Appendix A: Link to the New York State School Report Card

Created Thursday, July 31, 2014

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Charter School Name: 261600860985 UNIVERSITY PREP CS-YOUNG MEN

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

https://data.nysed.gov/reportcard.php?instid=800000067651&year=2013&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherq

I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 31, 2014

Page 1

1. SCHOOL NAME

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

261600860985 UNIVERSITY PREP CS-YOUNG MEN

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Rochester

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1290 Lake Avenue Rochester, New York 14613	585-672-1280	585-458-2732	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Joseph Munno
Title	President
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.upreprochester.org

6. DATE OF INITIAL CHARTER

2015-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2002-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

443

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

- 7
- 8
- 9
- 10
- 11

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

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1290 Lake Avenue Rochester, New York 14613	585-672-1280	ROCHESTER CITY SD	7-12	Yes	Own

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Joseph Munno - President	585-672-1280		
Operational Leader	Joseph Munno - President	585-672-1280		
Compliance Contact	Joseph Munno - President	585-672-1280		
Complaint Contact	Joseph Munno - President	585-672-1280		

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

- Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Thank you.

Appendix I: Teacher and Administrator Attrition

Created Thursday, July 31, 2014

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Charter School Name: 261600860985 UNIVERSITY PREP CS-YOUNG MEN

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
	32	8	5

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
	5	2	1

Thank you

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Thursday, July 31, 2014
Updated Wednesday, August 27, 2014

Page 1

Charter School Name: 261600860985 UNIVERSITY PREP CS-YOUNG MEN

B. Financial Information
This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child | Line 1: Total Expenditures	2821023
1. Total Expenditures Per Child | Line 2: BEDS Day Pupil Count	443
1. Total Expenditures Per Child | Line 3: Divide Line 1 by Line 2	6368

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.
Do not include Employee Benefit costs or expenditures in the above calculations.
A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 1: Relevant Personnel Services Cost (Row)	2926190
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 2: Management and General Cost (Column)	861137
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 3: Sum of Line 1 and Line 2	3787327
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 4: BEDS Day Pupil Count	443
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 5: Divide Line 3 by the BEDS Day Pupil Count	8549

Thank you.

Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools

University Preparatory Charter School for Young Men

Administrative expenditures per pupil:	$6,367.99
Per NYS Statute	Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

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261600860985 UNIVERSITY PREP CS-YOUNG MEN

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the surveyhttps://fluidsurveys.com/account/surveys/540612/publish/qrcode/. (Make sure you have the bar code application reader on your phone).

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

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

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Thursday, July 31, 2014
Updated Friday, August 01, 2014

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261600860985 UNIVERSITY PREP CS-YOUNG MEN

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Dr. Edward Yansen	Chair/President	Yes	School Administration and Psychology	1 - 2 yr. term 9/1/11 - 8/30/14	
2	Najmah Abdulmateen	Member	Yes	Science, Business & School Administration	1 -3yr. term	
3	Vince Carfagna	Treasurer	Yes	Personnel, Finance, Accounting,Management/Finance Committee	2-3 yr. term Current 7/1/13 - 6/30/16	
4	Josh Fegley	Vice Chair/Vice President	Yes	Higher Education, Health Ed & Student Support/Policy and ByLaws	1 - 3yr. term	
5	Dr. Michael C. Robinson	Member	Yes	Higher Education & K12 Education/Executive Leadership	2-3 yr. term 7/1/13 - 6/30/16	
6	Maria Scalise	Vice Chair/Vice President	Yes	Community Development & Marketing/Public Affairs	2-3 yr. term 7/1/13 - 6/30/16	
7	Dr. Jeannette Silvers	Chair/President	Yes	Program Evaluation, Literacy /Committee Chair -Program Development	1-2 yr term 9/1/11 - 8/30/14	
8	Elizabeth Speares	Secretary	Yes	Behavior Analyst	1-2 yr. term 9/1/11 - 8/30/14	
9	Jose M. Vazquez Jr.	Member	Yes	Law Enforcement	1 - 3yr. Term	
10	Dr. Marie Cianca	Member	Yes	Higher Education & P12 Education/ Executive Leadership	2-3 yr. term 7/1/13 - -6/30/16	

2. Total Number of Members Joining Board during the 2013-14 school year

3

3. Total Number of Members Departing the Board during the 2013-14 school year

1

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

11

5. How many times did the Board meet during the 2013-14 school year?

15

6. How many times will the Board meet during the 2014-15 school year?

Minimum of 12

Thank you.

University Preparatory Charter School for Young Men
Enrollment and Retention Targets

The University Preparatory Charter School for Young Men, aggressively recruits students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Our efforts in 2013-2014 school year, and continuing on for school year 2014-2015 include:

1. An annual presentation made by President Joseph Munno at the Children's School of Rochester (494 Averill Ave, Rochester, NY 14607) and at the Rochester International Academy (1 Edgerton Park, Rochester, N.Y. 14608). These schools are the district of residence's (Rochester City School District) elementary schools for English language learners.
2. We advertise our Special Education Inclusion Program in all communications and advertising efforts to our Community. Those efforts include Community Presentations, brochures, web-site, radio and newspaper appeals, and any and all other recruitment strategies.
3. We are currently classified as a total free breakfast/lunch program, as we have met the State requirements for Community Eligibility as per the required "2012-2013 New Meal Pattern". We anticipate that we will continue to be eligible for the total free breakfast/lunch program this current school year (2014-2015) and next school year (2014-2015).

All of the above strategies will be duplicated for this 2014-2015 school year and will be expanded with any new recruitment strategies that arise.

University Preparatory
CHARTER SCHOOL

2013-14 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By University Preparatory Charter School for Young Men

1290 Lake Avenue
Rochester, New York 14613
585-672-1280

Joseph Munno (President), Steve Kingdom (Data Coordinator), & Jay Costanza (Director of Academics), prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. Edward Yansen	Board President, Executive Board Committee Chair
Vince Carfagna	Board Treasurer-Finance and Personnel Board Committee Chair, Executive Committee Board Member
Dr. Marie Cianca	Executive Board Committee Board Member
Najmah Abdulmateen	School Administration – Board Member
Dr. Michael Robinson	Executive Leadership – Board Committee Member
Maria Scalise	Vice President of Public Relations
Dr. Jeannette Silvers	Project Development – Board Committee Member
Elizabeth Speares	Board Secretary – Board Committee Member
Jose M. Vazquez, Jr.	Board Committee Member
Dr. Josh Fegley	Policy and By-laws Board Committee Member

Joseph Munno has served as the Principal and President of the University Preparatory Charter School for Young Men since 2010.

INTRODUCTION

Our mission is to eventually establish our current 7-11 grades to a 7-12 single-sex education facility in the city of Rochester with an engaging learning environment and informed practices that are effective for young men. The **University Preparatory Charter School for Young Men** is available to all City of Rochester residents who choose to have their sons educated in a single-sex education environment.

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

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

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

School Enrollment by Grade Level and School Year

School Year	7	8	9	10	11	12	Total
2010-11	97	64					161
2011-12	70	105	61				236
2012-13	69	73	98	58			298
2013-14	68	75	106	92	52		393

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

Professional Development is driven by teacher and student needs directly related to meeting the learning standards and their relationship to pedagogy and student work respectively. In addition, professional development has been expanded to include a strand of sessions based on the criteria for high effective teacher practice as articulated in each of the four domains of the Danielson teacher evaluation rubric.

Prior to the 2012-2013 school year, UPrep added two literacy specialists to support teachers in the design of curriculum, development of support programs for struggling students, and to support the provision of professional development, coaching and co-teaching. The specialists were also charged with the development and implementation of reading and writing incentive programs and differentiated instruction strategies in both the core classrooms and in our Academic Intervention Support programs. For the 2014-15 school year, however, a reevaluation of student performance results from the previous year led to a restructuring of our teacher leadership network. UPREP now has identified the strongest math, science, and literacy teachers to act as Lead Teachers/Mentors to improve our professional development program (now led by the Lead Teachers) and establish a stronger mentoring program while creating a leadership path for our most qualified teachers.

Local benchmark assessments for ELA were held for grades 7 through 10 in October 2013 and January 2014. The benchmark assessments for middle school grades were acquired commercially and were designed around the research of past NYS CCSS Assessments. The student data generated from these assessments served as a resource for professional development and refinement of instructional practices. Beginning in October 2014, ELA and math benchmark assessments will be administered using NWEA (Northwest Evaluation Association) testing and reports. Data generated will be used to guide professional development sessions and to inform instructional decision-making. The system will also serve to show student growth and as a comparative measure against state and national norms.

Given our consistent high passing rate on the English Comprehensive Regents exam, as well as all NYS Regents Exam results since June 2012 through August 2013 for those students in the 2011and 2012 cohorts, there is, at this time, no evidence of a direct correlation between lower success rates on

the NYS Middle School Assessments and the higher performance rates obtained on NYS Regents Assessments offered at the high school level.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English Language Arts assessment to students in 7th through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required **students who have been enrolled in at least their second year** (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, 2010-11, and 2011-12, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores, presented in the table below. In the 2012 – 2013 school year, "because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores[2]" and therefore, we are reporting the success rate at achieving competency at a minimum of 75% accuracy on the 2012 – 2013 state assessments for middle school ELA.

The school administered the New York State Testing Program English Language Arts assessment to students in grades 7 through 8th grade in April 2014. The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]			Total Enrolled
		IEP	ELL	Absent	
7	65				65
8	75				75
All	140	0	0	0	140

Results

At the 7th grade, only 2 students took the NYS Grade 7 ELA Assessment. These students repeated 7th grade and neither student achieved a passing rate of 75 or higher.

[1] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Our 8th grade achieved a 9.4% proficiency rate for those students enrolled in at least their second year of study at UPREP.

As stated by Commissioner King, the results of the 2012-2013 state assessments are in no way a reflection of a school's quality of instruction or history of work prior to the administration of the exam and serve only as an initial benchmark. With the reality that meeting the expectations of the new standards will require additional time for students to rehearse and internalize the knowledge and skills outlined in the NYS CCSS, Commissioner King's stance holds true for us today.

Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
7	3.1	65	0.0	2
8	6.7	75	9.4	53
All	5.0	140	9.1	55

Evaluation

UPREP fell short of meeting the Absolute Measure Goal for 8th grade students enrolled in at least their second year. With a passing rate of 9.4%, UPREP fell short of the goal by a margin of 66.6%.

The school has established a strong intervention program that emphasizes the development of the skills and strategies (Close reading and re-reading to gather evidence to support student responses on assessments) to learn and apply knowledge and skills outlined in the NYS CCSS and curriculum modules. Benchmark testing has shown student application of the strategies, knowledge and skills to be stronger than on the state assessments. Direct observation during state testing over the past four years continues to test the student's ability to navigate the test in a challenging time frame.

Though observation and teacher and student reflection, the impact of time constraints were noted. For example, due to the lengthy nature of the assessment text selections and nature and length of question construction and response choices, along with the time required to apply close reading strategies, students struggled to either complete the test items within the time allotted or abandoned close reading strategies learned in order to be able to respond to all test items within the allotted 90 minutes. In addition, 9% of our 8th grade students have special needs that, in general, leave them with processing delays.

Teacher training is focused on improving practice to guide students to become better readers and writers. The time limitation of the Common Core test is a factor that tampers with the results we might otherwise expect.

Although our students have demonstrated growth in developing literacy skills, a single year or two has shown to be an insufficient amount of time for students to make the necessary growth demanded by the CCSS and required on the NYS Middle School Common Core Assessments.

Additional Evidence

With regards to those students enrolled in at least their second year, the proficiency rate on the English Language Arts exam has steadily decreased as the standards have increased over the past three years. Despite this fact, students at UPREP that have not performed well at the 8th grade level have been very successful on the NYS ELA Comprehensive Regents Exam. Students at UPREP have shown much improvement in state assessments the longer they are enrolled in the program.

UPREP uses a national norm test (AIMS WEB) in September, November, and February to assess base-line and short-term growth rate data for each student in grade 8. Test results consistently show that 20 – 24% of the 8th grade students' literacy skills are at or above the state average compared to less than 10% of the same students performing at or above the state average (with regards to the same skills) on the NYS CC Grade 8 ELA Assessment.

We strongly believe our students have demonstrated the need for more time to complete the exam skillfully in order to demonstrate the true level of proficiency at the individual and whole group (grade) level.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	0.0	2	0	4	0	2
8	21.3	80	17	53	9.4	53
All	20.7	82	15.8	57	9.1	55

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[2]

Results

The Performance Level Index on the NYS English language arts exam for the 8th grade at UPREP for the 2013-14 school year is 35.7.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
140	69.3	25.7	4.3	0.7

PI	=	25.7	+	4.3	+	0.7	=	30.7
				4.3	+	0.7	=	05.0
						PLI	=	35.7

Evaluation

The PLI for UPREP fell short of the Absolute Measure Goal of meeting or exceeding the AMO of 89.0 by a margin of 37.3.

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

Results

[2] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.
[3] Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

The aggregate performance of the middle school students in grades 7 & 8 at UPREP obtained an overall proficiency rate of 9.1 percent. In contrast, the aggregate performance of students in the local district for the same grades/exam, obtained a proficiency rate of 5.8 percent.

2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	0.0	2	4.9	1900
8	9.4	53	6.7	1960
All	9.1	55	5.8	3860

Evaluation

UPREP met the Comparative Measure Goal as our 8th grade students enrolled in at least their second year exceeded the performance of the local district students on the NYS 8th grade ELA exam by a margin of 3.3 percent.

Additional Evidence

Over the past three years of comparing the performance of the students of UPREP with students in the same grade level in the local district, UPREP has outperformed the local district on the 8th grade NYS ELA exam. While the difference in proficiency between the two districts has been slight in both the 2011 and 2013 school years, there was a significant difference in the success rate in favor of UPREP in the 2012 school year.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	0.0	16.5	0.0	5.9	0.0	4.9
8	21.3	19.9	17.0	5.7	9.4	6.7
All	20.7	18.2	15.8	5.8	9.1	5.8

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree)

according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[4]

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

UPREP did not meet or exceed the Predicted Outcome for grades 7 and 8 in ELA. The Effect Sizes for Grades 7 & 8 are -0.51 and -0.44. The overall Effect Size for grades 7 and 8 is -0.1.

***2012-13* English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7	**94.2**	**68**	**8.9**	**13.3**	**-4.4**	**-0.51**
8	**100**	**77**	**14.3**	**10.6**	**3.7**	**-0.44**
All	**97.3**	**145**	**11.8**	**11.9**	**-0.1**	**-0.01**

School's Overall Comparative Performance:
Lower than Expected

[4] The Institute will continue using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

The 7th and 8th grade cohorts for the 2012 – 2013 school year did not achieve a positive effect size of 0.3 and therefore, did meet the Comparative Measure Goal. UPREP did however exceed the predicted outcome for performance on the 8th grade NYS ELA exam demonstrating growth towards achieving the Comparative Performance Goal. This result serves as additional evidence that the longer students are enrolled at UPREP, the greater the growth towards meeting and exceeding our academic goals.

Comparatively speaking, UPREP reduced the Effect Size by a positive 19% as a result of an increase in the poverty rate of our 7th and 8th grade students during the 2012-13 school year.

Additional Evidence

Students in grades 9 through 11 are showing a significant success rate on the NYS high school Regents exams. The high school data presented in this report will also show a much greater success rate on Regents exams compared to the local district.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	7-8	87.3	157	19.1	29.5	-0.28
2011-12	7-8	89.8	177	22.0	26.6	-0.29
2012-13	7-8	97.2	145	11.7	11.9	-0.10
2013-14	7-8	95.7	140	5.0	NA	NA

Goal 1: Growth Measure[5]

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth

[5] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Although the state is quoted within this documents as saying the following: "Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.[6]" Although not required, our Data Coordinator was able to access the 2013-14, which is now included in this report.

Results

Neither the 7th nor the 8th grade actual Mean Growth Percentile results were above the state mean. The 8th grade cohort however failed to exceed the state mean growth percentile by only 2 percentile points. The chart below shows students enrolled in their second year outperforming our students in the 7th grade enrolled in less than one year.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
7	37	50.0
8	49	50.0
All	43	50.0

Evaluation

The aggregate Mean Growth Percentile Measure Goal was not met. UPREP fell short of meeting the goal by 8 percentile points.

Additional Evidence

The 2013-14 mean growth percentile for grades 7 and 8 is similar to but less than the 2012-13 mean growth percentile as a result of the 7th grade performance on the NYS ELA exam. At the 8th grade level, UPREP improved by 8 percentile points and barely missed meeting and exceeding the statewide average. The result suggests that over time, where students are enrolled longer at UPREP, they consistently move towards a performance on state assessments that represent the state average and therefore the potential to meet or exceed the growth measure goal.

[6] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade		Mean Growth Percentile			
	2010-11[7]	2011-12[7]	2012-13	2013-14	Statewide Average
7			53	37	50.0
8			41	49	50.0
All			46	43	50.0

Summary of the English Language Arts Goal

As a result of the 2013-14 NYS Grades 7 and 8 ELA exams, students enrolled in at least their second year at UPREP met the Comparative Measure Goal with the number of students meeting the proficiency standard exceeding the number of students meeting proficiency in the local district on the same assessments. This is the 3rd consecutive year that UPREP has met this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

- A strategically designed RtI/AIS program (Tier 1: High quality instruction, Tier 2: Data-informed and strategies-based, Tier 3: intensive intervention)
- Led by RTI Specialists (New Role) – co teach and co-plan with AIS and core
- Data collection, analysis, use to differentiate instruction, progress monitor (AimsWeb/NWEA Data Analysis System Protocol/Training)
- Full AIS and Core Subject Alignment

[7] Grade level results not available.

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

MATHEMATICS

Goal 2: Mathematics
Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

The middle school mathematics curriculum is standards-based with a direct link to the Common Core Standards and the Mathematics Practice Standards. These standards serve as a guide to increase student accountability with rigor, placing a strong emphasis on teaching for deeper understanding of mathematics. Our staff has deconstructed the standards to determine the shifts in instruction compared to the instructional expectations stated in the NYS standards. Instruction, along with professional development, is designed to reflect an emphasis on critical thinking, increasing student exposure to and learning from expository text, student-generated inquiry-based projects and expeditions, technology, using models to represent and solve rich real world problems, and support for students in making connections among other disciplines. Our core subjects are taught in a co-teaching environment to experience connections to the sciences in order to gain a deeper understanding of mathematics through the use of real data generated from real world problems.

The mathematics program at UPREP uses Connected Math in grades 7 and 8 and the Core Plus program in grades 9 through 11. Both programs are designed to guide teachers in establishing a more student-centered learning environment allowing for an easier transition to a constructivist approach to teaching and learning that values student inquiry as an integral part of learning for understanding.

UPREP administers 2 benchmark assessments throughout the school year. The data gathered and analyzed from each assessment is used to discern student progress towards meeting our academic. The benchmark assessments for middle school grades were acquired commercially and were designed around the research of past NYS CCSS Assessments. The student data generated from these assessments served as a resource for professional development and refinement of instructional practices. Beginning in October 2014, ELA and math benchmark assessments will be administered using NWEA (Northwest Evaluation Association) testing and reports. Data generated will be used to guide professional development sessions and to inform instructional decision-making. The system will also serve to show student growth and as a comparative measure against state and national norms.

Goal 2: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 7th and 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2013-14 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[8]			Total Enrolled
		IEP	ELL	Absent	
7	65				65
8	75				75
All	140	0	0	0	140

Results
100% of the 7th and 8th grade students enrolled in at least their second year of studies at UPREP, participated in the 2013 – 2014 state assessment. The two students retained in 7th grade and therefore enrolled in their second year at UPREP did not reach proficiency on the NYS 7th grade math exam. Students enrolled in their second year at UPREP achieved a proficiency rate of 13.2% on the NYS 8th grade math exam.

[8] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

The aggregate performance on the NYS middle school math assessments obtained a 12.7% proficiency rate.

Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
7	6.2	65	0.0	2
8	9.3	75	13.2	53
All	7.9	140	12.7	55

Evaluation

The 7th and 8th grade students enrolled in their second year collectively failed to reach the Absolute Measure Goal by a margin of 64.3%. Although this is an improvement over last year's performance overall, our students continue to struggle to apply the strategies and skills they have learned throughout the year in both the core and RtI classes due to a challenging time frame allotted to complete the exam. Many students, even those students that do meet proficiency, rush to complete the exam. Literacy strategies utilized on math exams are often abandoned by the student during testing at the point where they feel they are running out of time to complete the exam.

As the UPREP staff have become more aware of and proficient at developing the students' math skills and content knowledge outlined in the NYS CCSS and PARCC Framework, we find that our students need more than a year or two to reach a level of proficiency with the new standards before they will be able to demonstrate a deeper understanding of mathematical concepts and procedures on a test that does not accurately consider the time necessary for a large population of students with processing delays to comfortably and fairly navigate a high stakes assessment.

Additional Evidence

In the 2011-12 school year, with the cut scores similar to the 2010-11 school year, UPREP made a very significant leap towards reaching the absolute measure goal. The instructional program and intervention programs had an obvious impact on improving student performance on state assessments. In 2012, the standard for demonstrating proficiency on the NYS Grade 7 and 8 math exams was raised significantly and our middle school students scored very low compared to the previous year.

The 2013-14 test results improved even though the standards were raised as a result of focusing on deconstructing the standards more thoroughly and implementing the state provided modules and other resources in both our middle school core and intervention classes .

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	0.0	2	0.0	4	0.0	2
8	42.5	80	7.8	51	13.2	53
All	41.5	82	7.3	55	12.7	55

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[9]

Results

The 2013-14 PLI calculated for the UPREP NYS middle school math exams is 43.5. The AMO for the 2013-14 school year is 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
140	64.3	27.9	6.4	1.4

PI	=	27.9	+	6.4	+	1.4	=	35.7
				6.4	+	1.4	=	7.8
						PLI	=	43.5

Evaluation

[9] In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

UPREP did not meet the absolute measure goal for meeting the Annual Measure Objective, falling short of the state established AMO of 86 by a margin of 42.5 points.

Considering that the 2013-14 middle school math exam results are improving as a direct result of what we believe is a strong instructional focus on the CCSS and modules provided by the state, developing math literacy skills and process skills, the math department and instructional leaders will continue on the same course of action to meet the academics goals for mathematics.

Goal 2: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[10]

Results

For all middle school students enrolled in their second year at UPREP, the aggregate proficiency rate on the 2013-14 state math exams is 12.7% compared to 1.4% for students enrolled in the local school district.

2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	0.0	2	4.5	1910
8	13.2	53	1.4	1799
All	12.7	55	3.0	3709

Evaluation

UPREP students met the comparative measure goal exceeding the proficiency rate of the local district by a margin of 9.7 percent. This result is an improvement over the 2012-13 performance of middle schools students at UPREP. The state release of the middle school modules was helpful in

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

preparing students but the modules were made available at the last minute throughout the year making it difficult to deconstruct them and prepare effective professional development and instruction in an effort to maximize the use of the modules.

The 8th grade students at UPREP demonstrated a greater margin of growth on the 8th grade assessment compared to the local district while generating a greater gap between the two districts compared to the 2012-13 data. As the standards are raised, UPREP has shown growth while the local district's performance showed no growth for the same grade level.

Additional Evidence

Over the past three years of state testing, UPREP has outperformed the local district and therefore met the comparative measure goal each of the three years. Although the difference in student performance between the two districts has not been as dramatic as 2011-12, it is important to note that once the standards were raised to a proficiency rate of 75% in 2012, both schools failed to improve on the previous year's proficiency rate but only UPREP demonstrated growth on the 2013-14 assessments.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	0.0	23.9	0.0	4.1	0.0	4.5
8	42.5	19.6	7.5	3.6	13.2	1.4
All	41.5	21.7	7.3	3.8	12.7	3.0

Goal 2: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[11]

Method

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

[11] The Institute will continue using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Neither the 7th nor 8th grade cohort exceeded the predicted performance level by an Effect Size of 0.3. The 7th grade cohort fell short of the Predicted Proficiency Rate of 11.2 creating a negative Effect Size of -0.51. The 8th grade fell short of the Predicted Proficiency Rate of 10.6 creating a negative Effect Size of -0.44. The overall Effect Size related to both cohorts not meeting or exceeding the Predicted Proficiency Rate is -0.47.

***2012-13* Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7	**94.2**	**68**	**5.9**	**11.2**	**-5.3**	**-0.51**
8	**100**	**75**	**5.3**	**10.6**	**-5.3**	**-0.44**
All	**97.2**	**143**	**5.6**	**10.9**	**-5.3**	**-0.47**

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

Evaluation

In 2011, UPREP showed significant growth towards reaching the benchmark of exceeding the predicted outcome by an Effect Size of 0.3 compared to the previous year (2010 – 2011) testing results. There was a significant decrease in performance when comparing the proficiency rate of 2012 – 2013 with the 2011 and 2012 test results. Once again, the change in the level of performance required to achieve proficiency (75% compared to ~ 65%) has made a significant, negative impact on proficiency rates statewide.

Additional Evidence

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

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	7-8	85.4	164	24.4	29.5	-0.28
2011-12	7-8	91.5	176	41.5	26.6	0.10
2012-13	7-8	98.6	143	5.6	11.2	-0.47
2013-14	7-8	95.7	140	7.9	NA	NA

Goal 2: Growth Measure[12]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
7	56	50.0
8	57	50.0
All	56	50.0

[12] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

Results
The aggregate unadjusted Mean Growth Percentile for UPREP is 56 and therefore higher than the state unadjusted Mean Growth Percentile of 50.

Evaluation
UPREP's performance on the 2013-14 NYS middle school math exams resulted in a Mean Growth Percentile that exceeded the state's Growth Model. Both the 7th and 8th grade test results (mean unadjusted growth percentile) exceeded the statewide performance average.

UPREP met the Growth Measure Goal exceeding the state unadjusted median growth percentile by a 6-point margin.

Additional Evidence
Compared to the 2012-13 school year, the middle school students have shown growth in meeting the comparative measure growth with regards to the state's Growth Model. The UPREP Mean Growth Percentile for the 2012-13 state math exams was 50 and therefore matched the statewide average and therefore did not exceed the statewide average (the requirement for achieving the comparative measure goal).

As a result of the state testing in 2014, UPREP did exceed the statewide average and therefore reached the comparative measure goal stated above.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade		Mean Growth Percentile			
	2010-11[13]	2011-12[14]	2012-13	2013-14	Statewide Average
7			52	56	50.0
8			49	57	50.0
All			50	56	50.0

<u>Summary of the Mathematics Goal</u>
The students enrolled in at least their second year at UPREP met the Comparative Goal by outperforming students in the local district on the 8th grade NYS CC math exam for the third consecutive year. The Growth Measure Goal was also met as our 8th grade students' performance on the 2014 state exam generated a higher mean growth percentile compared to the statewide mean growth percentile.

[13] Grade level results not available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Efforts to improve student achievement on the 2014-15 NYS Grade 7 and 8 Mathematics assessment include but are not limited to the following:

- Address Mathematics practice standards transforming math instruction in both regular education and RTI – major shift
- Improved systems have been put in place for data collection, analysis, to differentiate instruction and progress monitoring using AimsWeb.
- A math lead teacher/mentor has been added to the staff with the responsibilities of co-constructing, implementing, and monitoring an RtI (Response to Intervention) program in grades 7-8 (as well as grades 9-11).
- All staff received professional development around and will plan instruction with a direct connection to the CCSS and the Mathematics Practice Standards to increase opportunities for students to develop a deeper understanding of math.
- Weekly meetings with our math staff will include close reading of and activities related to the use of the National Committee of Teachers of Mathematics' *Essential Understandings Series*. These resources provide the math team with fundamental principles of teaching mathematics for deeper understanding.
- Math teachers will co-teach lessons throughout the school year to practice the pedagogy discussed and experienced in weekly meetings and formal professional development.
- Commercial assessments that are constructed based on research around the CCSS will be used twice a year for our benchmark assessments and a source of student data to drive professional development, our Response to Intervention Program, and instruction in general.
- Professional development will continue to utilize the state resources that collectively guide teachers to understand the Common Core State Standards; and design and implement instruction that reflects teachers' growth in aligning the standards with effective pedagogy.

SCIENCE

Goal 3: Science
Students will demonstrate the ability to independently apply the critical thinking skills necessary to make sense of new ideas, acquire an interdisciplinary approach to solve real world problems, and address their own inquiry.

Background

The middle school science curriculum is standards-based with a direct link to the Common Core Standards. Our staff has deconstructed the standards to determine the shifts in instruction compared to the instructional expectations stated in the NYS standards. Instruction, along with professional development, is designed to reflect an emphasis on critical thinking, increasing student exposure to and learning from expository text, student-generated inquiry-based projects and expeditions, and supporting students in making connections among other disciplines. Our core subjects are taught in a co-teaching environment to experience connections among mathematics, ELA, & the social sciences in order to gain a deeper understanding of science and math concepts and skills.

UPREP administers 2 benchmark assessments throughout the school year. The data gathered and analyzed from each assessment, is used to discern student progress towards meeting our academic goals, inform our instructional and academic intervention programs, and guide our professional development through collaborative inquiry.

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in the 8th grade in spring of 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Of the fifty-three 8th grade students enrolled in at least their second year at UPREP, 68 percent of the students achieved proficiency on the NYS Grade 8 science exam. 66% of all students in the 2014 cohort passed the state science 8 exam.

Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All Students	
	Percent	Number Tested	Percent	Number Tested
8	67.9	53	66.2	74

Evaluation

The percent of students performing at proficiency on the NYS Grade 8 Science exam was 7% lower than the required proficiency rate of 75%. As a result, UPREP did not meet the absolute measure goal. UPREP continues to see a majority of the students perform at or above proficiency but just falling short of meeting the grade level goal (for those enrolled in at least their second year) each year.

The instructional program at the middle school level focuses on developing the process skills commonly found among creative problem solvers. These critical thinking skills are a reflection of the common core standards that emphasize how to lead students to a deeper understanding of content and the application of math and literacy skills utilized to make sense of new ideas. It is a matter of bringing only a few more students along in becoming capable of internalizing and applying these skills habitually before we see our 8th graders reach the absolute measure goal stated above.

Additional Evidence

NYS Science 8 results for students enrolled in at least their second year at UPREP are similar to the test results we find in June (and August) of each year in our high school program. Our science program at the middle school level has been successful in developing a strong fundamental understanding of the big ideas found among the different disciplines of science.

The foundations of scientific principles and ideas established in middle school around how to learn science as well as the content, have served our students well in performing at or above proficiency on Regents science tests at the high school level. A majority of our students pass both the middle school and high school state science exams each year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	67.5	80	72	50	67.9	53
All	67.5	80	72	50	67.9	53

Goal 3: Comparative Measure
Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

8th grade students enrolled in their second year at UPREP reached a 68% proficiency rate on the NYS Science 8 exam. The RCSD (Rochester City School District) scored a proficiency rate of 20%.

2013-14 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	67.9	53	19.5	1786

Evaluation

UPREP exceeded the Comparative Measure Goal by achieving a 48% proficiency rate gap between the two districts on the 2013-14 state science exam.

Additional Evidence

Over the past three year of state testing, UPREP has out performed the local district by an average proficiency rate differential of 44%. Each year, the proficiency rate gap between UPREP and the local district has increased in favor of UPREP by an additional 4% even though the 2014 result for UPREP alone, was 4% less than the 2013 result.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	67.5	27.5	72.0	28.1	67.9	19.5
All	67.5	27.5	72.0	28.1	67.9	19.5

Summary of the Science Goal

UPREP met the Comparative Measure Goal on the 2014 NYS Science 8 exam for the third consecutive year. With a committed instructional focus on emphasizing an understanding of the fundamental key ideas of science and the interdisciplinary critical thinking skills found in the Common Core State Standards, UPREP students continue to separate themselves from the local district by improving the proficiency rate gap between the two districts each year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

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

- Continue with a reduced teacher-student ratio in the core subject areas and our RtI programs to 1:12 and 1:10 respectively in all grade levels through the implementation of a co-teaching model.
- Continue to develop and maintain a blended curriculum in the core subject areas to support students in making connections among different disciplines.
- Focus professional development on responding to student work, understanding and implementing the Common Core Standards and the Mathematics Practice Standards to identify the knowledge and skills relevant to all disciplines to improve our co-teaching model.
- Utilize our Lead Teachers (new position for the 2014-15 school year) to mentor new teachers, lead professional development, model instruction, and carry out lesson-studies with both their peers and our instructional leaders.
- Allow opportunities for students to participate in more field studies and expeditions to develop independent learning skills (process skills) and a deeper understanding of the content.
- Continue offering Saturday School between the months of January and June.

NCLB

Goal 4: NCLB
Each year, UPREP will obtain an accountability status of good standing according to the criteria outlined under the state's NCLB accountability system

Goal 4: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Based on the criteria outlined in the NYS NCLB accountability system, UPREP's Accountability Status remains in good standing for the 2013-14 school year.

Evaluation

UPREP met the NCLB Absolute Measure for the third consecutive year.

Additional Evidence

UPREP has maintained an accountability status of being in good standing in each year of its charter.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9th grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: http://www.emsc.nysed.gov/irts/accountability/home.shtml

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2014-15	2011-12	2011	N/A	N/A	N/A

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.[14] This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

As of August 2014, 96% of the 2011 cohort (Graduation Cohort of 2015) has passed the NYS ELA Comprehensive exam. At the same point in time, 85% of the 2012 cohort (Graduation Cohort of 2016) has passed the same state exam.

English Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[15]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	96
2012	82	85

Evaluation

UPREP has exceeded the absolute measure goal for both the 2011 and 2012 cohorts prior to their fourth year in cohort. Our students take the state ELA exam in the second year of their cohort, one year prior to the state norm. Our outstanding results demonstrate a strong instructional program for developing efficient readers and writers despite the below average performance on the NYS Grade 7 and 8 ELA exams.

[14] The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

[15] Based on the highest score for each student on the English Regents exam

The results of regents testing at UPREP continue to stress the fact that the results of the state middle school assessments are not a direct indication of how students will perform on high school Regents exams. Once again, the 2014 state test results indicate that the longer students are enrolled at UPREP, the better their performance on state assessments.

Additional Evidence

In June of 2012, 65% of the 2011 cohort passed the NYS ELA Comprehensive exam. The 2011 cohort exceeded the absolute measure goal by 21% by the end of the 3rd year in the cohort or August of 2013. The 2012 cohort have exceeded the absolute measure goal by 10% as of August 2014, as well. Each year, UPREP high school accountability cohorts have exceeded the absolute measure goal for ELA prior to their respective fourth year in the cohort.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	51	64.7	52	96	52	96
2012					82	85
2013					N/A	N/A

Goal 1: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma.

Results
Of the current 11th graders (2011 cohort), 35 students did not score proficient on the NYS Grade 8 ELA exam. As of August 2014, 86% of these students have passed the NYS ELA Comprehensive exam, leaving only 4 students of the 2011 cohort to score proficient by the completion of their fourth year.

English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [16]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	35	86

[16] Based on the highest score for each student on the English Regents exam

Evaluation

UPREP exceeded the absolute measure goal by 11% upon completion of our students' third year in the 2011 cohort. The high school core classes and RtI classes have supported our students' success in passing the NYS state Regents exam in ELA by the end of their third year in a cohort as a result of creating an instructional program that is aware of the CCSS, PARCC Framework, intervention strategies specific to improving literacy skills, and an instructional framework that emphasizes rehearsal of critical thinking, reading, writing, listening, and speaking skills.

The success rate of students on the high school state exam compared to the success rate on the middle school ELA assessments shows no correlation or predictability between the two. Historically speaking, however, we can predict that a majority of UPREP students that fail the grade 8 ELA exam will pass the ELA Comprehensive exam before their fourth year in the cohort.

Additional Evidence

Considering that our 2012 cohort has also exceeded the absolute measure goal prior to their fourth year in the cohort and that a majority of students in the cohort that failed the 8th grade assessment have passed the high school assessment, UPREP continues each year to demonstrate both an effective horizontal and vertical English Language Arts instructional program that improves our students' literacy skills over time.

Goal 1: Absolute Measure
Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:
http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of **166**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

The accountability performance level for the 2011 cohort's results on the NYS Comprehensive ELA exam is 122.

English Language Arts Accountability Performance Level (APL)
For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
51	10	54	30	4

PI	=	54	+	30	+	4	=	88
				30	+	30	=	34
						APL	=	122

Evaluation

UPREP did not meet the absolute measure goal, falling short of the Annual Measurable Objective of 166 by 44 points. Most students scored a level 2 on the exam and too few of the cohort scored proficient at levels 3 and 4.

A school wide literacy program was developed over the summer of 2014 to address the literacy issues facing students at UPREP. Professional development that includes deconstructing current and past Regents exams, the Common Core State Standards and state prepared modules will be used to inform instruction, designing student benchmark assessments, student feedback and our literacy lab curriculum.

Goal 1: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.[17]

Results

As of August 2014, the 2011 Accountability Cohort obtained a 96% passing rate on the NYS English Language Arts exam compared to a 65% proficiency rate for the local district according to the current available data. 85% of the 2012 cohort has passed the state ELA exam as of August 2014 compared to a 64% passing rate for the local school district.

[17] The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District[18]	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	96	52	64.5	2,516
2012	85	82	63.9	2,478

Evaluation

UPREP met the comparative measure goal by exceeding the passing rate of the local district for both the 2011 and 2012 cohorts. The students in UPREP's 2011 cohort have surpassed the passing rate of the local district by 31% while the 2012 cohort has outperformed the local district by a 21% margin.

Additional Evidence

While the students of UPREP have a higher passing rate than the local district on the NYS Grade 8 ELA exam each year, the achievement gap between the two institutions has not been as significant as the difference in passing rates on the ELA Regents exam at the high school level. The test results continue to show that the longer students are enrolled at UPREP, the achievement gap on the NYS Regents exams widens between the two districts.

Summary of the High School English Language Arts Goal [19]

UPREP achieved both absolute measure goals by obtaining a 96% passing rate on the state ELA exam to include more than 75% of those students that failed the 8th grade ELA assessment.

The comparative measure goal was also met by August of 2013, a year prior to the fourth year of enrollment in the cohort as our juniors obtained greater than a 90% passing rate (when 2013 results are combined with 2012 for this cohort) compared to the 47% proficiency rate scored by the local district. When considering only the students in the 2011 cohort that participated in the 2013 assessment (many took the exam in 2012), UPREP still achieved the goal with 57% of the students scoring proficiency.

[18] District results for the 2009 cohort are not yet available.
[19] If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Applicable
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Achieved

Action Plan

- UPREP will continue to include intervention programs such as RtI, ELA & Math labs, and targeted pullouts (one on one or small group instruction) to support students that struggle to meet proficiency on state assessments and with learning complex content in general.
- We will continue to develop our intervention programs and plan for more effective mean of implementing differentiated instruction.
- Professional development will include workshops focused on how the core teachers, special education teachers, and RtI teachers can effectively collaborate to identify and assist students in need of additional support to improve literacy-based instruction in general.
- Squad (our student advisory program) will include opportunities to read and read more often as a community. Students meet in small groups for 30 minutes each morning to establish a strong culture for collaborative learning, sense of community, and developing individual academic and behavioral skills and understandings.
- Add a literacy mentor/lead teacher to improve the contact time between new teachers and a veteran teacher that has demonstrated a strong understanding of how students learn in the classroom around reading comprehension, intervention strategies, and other literacy-based instructional expertise.
- Continue to deconstruct CCSS modules and specific standards to guide professional development, mentoring, lesson planning, and student feedback.
- Continue offering Saturday School between the months of January and June.

MATHEMATICS

Goal 2: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard. [20] This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

All three of the high school accountability cohorts as of August 2014, scored well on the Integrated Algebra exam over the past three years. The 2011 cohort has obtained a 98% proficiency rate at the completion of their 3rd year in the cohort. At the completion of their second year in the 2012 cohort, our sophomores have scored an 85% passing rate while our 2013 cohort reached a 74% proficiency rate. Each cohort reaches proficiency by scoring a 65 or higher on a state mathematics exam.

Mathematics Regents (Int. Algebra) Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[21]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	48	98
2012	82	85
2013	84	74

Evaluation

The 2011 accountability cohort exceeded the absolute measure goal of reaching a 75% passing rate by the end of their fourth year. By August 2014, UPREP exceeded the goal by a margin of 23%. The 2012 cohort also exceeded the absolute measure goal upon completion of their second year in the cohort. The goal was exceeded by a 10% margin.

[20] The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.
[21] Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

With the 2013 cohort, in only their first year in high school, missing the target goal by 1%, UPREP has demonstrated the ability to establish and maintain a strong mathematics program that consistently meets the absolute goal by the end of the first or second year in a high school cohort. Once again, the test results for high school Regents mathematics suggests there is no correlation between the test results on state 8th grade math exams with high school regents math exams, especially regarding the results on the Integrated Algebra exam.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	61	57	51	92	48	98
2012			102	78.2	100	85
2013					92	74

Goal 2: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma.

Results
34 students of the current 2011 cohort failed the NYS Math 8th exam. 88% of the 34 students passed at least one high school regents math exam before their fourth year in the cohort.

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [22]

Cohort Designation	Number in Cohort that Failed/Cohort	Percent Passing with a score of 65
2011	34/52	88

Evaluation

UPREP students enrolled in the 2011 cohort surpassed the absolute measure by 13% before completing their third year in the cohort. Our students are supported with a math lab course in addition to the Regents course as well as Saturday School for both middle and high school students between the months of January and June. We also offer credit recovery classes and pull out programs for students needing more personalized intervention.

Additional Evidence

By the end of June or August in each of the past 3 years, each accountability cohort has met the absolute measure goal of a 75% passing rate on the Integrated Algebra exam. Each year most of the students that failed the 8th grade assessment in the previous year pass the Integrated Algebra exam in their 1st year of their high school accountability cohort.

Although the goal is to see 75% of an accountability cohort pass a Regents exam by the fourth year of the cohort, UPREP consistently reaches this goal in the first year of the cohort.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department law now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:
http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf
The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of **148.**

[22] Based on the highest score for each student on the Mathematics Regents exam

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

The Accountability Performance Level for the 2011 cohort was determined from the student performance on the Integrated Algebra exam only. Although 96% of the cohort has passed the exam, fewer students scored at level 3 than level 2 and no student scored at level 4.

Mathematics Accountability Performance Level (APL)
For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	10.2	73.5	12.2	0

PI	=	73.5	+	12.2	+	0	=	85.7
				12.2	+	0	=	12.2
						APL	=	97.9

Evaluation
UPREP did not meet the absolute measure goal. Our APL score of 98 falls short of the AMO by 50 pts.

Additional Evidence

With a high poverty level (100% free and reduced lunch) and a high special education population (+25%), we are pleased with the fact that 96% of the 2011 cohort, 85% of the 2012 cohort, and 74% of the 2013 cohort have at this time passed at least one regents math exam. However, the work has been and continues to be challenging to move a majority of each cohort to score higher than 80% on a given Regents math exam.

Goal 2: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.[23]

[23] The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Results

Currently, at the completion of their 3rd year in the 2011 cohort, UPREP students have reached a 98% proficiency rate on the Integrated Algebra exam. The data table below however, compares the test results of only those students in the 2011 and 2012 cohorts that took the Integrated Algebra exam at the same time (June exams only in the same year) the local district tested their students in similar cohorts.

Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District[24]	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	57.6	42	33	1,451
2012	74.8	89	42	3,700
2013	92	74	41.6	2,293

Evaluation
UPREP met the comparative measure goal for each of the 2011, 2012, and 2013 cohorts. The 2011 cohort surpassed the success rate of the local district by a margin of 24.6%. The 2012 cohort surpassed the success rate of the local district by a margin of 32.8%; and 2013 cohort exceeded the local district by a margin of 50.6%.

Additional Evidence

Each year of the three years of UPREP's charter where Regents math exams have been given, UPREP students outperformed the local district students on both the Integrated Algebra and Geometry Regents exams.

<u>Summary of the High School Mathematics Goal</u> [25]

UPREP met both absolute measure goals and the comparative measure goal. More than 75% of the students in the 2011 and 2012 cohorts have passed at lease one Regents math exam. At least 75% of the students in the 2011 cohort that failed the state 8th grade math exam have passed a regents math exam prior to their fourth year in the cohort. Each year, the UPREP Accountability Cohorts have outperformed students in similar cohorts in the Rochester City School District on the Integrated and Geometry Regents exams.

[24] District results for the 2009 cohort are not yet available.
[25] If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Achieved

Action Plan

- At this time, our current intervention program and our instructional practices are being developed through professional development, direct observation, and reflection (by leadership and teachers) to improve our June results on NYS Regents exams.
- We will be adding a math Lead Teacher / Mentor for the 2014 – 15 school year. The new position will require the Lead Teacher to establish, develop, monitor, and modify our math labs and RtI program throughout the school year. He will also model lessons, facilitate lesson-studies in his classroom, and work directly with the Director of Academics to continue deconstructing the CCSS and PARCC Framework and the state resources (modules) to improve instruction.
- The UPREP leadership team, which includes the Lead Teachers, will meet weekly to discuss student and teacher work and adjust the program accordingly.
- Professional development will reflect the implications of the work/data resulting from the RtI program.
- Item analysis from the L2r reports regarding individual students will be shared with the mathematics staff and leadership team to determine the implications for teaching and learning and the connections among the Common Core State Standards and modules.

SCIENCE

Goal 3: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments. Current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school has administered the Living Environment, Earth Science, and Physics exams. Regents exams are scored on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

The table below only reports the results of student success rates for the Living Environment exam considering UPREP uses the Living Environment to ensure all students pass at least one regents science exam. Students that do not pass the exam on their first attempt are placed in a credit recovery class and Saturday School between the months of January and June should they fail the exam in summer school or in January of the following school year. The remaining science Regents exams serve to provide students the opportunity to strive for a Regents Diploma with Distinction and therefore go beyond the standard set in the absolute measure goal listed above.

Results

96% of the 2011 cohort and 94% of the 2012 cohort scored proficiency on the Living Environment exam by August of 2014, the 3rd and 2nd year in the high school accountability cohort respectively. At this time, only 67% of the 2013 cohort (freshmen) scored proficient on the Living Environment exam.

Current Science (Living Environment) Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[26]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	96
2012	82	94
2013	84	67

Evaluation

Both the 2011 and 2012 high school accountability cohorts at UPREP exceeded the absolute measure goal by a margin of 21% and 19% respectively. Most of the students in each of the cohorts have spent a minimum of two years at UPREP receiving a strong middle school science program and

[26] Based on the highest score for each student on a science Regents exam

as a result, met or nearly met the absolute measure goal of a 75% passing rate in the first year of each of our high school accountability cohorts. Over the past few years, the test result data for the Living Environment, suggests the instructional program at UPREP along with providing student support in our credit recovery classes and in our Saturday School Program, improves the potential for our students to reach or exceed the absolute measure goal of a 75% success rate on a Regents science exam long before completing their fourth year in a cohort.

Additional Evidence

Each year, for the first two years UPREP administered the Living Environment exam, students met the Absolute Measure Goal in year one of each high school cohort. The 2013 cohort fell short of the goal by 8%. Students that failed the exam will receive support in their credit recovery class and retake the exam in January. Historically, this process has led UPREP to realize a proficiency rate that exceeds the absolute measure goal long before the fourth year of the cohort.

Science Regents Passing Rate on the Living Environment Exam with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	61	85	51	100	52	96
2012			89	92	82	94
2013					84	67

Goal 3: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results. **The district results made available to UPREP however, may not be disaggregated to represent specific cohorts.**

Results

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	77	51	51	1,408
2012	77	102	43	2,593
2013	67	84	53.6	2,293

Evaluation

The Total Cohort results for the 2011, 2012, and 2013 cohorts at UPREP exceeded the proficiency rates for the local district by 25%, 42%, and 13.4% respectively. Each year the Living Environment has been offered at UPREP, our students have met the comparative measure goal by out-performing students in the local district on the Living Environment exam.

Our co-teaching model and a strong focus on standards-based, student-centered learning with the support of our Saturday School, and a 3-4 week of focused review at St. John Fisher College (grade 9) and the University Rochester (grade 10) help prepare students for Regents exams in science, math, ELA, and social studies.

SOCIAL STUDIES

Goal 4: Social Studies
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 themes.

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

84% of our 2011 cohort and 97% of our 2012 cohort scored proficient on the US History Regents exam. Only our accelerated students in the 2013 cohort took the exam.

Current U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[27]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	48	84
2012	82	97
2013	84	50

Evaluation
The 2011 cohort exceeded the absolute measure goal for the US History Regents exam by a 9% margin in the third year of the cohort. Our 2012 cohort surpassed the goal with a 22% margin.

The core subjects at UPREP are co-taught allowing the ELA teacher and social studies teachers to improve our students' writing of thematic essays and DBQs throughout the year. In addition, many students take advantage of the Saturday School program to seek extra help with understanding content in order to discuss and write about recurring themes using evidence from informational

[27] Based on the highest score for each student on a science Regents exam

text. We strongly believe these support systems have led most students to pass the US History Regents Exam.

Additional Evidence
The accelerated group in our 2012 cohort took the US History exam in their second year of the cohort. The total cohort as of August 2014 has reached a 50% passing rate. The remainder of this cohort takes the US History exam in June of 2015.

Considering each cohort listed above, our students met or exceeded the absolute measure goal prior to the fourth year of the cohort for each cohort.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011			50	77	48	84
2012					82	97
2013					84	50*

* Only the accelerated students in the 2012 cohort took the US History Regents exam in 2013.

Goal 4: Comparative Measure
Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available district results.

Results

As of August 2014, 84% of the 2011 total high school cohort passed the US History exam compared to the 54% of the cohort for the local district.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	84	48	54	2478
2012	97	82	34.8	2269
2013	50	84	37.6	2293

Evaluation

Each year a total cohort has challenged the US History exam (2013 and 2014), UPREP has met the comparative measure goal of exceeding the performance of the local district. The 2011 cohort surpassed the local district by 30% and the 2012 cohort outperformed the local district cohort by 62%. Although only a fraction of the 2013 cohort participated in the assessment, resulting in a total cohort proficiency rate of 50%, UPREP students in 2013 surpassed the district proficiency rate for a similar cohort by 12%.

Goal 4: Absolute Measure

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

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

As of August 2014, the 2011 accountability cohort has achieved a 92% proficiency rate on the NYS Global History exam. At the same time, the 2012 cohort has reached an 82% success rate on the same exam. Our 2013 accountability cohort realized only a 57% passing rate in their first year in the cohort.

Current Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[28]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	48	92
2012	82	82
2013	84	57

Evaluation

Both the 2011 and the 2012 accountability cohorts have met and exceeded the absolute measure goal by exceeding the standard of a 75% passing rate on the Global History exam prior to the fourth year in their respective cohorts.

It is important to note, that following the 2011-12 school year, UPREP students take the Global II Regents exam in one year of study upon completion of the first year of the cohort. Other than the 2013 cohort in which nearly half of the students were new to UPREP, our students have been very successful in attempting the NYS Global II exam in a single academic year of study in their first year of high school.

[28] Based on the highest score for each student on a science Regents exam

Additional Evidence

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	61	71	53	91	48	92
2012			89	73	82	82
2013					84	57

Goal 4: Comparative Measure
Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Results

As of August 2014, upon completion of the third year in the cohort, the students in the 2011 cohort of UPREP have reached a 92% success rate on the NYS Regents Global exam compared to a most recently reported passing rate of 54% of the similar cohort representative of the local school district. At the end of August 2014 as well, the UPREP students in the 2012 cohort achieved an 82% success rate on the Global II exam compared to the 39% passing rate for a similar cohort in the local school district. The 2013 cohort realized only a 57% passing rate on the NYS Global II exam compared to a 28% passing rate for the corresponding cohort in the local school district.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	92	48	54	2478
2012	82	82	39	2269
2013	57	84	28	2293

Evaluation

All three high school total accountability cohorts of UPREP exceeded the comparative measure goal as the 2011, 2012, and 2013 total accountability cohorts surpassed the proficiency rates of the local school district margins of 38%, 43%, and 29% respectively.

Additional Evidence

Although UPREP does not have a fourth year high school cohort as of the 2013-14 school year, students enrolled in their 3rd, 2nd, and 1st year cohorts have outperformed the local school district on the NYS Global II exam each year.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION
Students will meet New York State standards for graduation and successfully complete the academic requirements of the school within four to five years after entering the ninth grade.

Goal 6: Absolute Measure
Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

Method

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

Grade Promotion Policy:
This policy describes the requirements for student Grade 8 Designation, Grade 9 Designation, Grade 10 Designation, Grade 11 Designation, and Grade 12 Designation.

Target Population:
Students, Parents, Employees, and School Leadership

Policy Description:
Grade7 to 8/Grade 8 to 9 Promotion includes the following:

At the end of the Grade 7 and/or 8 school year, a promotional meeting is held for each student and attended by the school President, Principal, Meeting Chair
-Grade level core subject teacher(s)
-Instructional/grade level administrator
-RTI staff/Special Education Teacher
One of the following is the decision for each student at that grade level:
-Student will be promoted to the next grade.
-Student must attend a four-week summer program focused on literacy and math.
-Student must demonstrate some growth at the end of the program to be promoted to the next grade level.
-Students and parents will attend a pre-summer school meeting to go over expectations and possible outcomes.
If that growth is not evident, grade retention will be a serious option for that student. Final decisions will be made by the President and Principal.

Core Academic Subjects Offered at UPREP 2013-2014

Grade 9: Integrated Algebra, Living Environment, ELA I/II, Global I/II, Spanish I, Spanish II.
Grade 10: Geometry, Earth Science, Comprehensive ELA III, U.S. History, Global I/II, Spanish I, II, III
Grade 11: Trigonometry, Physics, Comprehensive ELA III, U.S. History, Participation in Government, Economics, Spanish II/III, College Level Courses (Participation in Government, Economics, English IV)

Electives 2013-2014

Grade 9/10/11: Art, Music, PE, Health, Computer Tech

Additional Credit Bearing Courses

Grade 9/10/11: Squad, RTI/Math and Lit Labs,

Results

100% of the 2011 cohort earned enough credits to be promoted to the next grade level.
100% of the 2012 cohort earned enough credits to be promoted to the next grade level.
100% of the 2013 cohort earned enough credits to be promoted to the next grade level.

Percent of Students Promoted by Cohort in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2011	48	100
2012	100	100
2013	92	100

Evaluation

The 2011, 2012, and 2013 cohorts all met the Absolute Measure for the High School Graduation Goal. UPREP students are supported with Saturday School, after school tutorial on Mondays, Tuesdays and Wednesdays, and focused Regents review classes held the last month of school at St.

John Fisher College and the University of Rochester. Our special education staff is diligent with making certain the daily instructional practice considers those students with special needs as well as our ELL students. An ESOL teacher was hired in summer of 2014 to support the ELL population.

Students that fail a June Regents exam are enrolled in the UPREP Summer School program. Should a student fail the August Regents exam(s), he is moved on to the next grade level and enrolled in a credit recovery class to prepare for the January Regents exam(s).

Additional Evidence
Considering the data provided in this document illustrates the high success rate on NYS Regents exams during the first two years of enrollment in our high school program, it is evident that UPREP is on the path for generating high graduation rates for each cohort.

Goal 6: Absolute Measure
Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method
This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

Results

100% of the 2011 accountability cohort passed three regents exams by the end of August 2014.
90.54% of the 2012 accountability cohort passed three regents exams by the end of August 2014.
49.01% of the 2013 accountability cohort passed three regents exams by the end of August 2014.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	49	100
2012	74	90.54
2013	51	49.01

Evaluation

The 2011 cohort students exceeded the Absolute Measure for Goal 6 by 25%. The 2012 cohort students exceeded the Absolute Measure for Goal 6 by 15.54%. The 2013 cohort students did not meet the absolute Measure Goal for Goal 6, missing the target success rate by 25.99%.

Additional Evidence

UPREP requires students to take the Global II, Living Environment, and Integrated Algebra Regents exams in their first year of high school. By the end of the second year of enrollment at UPREP, students (if successful in their freshmen year) will have been exposed to all five of the required regents exams for graduation considering most, if not all, UPREP students will take US History and the NYS English Comprehensive Regents exams by the end of their sophomore year. As the data shows above, UPREP has been very successful in leading its students to passing most if not all of the required regents exams for graduation by the end of the second year of each cohort.

Summary of the High School Graduation Goal

UPREP met both absolute measure goals for both the 2011 and 2012 cohorts. With the support of our intervention programs, after school tutoring, Saturday School, credit recovery classes, and a 3-4 week regents preparation program held at St. John Fisher College and the University of Rochester each year, UPREP has been successful in achieving the high school graduation goals outlined in our accountability plan. As a result of our current success on leading most of our students to pass the required regents exams for graduation, UPREP has the potential of graduating 90% – 100% of the students in the 2011 and 2012 cohorts on time with either a Regents or Regents with Distinction diploma.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Applicable

Action Plan

As stated above, UPREP students are supported with Saturday School, after school tutorials on Mondays, Tuesdays, and Wednesdays, credit recovery courses, and focused Regents review classes held the last month of school at St. John Fisher College, and the University of Rochester. In addition with the support of our special education staff and improving our intervention programs, the number of cohorts passing three regents exams each year is expected to increase over time.

We will continue to teach to the Big Ideas and recurring themes of the core curricula with an emphasis on improving autonomous transfer of essential skills and knowledge emphasized in the Common Core State Standards and PARCC Framework across all content areas.

Professional development around emphasizing and designing instruction that develops specific process skills, differentiated instruction, and effective intervention in mathematics and literacy needs to occur before the school year begins and be part of focus walks on the part of teachers and leadership throughout the school year.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION
The performance of UPREP students in their second year of a high school accountability cohort will demonstrate the ability to compete with their peers in NYS Public Schools on the PSAT in Critical Reading and Mathematics.

Goal 7: Comparative Measure
Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method
This measure tracks student performance, one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection.

Results
UPREP students in the 2011 cohort scored a 366 on the Critical Reading portion of the PSAT exam and a 380 on the Mathematics component. Our 2012 cohort scored a 366 on the Critical Reading portion of the exam and a 380 on the mathematics component.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	* New York State	School	* New York State
2011-12	None	None				
2012-13	48	45	361	431	380	436
2013-14	92	90	366	450	380	479

* PSAT scores for New York State represent the performance results for students in their junior year.

Evaluation

Students in the 2011 cohort, during their sophomore year at UPREP, did not achieve the Comparative Measure Goal of exceeding the state average on the PSAT test in Critical Reading and Mathematics. The 2012 cohort failed to meet the Comparative Measure Goal in both Critical Reading and Mathematics also. With regards to the 2011 cohort performance on the Critical Reading component of the exam, the students failed to meet the goal by a margin of 119 points and fell short of the goal for the mathematics component by 99 points.

Goal 7: School Created College Preparation Measure
The performance of UPREP students in their second year of a high school accountability cohort will demonstrate the ability to compete with their peers in NYS Public Schools on the PSAT in Critical Reading and Mathematics.

Method

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

Results

Students in their sophomore year at UPREP did not achieve the Comparative Goal of exceeding the state average on the PSAT test in Critical Reading and Mathematics.

Evaluation

The below average results of the 2011 cohort's performance on the 2012-13 PSAT and 2013-14 SAT strongly suggests the need to incorporate SAT Preparation classes or tutorials in the first year of each cohort.

<u>Summary of the College Preparation Goal</u>

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve in 2013-14
Comparative	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Applicable
College Preparation	Each year, 75% of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

College Attainment	Each year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Not Applicable
	Each year, 75% of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

Action Plan

- Develop and implement a plan to improve student performance on both the PSAT and SAT that is woven into the overall educational experience at UPREP in grades 7-12.
- Include an SAT prep course for sophomores, juniors, and seniors.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

FINANCIAL STATEMENTS

June 30, 2014

CPA
Heveron & Company
Certified Public Accountants
INPACT

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CPA
Heveron & Company
Certified Public Accountants
Since 1972
260 Plymouth Ave. South
Rochester, New York 14608-2239
(585) 232-2956 Fax: (585) 423-0599
www.heveroncpa.com

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
University Preparatory Charter School for Young Men
Rochester, New York

We have audited the accompanying financial statements of University Preparatory Charter School for Young Men (a nonprofit organization), which comprise the balance sheets as of June 30, 2014 and 2013 and the related statements of cash flows for the years then ended, and the statements of activities and functional expenses for the year ended June 30, 2014, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of University Preparatory Charter School for Young Men as of June 30, 2014 and 2013 and its cash flows for the years then ended and the changes in net assets and functional expenses for the year ended June 30, 2014 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the University Preparatory Charter School for Young Men's statements of activities and functional expenses for the year ended June 30, 2013, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 8, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 12, 2014 on our consideration of University Preparatory Charter School for Young Men's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering University Preparatory Charter School for Young Men's internal control over financial reporting and compliance.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
August 12, 2014

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
BALANCE SHEETS
June 30, 2014 and 2013

ASSETS

	2014	2013
Current Assets		
Cash	$ 783,384	$ 2,142,045
Accounts Receivable	134,061	10,407
Grants Receivable	219,705	56,608
Total Current Assets	1,137,150	2,209,060
Property and Equipment		
Building and Improvements	4,079,442	897,536
Furniture and Fixtures	328,023	184,976
Vehicles	47,222	-
Construction in Progress	256,800	1,412,472
Less: Accumulated Depreciation	(429,048)	(217,885)
Net Property and Equipment	4,282,439	2,277,099
TOTAL ASSETS	$ 5,419,589	$ 4,486,159

LIABILITIES AND NET ASSETS

	2014	2013
Current Liabilities		
Accounts Payable	$ 185,651	$ 583,918
Accrued Payroll and Payroll Taxes	4,111	4,783
Current Portion of Long Term Debt	73,700	70,434
Total Current Liabilities	263,462	659,135
Long-Term Debt	337,632	411,332
Total Liabilities	601,094	1,070,467
Net Assets		
Unrestricted	4,768,495	3,415,692
Temporarily Restricted	50,000	-
Total Net Assets	4,818,495	3,415,692
TOTAL LIABILITIES AND NET ASSETS	$ 5,419,589	$ 4,486,159

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF ACTIVITIES
For The Year Ended June 30, 2014
(With Comparative Totals for the Year Ended June 30, 2013)

	Unrestricted	Temporarily Restricted	Totals 2014	Totals 2013
Revenue and Other Support				
Public School District:				
Revenue - Resident Student Enrollment	$4,595,941	$ -	$ 4,595,941	$ 3,635,672
Revenue - Students with Disabilities	763,719	-	763,719	474,487
Other Revenue	21,693	-	21,693	35,592
Grants	458,476	50,000	508,476	402,375
Food Service Income	249,875	-	249,875	157,254
Contributions	24,950	-	24,950	1,810
Other Income	13,182	-	13,182	3,652
Total Revenue and Other Support	6,127,836	50,000	6,177,836	4,710,842
Expenses				
Program Expenses:				
Regular Education	3,316,546	-	3,316,546	2,291,577
Special Education	212,188	-	212,188	194,693
Food Services	385,162	-	385,162	288,230
Supporting Services:				
Management and General	861,137	-	861,137	760,196
Total Expenses	4,775,033	-	4,775,033	3,534,696
Excess of Revenues and Other Support Over Expenses	1,352,803	50,000	1,402,803	1,176,146
Net Assets - Beginning of Year	3,415,692	-	3,415,692	2,239,546
Net Assets - End of Year	$4,768,495	$ 50,000	$ 4,818,495	$ 3,415,692

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF FUNCTIONAL EXPENSES
For The Year Ended June 30, 2014
(With Comparative Totals for the Year Ended June 30, 2013)

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Food Services	Management and General	Total 2014	Total 2013
Personnel Service Costs							
Instructional Personnel	41	$ 1,749,015	$ 173,663	$ -	$ -	$ 1,922,678	$ 1,551,364
Non-Instructional Personnel	9	404,302	-	104,708	20,238	529,248	250,467
Administrative Personnel	14	-	-	-	474,264	474,264	452,439
Total Salaries and Wages	64	2,153,317	173,663	104,708	494,502	2,926,190	2,254,270
Payroll Taxes		187,627	15,132	9,124	43,088	254,971	190,949
Employee Benefits		290,064	23,393	14,105	66,612	394,174	268,287
Total Personnel Services		2,631,008	212,188	127,937	604,202	3,575,335	2,713,506
Depreciation		147,815	-	31,674	31,675	211,164	90,675
Outside Services		127,562	-	-	75,403	202,965	111,320
Food		-	-	192,424	-	192,424	161,097
Classroom Supplies		190,484	-	-	-	190,484	180,968
Occupancy Expense		96,416	-	23,308	63,480	183,204	77,838
Office Expense		20,645	-	-	25,238	45,883	47,437
Repairs and Maintenance		31,065	-	6,657	6,657	44,379	21,816
Professional Fees		12,258	-	-	27,028	39,286	37,683
Travel		33,185	-	34	2,415	35,634	40,710
Interest Expense		14,167	-	3,036	3,035	20,238	23,351
Other Expenses		-	-	92	18,813	18,905	6,314
Technology Expense		9,274	-	-	3,091	12,365	20,011
Training and Conferences		2,667	-	-	100	2,767	1,970
Total Expenses		$ 3,316,546	$ 212,188	$ 385,162	$ 861,137	$ 4,775,033	$ 3,534,696

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2014 and 2013

	2014	2013
Cash Flow From Operating Activities		
Receipts from School Districts	$ 5,171,795	$ 4,129,870
Grant Receipts	345,379	556,650
Food Service Fees	226,398	155,431
Contributions	24,950	1,810
Miscellaneous Sources	13,182	3,652
Payments to Charter School Personnel for Services Rendered	(3,576,003)	(2,713,050)
Payments to Vendors for Goods and Services Rendered	(1,277,425)	(288,197)
Net Cash Flow Provided By Operating Activities	928,276	1,846,166
Cash Flow From Investing Activities		
Purchase of Property and Equipment	(2,216,503)	(1,532,293)
Cash Flow Used By Investing Activities	(2,216,503)	(1,532,293)
Cash Flow From Financing Activities		
Payments on Long Term Debt	(70,434)	(67,321)
Cash Flow Used By Financing Activities	(70,434)	(67,321)
Net Increase/(Decrease) in Cash and Cash Equivalents	(1,358,661)	246,552
Cash and Cash Equivalents - Beginning of Year	2,142,045	1,895,493
Cash and Cash Equivalents - End of Year	$ 783,384	$ 2,142,045
Supplemental Disclosures		
Cash Paid During The Year For:		
Interest	$ 20,238	$ 23,351

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2014 and 2013
(Continued)

	2014	2013
Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities		
Change in Net Assets	$ 1,402,803	$ 1,176,146
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation	211,164	90,675
(Increase)/Decrease In:		
Accounts Receivable	(123,654)	2,971
Grants Receivable	(163,097)	154,275
Increase/(Decrease) In:		
Accounts Payable	(398,268)	421,642
Accrued Payroll and Payroll Taxes	(672)	457
Net Cash Flows Provided By Operating Activities	$ 928,276	$ 1,846,166

See Independent Auditors' Report and Notes to Financial Statements.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

University Preparatory Charter School for Young Men (the School) is a not-for-profit educational organization in Rochester, New York. It was formed to be a small school for young men with personalized attention for each student. The School provides a safe and secure learning environment where respect and compassion are values for adults and students. The School began with grades 7 and 8 for the school year ended June 30, 2011 and added grades 9, 10 and 11 during the school years ended June 30, 2012, 2013 and 2014, respectively. Grade 12 will be added during the school year ending June 30, 2015.

The main programs of the School are as follows:

REGULAR EDUCATION: The School curriculum encourages and promotes young men to be involved, to be active in their learning, and to learn together. The School provides preparation not just for graduation, but for success in college. It is also a place for young men to play sports and engage in exciting, healthy extracurricular activities. All courses align with the New York State Learning Standards.

SPECIAL EDUCATION: In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, and Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment, to students with disabilities. The primary service delivery for students with special needs is inclusion. For students requiring supplemental services, the School has employees on staff to provide the required services outlined in the student's Individual Education Plan or 504 Plan.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are served every day. All meals are intended to meet the required New York State Child Nutrition Standards, and the School subscribes to the New York State free and reduced priced meal program.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Basis of Presentation

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

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

Basis of Presentation (Continued)
The School also records contributions received as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met are recorded in the Unrestricted Net Asset class.

The following are descriptions of the School's net asset classifications:

Unrestricted: Unrestricted net assets include undesignated resources that are available for the general support of the School's operations.

Temporarily Restricted Net Assets: Temporarily restricted net assets result from contributions subject to donors' restrictions that expire with the passage of time or by actions of the School.

When donor restrictions from prior years expire, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. There was $50,000 of temporarily restricted net assets as of June 30, 2014 restricted for the Young Men's Wellness Initiative. There were no temporarily restricted net assets as of June 30, 2013.

There were no permanently restricted net assets as of June 30, 2014 and 2013.

Use of Estimates in the Preparation of Financial Statements
Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Accounts and Grants Receivable
Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible, after collection efforts have been completed, are written off. In addition, management evaluates the need for and, if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2014 and 2013.

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

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received but not yet earned are reported as deferred revenue.

Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

Contributions

Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value. Contributions are recorded as unrestricted unless they are subject to donor restrictions or are required to be used or expected to be received in future years.

Property and Equipment

Property and equipment are stated at cost. The School capitalizes property and equipment with a cost of over $1,000 and an estimated life of more than one year. Depreciation is computed using the straight-line method based on the estimated useful lives of the assets, as follows.

	Years
Computer Equipment	3-5
Furniture and Fixtures	3-5
Building and Improvements	20

Depreciation expense amounted to $211,164 and $90,675 for the years ended June 30, 2014 and 2013, respectively.

The School also had construction in progress of $256,800 and $1,412,472 at June 30, 2014 and 2013, respectively, related to renovation of a newly acquired school building and renovation of the neighboring convent building which will be for additional instructional space.

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

Cash and Cash Equivalents

Cash and cash equivalents include all cash on hand and in banks, which, at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of checking accounts at June 30, 2014 and 2013.

Advertising

Advertising costs are expensed as incurred.

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code, and has also determined that the School is publicly supported. As a result, no provision for federal or state income taxes has been made.

Accounting standards require entities to disclose in their financial statements the nature of any uncertain tax positions. Tax years including the year ended June 30, 2011 and later are subject to examination by tax authorities. Areas that IRS and state tax authorities consider when examining tax returns of a charity include, but may not be limited to, tax-exempt status and the existence and amount of unrelated business income. The School does not believe that it has any uncertain tax positions with respect to these or other matters, and has not recorded any unrecognized tax benefits or liability for penalties or interest.

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

Retirement Plan

The School has a Simple IRA retirement plan for all employees. Eligible employees can make contributions to the plan. The School will match the first 3% of an eligible employee's contribution, up to $11,500 per year. Employees are fully and immediately vested in all contributions. Employer contributions for the years ended June 30, 2014 and 2013 were $16,592 and $14,227, respectively.

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

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program services and management and general. An immaterial amount of fundraising costs for the years ended June 30, 2014 and 2013 are included in management and general expenses.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2013 from which the summarized information was derived.

Reclassifications

Certain account balances as of June 30, 2013 have been reclassified to conform with the presentation as of June 30, 2014.

NOTE 2 - LONG TERM DEBT

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

	2014	2013
Note payable to Sisters of Saint Joseph of Rochester, Inc., originally in the amount of $670,000. This note bears interest at a rate of 4.5%. Principal and interest are payable in monthly installments of $7,556. The property was sold July 11, 2014 and the note paid in full.	$ 411,332	$ 481,766
Less: Current Maturities	73,700	70,434
Long-Term Portion	$ 337,632	$ 411,332

NOTE 2 - LONG TERM DEBT (Continued)

Maturities of long-term debt for the years after June 30, 2015 are as follows:

Year	Amount
2016	$ 77,054
2017	80,594
2018	84,297
2019	88,169
2020	7,518
Total	$ 337,632

NOTE 3 - DONATED SERVICES AND GOODS

The School receives donated services that, although substantial, do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. During 2014 and 2013, 12 and 10 active volunteers provided 288 and 240 hours of service, respectively.

NOTE 4 - SPECIAL EDUCATION AND OTHER SUPPORT

Some of the special education services required by students of the School are provided by the Rochester City School District. The Rochester City School District also provides transportation. The School was unable to determine a value for these services; thus, these financial statements do not reflect revenue or expenses associated with those services.

Additionally, the School does provide certain special education services with its own staff and facilities.

The School also receives State Aid in the form of textbooks, computer hardware, computer software and library materials through the Rochester City School District. The total aid received for the years ended June 30, 2014 and 2013 was $21,694 and $35,593, respectively.

NOTE 5 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through August 12, 2014, which is the date the statements were available for issuance.

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Rochester, New York 14608-2239
(585) 232-2956 Fax: (585) 423-0599
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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of University Preparatory Charter School for Young Men as of and for the year ended August 12, 2014, and the related notes to the financial statements, which collectively comprise University Preparatory Charter School for Young Men's basic financial statements, and have issued our report thereon dated August 12, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered University Preparatory Charter School for Young Men's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of University Preparatory Charter School for Young Men's internal control. Accordingly, we do not express an opinion on the effectiveness of University Preparatory Charter School for Young Men's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify a record-keeping matter, described in the accompanying Schedule of Findings and Questioned Costs, that we consider to be a significant deficiency, as item 2014-1.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether University Preparatory Charter School for Young Men's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

University Preparatory Charter School for Young Men's Response to Findings

University Preparatory Charter School for Young Men's response to the finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. University Preparatory Charter School for Young Men's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
August 12, 2014

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Heveron & Company
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260 Plymouth Ave. South
Rochester, New York 14608-2239
(585) 232-2956 Fax: (585) 423-0599
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REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Independent Auditors' Report

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

Report on Compliance for Each Major Federal Program

We have audited University Preparatory Charter School for Young Men's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of University Preparatory Charter School for Young Men's major federal programs for the year ended June 30, 2014. University Preparatory Charter School for Young Men's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of University Preparatory Charter School for Young Men's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about University Preparatory Charter School for Young Men's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of University Preparatory Charter School for Young Men's compliance.

Opinion on Each Major Federal Program

In our opinion, University Preparatory Charter School for Young Men complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

Report on Internal Control Over Compliance

Management of University Preparatory Charter School for Young Men is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered University Preparatory Charter School for Young Men's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with *OMB Circular A-133*, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of University Preparatory Charter School for Young Men's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of *OMB Circular A-133*. Accordingly, this report is not suitable for any other purpose.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
August 12, 2014

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2014

Section I - Summary of Auditors' Results

Financial Statements
The auditors' report expresses an unmodified opinion on the general-purpose financial statements of University Preparatory Charter School for Young Men.

No material weaknesses were identified in the internal controls over financial reporting.

One significant deficiency that is not considered to be a material weakness was identified in the internal controls over financial reporting.

No instances of noncompliance material to the financial statements of University Preparatory Charter School for Young Men were disclosed during the audit.

Federal Awards
The auditors' report on compliance for major programs expresses an unmodified opinion.

No material weaknesses were identified in the internal control over major programs.

No significant deficiencies were identified in the internal controls over major programs.

There are no audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133.

Identification of Major Programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.553	School Breakfast Program
10.555	National School Lunch Program
84.287	Twenty-First Century Community Learning Centers

Dollar Threshold used to distinguish between type A and type B programs: $ 300,000

The auditee qualified as a high-risk auditee.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2014
(Continued)

Section II - Financial Statement Findings

Condition: This year there were a few material audit adjustments to receivables, grant revenue, fixed assets, and depreciation; therefore, you lacked necessary information for proper decision-making.

Criteria: Financial reports should contain all necessary information for the board to assess financial health and make financial decisions.

Cause: There are not procedures in place to verify that all significant accounts have been properly adjusted.

Effect: There were adjustments to receivables, grant revenue, fixed assets, and depreciation at the time of the audit.

Recommendation: Procedures should be implemented to review all balance sheet and income statement accounts prior to the preparation of monthly and year-end financial reports. Any necessary adjustments should be made at this time to ensure accurate financial financial information. The Oorganization should consider outside accounting assistance to help with this.

Views of responsible officials and planned corrective actions:
University Preparatory Charter School for Young Men agrees with the finding and will seek assistance from a member of the finance committee or an outside contractor.

Section III - Federal Award Findings and Questioned Costs

None

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SUMMARY OF PRIOR YEAR FINDINGS
For The Year Ended June 30, 2014

Not Applicable

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
CORRECTIVE ACTION PLAN
For The Year Ended June 30, 2014

Not Applicable

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2014

Federal Grantor/Pass Through Grantor / Program Title	Federal CFDA Number	Agency or Pass Through Number	Federal Expenditures
Department of Education			
Twenty-First Century Community Learning Centers			
Passed Through the University of the State of New York			
The State Education Department	84.287	261600860985	$ 211,124
Title I Grants to Local Educational Agencies			
Passed Through the University of the State of New York			
The State Education Department	84.010A	261600860985	141,994
Special Education Grants to States			
Passed Through the University of the State of New York			
The State Education Department	84.027	261600860985	46,540
Improving Teacher Quality State Grants			
Passed Through the University of the State of New York			
The State Education Department	84.367A	261600860985	8,318
Total Department of Education			407,976

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2014
(Continued)

Federal Grantor/Pass Through Grantor / Program Title	Federal CFDA Number	Agency or Pass Through Number	Federal Expenditures
Department of Agriculture			
National School Lunch Program			
Passed Through the University of the State of New York			
The State Education Department	10.555	261600860985	182,015
School Breakfast Program			
Passed Through the University of the State of New York			
The State Education Department	10.553	261600860985	67,860
Total Department of Agriculture			249,875
Total Federal Expenditures			$ 657,851

Note 1: The Schedule of Expenditures of Federal Awards utilized the same basis of accounting as the general-purpose financial statements.

Note 2: The dollar threshold for distinguishing type A and type B federal programs is $300,000.

Note 3: Of the Federal expenditures presented in the schedule, University Preparatory Charter School for Young Men provided no federal awards to sub-recipients.

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Auditors' Communications

July 29, 2014

To The Board of Directors
University Preparatory Charter School for Young Men
180 Raines Park
Rochester, NY 14613

Dear Board Members:

This letter is intended only for the board and those responsible for management and governance. It includes key findings and recommendations from our recently-completed audit. Although we do have some internal control observations, we did not perform an examination of your internal control that would allow us to give an opinion on the adequacy of your controls. We welcome and encourage your response.

Those charged with management and governance are responsible for:

- safeguarding your assets,
- ensuring that your resources are used as directed by funders, donors and as required by charities laws and your own articles of incorporation,
- assuring that you are complying with laws, regulations, contracts and grants associated with your funding,
- properly recording and reporting results of operations and account balances, and
- proper business practices, operating procedures, documentation and controls.

Our audit was designed to help you with those responsibilities, and is also designed and intended to help you to benchmark your administrative operations to best practices.

Our Responsibilities to You

As part of our audit we are required to inform you of significant deficiencies and material weaknesses in your controls that we become aware of.

Controls are procedures, policies, and responsibilities that you put in place to make sure that appropriate transactions take place and are reported properly on your financial statements. Examples of controls are timely billing for services you perform, ensuring proper payments are received and recorded, and measures to prevent overpayment of payroll or vendors.

Control deficiencies result when proper procedures are not in place to assure that appropriate transactions are carried out, recorded and reported properly.

Significant deficiencies are control deficiencies or combinations of control deficiencies that are less severe than material weaknesses, yet important enough to merit attention by those charged with governance.

Material weaknesses are significant deficiencies or combinations of significant deficiencies such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

The Role of Internal Controls

Internal controls include ethics and standards set by management, analysis of risks to achieving your objectives, approvals, authorizations, verifications and reconciliations, effective communications, and monitoring/assessing your performance over time. They help in several ways, including:

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

General Observations

Our general observations are that:

- Your record-keeping system is appropriate for your financial recording and reporting needs including allocation of revenue and expense to various programs.
- Record-keeping appears to be done in a timely and conscientious manner, although several audit adjustments were required totalling over $1,200,000.
- Internal controls are good given your staff size. We do have a recommendation.
- The attitude of management regarding the importance of proper systems and controls seems appropriate.
- We did not have disagreements with management in connection with our audits or difficulties in performing the audits, and, to our knowledge, management did not consult with other CPAs about audit issues.
- We did not become aware of fraud or illegal acts, and there were no significant financial statement adjustments or unusual transactions.
- No material accounting adjustments were left unrecorded.
- There were no major changes in accounting policies and procedures or in estimating for things such as the useful lives of equipment items, bad debts or functional allocations.

Our consideration of internal control was for the limited purpose described above and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Significant Deficiency:

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

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

The recommendation in this letter is necessary for us to fulfill our responsibilities. Please let us know if you have any questions about our recommendation or how to implement it.

Sincerely,

Heveron & Company

Heveron & Company CPAs

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

https://nysed.fluidsurveys.com/account/surveys/537584/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form

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Page 1

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

1. Trustee Name:

Elizabeth Speares Robinson

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	
4. *Your Home Address: | City/State	
4. *Your Home Address: | Zip	

5. *Your Business Address

5. *Your Business Address | Street Address	
5. *Your Business Address | City/State	
5. *Your Business Address | Zip	

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

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

No

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

No

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

No

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

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

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Page 1

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

1. Trustee Name:

Marie Cianca

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	
4. *Your Home Address: | City/State	
4. *Your Home Address: | Zip	

5. *Your Business Address

5. *Your Business Address | Street Address	
5. *Your Business Address | City/State	
5. *Your Business Address | Zip	

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

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Page 1

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

1. Trustee Name:

Jose M. Vazquez Jr.

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	
4. *Your Home Address: | City/State	
4. *Your Home Address: | Zip	

5. *Your Business Address

5. *Your Business Address | Street Address	
5. *Your Business Address | City/State	
5. *Your Business Address | Zip	

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

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

No

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

No

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

No

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

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014
Updated Wednesday, August 13, 2014
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Page 1

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

1. Trustee Name:

Jeanette C. Silvers Ed. D.

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	
4. *Your Home Address: | City/State	
4. *Your Home Address: | Zip	

5. *Your Business Address

5. *Your Business Address | Street Address	
5. *Your Business Address | City/State	
5. *Your Business Address | Zip	

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President
- Other, please specify...: Trustee

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

No

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

No

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

No

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

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

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Page 1

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

1. Trustee Name:

Joshua Fegley

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	
4. *Your Home Address: | City/State	
4. *Your Home Address: | Zip	

5. *Your Business Address

5. *Your Business Address | Street Address	
5. *Your Business Address | City/State	
5. *Your Business Address | Zip	

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

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

No

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

No

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

No

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

No

Signature of Trustee

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Created Thursday, July 31, 2014

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Page 1

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

1. Trustee Name:

Maria Scalise

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	
4. *Your Home Address: | City/State	
4. *Your Home Address: | Zip	

5. *Your Business Address

5. *Your Business Address | Street Address	
5. *Your Business Address | City/State	
5. *Your Business Address | Zip	

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

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

No

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

No

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

No

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

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Bryant & Stratton College	Provided the Parent Component to the 21st Century Grant (smART Experience)	$5,000	Maria Scalise	Another Director at the College was directly involved in all aspects of the partnership. The relationship was disclosed at a Uprep Board of Trustees Meeting
2					
3					
4					
5					

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

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Page 1

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

1. Trustee Name:

G.Najmah Abdulmateen

2. Charter School Name:

University Preparatory Charter School for Young Men

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	
4. *Your Home Address: | City/State	
4. *Your Home Address: | Zip	

5. *Your Business Address

5. *Your Business Address | Street Address	
5. *Your Business Address | City/State	
5. *Your Business Address | Zip	

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Member- Accountability Committee

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

No

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

No

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

No

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

No

Signature of Trustee