

**The State Education Department**  
The University of the State of New York

**Office of Innovative School Models**  
Charter Schools Office  
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Albany, New York 12234  
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*Accountability Plan of the Charter School Annual Report  
2010 - 2011*

**Charter School Information and Cover Page**

**Name of Charter School: University Preparatory Charter School for Young Men**

**Primary Address: 180 Raines Park  
Rochester, New York 14613**

**Telephone: 585-730-5135 Fax:730-5134**

**BEDS # 261600860985**

**District/CSD of Location: Rochester City School District**

**Charter Entity: SUNY**

**Date School First Opened for Instruction 9/2010**

**School Leader: Joseph Munno**

**E-mail Address of School Leader: [josephmunno@yahoo.com](mailto:josephmunno@yahoo.com)**

**President, Board of Trustees: Michael Robinson**

**E-mail Address and Phone Number of Board President: [cmruprep@gmail.com](mailto:cmruprep@gmail.com)  
(585-738-3567)**

*Student Assessment Data  
New York State Assessment Results  
Grades 7 – 8 ELA and Math  
2010-11 Annual Report*

**Grades 7 – 8 State ELA Assessments Results  
New York State Assessment Results  
Percent Scoring**

<i>Year of Test 2010 -2011</i>	<b>Grade 7</b>				<b>Grade 8</b>			
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>
<b>2010-11 – All Students</b>	13%	62%	24%	1%	18%	69%	13%	0%
<b>General Education Students</b>	8 %	52%	21%	1%	10%	56%	13%	0%
<b>Special Education Students</b>	5%	10%	3%	0%	8%	13%	0%	0%

**Grades 7 - 8 State Math Assessments Results  
Percent Scoring**

<i>Year of Test 2010 -2011</i>	<b>Grade 7</b>				<b>Grade 8</b>			
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>
<b>2010-11 – All Students</b>	16%	53%	24%	6%	21%	64%	12%	3%
<b>General Education Students</b>	10%	43.4%	23%	6%	14%	49%	12%	3%
<b>Special Education Students</b>	6%	9.6%	1%	0%	7%	15%	0%	0%

*New York State Assessment Results*

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>Beginning ≤54</i>	<i>Intermediate 55-64</i>	<i>Advanced 65-84</i>	<i>Proficient ≥85</i>		<i>Beginning ≤54</i>	<i>Intermediate 55-64</i>	<i>Proficient 65-84</i>	<i>Advanced ≥85</i>		<i>Beginning ≤54</i>	<i>Intermediate 55-64</i>	<i>Advanced 65-84</i>	<i>Proficient ≥85</i>
<b>Listening &amp; Speaking (Gr. 7-8)</b>	<b>2010-11</b>	<b>7</b>	14%	29%	43%	14%	<b>6</b>	0%	29%	43%	14%	<b>1</b>	14%	0%	0%	0%
<b>Reading &amp; Writing (Gr. 7-8)</b>	<b>2010-11</b>	<b>7</b>	43%	43%	14%	0%	<b>6</b>	29%	43%	14%	0%	<b>1</b>	14%	0%	0%	0%

*New York State Assessment Results*

**Grade 8 NYS Science Assessment**

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
<b>Secondary Level Science</b>	<b>2010-11</b>	<b>60</b>	<b>12%</b>	<b>43%</b>	<b>40%</b>	<b>5%</b>

**Background:** During the fall of 2011-12 school year at UPrep, 100% of the enrolled 7,8, &9<sup>th</sup> grade students took the Scholastic Reading and Mathematics Inventories. The charts found below are the results of these assessments. The data was used to create Individualized Intervention Plans for each student enrolled in the summer program. All students enrolled at University Preparatory Charter School after the start of the school year, will complete the inventories. The information obtained from these assessments along with data from the NYS ELA, math, and science assessments will be used to identify students who will require AIS (Academic Intervention Services).

***Other Student Assessment Data***  
**2010-11**

**Name of Test:** *Scholastic Achievement Manager*

**Subtest:** SRI: *Scholastic Reading Inventory*

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade*</b>	<b>Score (Indicate Type of Score, e.g., NCE)</b>	<b>Qualitative Level and Percent Attaining**</b>	<b>Other *** Stanine</b>
7	10/12/2011	67	0	0	0	67	NCE	Advanced- 9 %	7-9
								Proficient- 39%	4-6
								Basic- 40%	2-4
								Below Basic 12%	1
8	10/13/2011	101	0	2	2	101	NCE	Advanced- 16%	7-9
								Proficient 36 %	5-6
								Basic- 39 %	2-4
								Below Basic 9%	1-2
9	10/14/11	52	0	0	0	52	NCE	Advanced- 16%	7-9
								Proficient 36 %	5-7
								Basic- 39 %	1-4
								Below Basic 9%	1

*Other Student Assessment Data*  
2010-11

Name of Test: *Scholastic Achievement Manager*

Subtest: SMI: *Scholastic Math Inventory*

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other *** Stanine
7	10/12/2011	67				NCE	NCE	Advanced 0%	NA
							59-75	Proficient 12%	6-7
							40-58	Basic 21%	4-6
							1-39	Below Basic 42%	1-4
8	10/13/2011	105	0	2	2	101	NCE	Advanced 0%	NA
							67-69	Proficient < 3%	7
							43-63	Basic 31 %	4-6
							1-42	Below Basic 66 %	1-4
9	10/14/2011	52	0	0	0	52	NCE	Advanced 4 %	8-9
							NA	Proficient 10%	7-8
							NA	Basic- 27 %	4-6
							NA	Below Basic 59 %	1-4

# Accountability Plan for the Accountability Period 2010-11 TO 2011-12

## ACADEMIC GOALS

### GOAL I: ENGLISH LANGUAGE ARTS

**Background:** The 2010-2011 school year was the first year the University Preparatory Charter School for Young Men opened its doors to deliver instruction. The 155 students enrolled at UPrep Charter School were placed in either 7<sup>th</sup> or 8<sup>th</sup> grade. The goals listed below are targeted for students who have been enrolled in a NYS public charter school for a minimum of two years. University Preparatory Charter School is held accountable to the academic goals listed below beginning with the 2011-2012 school year.

The English Language Arts curriculum at University Preparatory Charter School for Young Men, is designed to ensure that students become fully literate and learn to read, write, and speak well. The school's ELA curriculum is closely aligned to the New York State English Language Arts Standards. Considering that a majority of the young men that enter UPrep are reading far below grade level and lack the literacy skills necessary to be successful readers and writers at the secondary and post secondary level, the ELA curriculum is also designed to scaffold the essential literacy skills and critical thinking skills characteristic of good readers and writers. Through the use of expeditions and inquiry projects, students are provided multiple opportunities to rehearse these skills across the core content areas throughout the school year.

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

**Method:** The school administered the 2010-2011 New York State Grade 7 & 8 ELA Assessments. The criterion for success on these measures require students who have been enrolled in at least **their second year** (defined as enrolled by BEDS day of the previous school year to score at Levels 3 or 4 to be considered proficient readers and writers.

### Absolute Measures

#### Middle School Grades 7 & 8

- Each year, 75 percent of all tested students who are enrolled in at least their **second year** will perform at or above Level 3 on the New York State English language arts exam.

Academic Table	Actual Result Observed:	Measure Used to Indicate Attainment of the Goal / Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken	exam. Goals
	Aggregate Score of 24.6%	NYS Grade 7-8 ELA Assessments	NA 1 <sup>st</sup> Year Data	NA 1 <sup>st</sup> Year Data	
	Level of Attainment Level 3,4				

**Analysis:** In the school’s first year of its charter, 25% of the middle school students performed at Level 3 or 4. Individually and collectively, the 7<sup>th</sup> and 8<sup>th</sup> graders of UPrep did not meet this objective in the first year of the charter.

- Each year, the school’s aggregate Performance Index (PI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method:** The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds a school specific English Language Arts AMO which for UPrep is 113. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Level 3 and 4. Thus, the highest possible PI is 200.

**Analysis:** University Preparatory Charter School met the “Safe Harbor” Criterion for this objective. As a result of meeting the criteria in science for participation and performance, a Safe Harbor Target calculation of 20 is added to the actual Performance Index culminating in a score of 123 and therefore exceeding the Effective AMO of 115 (the minimum value/achievement a group can score to not consider the difference between the actual PI and the Effective AMO to be significant and therefore still able to make their Adequate Yearly Progress) for the 2011-2012 school year.

**Calculation of 2010 – 2011 NYS English Language Arts Performance Index**

Grades	Percent of Students at Each Performance Level				Number
	Level 1	Level 2	Level 3	Level 4	
7-8	15%	65%	20%	.6%	148
	PI=	65	+ 20	+ .6=	85.6
			+ 20	+ .6 =	20.6
				<b>PI=</b>	<b>106.2</b>
				NYS Effective AMO =	113 + 20 (Safe Harbor Target)
				SHAMO =	123 – Objective Met
				2011 – 2012 Safe Harbor AMO Target =	115

**Comparative Measures**

**Middle School Grades 7 & 8**

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

**NYS 2010 – 2011 ELA Exam Results**  
**Percent Proficient**

Grade	RCS D	UPrep
7	21%	25%
8	17%	13%

**Analysis:** The 7<sup>th</sup> grade students of UPrep achieved a higher proficiency rating than the local district of residence in the first year of their charter. At the 8<sup>th</sup> grade however, UPrep students did not exceed the level of proficiency of the local school district in ELA in the first year of the charter.

**Goal 1: English Language Arts**

- Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**NYS 2010 – 2011 ELA Examination**

Grade	Percent Free Lunch	Number of Students Tested	% of Actual 3 & 4s	% of Predicted 3 & 4s	Difference Between Act/Predicted	Effect Size
7		87	25.2	29.5	- 4.3	- 0.28
8		61	13.1	29.1	-16.0	- 1.06
<b>All</b>	72	155	20.2	29.3	- 9.1	- .61

**Analysis:** The actual number of students eligible for free lunch that scored a 3 or a 4 was less than the predicted outcome to a **medium degree**, based on the SUNY Comparative Performance Analysis.

**Method:** The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

## Growth Measures

### Middle School Grades 7 & 8

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

**Analysis:** This report does not contain analysis of a comparison of previous years to the 2010-2011 assessment results. University Preparatory Charter School is in the first year of the charter.

**GOAL II: MATHEMATICS Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Actual Result Observed:	Measure Used to Indicate Attainment of the Goal / Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
Aggregate Data = 25%		NA	NA
Level of Attainment Level 3 & 4	NYS Grade 7-8 Math Assessments	First Year Performance	First Year Performance

## Absolute Measures

### Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the NYS Mathematics exam.

**Analysis:** In the first year of UPrep's charter, 7<sup>th</sup> and 8<sup>th</sup> grade students did not meet this objective.

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

**Analysis:** In the first year of UPrep’s Charter, the criterion for making AYP (Annual Yearly Progress) using Safe Harbor Targets was achieved.

**Calculation of 2010 – 2011 NYS Grade 7 &8 Mathematics Performance Index**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
7-8	18%	57%	19%	5%	155
	PI=	57	+ 19	+ 5 =	81
			+ 19	+ 5 =	24
					<b>PI= 105 (Actual NYS Calc.=107)</b>
					NYS Effective AMO = 107 +20 (Safe Harbor Target)
					SHAMO = 127– Objective Met since the
					2011 – 2012 Safe Harbor Target = 116

**Comparative Measures**

**Middle School**

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

**Analysis:** The percent of 7<sup>th</sup> Grade students performing at or above Level 3 is higher than percent of 7<sup>th</sup> grade students in the local school district performing at a similar level. The percent of 8<sup>th</sup> grade students at UPrep performing at Level 3 or above did not surpass the proficiency level of 8<sup>th</sup> grade students in the local school district.

**NYS 2010 – 2011 Mathematics Exam Results  
Percent Proficient**

Grade	RCSD	UPrep
7	29.6%	30.9%
8	19.6%	14.6%

- Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

## NYS 2010-2011 Math Examination

Grade	Percent Free Lunch	Number of Students Tested	% of Actual 3 & 4s	% of Predicted 3 & 4s	Difference Between Act/Predicted	Effect Size
7		94	30.9	47.8	- 16.9	- 0.81
8		61	14.8	44.1	- 29.3	- 1.32
<b>All</b>	72	155	24.6	46.3	- 21.7	- 1.01

**Analysis:** The actual number of students eligible for free lunch that scored a 3 or a 4 was less than the predicted outcome to a **large degree**, based on the SUNY Comparative Performance Analysis.

### Growth Measures

#### Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

**Analysis:** This report does not contain analysis of a comparison of previous years to the 2010-2011 assessment results. University Preparatory Charter School is in their first year of the charter.

### GOAL III: SCIENCE

**Goal:** Students will demonstrate competency in the understanding and application of scientific ideas, methodologies, and skills.

#### **Absolute Measures**

##### **Middle School**

- Each year, 75 percent of all tested students who are enrolled in at least their **second year** will perform at or above Level 3 on the New York State science exam.

<b>Actual Result Observed:</b>  <b>45%</b>  <b>Level of Attainment</b>  <b>3 or 4</b>	<b>Measure Used to Indicate Attainment of the Goal / Objective</b>  <b>NYS Grade 8 Science Assessment</b>	<b>Was the Goal/ Objective Met? (Y/N)</b>  <b>NA</b>	<b>Explanation if Not Met/Efforts to be Undertaken</b>  <b>NA</b>
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- Each year, the school's aggregate Performance Index (PI) on the state science exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

#### **Calculation of 2010 – 2011 NYS Grade 8 Science Performance Index**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
7-8	12%	43%	40%	5%	60
	PI=	43	+ 40	+ 5 =	88
			+ 40	+ 5 =	45
				PI=	133 (Actual NYS Calc.=137)
				NYS Effective AMO =	100

**Analysis:** This objective was met in the first year of the charter.

#### **Comparative Measures**

##### **Middle School**

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

## NYS 2010 – 2011 Grade 8 Exam Results

Grade	RCSD	UPrep
8	30%	45%

### Percent Proficient

**Analysis:** In UPrep's first year of their charter, the percent of all students tested in the 8<sup>th</sup> grade at UPrep who scored at a Level 3 or higher, exceeded the percent of 8<sup>th</sup> grade students who performed at a Level 3 or higher in the local school district

- Each year, the school will exceed its predicted level of performance on the state science exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**2010-2011 State Performance Objective for Grade 8 Science**  
**State Standard = 100      University Prep. Charter School = 137**

**Method:** 98% of UPrep's 8<sup>th</sup> grade students took the NYS Grade 8 Science Assessment.

**Analysis:** This goal was met. (Waiting for state poverty data/Effect Size data)

### GOAL III: SCIENCE

#### Growth Measures

##### Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state science exam and 75 percent at or above Level 3 on the current year's state science exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

Analysis: NA (in first year of charter)

### GOAL IV: SOCIAL STUDIES

**Background:** NA-The New York State Grade 7 & 8 Social Studies Assessments were not held during the 2010-2011 school year.

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

Actual Result Observed: NA  Level of Attainment	Measure Used to Indicate Attainment of the Goal / Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
Tests not provided by NYS	NYS Grade 8 Science Assessment	NA	NA

## Absolute Measures

### Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies exam.
- Each year, the school's aggregate Performance Index (PI) on the state social studies exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

## GOAL IV: SOCIAL STUDIES

### Comparative Measures

#### Middle School **Not Applicable 2010-2011**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state social studies exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state social studies exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

NA

### Growth Measures

#### Middle School **Not Applicable 2010-2011**

Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state social studies exam and 75 percent at or above Level 3 on the current year's state social studies exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

**Goal V: GRADUATION**

**Background:** NA/ University Preparatory Charter School houses only grades 7 & 8 at this time.

**Goal:** 100% of the graduating class of UPrep Rochester is accepted to and successfully completes their first year in a four year university.

Actual Result Observed: NA  Level of Attainment	Measure Used to Indicate Attainment of the Goal / Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
Data not available as of 7/29/2011		NA	NA

**Absolute Measures  
High School Graduation**

- Each year, 75 percent of students in each high school graduation cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

**Method:** The students who failed core subject areas in 7<sup>th</sup> and 8<sup>th</sup> grade were enrolled in summer school at UPrep. The data below includes those students who attended summer school and either passed or failed the program.

**Grade 7 Passing Rate Per Core Subject Area 2010-2011**

Grade	# Enrolled	Core Subject	# Passed	Percent Passing
7	94	English Language Arts	88	94%
7	94	Math	88	94%
7	94	Social Science	88	94%
7	94	Science	88	94%

### Grade 8 Passing Rate Per Core Subject Area 2010-2011

Grade	# Enrolled	Core Subject	# Passed	Percent Passing
8	61	English Language Arts	58	95%
8	61	Math	58	95%
8	61	Social Science	58	95%
8	61	Science	58	95%

**Analysis:** This objective was met

- Each year, 75 percent of students in the high school graduation cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. [NA](#)
- Each year, 75 percent of students in the high school graduation cohort will graduate after the completion of their fourth year in the cohort. [NA](#)
- Each year, 95 percent of students in the high school graduation cohort will graduate after the completion of their fifth year in the cohort. [NA](#)

### Comparative Measures High School Graduation

- Each year, all grade-level cohorts will have a greater passing rate than the RCSD students enrolled in the same grade level courses.  
[As of 8/25/11, data not available from RCSD.](#)
- Each year, a greater number of students enrolled in NYS Regents courses will score higher than 65 on New York State Regents examinations than students enrolled in the same courses in the RCSD. [NA](#)
- Each year, the rate of students graduating in four years will exceed the rate of graduating in four years of students in the RCSD. [NA](#)
- Each year, the rate of students in the high school graduation cohort who fail to graduate in four years that do so by the end of their fifth year, will exceed the graduation rate of students enrolled in the RCSD graduation cohort who fail to graduate in four years. [NA](#)

**Growth Measures  
High School Graduation**

- Each year, the rate of students graduating in four years will increase. NA

Each year, the differential between students in the high school graduation cohort who graduate in five years compared to the number of students who graduate in four years will decrease or remain at or below 5% of the cohort.

**Goal VI: High School College Prep Measures  
Not Applicable 2010-2011**

**Goal:** 10<sup>th</sup> grade students and 12<sup>th</sup> grade students exceed the state average on PSAT, SAT or ACT assessments respectively.

Actual Result Observed: NA  Level of Attainment	Measure Used to Indicate Attainment of the Goal / Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
Data not available as of 7/29/2011		NA	NA

**Absolute Measures**

- Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or the ACT test in reading and mathematics.
- Each year, students will demonstrate a greater understanding and application of the skills of an independent learner. Students will demonstrate more control over their learning by applying the process, organizational, and interpersonal skills that increase their chances of a successful post secondary education and a career in the work force.
- Each year, 85% of the graduation cohort will enter and complete their first year of a four year college while 15% will enter and complete their first year of a two year college, the world of work or military service.

**Comparative Measures**  
**Not Applicable 2010-2011**

- Each year, 75% of those students in the 10<sup>th</sup> grade exceeding the state average on the PSAT tests in Critical Reading and Mathematics will exceed the average scores for 10<sup>th</sup> graders in the RCSD who exceed the state averages on the same assessments.
- Each year, 75% of those students in the 12<sup>th</sup> grade exceeding the state average on the SAT or the ACT test in Reading and Mathematics will exceed the average scores for 12<sup>th</sup> graders in the RCSD who exceed the state averages on the same assessments.
- Each year, 75% of the students in all grade levels will improve their responses to tasks found in local and state assessments that require higher level thinking, collaboration, and organization skills that will minimize teacher input/support and maximize student success by taking more responsibility for their own learning. [Rubrics for assessing student growth will be utilized throughout the school year]
- Each year, 75% of the graduating cohort entering either a four year college or two year college will exceed the rate of high school graduates in the RCSD entering and completing their first year in a similar post secondary educational program.

**Growth Measures**  
**Not Applicable 2010-2011**

- Each year, the number/rate of students in 10<sup>th</sup> grade exceeding the state average on the PSAT tests in Critical Reading and Mathematics will increase.
- Each year, the number/rate of students in 12<sup>th</sup> grade exceeding the state average on the SAT or ACT test in Reading and Mathematics will increase.
- Each year, students in all grade levels will demonstrate individual growth in understanding and applying the process, interpersonal, and organizational skills characteristic of a strong independent learner by improving their performance on local and state assessments addressing these skills and understandings.
- Each year, the number/rate of graduating seniors entering and successfully completing their first year in a four year college will exceed the number/rate of graduating seniors entering two year colleges or the general work force.

**Charter School Student Attrition Rates  
2009-10**

Not Applicable /The 2009-2010 school year was the [University Preparatory Charter School for Young Men's Implementation and Planning year](#)

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation				
Number of students leaving for geographic reasons (e.g., out of state/district relocation)				
Number of students leaving for more restrictive special education setting				
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)				
Number leaving for other reasons (undetermined)				
Total number of students leaving.				
Highest Number Enrolled (July 1 – June 30)				
<b>Total Percent Attrition</b>				

**Charter School Teacher Attrition Rates  
2009-10**

Not Applicable /The 2009-2010 school year was the [University Preparatory Charter School for Young Men's Implementation and Planning year](#)

	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Number of Classroom Teachers				
Number of Special Area Teachers				
Total Number of Teachers				
Total Number of Teachers Leaving				
<b>Total Percent Attrition</b>				

	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Number of teachers leaving for geographic reasons (out of state/relocation)				
Number of teachers leaving to take a position in a school district				
Number of teachers leaving to take a position in another charter school				
Number of teachers not retained				
Number of teachers leaving for other reasons (or undetermined)				

**University Preparatory Charter School for Young Men**  
**Statement of Financial Position**  
**As of June 30, 2011**

	As of June 30, 2011
<b>Assets</b>	
Current Assets	
Cash and cash equivalents	\$880,444
State and Federal Aid Receivable	71,491
Contributions receivable	-
Other Receivables, Net	43,033
Short-term Investments	-
Inventories	-
Prepaid Expenses	7,817
Total Current Assets	1,002,785
Assets restricted to investment in land, buildings and equipment	753,198
Land, Buildings and Equipment	-
Long-term Investments	-
<b>Total Assets</b>	<b>\$1,755,983</b>
<b>Liabilities</b>	
Current Liabilities	
Accounts Payable	\$59,534
Accrued Liabilities	124,158
Other Liabilities	-
Deferred Revenues	10,186
Current Portion of Long-term Debt	64,383
Total Current Liabilities	258,261
Long-term Debt	549,087
<b>Total Liabilities</b>	<b>807,348</b>
<b>Net Assets</b>	
Unrestricted	948,635
Temporarily restricted	-
Permanently restricted	-
<b>Total Net Assets</b>	948,635
<b>Total Liabilities and Net Assets</b>	<b>\$1,755,983</b>

**University Preparatory Charter School for Young Men**  
**Statement of Activities**  
**For the Year Ended June 30, 2011**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>Revenues, gains and other support:</b>				
Public School District:				
Revenue - Resident Student Enrollment	1,921,519			1,921,519
Revenue - Students with Disabilities	375,675			375,675
Other Revenue from Public School Districts	-			-
State Grants	-			-
Federal Grants	296,915			296,915
Private grants	-			-
Contributions	-			-
Investment Income	-			-
Other Income	24,356			24,356
Food Service/Child Nutrition Program	90,937			90,937
<b>Total Revenues, Gains and Other Support</b>	<b>2,709,402</b>			<b>2,709,402</b>
<b>Expenses:</b>				
<u>Program Expenses:</u>				
Regular Education	1,179,075			1,179,075
Special Education	89,410			89,410
Other Program	165,503			165,503
<u>Supporting Services:</u>				
Management and General	340,621			340,621
Fundraising	-			-
<b>Total Expenses</b>	<b>1,774,609</b>			<b>1,774,609</b>
Change in Net Assets	934,793			934,793
Net Assets Beginning of Year	13,842			13,842
<b>Net Assets End of Year</b>	<b>948,635</b>			<b>948,635</b>

**University Preparatory Charter School for Young Men**  
**Statement of Cash Flows**  
**For the Year Ended June 30, 2011**

	2011
Cash flows from operating activities:	
Increase (decrease) in net assets	\$934,793
Grant receivable	(40,089)
Deferred Revenue	10,186
Depreciation	52,880
Accounts Receivable	(43,033)
Accounts Payable	30,053
Prepaid expenses	(7,817)
Accrued Expenses	85,732
Net cash provided by operating activities	\$1,022,705
Cash flows from investing activities:	
Purchase of equipment	(780,640)
Net cash provided from investing activities	(780,640)
Cash flows from financing activities:	
Principal payments on long-term debt	(56,530)
Other	670,000
Net cash provided from financing activities	\$613,470
Net (Decrease) increase in cash and cash equivalents	855,535
Cash at beginning of year	24,909
<b>Cash and cash equivalents at end of year</b>	<b>\$880,444</b>

**University Preparatory Charter School for Young Men**  
**Schedule of Functional Expenses**  
**For the Year Ended June 30, 2011**

	Program Services			Supporting Services		Total
	Regular Education	Special Education	Other Program	Fundraising & Special Events	Management and General	
Salaries	\$675,617	\$76,611	\$41,758	-	\$166,491	\$960,477
Employee Benefits and Payroll Taxes	111,738	12,671	6,906	-	27,536	158,851
Accounting/Auditing Fees				-	8,540	8,540
Board Expenses				-		
Consultants - Computer				-		
Consultants – Education				-		
Contracted Services – Management Co.				-		
Other –	109,961			-	52,641	162,602
Purchased/Professional/Consulting Services						
Equipment Rental/Lease	3,378			-		3,378
Food			85,455	-		85,455
Insurance/Retirement	1,128	128	70	-	278	1,604
Interest Expense				-		
Legal				-	500	500
Library				-		
Maintenance & Repairs	30,404		7,455	-	6,515	44,374
Office	8,863			-	22,799	31,662
Printing				-		
Supplies & Materials	115,334			-		115,334
Other Expenses	19,340		4,861	-	17,268	41,469
Staff Development	14,311			-	5,799	20,110
Technology	8,820			-	2,940	11,760
Textbooks				-		
Transportation (Student)				-		
Travel				-		
Utilities	43,165		11,066	-	21,382	75,613
Vehicle Rental/Lease	-			-		
Depreciation and Amortization	37,016		7,932	-	7,932	52,880
<b>Total Expenses</b>	<b>\$1,179,075</b>	<b>\$89,410</b>	<b>\$165,503</b>	<b>-</b>	<b>\$340,621</b>	<b>\$1,774,609</b>

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**Section IV**

**Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2009-10**

**Name (print):** Vincent Carfagna

**Name of Charter School:** University Preparatory Charter School For Young Men

**Charter Entity:** Treasurer of the Board

**Home Address:** 434 Raspberry Patch Drive, Rochester, New York 14612

**Business Address:** Same as above

**Daytime Phone:** (585)797-4982

**E-Mail Address:** vcarfagna@rochester.rr.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Vince Carfagna - UPrep Rochester Board of Trustees/Treasurer  
- Current

2. Is the trustee an employee of the School? \_\_\_\_Yes **X**No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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4. Is the trustee an employee or agent of the management company? \_\_\_\_Yes **X**No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_Yes **X**No

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

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
None	None	None	None

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>
None	None	None	None

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

*Statement of Assurances*

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Joseph Munno/Principal  
Print Name, School Leader

\_\_\_\_\_  
Signature and Date

Dr. Michael Robinson/Board President  
Print Name, President, Board of Trustees

\_\_\_\_\_  
Signature and Date