ax 10

**FD<sup>D</sup>**  
FISCAL DASHBOARD

PAGE Ax 11

# APPENDIX A: School Overview

## UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN BOARD OF TRUSTEES

### CHAIR

Dr. Edward Yansen

### CO-VICE CHAIRS

Dr. Joshua Fegley  
Maria Scalise

### TREASURER

Joseph Bertola

### SECRETARY

Elizabeth Spears Robinson

### TRUSTEES

Sharon Delly  
Dr. Jeannette Silvers  
Dr. Marie Cianca  
G. Najmah Abdulmateen

## SCHOOL LEADERS

### PRINCIPAL

*Dr. Connie Lucchese (2013-14 to Present)*

### PRESIDENT

*Joseph Munno (2010-11 to Present)*

## SCHOOL CHARACTERISTICS

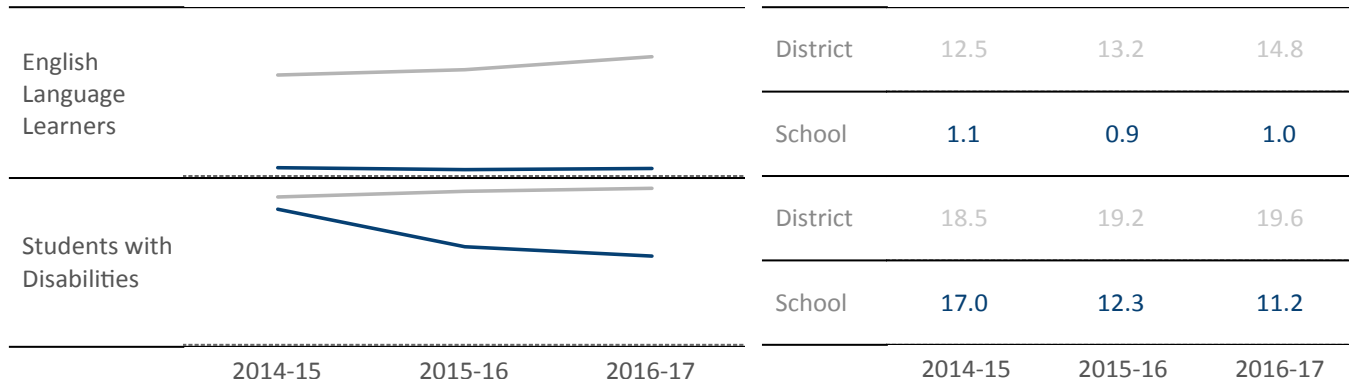
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	375	369	98%	7-12	7-12
2014-15	450	427	95%	7-12	7-12
2015-16	450	436	97%	7-12	7-12
2016-17	450	386	86%	7-12	7-12
2017-18	450	375	83%	7-12	7-12

# APPENDIX A: School Overview

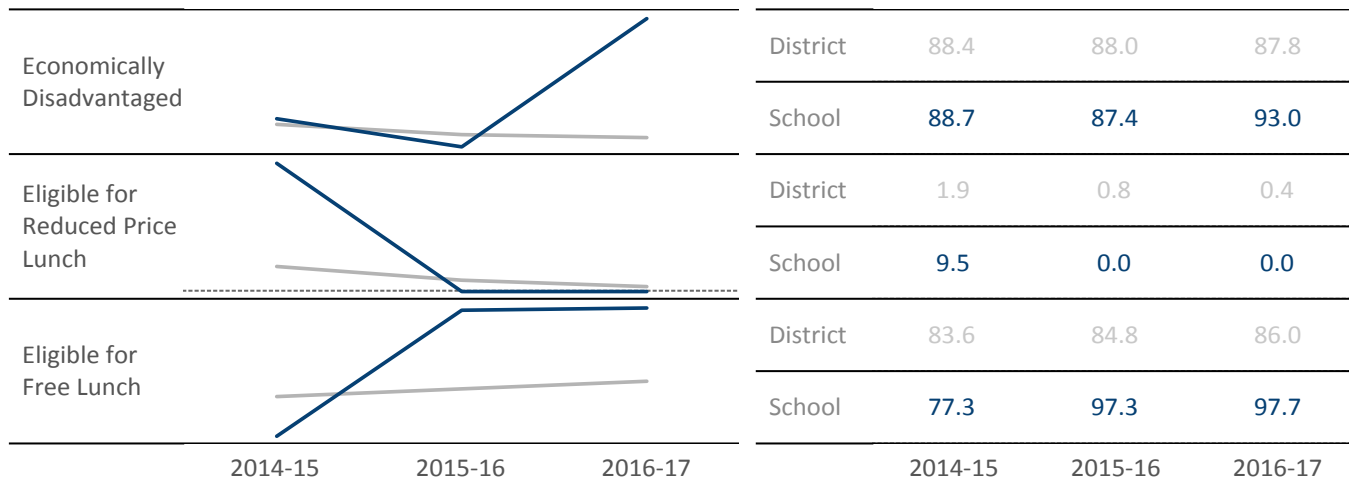
## University Preparatory Charter School for Young Men

Rochester City School District

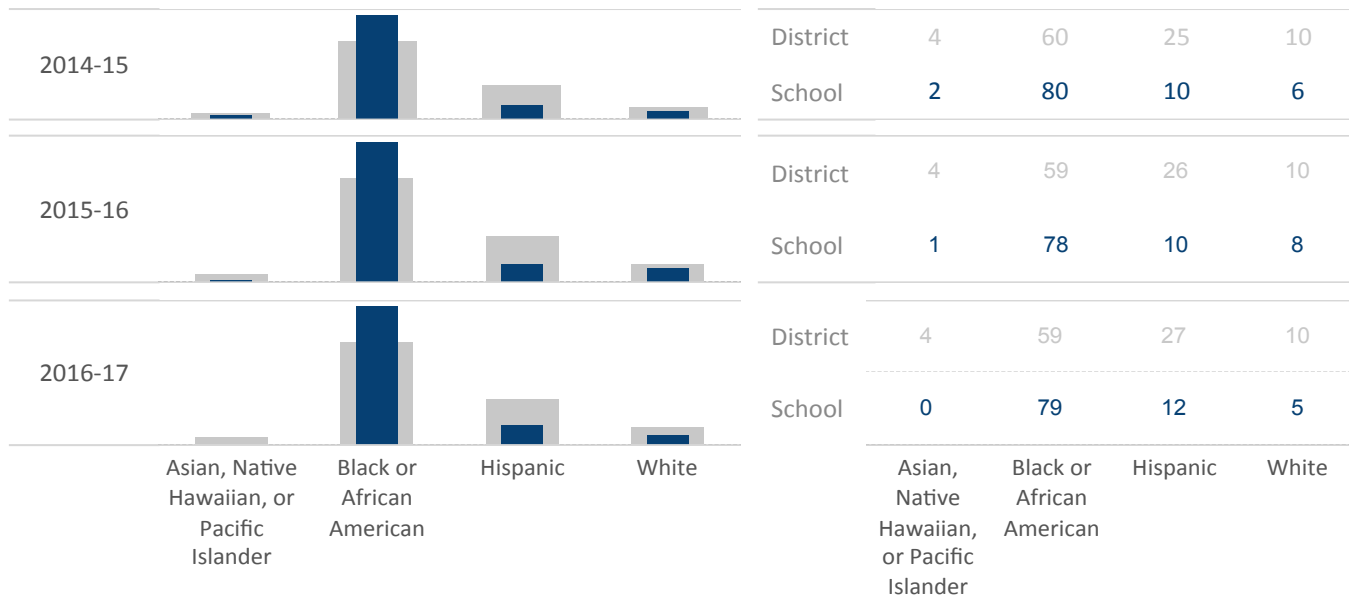
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



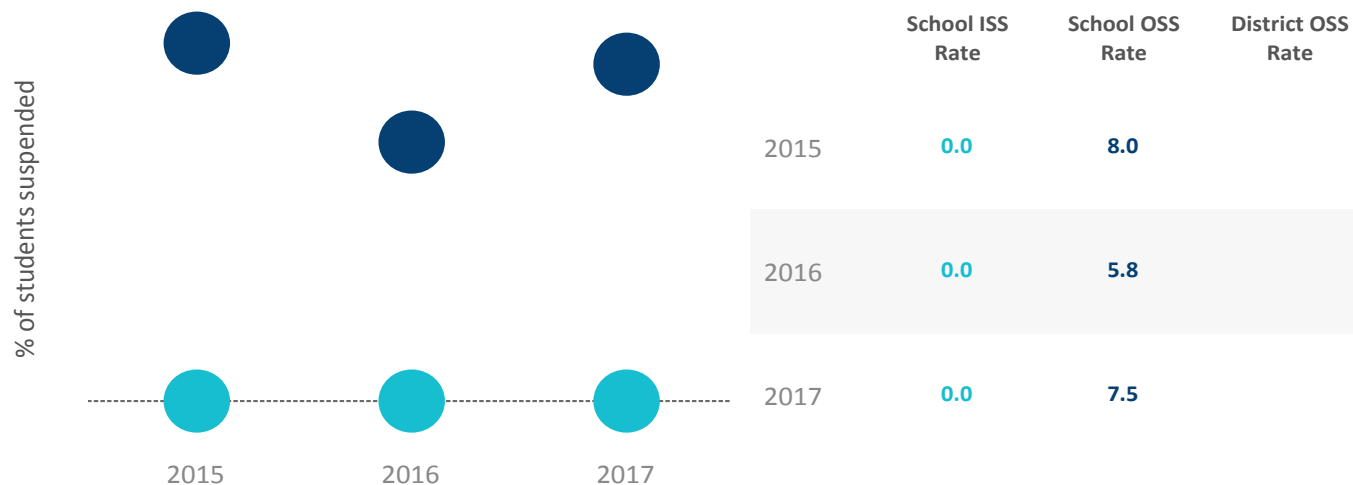
### Student Demographics: Race/Ethnicity



# APPENDIX A: School Overview

## University Preparatory Charter School for Young Men

Rochester City  
School District



District comparison data is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the school each year.

	2015	2016	2017
	0	0	1

## University Preparatory Charter School for Young Men's Enrollment and Retention Status: 2016-17

			District Target	School
Enrollment	Economically disadvantaged	<div><div></div></div>	84.5	93.3
	English language learners	<div><div></div></div>	10.9	1.6
	Students with disabilities	<div><div></div></div>	18.3	17.4
Retention	Economically disadvantaged	<div><div></div></div>	91.1	93.2
	English language learners	<div><div></div></div>	88.5	100.0
	Students with disabilities	<div><div></div></div>	87.8	100.0



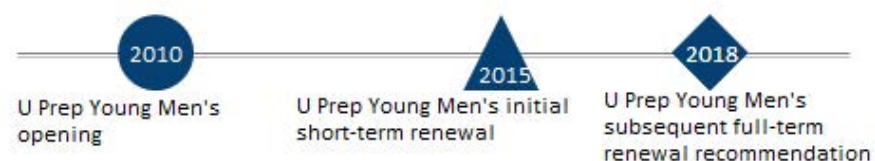
# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE  
**35%**

OVERALL  
SATISFACTION  
**93%**

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
<b>2010-11</b>	First Year	February 3, 2011
<b>2011-12</b>	Evaluation	October 13, 2011
<b>2012-13</b>	Evaluation	March 7-8, 2013
<b>2014-15</b>	Initial Renewal	November 18-19, 2014
<b>2017-18</b>	Subsequent Renewal	November 14-15, 2017

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
<b>November 14-15, 2017</b>	Jeff Wasbes	Executive Deputy Director for Accountability
	Kerri Rizzolo	School Evaluation Analyst
	Andrew Kile	Director of School Evaluation

# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
All-male student environment;	+
Curricular content, instructional resources, and pedagogical strategies designed to engage and address the learning styles and needs of male learners;	+
College and career preparatory focus;	+
Daily advisory through grade level managers, counselors, social workers, and academi support staff;	+
Interdisciplinary co-teaching model for all core content areas;	+
Inquiry- and self-discovery based instruction to promote higher-order and critical thinking skills;	+
Safe, disciplined, and nurturing school culture focused on high expectations, personal responsibility for learning, and respect for all;	+
Continuous fostering of reflection, positive relationships, and productive work habits;	+
Summer programs for incoming student orientation, academic remediation, and high school credit recovery; and	+
Ongoing professional development for teachers beginning with pre-service training, and continuing throughout the year with weekly meetings and daily coaching.	+

# APPENDIX B: Performance Summaries

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

	2014-15 Grades Served: 7-12				2015-16 Grades Served: 7-12				2016-17 Grades Served: 7-12			
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students	
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)
<b><u>ABSOLUTE MEASURES</u></b> 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.	3	(0)	(0)	(0)	3	(0)	(0)	(0)	3	(0)	(0)	(0)
	4	(0)	(0)	(0)	4	(0)	(0)	(0)	4	(0)	(0)	(0)
	5	(0)	(0)	(0)	5	(0)	(0)	(0)	5	(0)	(0)	(0)
	6	(0)	(0)	(0)	6	(0)	(0)	(0)	6	(0)	(0)	(0)
	7	1.4 (72)	(0)	(0)	7	1.5 (65)	(0)	(0)	7	10.9 (55)	(0)	(0)
	8	10.6 (66)	13.6 (44)		8	13.5 (74)	13.3 (60)		8	17.5 (63)	16.7 (54)	
	All	5.8 (138)	13.6 (44)	NO	All	7.9 (139)	13.3 (60)	NO	All	14.4 (118)	16.7 (54)	NO
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO	
	7-8	28	97	NO	7-8	53	104	NO	7-8	64	111	NO
	Comparison: Rochester City Schools				Comparison: Rochester City Schools				Comparison: Rochester City Schools			
<b><u>COMPARATIVE MEASURES</u></b> 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	13.6	3.8	YES	8	13.3	6.3	YES	8	16.7	9.0	YES
	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size	
	76.0	5.8	21.5	-1.06	75.1	7.9	29.3	-1.33	40.2	14.4	49.4	-2.30
	76.0				75.1				40.2			
	NO				NO				NO*			
	Economically Disadvantaged students.											
	Grades	School	State		Grades	School	State		Grades	School	State	
	4	0.0			4	0.0			4	0.0		
	5	0.0			5	0.0			5	0.0		
<b><u>GROWTH MEASURE</u></b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	6	0.0			6	0.0			6	0.0		
	7	41.8			7	47.4			7	52.9		
	8	57.6			8	65.0			8	66.3		
	All	49.2	50.0	NO	All	57.2	50.0	YES	All	60.4	50.0	YES
	NO				YES				YES			
	Due to the school's participation in the Federal Community Eligibility Provision, which allows a school to provide free lunch to all students due to the high level of economically disadvantaged population, the school is not required to collect Free and Reduced Price Lunch applications from families. Therefore, the posted economically disadvantaged rate under-represents the true demographics of the school.											

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Mathematics  
University Prep Charter School for Young Men

	2014-15 Grades Served: 7-12				2015-16 Grades Served: 7-12				2016-17 Grades Served: 7-12				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				
<b><u>ABSOLUTE MEASURES</u></b> 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.	3	(0)	(0)	(0)	3	(0)	(0)	(0)	3	(0)	(0)	(0)	
	4	(0)	(0)	(0)	4	(0)	(0)	(0)	4	(0)	(0)	(0)	
	5	(0)	(0)	(0)	5	(0)	(0)	(0)	5	(0)	(0)	(0)	
	6	(0)	(0)	(0)	6	(0)	(0)	(0)	6	(0)	(0)	(0)	
	7	4.5 (67)	(0)	(0)	7	3.0 (66)	(0)	(0)	7	5.4 (56)	(0)	(0)	
	8	2.0 (50)	2.9 (35)		8	5.8 (69)	5.3 (57)		8	1.7 (60)	0.0 (51)		
	All	3.4 (117)	2.9 (35)		All	4.4 (135)	5.3 (57)		All	3.4 (116)	0.0 (51)		
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO		
7-8	28	94		7-8	35	101		7-8	26	109			
Comparison: Rochester City Schools				Comparison: Rochester City Schools				Comparison: Rochester City Schools					
Grades	School	District		Grades	School	District		Grades	School	District			
8	2.9	0.8		8	5.3	0.7		8	0.0	0.9			
YES				YES				YES					
Effect Size				Effect Size				Effect Size					
% ED	Actual	Predicted		% ED	Actual	Predicted		% ED	Actual	Predicted			
74.7	3.4	22.2	-1.05	74.3	4.4	23.5	-1.12	40.1	3.4	33.1	-1.93		
NO				NO				NO*					
Economically Disadvantaged students.													
Grades				Grades				Grades					
School				School				School					
State				State				State					
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	46.3			7	52.8			7	55.3				
8	41.5			8	52.0			8	46.3				
All	44.3	50.0		All	52.4	50.0		All	50.3	50.0			
NO				YES				YES					

\*Due to the school's participation in the Federal Community Eligibility Provision, which allows a school to provide free lunch to all students due to the high level of economically disadvantaged population, the school is not required to collect Free and Reduced Price Lunch applications from families. Therefore, the posted economically disadvantaged rate under-represents the true demographics of the school.



	2014-15			MET	2015-16			MET	2016-17			MET
<b>English Language Arts</b> <b>ABSOLUTE MEASURES</b> 1. Each year, 65 percent of students will score at the college and career readiness standard on the Regents English exam.  2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8 <sup>th</sup> grade ELA exam will score at least 75 on the Regents English exam.  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.	2011 Cohort N	%		2012 Cohort N	%		2013 Cohort N	%				
	51	31.4	NO	71	62	NO	73	60.3	NO			
	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%				
	32	26.8%	NO	46	63.0%	NO	32	31	NO			
	APL	AMO		APL	AMO		APL	AMO				
	110	170	NO	158	174	NO	155	178	NO			
	Comparison: Rochester CSD School	District		Comparison: Rochester CSD School	District		Comparison: Rochester CSD School	District				
	110	97	YES	158	99	YES	155	99	YES			
<b>Mathematics</b> <b>ABSOLUTE MEASURES</b> 1. Each year, 65 percent of students will score at least 80 on a NYS Regents mathematics exam.  2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8th grade math exam will score at least 80 on the Regents math exam.  3. Each year, the Performance Index (PI) on the Regents math exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	2011 Cohort N	%		2012 Cohort N	%		2013 Cohort N	%				
	51	11.8	NO	71	15.5	NO	73	19.2	NO			
	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%				
	31	3.2%	NO	29	3.4%	NO	38	10.5	NO			
	APL	AMO		APL	AMO		APL	AMO				
	100	154	NO	110	159	NO	114	165	NO			
	Comparison: Rochester CSD School	District		Comparison: Rochester CSD School	District		Comparison: Rochester CSD School	District				
	100	85	YES	110	80	YES	114	78	YES			

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY University Prep for Young Men Charter High School

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.	Cohort	N	% promoted				Cohort	N	% promoted	
		2013	87	100.0	YES			2015	64	100.0	
		2014	68	97.0	YES			2016	63	100.0	
		All	155	98.7	YES			All	127	100.0	
		2013 Cohort N	% passing ≥ 3 Regents					2015 Cohort N	% passing ≥ 3 Regents		
		87	74.7%			YES		64	73.4%		
		2011 Cohort N	%			YES		2013 Cohort N	%		
		52	92.3					73	97.3		
		2010 Cohort N	% Graduating			NA		2012 Cohort N	% Graduating		
		NA	NA					67	97.0		
COMPARATIVE MEASURE					Comparison: Rochester CSD						
College Preparation COMPARATIVE MEASURES	5. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	School	District					School	District		
		92.3	51			YES		91.5	53		
			N	School	State				N	School	State
		Reading	69	34	46.9	NO		Reading	48	305	453
		Math	69	34	48.6	NO		Math	48	277	460
			N	School	State				N	School	State
		Reading	54	368	489	NO		Reading	30	409	489
		Math	54	397	502	NO		Math	30	432	501
		School	District					School	District		
		N	%	N	%			N	%	N	%
SCHOOL DESIGNED MEASURES	3. College Preparation Each year, the percentage of students who graduate with a Regents Diploma with Advanced Designation will exceed the local district.	48	10.4	1138	9.7	YES		65	21.5	1113	9.6
		N	%					N	%		
		48	NR			NO		65	NR		
	4. College Attainment and Achievement At least 75 percent of graduates will matriculate into a college program during the fall following their senior year.										

# APPENDIX C: District Comments

NO COMMENTS RECEIVED

# APPENDIX D: Fiscal Dashboard

## UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

### SCHOOL INFORMATION

#### BALANCE SHEET

Opened 2010-11

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

2011-12	2012-13	2013-14	2014-15	2015-16
1,895,493	2,142,045	783,384	1,970,143	3,035,299
210,883	56,608	219,705	202,468	174,091
13,378	10,407	134,061	137,831	63,307
-	-	-	-	66,714
-	-	-	-	-
2,119,754	2,209,060	1,137,150	2,310,442	3,339,411
835,481	2,277,099	4,282,439	4,089,074	4,607,605
-	-	-	-	-
2,955,235	4,486,159	5,419,589	6,399,516	7,947,016

162,276	583,918	185,651	100,656	95,208
4,326	4,783	4,111	2,640	1,909
-	-	-	7,602	-
67,341	70,434	73,700	-	-
-	-	-	-	-
-	-	-	-	-
233,943	659,135	263,462	110,898	97,117
481,746	411,332	337,632	-	-
715,689	1,070,467	601,094	110,898	97,117

2,239,546	3,415,692	4,768,495	6,088,618	7,824,899
-	-	50,000	200,000	25,000
2,239,546	3,415,692	4,818,495	6,288,618	7,849,899
2,955,235	4,486,159	5,419,589	6,399,516	7,947,016

2,840,818	3,635,672	4,595,941	5,419,499	5,486,665
405,994	474,487	763,719	847,324	746,596

-	-	-	-	18,445
481,100	402,375	508,476	696,669	-
-	-	-	-	562,859
34,905	41,054	21,693	-	222,166
136,775	157,254	249,875	292,623	321,863
3,899,592	4,710,842	6,139,704	7,256,115	7,358,594

1,675,816	2,291,577	3,320,303	4,056,982	4,385,577
135,162	194,693	212,490	202,923	408,631
-	-	-	-	-
201,115	288,230	385,345	430,225	442,429
2,012,093	2,774,500	3,918,138	4,690,130	5,236,637
597,878	760,196	862,000	766,135	560,676
-	-	-	-	-
2,609,971	3,534,696	4,780,138	5,456,265	5,797,313

1,289,621	1,176,146	1,359,566	1,799,850	1,561,281
-----------	-----------	-----------	-----------	-----------

680	-	24,950	6,493	-
-	-	-	-	-
610	-	13,182	(322,223)	-
-	-	-	-	-
1,290	-	38,132	(315,730)	-

3,900,882	4,710,842	6,127,836	6,790,385	7,533,594
-	-	50,000	150,000	(175,000)
3,900,882	4,710,842	6,177,836	6,940,385	7,358,594

1,290,911	1,176,146	1,397,698	1,484,120	1,561,281
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948,635	2,239,546	3,406,800	4,804,498	6,288,618
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2,239,546	3,415,692	4,804,498	6,288,618	7,849,899
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# APPENDIX D: Fiscal Dashboard

## UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	283,167	464,479	474,264	422,353	583,222
Instructional Personnel	1,238,010	1,711,258	1,922,678	2,321,198	2,827,660
Non-Instructional Personnel	44,678	78,533	529,248	683,373	251,156
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>1,565,855</b>	<b>2,254,270</b>	<b>2,926,190</b>	<b>3,426,924</b>	<b>3,662,038</b>
Fringe Benefits & Payroll Taxes	227,889	445,010	632,554	759,579	684,316
Retirement	5,421	14,227	16,592	39,275	205,354
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	38,136	42,680	38,401	1,279	19,778
Professional Fees, Consultant & Purchased Services	236,103	149,003	242,250	296,455	275,004
Marketing / Recruitment	-	-	-	1,545	1,800
Student Supplies, Materials & Services	156,862	180,968	190,484	247,942	233,388
Depreciation	73,446	90,675	211,164	258,888	274,818
Other	306,259	357,864	517,398	424,378	440,817
<b>Total Expenses</b>	<b>2,609,971</b>	<b>3,534,696</b>	<b>4,775,032</b>	<b>5,456,265</b>	<b>5,797,313</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	225	300	375	450	450
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	236	292	369	427	436
Chartered Grades	7-9	7-10	7-11	7-12	7-12
Revised Grades	-	-	-	-	-

#### Primary School District: No

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

12,426	12,426	12,426	12,431	12,431
100.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	16,524	16,133	16,639	16,993	16,878
Other Revenue and Support	5	-	103	(739)	-
<b>TOTAL - GRAPH 3</b>	<b>16,529</b>	<b>16,133</b>	<b>16,742</b>	<b>16,254</b>	<b>16,878</b>

##### Expenses

Program Services	8,526	9,502	10,618	10,984	12,011
Management and General, Fundraising	2,533	2,603	2,336	1,794	1,286
<b>TOTAL - GRAPH 3</b>	<b>11,059</b>	<b>12,105</b>	<b>12,954</b>	<b>12,778</b>	<b>13,297</b>
% of Program Services	77.1%	78.5%	82.0%	86.0%	90.3%
% of Management and Other	22.9%	21.5%	18.0%	14.0%	9.7%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>49.5%</b>	<b>33.3%</b>	<b>29.2%</b>	<b>27.2%</b>	<b>26.9%</b>

#### Student to Faculty Ratio

10.7	8.3	9.0	8.5	7.6
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#### Faculty to Admin Ratio

2.8	3.5	2.9	4.2	7.1
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#### Financial Responsibility Composite Scores - GRAPH 6

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

3.0	3.0	2.6	3.0	2.4
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

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

1,885,811	1,549,925	873,688	2,199,544	3,242,294
48.3%	32.9%	14.3%	32.4%	43.0%
9.1	3.4	4.3	20.8	34.4
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

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

9.1	3.4	4.3	20.8	33.7
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

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

0.2	0.2	0.1	0.0	0.0
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

#### Months of Cash - GRAPH 8

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

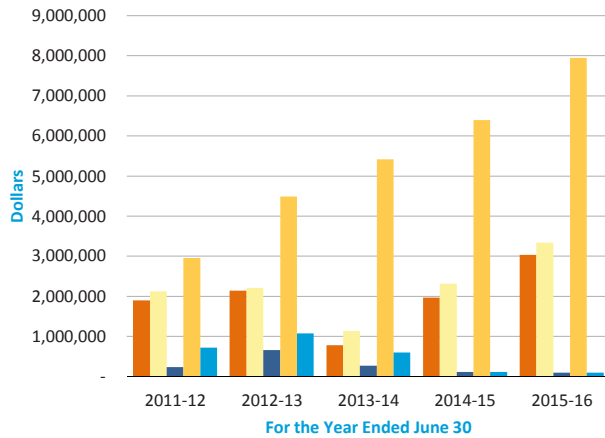
8.7	7.3	2.0	4.3	6.3
LOW	LOW	MEDIUM	LOW	LOW
Excellent	Excellent	Good	Excellent	Excellent

# APPENDIX D: Fiscal Dashboard

## UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

GRAPH 1

Cash, Assets and Liabilities

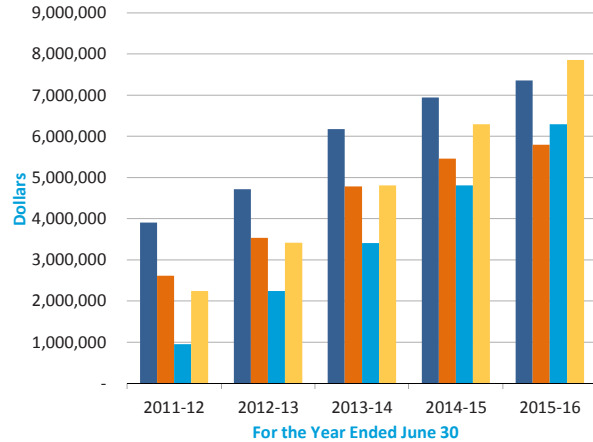


■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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 through 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

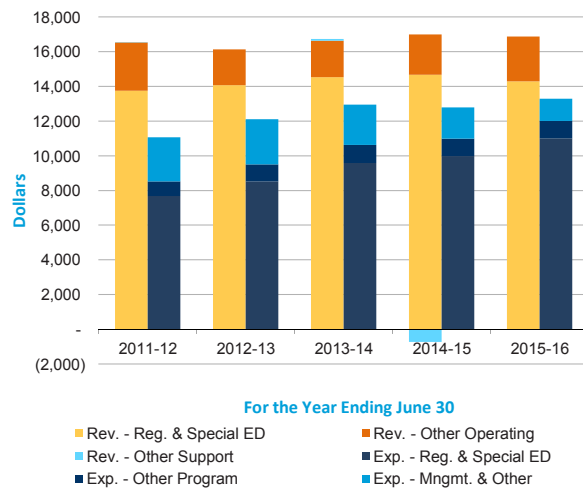


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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

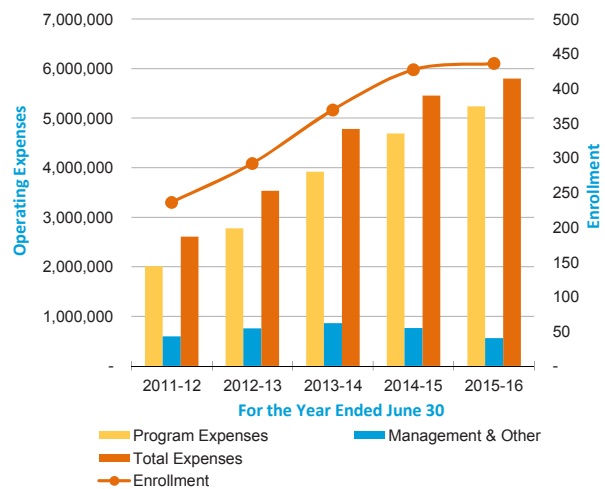


■ Rev. - Reg. & Special ED ■ Rev. - Other Operating  
■ Rev. - Other Support ■ Exp. - Reg. & Special ED  
■ Exp. - Other Program ■ Exp. - Mngmt. & Other

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



■ Program Expenses ■ Total Expenses ■ Management & Other  
— Enrollment

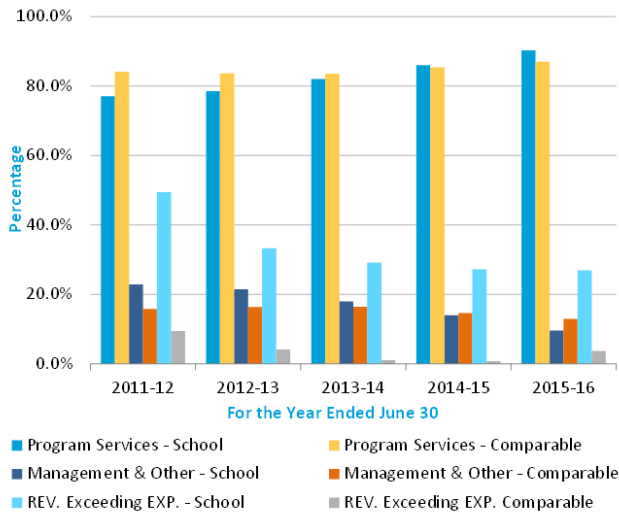
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

# APPENDIX D: Fiscal Dashboard

## UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

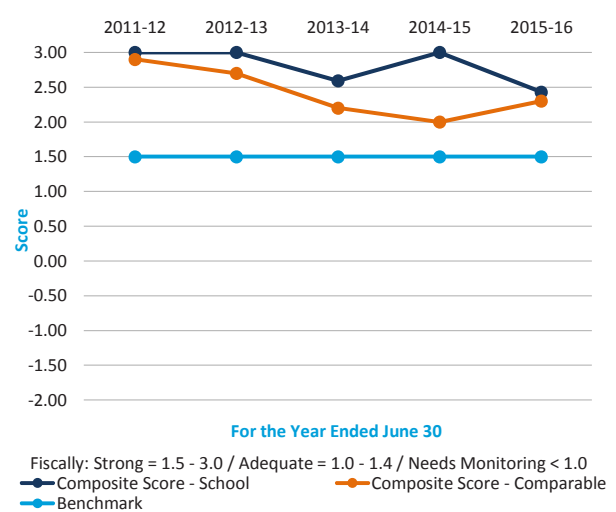
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

**GRAPH 5** % Breakdown of Expenses



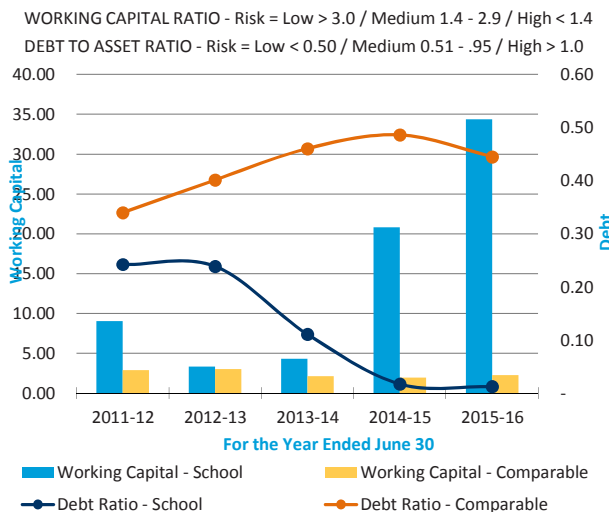
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

**GRAPH 6** Composite Score



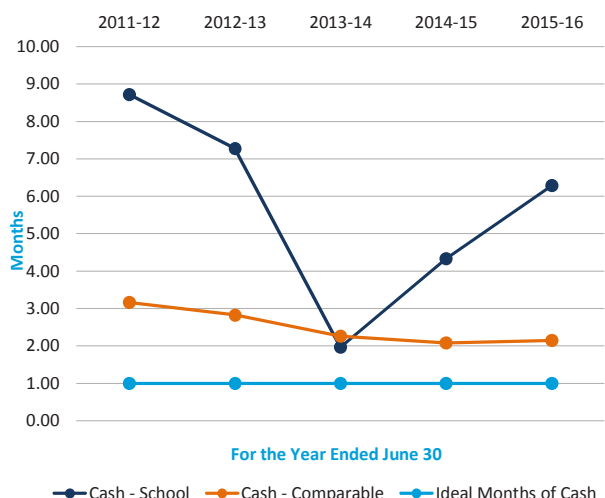
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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



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.

