



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

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

Report Date: March 7, 2023

Review Date: October 4 – 5, 2022

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The State University of New York

CONTENTS

1 CHARTER SCHOOL BACKGROUND

3 RENEWAL RECOMMENDATION

4 EXECUTIVE SUMMARY

6 DATA PRESENTATION

22 FISCAL ANALYSIS

27 FUTURE PLANS

28 APPENDICES

A: Charter School Overview

B: Report Information

CHARTER SCHOOL BACKGROUND

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

1290 Lake Avenue, Rochester, New York | **Grade: 7-12** | **Rochester City School District**

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for University Preparatory Charter School for Young Men (“U Prep Young Men”) on June 16, 2009. The charter opened in fall 2010, serving 150 students in 7th and 8th grade.

“ MISSION

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.

CURRENT CHARTER

Serves: 7th – 12th

Chartered Enrollment:
450

Charter Expiration:
July 31, 2023

PROPOSED FUTURE CHARTER

Serves: 6th – 12th

Chartered Enrollment:
525

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

All male student environment;



Inquiry and self discovery based instruction to promote higher order and critical thinking skills;



Curricular content, instructional resources, and pedagogical strategies designed to engage and address the learning styles and needs of male learners;



Safe, disciplined, and nurturing school culture focused on high expectations, personal responsibility for learning, and respect for all;



College and career preparatory focus;



Continuous fostering of reflection, positive relationships, and productive work habits;



Daily advisory through grade level managers, counselors, social workers, and academic support staff;



Summer programs for incoming student orientation, academic remediation, and high school credit recovery; and,



Interdisciplinary co-teaching model for all core content areas;



Ongoing professional development for teachers beginning with pre-service training, and continuing throughout the year with weekly meetings and daily coaching.



CHARTER SCHOOL BACKGROUND

NOTEWORTHY

U Prep Young Men’s Career and Technical Education (“CTE”) program’s building maintenance program works



closely with a local church to provide facility and maintenance support. Seniors work closely with the charter’s building maintenance instructor to support the church with renovations and other needs to support general maintenance of its facility. Students spent over 13 days working on projects that included demolition of walls, carpeting, and reframing doorways. In addition to supporting the facility, students volunteer time to help with the church’s food pantry. The pantry serves many community members including U Prep Young Men students and families.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

U Prep Young Men uses precise, timely data analysis and extra programming to mitigate the effects of interrupted instruction caused by COVID-19. The charter uses nationally normed i-Ready assessments to ensure teachers have a clear understanding of each student’s academic performance. Utilizing best practices in analyzing student data, leaders implement the charter’s Response to Intervention (“RTI”) system with fidelity to closely monitor students struggling academically and provide clear interventions to support academic growth. The charter held summer programming for incoming students and already enrolled high school level students who needed additional support with credit recovery. Leaders focus support and coaching with U Prep Young Men’s largely new to teaching staff members this school year. Through these efforts, leaders ensure that teachers implement the curricular program and interventions with fidelity. The charter also formed a learning loss team to provide robust supports within a whole school approach to interventions following the pandemic. The learning loss team consists of individuals supporting academic attainment and social emotional learning. The academic side leads efforts for academic interventions including Saturday classes and summer academy. The social emotional efforts include multiple social workers to support students as needed and developing whole charter systems to support with students’ mental health.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee 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 6th – 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 525 students. The Institute makes this recommendation based on University Preparatory Charter School for Young Men meeting the criteria for charter renewal set forth in 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”).¹*



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

- 1: the charter, 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 charter 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 charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.²

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, U Prep Young Men is an academic success having met or come close to meeting its key Accountability Plan goals. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

U Prep Young Men is an academic success having met or come close to meeting its Accountability Plan goals. U Prep Young Men offers an experience that prepares students for a college or career path of their choosing with its CTE program and effective academic program. The charter's middle school program effectively ameliorates the learning gaps 7th and 8th grade students accumulate during previous educational experiences and supports them in preparing for U Prep Young Men's high school program. U Prep Young Men demonstrates success in the following ways:

- The charter posted consistently high graduation outcomes over the term exceeding the absolute target of 75% and district comparison in every year. In 2021-22, with 94% of its Graduation Cohort graduating after four years, the charter exceeded the most recently available district results by 22 percentage points.
- Although the charter's middle school students posted low absolute proficiency rates during the term, the charter matriculates high proportions of those students into its high school program who then go on to graduate at high rates. The charter consistently posted persistence rates for 8th grade students going into 9th grade that are in the top three among all SUNY authorized charters with middle and high school programs during the charter term. Notably, 85% of 8th graders persisted into 9th grade at U Prep Young Men in 2020-21.
- The middle school program serves to acculturate students to U Prep Young Men's program with efforts to prepare students for the high school program. Given that students enter the charter with accumulated deficits from previous educational experiences, the program focuses primarily on remediation and acceleration strategies to build students' skills up for the high school programming. The charter's request to begin enrolling 6th grade students will give U Prep Young Men an extra year to do this work at the middle school level.
- U Prep Young Men is intentional about matriculating its graduates into meaningful post-secondary placements. Over the term, the charter posted college matriculation rates near or above the absolute target of 75%. All U Prep Young Men graduates complete a post-secondary plan and the charter is building systems to monitor success of students entering the trades.

Is the charter an effective, viable organization?

U Prep Young Men is an effective, viable organization. Over the charter term, the previous leader transitioned from the charter, and the board found a new executive director who led a smooth transition of leadership. During the charter term, the executive director reorganized the leadership team with support from the board to more effectively support teaching and learning.

EXECUTIVE SUMMARY

Is the charter fiscally sound?

U Prep Young Men is fiscally sound based on the evidence collected through renewal review. The education corporation met its fiscal benchmarks and presents a reasonable fiscal plan for the next charter term.

If the SUNY Trustees renew the charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?

U Prep Young Men's future plans for the charter are reasonable, feasible, and achievable. Recognizing a need to support students earlier, the charter is requesting to grow down to include 6th grade. This will allow the charter more time with each student to benefit from its effective academic program, which traditionally supports and sets up students for success in U Prep Young Men's high school program. The grade span will also align with the district's grade spans. The charter also plans to expand its CTE program by establishing a CTE for all policy, which will give every student an opportunity to participate in a CTE course.

U Prep Young Men increased its capacity to provide a meaningful program during the charter term that prepares its students for life after high school. To ensure teachers have a high level of support, every leadership team member is responsible for observing and providing feedback to teachers. At the time of the visit, leaders finished coaching cycles on the first few weeks of school primarily focusing on routines and procedures for students. The charter works to make teaching and learning specifically relevant for its all boy population. The charter tailors instruction in its CTE program to build rigorous and relevant pathways for students, working closely with businesses in Rochester to align the CTE program with the highest need in local industries.

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

The Institute recommends that the SUNY Trustees grant University Preparatory Charter School for Young Men a Full Term Subsequent Renewal of five years.



A stack of several books is shown, with a pair of glasses resting on top. The entire image has a blue color overlay. A white-outlined box is centered over the books, containing the text 'DP', 'DATA PRESENTATION', and 'PAGES: 7-21'. At the bottom of the image, there are four small white boxes, each containing a letter and a corresponding category name: 'AP ACADEMIC PERFORMANCE', 'CP COMPLIANCE PERFORMANCE', 'CS COMMUNITY SATISFACTION', and 'SD STUDENT DEMOGRAPHICS'.

DP

DATA PRESENTATION

PAGES: 7-21

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

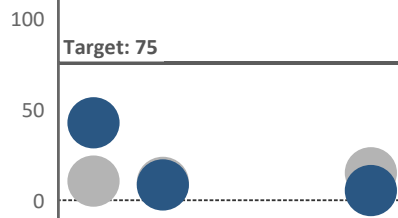


ACADEMIC PERFORMANCE

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

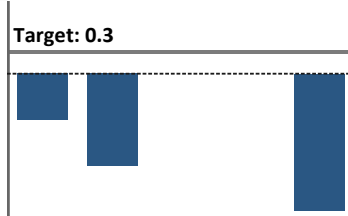
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



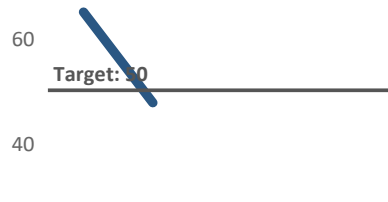
Test Year	Comp Grades	District %	Charter %
2018	8	11	43
2019	8	10	9
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	8	16	6

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	7-8	-0.65
2019	7-8	-1.27
2020	N/A	N/A
2021	N/A	N/A
2022	7-8	-1.89

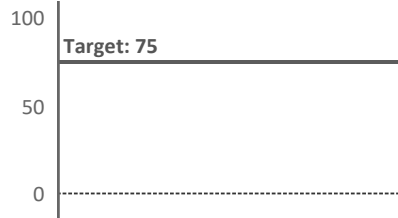
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	65.0
2019	47.9
2020	N/A
2021	N/A
2022	N/A

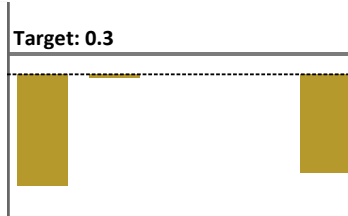
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



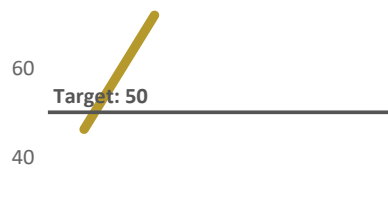
Test Year	Comp Grades	District %	Charter %
2018	N/A	N/A	N/A
2019	N/A	N/A	N/A
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	N/A	N/A	N/A

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	7	-1.51
2019	7	-0.04
2020	N/A	N/A
2021	N/A	N/A
2022	7	-1.35

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

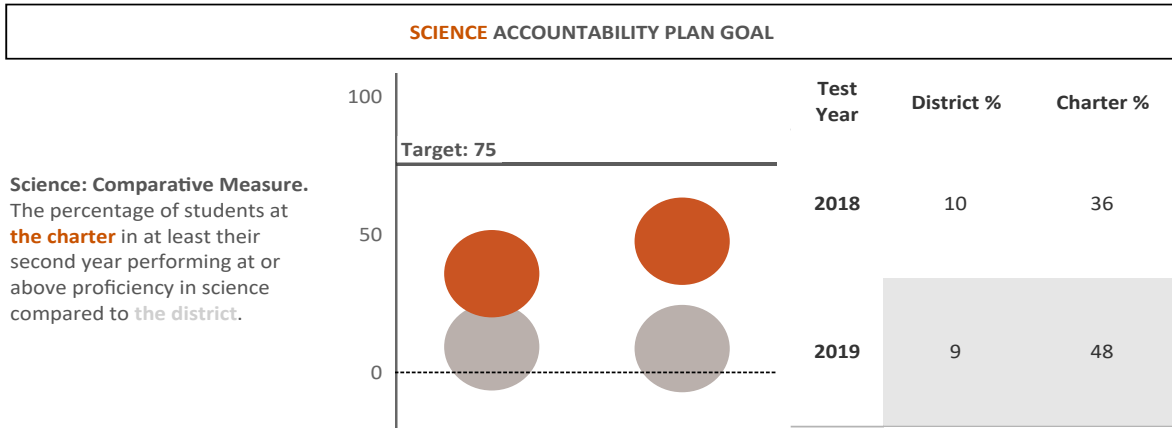


Test Year	Charter Mean Growth
2018	46.3
2019	72.5
2020	N/A
2021	N/A
2022	N/A



ACADEMIC PERFORMANCE

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN



SPECIAL POPULATIONS PERFORMANCE*

	2018	2019	2022
Students with Disabilities Enrollment	28	22	60
Tested on State Exam	0	0	11
Charter Percent Proficient on ELA Exam	NA	NA	0.0
District Percent Proficient	0.6	1.1	1.5
ELL Enrollment	9	8	5
Tested on NYSESLAT Exam	9	5	3
Charter Percent 'Commanding' or Making Progress	33.3	s	s

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

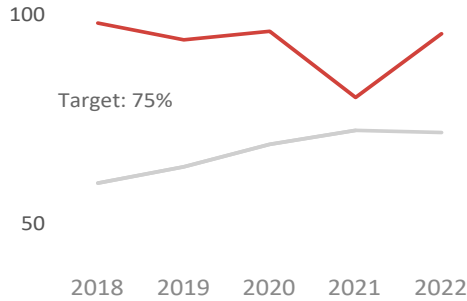


ACADEMIC PERFORMANCE

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

HIGH SCHOOL GRADUATION RATE

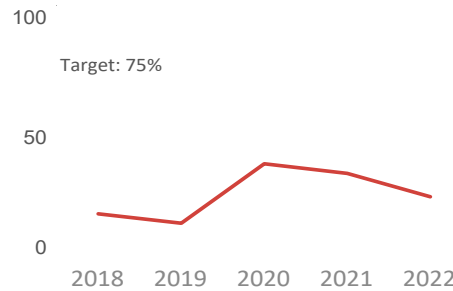
Comparative Measure: Graduation Rate. Each year, the percentage of **the charter school's students graduating** after completion of their fourth year will exceed the **District**.



	District %	Charter %
2018	59.3	96.0
2019	63.0	92.2
2020	68.2	94.1
2021	71.4	78.9
2022	70.9	93.5

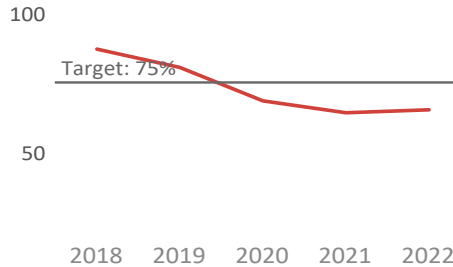
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.



	Graduates	College Prep %
2018	48	18.8
2019	47	14.9
2020	48	39.6
2021	45	35.6
2022	58	25.9

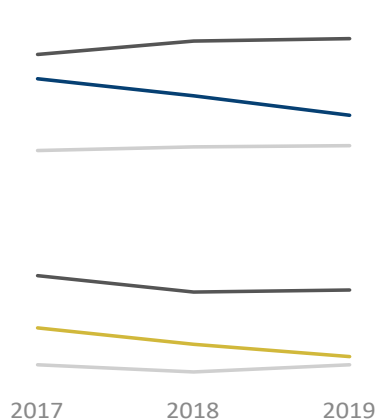
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2018	48	87.5
2019	47	80.9
2020	48	68.8
2021	45	64.4
2022	58	65.5

ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



	MIP	District PI	Charter PI
2017	178	99	158
2018	189	102	144
2019	191	103	128

ACADEMIC PERFORMANCE



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

U Prep Young Men met or came close to meeting its key academic Accountability Plan goals of graduation and college preparation during the charter term. U Prep Young Men begins enrolling students in the 7th grade to prepare students for its high school programming. The charter retains a high proportion of students into 9th grade and through high school, eventually demonstrating high graduation rates and Regents exam performance. After having been designated a Focus Charter in 2017-18 based on results from the previous charter term, U Prep Young Men met its Every Student Succeeds Act (“ESSA”) goal over the remainder of the term.

U Prep Young Men met its graduation goal over the term posting high fourth year graduation rates from 2017-18 through 2021-22. Over those years, the charter’s fourth year cohorts graduated at rates higher than the absolute target of 75% and the district rate in every year with available comparative data. Notably in 2021-22, 94% of the 2018 Cohort graduated after four years exceeding the most recently available district results by 22 percentage points. The charter also posted high rates of credit accumulation for its first and second year cohorts demonstrating high performance on reliable leading indicators of future graduation rates.

U Prep Young Men came close to meeting its college preparation goal over the majority of the term. In 2017-18 and 2018-19, the charter’s graduates matriculated into two and four year colleges at rates that exceeded the absolute target of 75%. From 2019-20 through 2021-22, the charter posted college matriculation rates that came close to the target of 75%. The charter also demonstrated it prepared students for college through a variety of metrics including earning a Regents diploma with advanced designation and passing a college level course. The charter’s rates for demonstrating college preparation by these methods were lower than the target of 75% each year. Given the high quality of the charter’s career and technical education program, U Prep Young Men has the opportunity to systematically measure and report on the success of its graduates in attaining other post-secondary placements in the workforce and workforce training programs.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

U Prep Young Men establishes a data driven culture that allows instructional leaders and teachers to tailor instruction to individual student needs. The charter administers the nationally normed i-Ready assessment and internally developed common benchmark exams aligned to state standards. Each academic department also uses internally developed informal formative assessments such as exit tickets and weekly quizzes to inform planning. This assessment suite provides sufficiently actionable data for all stakeholders at the school to make instructional adjustments and evaluate the program holistically. These systems and data analysis strategies effectively support teachers with making instructional decisions.

In addition to academic data, the charter tracks other co-academic data streams such as behavior data, attendance, and retention to monitor the success of the program. Leaders make these data accessible to teachers, enabling them to understand nuanced data trends among students and respond accordingly. For example, teachers identify students' skill gaps for tailored supports in a dedicated intervention block, create targeted student groups during lessons, and make adjustments to lesson plans based on these data. Leaders leverage these data as well as information about students' post-secondary plans to monitor success of the graduates along various graduation pathways.

U Prep Young Men collects data on post-secondary success in college and career placements. However, the charter does not yet establish clear internal targets for what the charter expects its graduates to accomplish after graduation. Leaders recognize the opportunity to use these data to better inform programmatic evaluations and to make necessary improvements.

CURRICULUM

U Prep Young Men designed its curricular program to meet the individual needs of each student. The framework emphasizes culturally relevant content, student centered learning opportunities, and multiple pathways to post-secondary readiness. Recognizing the need to improve the quality of curriculum and instruction at the beginning of this charter term, school leaders adjusted the scope and sequence of mathematics courses and adopted new mathematics and English language arts ("ELA") programs. The new mathematics curriculum, Reveal Math, grounds concepts in real world experiences and offers a stronger continuum of skill progress across all grade levels. A unique facet of the charter's program includes its CTE curriculum. The charter offers CTE courses in machining, culinary, building maintenance, and information technology. When mapping out the curricular programs for each CTE course, instructors and leaders collaborated with local businesses and organizations to understand specific skills and knowledge to incorporate real life and relevant job skills into the charter's programming. In addition, for programs like machining, instructors also incorporate rigorous learning that relates to skills in college level engineering programs.

ACADEMIC PERFORMANCE

In addition, every student receives individualized mathematics intervention through ALEKs Mathematics. This adaptive learning tool allows teachers to administer assessments to identify specific skills for remediation and design self-paced interventions. Based on historical ELA data, U Prep Young Men recognized a need for a new ELA program in 7th – 9th grade that supports more consistent instruction across classrooms. The charter introduced the American Reading Company (“ARC”) curriculum, which provides a framework for the charter’s approach to closing literacy gaps in the middle school program. The new curricular materials better prepare students with skills and content knowledge to access upper level literature courses.

The curriculum changes provide teachers with structures for support, autonomy, and some necessary components for year long planning. However, the quality and purposefulness of lesson plans are inconsistent across grade levels and content areas. Teachers plan lessons using a workshop model framework that includes a learning objective, bridge, mini-lesson, work time, and an exit ticket. Lesson plans do not consistently include effective differentiation strategies. The overall quality of lesson plans is mixed and inconsistent across the school, and leaders recognize a need to provide more support to teachers with developing daily plans. U Prep Young Men is developing its systems to ensure teachers are prepared to deliver high quality lessons everyday.

PEDAGOGY

Teaching and learning at U Prep Young Men is building toward consistency in quality. The charter experienced a higher level of turnover in its teaching staff from the 2021-22 school year to the current year. Therefore, leaders spent time over summer professional learning sessions and the first few weeks of school focused on developing teachers’ skills with building and maintaining routines and procedures. The Institute observed the result of leaders’ efforts in the majority of observations as teachers establish environments with a focus on learning. Teachers utilize a wide range of strategies to engage students during lessons including peer to peer interactions through small group work. Most teachers demonstrate a sense of urgency and use good pacing during lessons. Leaders recognize specific teachers to provide additional support to in building management and pacing skills to ensure students are engaged.

In effective lessons, teachers present clear objectives aligned to state standards and utilize a wide range of skills to support student learning. In many lessons, teachers give students ample opportunities to share with each other through peer to peer conversations. Teachers utilize a variety of strategies to check for understanding including circulating the room and utilizing a second teacher to provide individualized support to students struggling during lessons. Teachers create opportunities for students to engage in rigorous activities. Some examples include students engaging in higher level mathematics work to solve and unpack difficult concepts and students reading higher level texts and engaging in discussions and a mock trial to demonstrate learning. In some classrooms, leaders recognize specific supports to build teachers’ skills with creating and delivering higher order thinking activities. Leaders recognize the need to shift its training focus from writing learning objectives to provide teachers with more specific skills and strategies to build remediation and more rigorous activities during lessons.

ACADEMIC PERFORMANCE

INSTRUCTIONAL LEADERSHIP

U Prep Young Men’s effective instructional leadership team offers intensive support and development to all teachers. The leadership team works collaboratively to ensure teachers benefit from mentoring, training, feedback sessions, and coaching on lesson planning, time management, classroom routines, and instructional strategies. New teachers receive personalized support and mentoring from veteran leaders, and teachers and instructional leaders are working to establish a new teacher academy. Teachers meet regularly with grade level managers, school administrators, and learning loss coordinators to design student engagement and behavior interventions, discuss student performance, and provide feedback on schoolwide priorities. Department leaders and content teams meet with instructional leaders weekly to review student data, adjust instructional plans, and plan daily instructional activities.

School leaders observe lessons weekly and conduct teacher evaluations using the Danielson Rubric to monitor instructional effectiveness. School leaders use evaluation data to set goals and inform personalized professional development opportunities for teachers. In addition to personalized development, the school partners with subject matter experts to facilitate teacher training. For example, teachers receive professional development on the school’s reading curriculum from ARC on analyzing literacy data, selecting culturally responsive texts, and designing reading interventions.

Leaders are aware of specific professional development needs among the teaching staff. With an influx of new teachers this year, the charter utilizes its clear structures for observations, professional development, feedback, and evaluation to build the skill levels of all teachers but particularly those new to the school. For example, leaders identify delivering the curricular program with fidelity as an area of growth, and so leaders work to implement systems to monitor how teachers apply curricular content and implement instructional practices.

AT RISK PROGRAM

U Prep Young Men meets the educational needs of at-risk students. The charter has a clear RTI program to identify and support students struggling academically. The charter utilizes diagnostic data at the beginning of the school year to identify students in need of additional support. From this data, teachers and the student support team meet to discuss specific, individual needs and interventions to support students in the classroom. The team will discuss additional small group or individualized support with the use of the ARC ELA curriculum and an online mathematics support program. If students do not make adequate progress through the RTI process, the charter will refer the student for testing with the district committee on special education. U Prep Young Men implements integrated co-teaching (“ICT”), direct and indirect consultant teacher, and resource room as part of its services to support students with disabilities. To identify ELLs, the charter conducts a home language questionnaire at enrollment, and then follows up with an interview and will administer the New York State Identification Test for English Language Learners (“NYSITELL”), if required. At the time of the visit, the charter enrolled students only in the expanding and commanding levels of English language acquisition, and therefore, the program primarily focused on integrated support for ELLs during ELA class periods. The ELL teacher monitors ELL data from the charter’s assessment programs.

ACADEMIC PERFORMANCE

In recognizing a need to increase supports for a largely new special education teaching team, leaders added a team lead position this school year. The team lead provides effective support and leadership to the special education team. The charter built in common planning time for all special education teachers, and the team lead facilitates meetings and professional development sessions to support growth and development. The beginning of year focus for the team has been on building compliance-based skills to ensure that teachers are aware of reading and monitoring individualized education program (“IEP”) accommodations, services, and goals. Leaders recognize a need to move on to critically important skills of the teachers like building up ICT teaching strategies as well as setting clear expectations for ICT models across general education teachers.

ORGANIZATIONAL CAPACITY

U Prep Young Men establishes a clear sense of community among leaders, teachers, and students that enables the charter to meet its mission. Over the charter term, the charter expanded its leadership team to include the chief executive officer (“CEO”), a chief academic officer, chief operating officer, grade level managers, the mathematics director, CTE director, athletic director, assistant principal, and student, family, and community support director. This robust leadership structure has clear lines of accountability in which teachers know who to go to for various supports. In building out the team over the charter term, the CEO focused on ensuring that teachers have a wide range of leaders to support a variety of needs. All leaders are responsible for conducting walkthroughs and providing feedback to teachers. To further collaboration, leaders pair general education teachers with CTE staff members to build opportunities to make interdisciplinary connections.

The charter implements a fair and consistent discipline program across the charter. Grade level managers work closely with school leaders to set the tone for culture in the building and support teachers with management strategies. Grade level managers are also responsible for maintaining a knowledge base of students’ family situations and extracurricular needs, and turnkey relevant information to teachers when necessary. These systems facilitate a strong student culture and support the interrelated aspects of academic program, CTE program, and athletic program. As a result of the authentic school culture, teachers de-escalate behavior issues and rely on positive relationships to maximize the time students are in class. The strong culture also contributes to the charter’s ability to respond to family feedback in a timely fashion.

BOARD OVERSIGHT & GOVERNANCE

U Prep Young Men’s board works effectively to achieve the charter’s Accountability Plan goals. Over the charter term, the board added members with skills in education, business, medicine, publishing, psychology, and the arts. The board is currently seeking an additional member with skills in finance. The board works with an effective committee structure to divide out responsibilities and reporting. Committee meetings encompass areas including policy, finance, instructional accountability and culture, community engagement, and the CTE program. During committee meetings, various U Prep Young Men staff members report out on areas at the charter, then the committee reports out at the next full board meeting. One new area of engagement for the board over the current charter term has been engaging in social justice and diversity, equity, and inclusion work. Members attend

ACADEMIC PERFORMANCE

trainings, and one member keeps the board informed of opportunities for members to participate in racial justice activities across the city of Rochester. The board extends invitations to students and staff members, and many students have participated in activities to demonstrate civic engagement in their communities such as local rallies and food drives.

The board sets clear academic goals for leaders. Recognizing the successful graduation rate of 95%, the board is pushing for a goal of 100% over the upcoming Accountability Period, if renewed. To do this well, the board and charter leaders recognize the need to expand down to 6th grade, which will allow students to start with the U Prep Young Men program earlier. The board is also supporting the structure of leadership to expand its middle school program, which includes an assistant principal, reading specialist, and interventionist. The board also sets a clear vision for student success in post-secondary options for its students. The goal is for students to have options within their choices that include choosing either college or career, and it recognizes the benefits of CTE certification options as U Prep Young Men has many students who are able to find meaningful job options while enrolled in college.

COMPLIANCE REPORTING



HAS THE EDUCATION CORPORATION 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. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Code of Ethics/Conflict of Interest Policy

At the time of the renewal submission, the education corporation’s code of ethics and conflicts of interest policies were missing several required components. The Institute is working with the education corporation to ensure a more comprehensive policy is adopted.

Complaints

The charter’s formal complaint policy does not clearly indicate a formal complaint may be brought directly to the board and does not indicate the ability to appeal to SUNY. The Institute will ensure the charter updates its policy prior to the start of the next charter term.

Discipline Policy

While the charter’s discipline policy appropriately lays out the due process steps for students with disabilities, the written policy does not state the due process steps for general education students. The Institute will ensure the charter updates the policy to clearly state the due process steps.

FOIL

At the time of the renewal submission, the education corporation did not have an appropriate Freedom of Information Law (“FOIL”) policy. In addition, the charter’s website fails to provide a FOIL subject matter list with link to the Committee on Open Government. The Institute will work with the school to update the policy prior to the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

At the time of the visit, the charter employed 23 uncertified lead teachers including eight over the limit allowed by the Act. Thirteen of the 23 uncertified teachers met the appropriate qualifications under the Act. U Prep Young Men partners with SUNY Brockport and provides tuition reimbursement for a set number of courses. In addition, the charter recently entered the state retirement system to provide more competitive benefits in a bid to retain more highly qualified teachers.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’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 SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	CULTURE	ACADEMICS	COMMUNICATION
2%	84%	89%	89%	85%

Parent Survey Data

The Institute compiled data from U Prep Young Men’s annual family survey from the 2021-22 school year. In 2021-22, 2% of families who received the survey responded. Of the respondents, 84% expressed satisfaction with the academic program. The Institute acknowledges that the low response rate is not representative of the full charter family community.

Parent Focus Group

The Institute asks all charters 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 charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The five families in attendance expressed high levels of satisfaction with the charter’s consistently strong graduation outcomes and supports for students in planning their post-secondary trajectories. Families expressed gratitude for the high level of communication the charter maintains through email, phone calls, text messages, and other forms of outreach. Families also noted that instructional leaders respond quickly and authentically to feedback.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The Rochester City School District held its required hearing on U Prep Young Men’s renewal application on January 10, 2023 at the district offices. No one spoke in support or opposition to the application.

COMMUNITY SATISFACTION

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 86% of U Prep Young Men students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

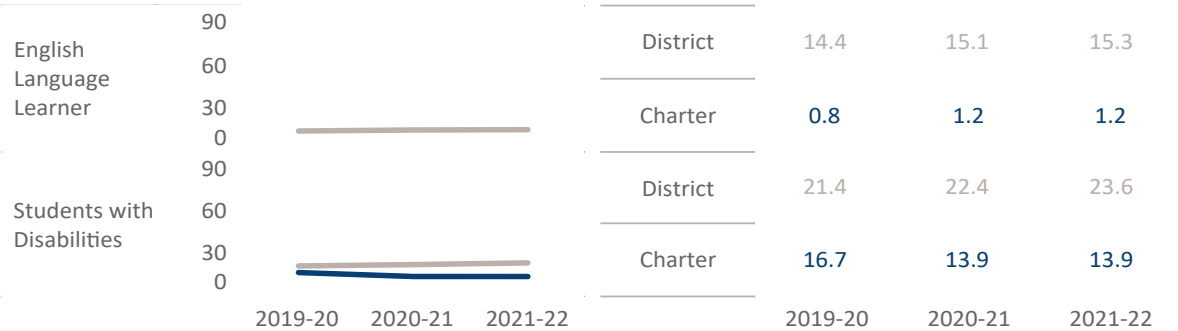
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

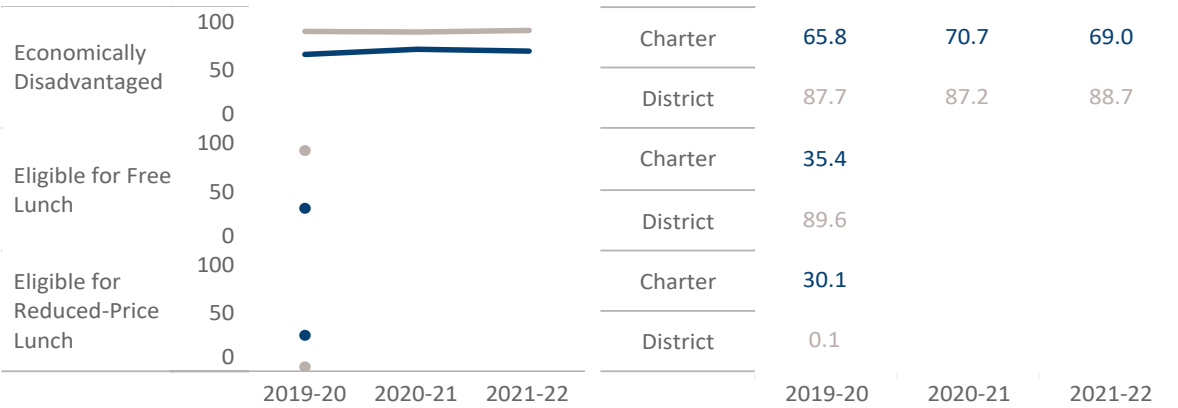
University Preparatory Charter School for Young Men

Rochester City School District

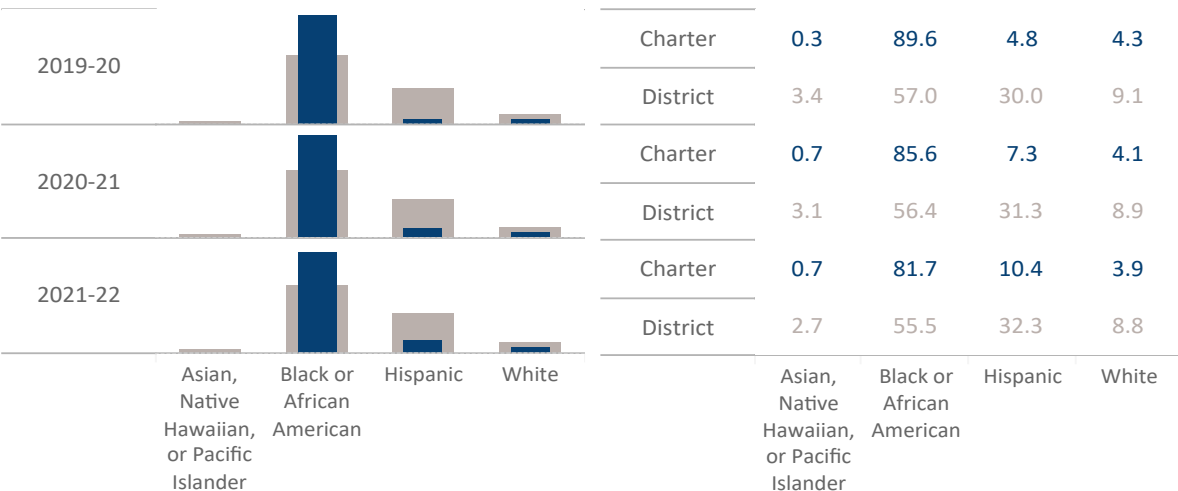
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity



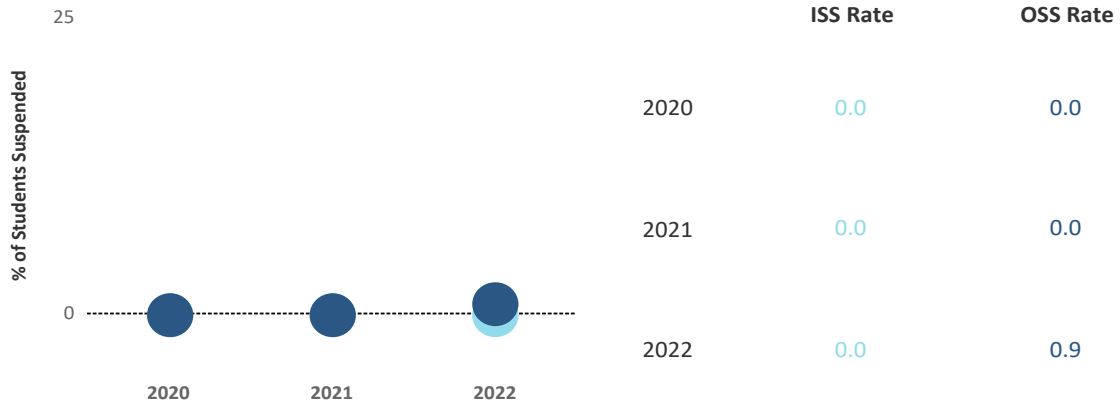
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



STUDENT DEMOGRAPHICS

University Preparatory Charter School for Young Men

Rochester City School District



ISS Rate

OSS Rate

Year	ISS Rate	OSS Rate
2020	0.0	0.0
2021	0.0	0.0
2022	0.0	0.9

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by New York City Department of Education (NYCDOE); the total 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 charter each year

Year	Persistence in Enrollment (%)	Expulsions (2020)	Expulsions (2021)	Expulsions (2022)
2019-20	81.4			
2020-21	87.1	0	0	1
2021-22	86.3			

University Preparatory Charter School for Young Men's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	84.5	69.0
	English language learners	10.9	1.9
	students with disabilities	18.3	13.7
retention	economically disadvantaged	91.1	88.3
	English language learners	88.5	75.0
	students with disabilities	87.8	92.9

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter 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 students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

U Prep Young Men makes good faith efforts to meet its enrollment and retention targets. The charter's recruitment committee plans to focus on the following strategies to meet the charter's enrollment targets in a future charter term:

- Establishing a recruitment committee to determine specific recruitment activities that target economically disadvantaged students, students with disabilities, and ELLs;
- Advertising specific supports to support economically disadvantaged students including financial aid workshops for college and financial literacy workshops;
- Translating all materials into Spanish, the dominant language other than English spoken in the neighborhood;
- Recruiting through Good Schools Roc, a website created to support families with applying to Rochester City charter schools;
- Informing families through recruitment materials about the charter's ELL program including its certified English to Speakers of Other Languages ("ESOL") teacher;
- Setting up time for prospective families to meet with the ESOL teacher to learn more about the program;
- Utilizing families that speak language other than English to share recruitment materials with networks including places of worship and other community centers;
- Advertising the charter's intervention programs and special education services; and,
- Providing support to the community through the charter's community closet, which provides free resources to families, and provides an opportunity for the charter to advertise its programming and services.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

U Prep Young Men is fiscally sound based on the Institute’s analysis of the fiscal evidence collected through the renewal review. 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.³



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

3. 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.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.



FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis.	MAY 2022

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	+
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	N/A

U Prep Young Men has accumulated surpluses, which offset a few years of deficits generated from some low enrollment periods. The net assets of approximately \$8 million are trending upwards with improved enrollment. The education corporation is fiscally strong with 6.4 months of cash on hand to pay liabilities due shortly as of June 30, 2022. The education corporation has funded and maintained the required escrow account in case of dissolution.

FISCAL ANALYSIS

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

CHARTER INFORMATION

BALANCE SHEET

Opened 2010-11

Assets

Current Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Cash and Cash Equivalents - GRAPH 1	3,774,891	3,093,522	4,462,979	4,482,410	4,016,034
Grants and Contracts Receivable	118,279	209,560	81,928	215,389	211,334
Accounts Receivable	25,683	-	73,474	45,548	165,707
Prepaid Expenses	-	46,002	-	-	-
Contributions and Other Receivables	232,712	-	-	-	-
Total Current Assets - GRAPH 1	4,151,565	3,349,084	4,618,381	4,743,347	4,393,075
Property, Building and Equipment, net	4,510,716	4,356,790	4,411,121	4,141,290	4,041,578
Other Assets	75,000	75,865	76,611	76,826	76,980
Total Assets - GRAPH 1	8,737,281	7,781,739	9,106,113	8,961,463	8,511,633

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	31,080	56,359	19,931	72,325	53,032
Accrued Payroll and Benefits	16,304	223,295	574,323	581,441	460,642
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	513,318	1,318,775	-
Other	-	-	-	-	9,846
Total Current Liabilities - GRAPH 1	47,384	279,654	1,107,572	1,972,541	523,520
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	805,457	-	-
Total Liabilities - GRAPH 1	47,384	279,654	1,913,029	1,972,541	523,520

Net Assets

Without Donor Restrictions	8,682,397	7,419,585	7,150,298	6,974,136	7,976,054
With Donor Restrictions	7,500	82,500	42,786	14,786	12,059
Total Net Assets	8,689,897	7,502,085	7,193,084	6,988,922	7,988,113
Total Liabilities and Net Assets	8,737,281	7,781,739	9,106,113	8,961,463	8,511,633

ACTIVITIES

Operating Revenue

Resident Student Enrollment	4,825,657	4,735,315	5,436,016	5,619,200	5,898,297
Students with Disabilities	435,921	483,962	390,035	294,738	363,034
Grants and Contracts					
State and local	16,238	132,650	221,168	37,364	43,995
Federal - Title and IDEA	302,833	300,929	267,577	271,211	346,074
Federal - Other	-	76,719	27,457	213,996	422,238
Other	59,502	17,215	198,254	27,500	1,078,034
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	305,894	259,436	208,012	40,641	362,029
Total Operating Revenue	5,946,045	6,006,226	6,748,519	6,504,650	8,513,701

Expenses

Regular Education	4,508,262	5,694,996	5,073,554	4,762,365	5,342,262
SPED	457,232	612,089	458,180	512,066	524,614
Other	307,454	298,178	279,230	157,189	325,391
Total Program Services	5,272,948	6,605,263	5,810,964	5,431,620	6,192,267
Management and General	476,608	672,038	1,246,556	1,277,192	1,322,243
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,749,556	7,277,301	7,057,520	6,708,812	7,514,510
Surplus / (Deficit) From School Operations	196,489	(1,271,075)	(309,001)	(204,162)	999,191

Support and Other Revenue

Contributions	1,702	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	32,963	83,263	-	-	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	34,665	83,263	-	-	-

Total Unrestricted Revenue	6,006,995	6,089,489	6,713,233	6,532,650	8,516,428
Total Temporally Restricted Revenue	(26,285)	-	35,286	(28,000)	(2,727)
Total Revenue - GRAPHS 2 & 3	5,980,710	6,089,489	6,748,519	6,504,650	8,513,701

Change in Net Assets	231,154	(1,187,812)	(309,001)	(204,162)	999,191
Net Assets - Beginning of Year - GRAPH 2	8,458,743	8,689,897	7,502,085	7,193,084	6,988,922
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	8,689,897	7,502,085	7,193,084	6,988,922	7,988,113

FISCAL ANALYSIS

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service					
Administrative Staff Personnel	689,078	885,429	1,398,633	1,394,771	1,382,827
Instructional Personnel	2,698,686	3,437,603	2,716,790	2,635,665	2,857,723
Non-Instructional Personnel	268,323	276,815	328,590	330,249	347,712
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	3,656,087	4,599,847	4,444,013	4,360,685	4,588,262
Fringe Benefits & Payroll Taxes	671,084	847,209	1,021,735	992,048	1,069,479
Retirement	215,000	231,500	247,250	239,627	258,750
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	8,189	-	-	-
Staff Development	241	68,577	36,137	10,908	20,698
Professional Fees, Consultant & Purchased Services	248,603	385,740	276,227	275,673	398,394
Marketing / Recruitment	10,695	12,977	1,706	118	7,886
Student Supplies, Materials & Services	148,470	286,153	217,670	163,776	258,623
Depreciation	370,303	365,000	385,672	409,217	406,851
Other	429,073	472,109	427,110	256,760	505,567
Total Expenses	5,749,556	7,277,301	7,057,520	6,708,812	7,514,510

CHARTER ANALYSIS

ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	450	450	450	450	450
Final Chartered Enrollment (includes any revisions)	450	450	450	450	450
Actual Enrollment - GRAPH 4	357	337	385	410	418
Chartered Grades	7-12	7-12	7-12	7-12	7-12
Final Chartered Grades (includes any revisions)	-	-	-	-	-
Primary School District: ROCHESTER CITY SD					
Per Pupil Funding (Weighted Avg of All Districts)	13,090	13,684	13,995	13,956	13,915
Increase over prior year	3.8%	4.3%	2.2%	-0.3%	-0.3%

PER STUDENT BREAKDOWN

	2017-18	2018-19	2019-20	2020-21	2021-22
Revenue					
Operating	16,656	17,823	17,529	15,865	20,368
Other Revenue and Support	97	247	-	-	-
TOTAL - GRAPH 3	16,753	18,070	17,529	15,865	20,368
Expenses					
Program Services	14,770	19,600	15,093	13,248	14,814
Management and General, Fundraising	1,335	1,994	3,238	3,115	3,163
TOTAL - GRAPH 3	16,105	21,594	18,331	16,363	17,977
% of Program Services	91.7%	90.8%	82.3%	81.0%	82.4%
% of Management and Other	8.3%	9.2%	17.7%	19.0%	17.6%
% of Revenue Exceeding Expenses - GRAPH 5	4.0%	-16.3%	-4.4%	-3.0%	13.3%
% of Revenue Expended on Facilities	0.0%	0.1%	0.0%	0.0%	0.0%

Student to Faculty Ratio

7.4	6.5	8.2	8.9	7.7
-----	-----	-----	-----	-----

Faculty to Admin Ratio

2.7	2.6	2.5	2.4	2.8
-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Score	3.0	2.2	2.3	2.5	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2017-18	2018-19	2019-20	2020-21	2021-22
Net Working Capital	4,104,181	3,069,430	3,510,809	2,770,806	3,869,555
As % of Unrestricted Revenue	68.3%	50.4%	52.3%	42.4%	45.4%
Working Capital (Current) Ratio Score	87.6	12.0	4.2	2.4	8.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Good	Excellent

Quick (Acid Test) Ratio

	2017-18	2018-19	2019-20	2020-21	2021-22
Score	87.6	11.8	4.2	2.4	8.4
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Good	Excellent

Debt to Asset Ratio - GRAPH 7

	2017-18	2018-19	2019-20	2020-21	2021-22
Score	0.0	0.0	0.2	0.2	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

	2017-18	2018-19	2019-20	2020-21	2021-22
Score	7.9	5.1	7.6	8.0	6.4
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

U Prep Young Men successfully graduates students from high school and prepares them for the college or career of their choice. With its effective CTE program in place, the charter meets its goals. The organizational structure is strong, and the charter is fiscally sound. The charter’s plans for the future are reasonable, feasible, and achievable as it presents clear plans to add 6th grade programming in its request for a future charter term.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Plans for the Charter’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. U Prep Young Men will continue working to improve its middle school program by building more supports in place for students and growing down to 6th grade, if approved. The charter requests to begin enrolling students in 6th grade to allow the charter more time to develop students’ academic abilities. The charter plans to initiate CTE for all so that all students are involved with the CTE programming.

Plans for Board Oversight & Governance. Board members expressed interest in continuing to serve U Prep Young Men. The board may recruit additional members in a future charter term, and specifically may seek a new member with finance experience.

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

U Prep Young Men is seeking to secure an expanded facility by 2023-24 to accommodate the growing general academic, CTE, and athletic programs.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	450	525
Grade Span	7-12	6-12
Teaching Staff	42	47
Days of Instruction	180	180

U Prep Young Men

AX

APPENDICES

PAGES AX 1-6

^A
CO
CHARTER
OVERVIEW

PAGE Ax 1

^B
RI
REPORT
INFORMATION

PAGE Ax 3



UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN BOARD OF TRUSTEES

CHAIR	TRUSTEES
Dr. Edward Yansen	Dr. George Bovenzi
VICE CHAIRS	David Shakes
Larry Ellison	Dr. Gayle W. Harrison
Denise Rainey	Wandah Gibbs
TREASURER	
Thomas T. Green	
SECRETARY	
Sharon Delly	

CHARTER LEADERS

- PRINCIPAL**
- Latresha Fuller, Chief Academic Officer, Grades 7-12 (2022-23 to Present)*
 - Tracy DelGrego, Middle School Principal (2019-20 to Present)*
 - Tracy DelGrego, Principal of Instruction (November 2018 to July 2019)*
 - Kevin Klein, Chief Academic Officer (2019-20 to 2021-22)*
 - William Geraci, Interim Principal (August 2018 to November 2018)*
 - Dr. Connie Lucchese, Principal (2013-14 to 2017-18)*

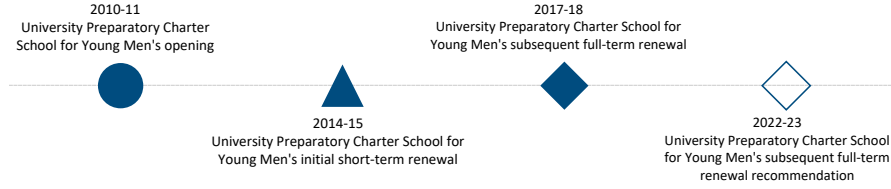
- CEO/PRESIDENT**
- Walter Larkin, Chief Executive Officer (April 2019 to Present)*
 - Edward Cavalier, Interim President (July 2018 to March 2019)*
 - Joseph Munno, President (2010-11 to 2017-18)*

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	450	337	75%	7-12
2019-20	450	385	85%	7-12
2020-21	450	410	91%	7-12
2021-22	450	418	93%	7-12
2022-23	450	420	93%	7-12



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2010-11	First Year	February 3, 2011
2011-12	Evaluation	October 13, 2011
2012-13	Evaluation	March 7-8, 2013
2014-15	Initial Renewal	November 18-19, 2014
2017-18	Subsequent Renewal	November 14-15, 2017
2021-22	Evaluation	May 3, 2022
2022-23	Subsequent Renewal	October 4-5, 2022

CONDUCT OF THE RENEWAL REVIEW

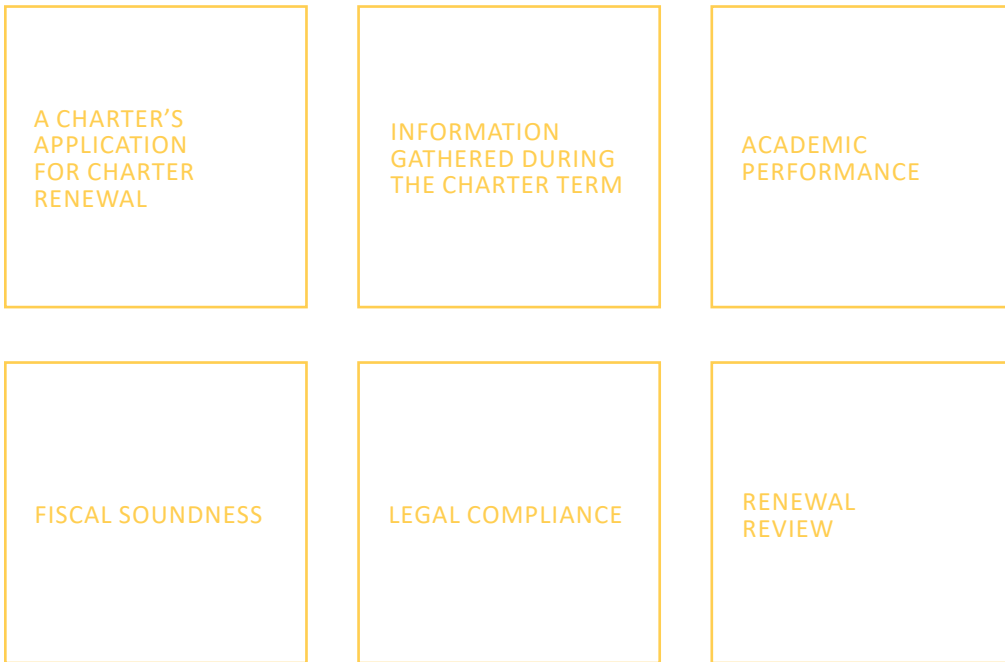
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 4-5, 2022	Andrew Kile	Managing Director of School Evaluation
	Sinnjinn Bucknell	Director of Performance and Systems
	Kennesha Kelly	External Consultant

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

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 charter school's Application for Charter Renewal, and more broadly, details the merits of a charter'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").¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Most importantly, the Institute analyzes the charter'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 on the [Institute's website](#).

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter 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 charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

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



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](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. 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 all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ 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 CHARTER 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 CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. 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 charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data.

To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York