

I. SCHOOL INFORMATION AND COVER PAGE

Created Saturday, June 28, 2014

Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

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

320700860920 GREEN DOT NY CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 7

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
600 SAINT ANN'S AVENUE, BRONX, NY 10455	718-585-0560	718-585-0563	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Leticia Pineiro
Title	lpineiro@upchs.org
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

http://upchs.org/

6. DATE OF INITIAL CHARTER

2007-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2008-10-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 9

 10

 11

 12**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)	600 St Anns Avenue Bronx, NY 10455	718 585 0650	CSD 7	9-12	Yes	DOE space

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Leticia Pineiro	718-585-0650		

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

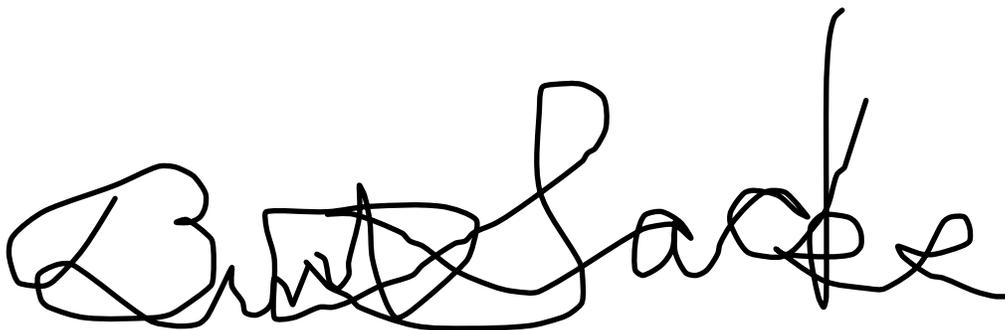
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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 stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, appearing to read "Detwain Power". The signature is written in a cursive style with a large, prominent loop at the end.

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to read "Burt Sacke". The signature is written in a cursive style with a large, prominent loop at the end.

Thank you.

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

Created Friday, August 01, 2014

Page 1

Charter School Name: 320700860920 GREEN DOT NY CS

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).

URL is not available"

Appendix I: Teacher and Administrator Attrition

Created Sunday, July 13, 2014
Updated Thursday, July 24, 2014

Page 1

Charter School Name: 320700860920 GREEN DOT NY CS

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
30	1	1

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
3	0	0

Thank you

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Saturday, June 28, 2014
Updated Monday, July 28, 2014

Page 1

Charter School Name: 320700860920 GREEN DOT NY CS

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	5992810
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	355
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	16881

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)	752638
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)	509600
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	1262238
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	355
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	3556

Thank you.

UNIVERSITY PREP CHARTER HIGH SCHOOL (FORMERLY GREEN DOT NY CHARTER SCHOOL)													
Budget / Operating Plan													
2014-15													
		2,040,840	-	-	2,040,840	-	-	1,068,812	-	-	1,068,813	-	
Total Revenue	-	2,040,840	-	-	2,040,840	-	-	1,068,812	-	-	1,068,813	-	
Total Expenses	-	1,513,195	-	-	1,552,498	-	-	1,405,706	-	-	1,745,499	-	
Net Income	-	527,645	-	-	488,342	-	-	(336,894)	-	-	(676,686)	-	
Actual Student Enrollment	-	385	-	-	385	-	-	385	-	-	385	-	
Total Paid Student Enrollment	-	385	-	-	385	-	-	385	-	-	385	-	
	Prior Year Actual 2013-14	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	
REVENUE													
* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 - 300000 - District 7	13,777	1,768,048	-	-	1,768,048	-	-	884,024	-	-	884,025	-	
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	1,768,048	-	-	1,768,048	-	-	884,024	-	-	884,025	-	
Special Education Revenue	-	176,007	-	-	176,007	-	-	88,003	-	-	88,003	-	
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developm.)	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	5,775	-	-	5,775	-	-	5,775	-	-	5,775	-	
TOTAL REVENUE FROM STATE SOURCES	-	1,949,830	-	-	1,949,830	-	-	977,802	-	-	977,803	-	
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs													
Title I	-	11,250	-	-	11,250	-	-	11,250	-	-	11,250	-	
Title Funding - Other	-	67,760	-	-	67,760	-	-	67,760	-	-	67,760	-	
School Food Service (Free Lunch)	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-	
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	82,760	-	-	82,760	-	-	82,760	-	-	82,760	-	
LOCAL and OTHER REVENUE													
Contributions and Donations													
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	
Erate Reimbursement	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	2,000	-	-	2,000	-	-	2,000	-	-	2,000	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	8,250	-	-	8,250	-	-	8,250	-	-	8,250	-	
TOTAL REVENUE	-	2,040,840	-	-	2,040,840	-	-	1,068,812	-	-	1,068,813	-	

UNIVERSITY PREP CHARTER HIGH SCHOOL (FORMERLY GREEN DOT NY CHARTER SCHOOL)

**Budget / Operating Plan
2014-15**

6	Total Revenue	-	2,040,840	-	-	2,040,840	-	-	1,068,812	-	-	1,068,813	-	-	
7	Total Expenses	-	1,513,195	-	-	1,552,498	-	-	1,405,706	-	-	1,745,499	-	-	
8	Net Income	-	527,645	-	-	488,342	-	-	(336,894)	-	-	(676,686)	-	-	
9	Actual Student Enrollment	-	385	-	-	385	-	-	385	-	-	385	-	-	
10	Total Paid Student Enrollment	-	385	-	-	385	-	-	385	-	-	385	-	-	
11															
12			Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13			2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
14															
15															
16															
17															
18	EXPENSES														
19	ADMINISTRATIVE STAFF PERSONNEL COSTS														
20		No. of Positions													
21	Executive Management	4.00	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23	Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	CFD / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Administrative Staff	2.00	-	-	-	-	-	-	-	-	-	-	-	-	-
27	TOTAL ADMINISTRATIVE STAFF	6.00	-	-	-	-	-	-	-	-	-	-	-	-	-
28			148,016	-	-	-	172,684	-	-	148,016	-	-	302,684	-	-
29	INSTRUCTIONAL PERSONNEL COSTS														
30	Teachers - Regular	20.00	-	-	-	-	-	-	-	-	-	-	-	-	-
31	Teachers - SPED	2.00	-	-	-	-	-	-	-	-	-	-	-	-	-
32	Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34	Specialty Teachers	8.00	-	-	-	-	-	-	-	-	-	-	-	-	-
35	Aides	3.00	-	-	-	-	-	-	-	-	-	-	-	-	-
36	Therapists & Counselors	5.00	-	-	-	-	-	-	-	-	-	-	-	-	-
37	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	TOTAL INSTRUCTIONAL	38.00	-	-	-	-	-	-	-	-	-	-	-	-	-
39			819,442	-	-	-	854,866	-	-	732,742	-	-	854,864	-	-
40	NON-INSTRUCTIONAL PERSONNEL COSTS														
41	Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
42	Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
43	Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
44	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
45	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
46	TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
47			-	-	-	-	-	-	-	-	-	-	-	-	-
48	SUBTOTAL PERSONNEL SERVICE COSTS	44.00	-	-	-	-	-	-	-	-	-	-	-	-	-
49			967,458	-	-	-	1,027,550	-	-	880,758	-	-	1,157,548	-	-
50	PAYROLL TAXES AND BENEFITS														
51	Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
52	Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
53	Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
54	TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
55			83,950	-	-	-	83,949	-	-	83,950	-	-	83,949	-	-
56			141,150	-	-	-	141,149	-	-	141,150	-	-	141,149	-	-
57			174,756	-	-	-	174,756	-	-	174,757	-	-	174,756	-	-
58	TOTAL PERSONNEL SERVICE COSTS	44.00	-	-	-	-	-	-	-	-	-	-	-	-	-
59			1,367,314	-	-	-	1,427,404	-	-	1,280,615	-	-	1,557,402	-	-
60	CONTRACTED SERVICES														
61	Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
62	Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
63	Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
64	Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
65	Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
66	Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
67	Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
68	Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
69	Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
70	TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
71			24,300	-	-	-	24,300	-	-	24,300	-	-	52,300	-	-
72	SCHOOL OPERATIONS														
73	Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
74	Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
75	Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
76	Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
77	Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
78	Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
79	Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-
80	Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-
81	Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
82	Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
83	Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
84	Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
85	Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
86	Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-
87	Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
88	Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
89	School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
90	Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
91	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
92	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
93	TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
94			102,569	-	-	-	81,781	-	-	81,779	-	-	81,784	-	-
95	FACILITY OPERATION & MAINTENANCE														
96	Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
97	Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
98	Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-
99	Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
101	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
102	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
103	TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
104			19,012	-	-	-	19,013	-	-	19,012	-	-	19,013	-	-
105	DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-
106			-	-	-	-	-	-	-	-	-	-	-	-	-
107	RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	-
108			-	-	-	-	-	-	-	-	-	-	-	-	-
109	TOTAL EXPENSES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
110			1,513,195	-	-	-	1,552,498	-	-	1,405,706	-	-	1,745,499	-	-
111	NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-	-
112			527,645	-	-	-	488,342	-	-	(336,894)	-	-	(676,686)	-	-

UNIVERSITY PREP CHARTER HIGH SCHOOL (FORMERLY GREEN DOT NY CHARTER SCHOOL)
Budget / Operating Plan
2014-15

6	Total Revenue	-	2,040,840	-	-	2,040,840	-	-	1,068,812	-	-	1,068,813	-	-
7	Total Expenses	-	1,513,195	-	-	1,552,498	-	-	1,405,706	-	-	1,745,499	-	-
8	Net Income	-	527,645	-	-	488,342	-	-	(336,894)	-	-	(676,686)	-	-
9	Actual Student Enrollment	-	385	-	-	385	-	-	385	-	-	385	-	-
10	Total Paid Student Enrollment	-	385	-	-	385	-	-	385	-	-	385	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
13.9														
160	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	School District 1 - 300000 - District 7	-	385	-	-	385	-	-	385	-	-	385	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	385	-	-	385	-	-	385	-	-	385	-	-
178	REVENUE PER PUPIL	-	5,301	-	-	5,301	-	-	2,776	-	-	2,776	-	-
180	EXPENSES PER PUPIL	-	3,930	-	-	4,032	-	-	3,651	-	-	4,534	-	-

UNIVREP CHARTER HIGH SCHOOL (FORMERLY GREEN DOT NY CHARTER)					DESCRIPTION OF ASSUMPTIONS	
Budget / Operating Plan						
2014-15						
6	Total Revenue	6,219,305	6,219,305	-	6,219,305	6,219,305
7	Total Expenses	6,216,898	6,216,898	-	(6,216,898)	(6,216,898)
8	Net Income	2,407	2,407	-	2,407	2,407
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15	REVENUE					
16	REVENUES FROM STATE SOURCES					
17	Per Pupil Revenue	13,777				
18	School District 1 - 300000 - District 7	5,304,145	5,304,145	-	5,304,145	5,304,145
19	School District 2 (Enter Name)	-	-	-	-	-
20	School District 3 (Enter Name)	-	-	-	-	-
21	School District 4 (Enter Name)	-	-	-	-	-
22	School District 5 (Enter Name)	-	-	-	-	-
23	School District 6 (Enter Name)	-	-	-	-	-
24	School District 7 (Enter Name)	-	-	-	-	-
25	School District 8 (Enter Name)	-	-	-	-	-
26	School District 9 (Enter Name)	-	-	-	-	-
27	School District 10 (Enter Name)	-	-	-	-	-
28	School District 11 (Enter Name)	-	-	-	-	-
29	School District 12 (Enter Name)	-	-	-	-	-
30	School District 13 (Enter Name)	-	-	-	-	-
31	School District 14 (Enter Name)	-	-	-	-	-
32	School District 15 (Enter Name)	-	-	-	-	-
33	School District - ALL OTHER	-	-	-	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	5,304,145	5,304,145	-	5,304,145
35	Special Education Revenue		528,020	528,020	-	528,020
36	Grants					
37	Stimulus					
38	DYCD (Department of Youth and Community Developmt.)					
39	Other					
40	Other		23,100	23,100	-	23,100
41	TOTAL REVENUE FROM STATE SOURCES		5,855,265	5,855,265	-	5,855,265
42						
43	REVENUE FROM FEDERAL FUNDING					
44	IDEA Special Needs		45,000	45,000	-	45,000
45	Title I		271,040	271,040	-	271,040
46	Title Funding - Other		15,000	15,000	-	15,000
47	School Food Service (Free Lunch)		-	-	-	-
48	Grants					
49	Charter School Program (CSP) Planning & Implementation					
50	Other					
51	Other					
52	TOTAL REVENUE FROM FEDERAL SOURCES		331,040	331,040	-	331,040
53						
54	LOCAL and OTHER REVENUE					
55	Contributions and Donations					
56	Fundraising					
57	Erate Reimbursement		25,000	25,000	-	25,000
58	Earnings on Investments					
59	Interest Income		8,000	8,000	-	8,000
60	Food Service (Income from meals)					
61	Text Book					
62	OTHER					
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		33,000	33,000	-	33,000
64						
65	TOTAL REVENUE		6,219,305	6,219,305	-	6,219,305
66						

UNIVREP CHARTER HIGH SCHOOL (FORMERLY GREEN DOT NY CHARTER)						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan 2014-15						
6	Total Revenue	6,219,305	6,219,305	-	6,219,305	6,219,305
7	Total Expenses	6,216,898	6,216,898	-	(6,216,898)	(6,216,898)
8	Net Income	2,407	2,407	-	2,407	2,407
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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Includes allocation of UFT administrative personnel costs.

UNIVREP CHARTER HIGH SCHOOL (FORMERLY GREEN DOT NY CHARTER)						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan 2014-15						
6	Total Revenue	6,219,305	6,219,305	-	6,219,305	6,219,305
7	Total Expenses	6,216,898	6,216,898	-	(6,216,898)	(6,216,898)
8	Net Income	2,407	2,407	-	2,407	2,407
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
139						
160	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	School District 1 - 300000 - District 7					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178	REVENUE PER PUPIL					
179	EXPENSES PER PUPIL					
180						
181						

Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 15, 2014

Updated Sunday, July 20, 2014

Page 1

320700860920 GREEN DOT NY CS

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 survey <https://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 Friday, July 04, 2014

Updated Friday, July 25, 2014

Page 1

320700860920 GREEN DOT NY CS

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	Steven Barr	Chair/President	Yes			
2	Randi Weingarten		Yes			
3	Gideon Stein		Yes			
4	Burt Sacks		Yes			
5	Donial Rodriguez	Other	Yes	Teacher Representative		

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

0

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

0

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?

9

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

10

Thank you.

Enrollment Efforts

As part of our enrollment efforts, we made presentations at middle schools in Districts 7, 8, 9, and 12 including IS 162, CS 211, Rafael Hernandez Dual Language Middle School (PS 218), etc. where we distributed student applications in English and Spanish. Each of the listed schools had higher than district average populations of English Language Learners and IS 162 had a higher than district average of students with IEPs. Many of the District 7 middle schools had higher percentages of students with IEPs than the overall district average.

We also sent brochures and flyers in English and Spanish to articulation counselors in Districts 7, 8, 9 and 12. We attended two-day Bronx High School Fair and distributed brochures and flyers in English and Spanish, making similar presentations to the ones in local middle schools. We made it a point to highlight that all of our students with disabilities and English Language Learners in the Class of 2013 graduated, as did our students who qualified for free or reduced-price lunch. We promoted these facts out at our numerous open houses and our enrollment meetings as well.

When parents of students with IEPs ask, we proudly point out that we are open to all students. In addition to instructional and emotional support, we stated that we provide speech and hearing services to students who require them. When parents who speak Spanish ask, we explain that our students take two English classes in their first two years of high school to improve their literacy skills. Typically, parents whose children qualify for free or reduced-price lunch don't ask questions specific to that classification since almost all of our students and almost all of District 7 students fall under that label.

Retention Efforts

We make every effort to retain every student who enrolls in our school. We believe the best way to prevent students from leaving due to their or their families' discontent is to provide as much support as possible. For emotional guidance, we have five counselors for four grade levels. No counselor has more than 100 students in a caseload. This allows students with IEPs and students who qualify for free or reduced-price lunch to receive counseling if mandated or simply if they are at risk of failure or emotional crisis. Every counselor knows every student in his/her cohort and every student knows at least one adult outside of the classroom that he/she can go to for help.

We also provide numerous academic interventions for our students with IEPs, English Language Learners, and students who qualify for free or reduced-price lunch. These students have the ability to attend office hours with any of their teachers. During this instructional time, students can get tutoring, extra help, or make up work as needed. For students with IEPs, they have additional instructional time with a certified teacher of special education. For students who are learning English, they too have additional instructional time after school with a certified teacher. Some of our free or reduced-price lunch students also have additional instructional time after school to ensure that they are completing homework and staying academically on task.

Our general strategy for retaining at-risk students is to highlight the benefits of taking eight classes per year, especially with respect to graduating from high school and being accepted to college. We frequently meet with parents of students that are demonstrating characteristics that make them at-risk of failure like poor attendance, excessive lateness, poor behavior,

significant academic struggles, and low student achievement. These students receive at-risk counseling.

Plan for 2014-2015

As part of our enrollment and retention plan for the upcoming school year, we plan to continue all of the methods we used this year and add some new ones. We expect to create a new brochure in English and in Spanish to highlight some of our successes over the first five years of our school. We plan to point out that our students with disabilities, that are learning English, and that qualify for free or reduced-price lunch have been extremely successful academically. We will certainly point out that all of them from the Classes of 2012 and 2013 graduated and received at least one acceptance to a college or university.

We will create a new website and we will look into the possibility of translating information into Spanish. We will also seek to translate additional informational documents into Spanish and we will look to make more face-to-face presentations at nearby middle schools.

UNIVERSITY PREP CHARTER HIGH SCHOOL

**2013-2014
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute
on September 15, 2014

By Leticia Peniero
University Prep Charter High School
600 St. Ann's Avenue
Bronx, N.Y. 10455
Ph: (718) 585-0560
Fax: (718) 585-0563

Jackie Bennett prepared this 2013-2014 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Steve Barr	Chairman of the board of Trustees
Randi Weingarten	Board Member
Gideon Stein	Board Member
Burton Sacks	Board Member
Donial Rodriguez	Teacher Representative

Leticia Peniero has served as the school leader since July, 2014

INTRODUCTION

INTRODUCTION

University Prep Charter High School (UPCHS) strives to develop and sustain a dynamic and collaborative school community in which learning outcomes for **all** students result in the attainment of a social-emotional and academic skill set that prepares students to excel in college and in their future careers. At UPCHS, the theory of action is as follows:

- If teachers are knowledgeable about the Common Core Learning Standards, the outcomes that reflect high levels of learning, and if they participate in collaborative curriculum development and inquiry,
- Then, teachers will be able to assess their own knowledge and skills against rigorous standards and students will demonstrate higher levels of performance in their learning across the content areas.
- If students are knowledgeable about the content and skills needed to succeed in college, and if students are tracking their own progress and engaging in challenging learning activities that equip them with the skills necessary to persevere and grow their intelligence over time,
- Then, students will be able to assess their own learning and demonstrate high levels of performance that indicate college readiness.
- If parents are knowledgeable about college readiness standards and partner with the school in supporting students to achieve at their highest level of ability,
- Then, parents will be instrumental in successfully guiding students throughout their high school experience to attain the skills necessary for college and beyond.

The University Prep Charter High School Model

UPCHS is rooted in a steadfast belief that central to a school's success is the presence of a strong teacher in every classroom. The UPCHS model is grounded in the belief that the first keystone to increasing student outcomes is consistent and effective professional development. Our experience, supported by research in teacher leadership and professional learning communities indicates that teachers function best when they collaborate and make their practice public. Teachers at UPCHS are critical practitioners who share and reflect on their practice by using artifacts to support their learning. The existence of school-based professional learning communities that provide teachers with ongoing professional growth focused on effective classroom instruction and collaborative learning and problem solving drives instructional improvement. UPCHS embraces a site-based decision-making model in which teachers take full responsibility for the continual improvement of their practice and increase in student achievement.

The second keystone to increasing student achievement is the belief that students excel in a school culture that provides a personalized learning environment. The UPCHS model adheres to research that demonstrates that students can grow their intelligence given the right supports and learning tasks that both challenge their thinking and build their perseverance. This research indicates that students learn best in a nurturing, supportive environment where they are challenged to develop critical thinking skills,

but where they are also known and treated as individuals whose backgrounds are respected as teachers come to understand the whole child as a learner. Core to this model are Six Tenets which serve as the levers for student success.

The Six Tenets

1.) Small, Safe, Personalized School

UPCHS has created a personalized environment that gives each student the best chance of success. In such a setting, students are held accountable for their actions while administrators and teachers develop personal relationships with each student and his/her family. Smaller high schools, with a clear and consistently applied code of conduct, have proven to be safer and to decrease the security risks inherent in urban schools as potential problems are recognized earlier and are mitigated. The student to teacher ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels. Additionally, UPCHS has an advisory system aimed at supporting the social and emotional growth of students.

2.) High Expectations and Extra-Supports

The school has high expectations for all students. At UPCHS, every student will take demanding college preparatory courses that meet the New York State Common Core Learning Standards. Extensive student intervention and support programs are offered in order to help students master a challenging college preparatory curriculum. These support programs are designed to address the needs of those students who are not ready for 9th grade-level work. As a result, University Prep students are prepared for success at a four-year college or university.

3.) Local Control with Extensive Professional Development and Accountability

Administrators and teachers collaborate and own all critical decisions at the school site related to hiring, instruction, and curriculum. The UFT back office supports the operation of the school with regard to budget, procurement, the maintenance of facilities and technology.

Extensive training and professional development prepare the school's administrators and teachers to make effective decisions related to instruction and school site management. A comprehensive professional development program is implemented at the school, based on core principles of collaboration, reflection, and continuous improvement.

Site-based management extends to students, who are included in important school decisions. Empowering students in this way allows them to develop a greater sense of responsibility for their own education and a heightened excitement for learning. At UPCHS, students participate in the planning of school-wide events with teachers and utilize the student council to voice their concerns about the school and make suggestions.

4.) Parent Participation

Families are invited and expected to participate in their children's educational experience. UPCHS is committed to actively integrating parents/guardians into all aspects of their children's school experience through educational programs aimed at helping parents support their students. This year, the school had three parent-teacher conferences. All three had between 50% and 85% family representation at these meetings.

5.) Get Dollars into the Classroom

UPCHS drives as much funding as possible into the classroom. Through efficient operation, UPCHS and the United Federation of Teachers Home Office incorporates best practices from the private and public sectors in order to maximize efficiency and drive dollars towards activities that directly impact student achievement.

6.) Keep Schools Open Later

Facilities of UPCHS are kept open until at least 5:00pm daily to provide students with safe, enriching after-school programs and to allow community groups offering quality services to the neighborhood to use the facilities. A variety of after school programs such as clubs, sports, teacher office hours and homework clubs are provided to help with students' educational development and also give them a safe-haven after school when their neighborhoods can be particularly dangerous. Additionally, UPCHS partners with SOBRO to provide some of the afterschool activities that are offered to our students.

Additional practices of the UPCHS model are as follows:

- College-preparatory curriculum
- Faculty office hours
- One day a week early student dismissal to facilitate school-wide professional development
- Tuning protocols and consultancies utilized by professional learning communities to examine adult work and student work to facilitate adjustments in instructional practices
- Peer inter-visitation cycles
- Formal academic intervention programs for students in ELA and mathematics
- Professional learning plans for teachers
- Descriptive Reviews of students to focus on at-risk students
- Extensive social, emotional, and academic counseling for mandated and at-risk students
- Push-in SETTS or ICT for SWDs
- Push-in services for ELLs
- Access to College courses for students who meet the CUNY College Now criteria
- SAT classes for 10th and 11th graders
- College Advisement built into every 12th grader's program

Standards-Aligned and Regents-Ready Curriculum

UPCHS students enroll in a scope and sequence of courses aligned to the New York State Common Core Learning Standards and will take the complete set of Regents exams necessary to earn a Regents Diploma or an Advanced Regents Diploma. Electives are offered such as technology classes and College Now classes.

Academic Support and Intervention

The following are some of the intervention and support programs built into the UPCHS model:

- *Summer Bridge Program*: Typically a four-week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health,

physical Education, and character education through advisory. The curriculum serves to support incoming freshman by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful.

- *Freshman Composition Class*: This course is given to freshman to support the development of rigorous common core aligned writing skills that high school students are expected to master. Argumentative and expository writing are highlighted in this course.
- *Saturday Academy*: Students struggling in classes that end with Regents Exams are provided with extra support during Saturday classes that focus on teaching the essential skills and concepts needed to pass both the course and the State exam.
- *Advisory*: The advisory program is designed to be a 30-minute period in the middle of the school day aimed at supporting the academic progress and social-emotional development of the student. Typically, students meet with their advisors four times per week. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.
- *Special Education and ELL Support*: UPCHS has a track record of working with ELL students, with a focus on building English fluency and writing skills. ELL services are usually provided by using a push-in model. Its special education approach combines push-in/pull-out SETTS services as needed and ICT, giving students personalized supports that are consistent with their IEPs. In addition to the service mandates in their IEPs, students with disabilities receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.
- *Faculty Office Hours*: All faculty hold office hours during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.
- *Counseling*: The school model includes one guidance counselor per grade. Each counselor has a manageable caseload so that she can provide mandated and at-risk counseling for social and emotional issues, as well as academic counseling. The guidance counselors also facilitate professional development for the teachers to support the teachers in their efforts to understand the whole child, differentiate instructional practices for the diverse learners in their classrooms, and develop more effective classroom management skills. The school also has a college counselor who provides students with information on the college admissions and financial aid process. The college counselor communicates with students and families while assisting students with each step of the application, admissions, and financial aid processes.

Extensive Professional Development

Professional development for teachers and school-site leaders is a critical component of UPCHS school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine of University Prep schools, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide as well as individual teacher goals.

- The administrative team will provide Professional Development sessions on the Danielson Rubric to support teachers in their construction of their Professional Development Plans and their ability to give their colleagues constructive feedback.

- Principal, Assistant Principals, and lead teachers will present Professional Development in the areas of argumentative writing and modeling to support teachers’ lesson studies and development of learning units or math performance tasks.
- Professional development sessions will also be dedicated to supporting teachers in the design of Common Core-aligned lessons.
- The Danielson Rubric will be used for teachers to self-assess and for informal observations during teacher inter-visitations.
- Each teacher on every grade team will present a minimum of two tuning protocols and/or consultancies. These protocols will be utilized to look at adult and/or student work and provide critical feedback to the presenter. Feedback will be given that is aligned to the teacher’s professional growth goals.

School Information

UPCHS opened with its Summer Bridge Program for the Class of 2013 on July 6, 2009. The Class of 2014 started high school in July 2010 with 100 ninth graders and graduated with 83 seniors. The Class of 2015 started high school in July 2011 with 100 students and finished this school year with 86 juniors. The Class of 2016 started 9th grade in 2012 and finished their sophomore year with 87 students. The class of 2017 started 9th grade in 2013 and ended their freshman year with 94 students.

The student body is about 30% African-American, 68% Hispanic-American and 2% unclassified, bi-racial, Asian, Caucasian, or other. About 90% of the entire student body is entitled to free or reduced-price lunch.

The school averaged over 90 attendance for the 2013-2014 school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	83
2010-11										100	99	93		292
2011-12										100	92	95	90	377
2012-13										99	90	84	87	360
2013-14										94	87	86	83	350

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 9 th 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 30 th
2011-12	2008-09	2008	88	0	88
2012-13	2009-10	2009	87	1	86
2013-14	2010-11	2010	83	0	83

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 (the 2008 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.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	88	0	88
2012-13	2009-10	2009	86	0	86
2013-14	2010-11	2010	83	0	83

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	0	0	0
2013-14	2009-10	2008	0	0	0

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ENGLISH LANGUAGE ARTS

Background

University Prep Charter High School allots a significant amount of learning time to English language skills and aligns its courses to the Common Core Learning Standards. 9th graders receive two different courses in English. One course is focused on the development of argumentative and expository writing skills and the other is a traditional ELA class which emphasizes literature, poetry, and informational texts.

Independent Reading is stressed in the 9th 10th and 11th grade ELA classes and significant time and emphasis is placed on helping the students to develop as critical readers. Texts within the Independent library range from contemporary to classic and are of various skill levels and genres.

The ELA department collectively adopts a unified stance on writing. For every English course, a portion of the grade is allotted to writing pieces. These writing projects encourage students to view writing as a process. Students write a major paper that is assessed as a finished product while drafts are also counted toward the final grade to honor the writing process.

The 9th grade English course covers various genres and skills associated with the study of English literature and language. A diverse selection of short stories and books are chosen for students to read. The course heavily focuses on the development of the students' reading skills and their ability to

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

communicate effectively in their writing. Lastly, informational texts are included in this course to make connections between the 9th grade ELA curriculum and Global History.

The 10th grade ELA course focuses on the idea of alienation and students read a variety of texts around that theme including Night, by Elie Weisel; as well as poetry, non-fiction text and short stories. The course draws deeper on the students' analytical skills by exposing them to a critical lens prompt daily that encouraged them to make literary connections among the various books they have read over the 2 years. It also attempts to make connections with the Global History curriculum in grade 10 through its selection of novels and non-fiction texts that support a deeper understanding of the historical context and setting of the literature.

The 11th grade ELA course connects themes in the English Language Arts in an interdisciplinary approach while preparing students for the Regents Exam. The 11th grade ELA course focuses on language development as well as the development of analytical and critical thinking skills. Students read a variety of texts around that theme including: The Great Gatsby by F. Scott Fitzgerald, Hamlet by William Shakespeare, and Death of a Salesman by Arthur Miller along with analyzing other supplemental stories. Due to the fact that students are being prepared to take the ELA regents exam, the class focuses more on the application of skills acquired over the course of the previous two years.

The 12th grade ELA course continues to explore literary themes through a focus on novels, short stories, and poetry. Students read texts including: To Kill a Mockingbird by Harper Lee, The Pearl by John Steinbeck, The Help by Kathryn Stockett, and Spoon River Anthology by Edgar Lee Masters. As students prepare for college, there is a major focus on the development of papers where students create a thesis and justify it through explained evidence within the text. Students are required to complete a research paper in the second half of the course after being exposed to a variety of issues and concepts.

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 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.³ 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.

³ 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.

RESULTS

Every student in the Class of 2012 and 2013 and 2014 passed the English Regents Exam with a score of 65 or better. In addition, in each of the past three accountability years, more than half of each year's cohort has earned 75% or higher on their English Regents. For the class of 2014, 72% or 60 students passed their English Regents exam with a score of 75 or higher.

English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2008	86	63%
2009	86	57%
2010	83	72%

Evaluation

For the 2010 cohort, University Prep Charter High School has met the benchmark requiring that 65% of its Accountability Cohort attain a score of at least 75, and exceeded it by 7 percentage points.

Additional Evidence

Our eleventh graders took the Regents in June of 2014, and they too have met the benchmark, and surpassed it by 15 percentage points.

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14	
	Number in Cohort	Percent with score of <u>(75)</u>
2011	86	80%

⁴ Based on the highest score for each student on the English Regents exam

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 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 / the college and career readiness standard.

Results

Of the 49 students in the 2010 cohort who were not proficient when they entered grade 9, 31 (or 63%), achieved a score of at least 75 on the English Regents.

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2008	63	52%
2009	34	41%
2010	49	63%

Evaluation

University Prep has essentially met this measure in 2010 because 65% of 49 students would = 31.85 students, and 31 have passed. What is more, our percent of students who have met the college-ready benchmark has improved over prior years.

Additional Evidence

Our 11th graders have also met the this benchmark. All 86 students have taken the exam. Fifty four were not proficient when they entered the school and of these 38 (or 70%) have a 75 or better, and 52 of the 54 have achieved a score of 65 (96%)

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
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⁵ Based on the highest score for each student on the English Regents exam

2011	54	70%
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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 APL for the school was 172.

**English Language Arts Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
83	0)	28%	67%	5%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 28 & + & 67 & + & 5 & = & \mathbf{100} \\
 & & & & 67 & + & 5 & = & \mathbf{72} \\
 & & & & & & \text{APL} & = & \mathbf{172}
 \end{array}$$

Evaluation

The school met this measure. It’s APL of 172 exceeded the benchmark by 6 points.

Additional Evidence

Our 11th graders are also on track to meet this high level of performance. Nearly all students have already passed the Regents, and 80 percent are at levels 3 and 4

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents 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 high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high 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 target 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.

Results

Leave Blank

(S) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students 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.⁶

Results

For the past three years the University Prep has had a 100% passing rate in English. Recent district information is not available, but for the 2008 cohort, the passing rate was 63% in District 7.

Similarly, we do not have District APL information for the 2009 or 2010 cohort. However, for 2008, the University Prep APL was 163, compared to the District at 117

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 ⁷	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	100%	86	63%	1886
2009	100%	86	Unknown	Unknown
2010	100%	83	Unknown	Unknown

English Regents Accountability Performance Level (APL)⁸ of Fourth-Year Accountability Cohorts by Charter School and School District⁹

Cohort	Charter School		School District ¹⁰	
	APL	Cohort Size	APL	Cohort Size
2008	163	86	117	1886
2009	157	86	Unknown	Unknown
2010	172	83	Unknown	Unknown

Evaluation

University Prep surpassed the District APL by 46 points for the 2008 cohort. Given our overall passing rates of 100%, we are virtually certain that we have surpassed the District in this measure for the other two cohorts as well.

Additional Evidence

⁶ 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.

⁷ District results for the 2009 cohort are not yet available.

⁸ For an explanation of the procedure to calculate the school's APL, see page 31.

⁹ See page 30 above for an explanation of the APL.

¹⁰ District results for the 2009 cohort are not yet available.

The district passing rate chart above indicates that University Prep surpassed the District Passing rate by significant margins in 2008 by 37 percentage points, and that the district would not be able to surpass the school in in the years for which we do not have district-level data.

Goal 1: Growth Measure

(S) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked 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 will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Goal 1: Optional Measure Include additional measures that are part of the Accountability Plan.
Method
Results
Evaluation
Additional Evidence

Summary of the High School English Language Arts Goal¹¹

¹¹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

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 will 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.	Achieved
Comparative	Each year, the percent to 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/

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 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.	Achieved
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Achieved
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

Action Plan

After spending a year focused on implementation of the Common Core Standards in English, the school will dedicate the 2013-2014 school year to an internal school-wide pedagogical goal where all teachers incorporate the Common Core Literacy Standards so that there is a greater emphasis on student literacy skill development through nonfiction complex text, closer reading, deeper analysis, text citation, and writing using sources. Teachers will receive professional development on the implementation of the Common Core Literacy Standards and will follow curriculum adjustments.

For the Class of 2014, the students who have yet to pass the ELA Regents will attend additional classes to prepare for the state exam and the school will have students who have passed the exam take it again in order to obtain a score above 75%. The school will continue to require 9th grade students to take two English classes, 10 graders will take an SAT course three times per week to focus on developing essential reading skills, 11th grade students will focus on the SAT reading and writing in addition to 11th grade ELA, and seniors will focus on reading more challenging literature and informational texts as a basis for writing a research paper aligned to CCLS.

For the subsequent cohorts of students, the school will continue to implement best practices in preparation for the ELA Regents Exam and continue to institute a Saturday Academy to improve student literacy levels for targeted groups of students such as ELLs, SWDs, and students in the lowest one-third.

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MATHEMATICS

Background

The mathematics curriculum is based on New York's curriculum guidelines. The school aims to fashion a mathematics course of study for the individual learner. All incoming freshmen take Integrated Algebra. The 9th grade course is a skills based course aimed at helping students to develop a working knowledge of algebraic concepts so that the student can apply the terms and skills in a geometry course and higher-level mathematics. The major outcome of this course is that students are able to solve and graph linear and quadratic equations. There is a very limited introduction to trigonometry, probability, and set theory. Major assessments include cumulative unit exams that are administered every six weeks, which prepare students for the Regents Exam in Integrated Algebra. Where appropriate, students move onto 10th grade mathematics with a focus on Geometry. Students study Geometry as a mathematical system through the deductive development of relationships in the plane and space developed intuitively in Algebra I and previous years. Students study congruent segments and angles, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. This course will use real world/practical problems as well as reinforce skills and concepts developed in Algebra I. Juniors take Algebra II/ Trigonometry and seniors take Pre-calculus. Students who passed the Algebra Regents in the 8th grade and took geometry in the 9th grade will qualify to take calculus their senior year of high school.

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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.¹² 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.

¹² 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.

Results

In the class of 2014, 20% earned 80% or more on one math Regents Exam. For this cohort, the exam was almost always Integrated Algebra.

Mathematics Regents Passing Rate with a Score of 80 by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2008	86	29%
2009	86	30%
2010	83	20%

Evaluation

The school did not meet this measure.

Additional Evidence

While we have not yet achieved this benchmark, it is worth noting that many students fell short by only a few points. For example, 46 of the 83 students (55%) achieved a score of 75 or higher.

Additionally, 26% of our 11th graders, have already achieved the college-ready standard, which is a significant improvement over the 2010 cohort, and we have made gains with each cohort after that. Our ninth graders have virtually met this benchmark.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14	
	Number in Cohort	Percent Passing 80
2010	83	20%
2011	86	26%
2012	87	43%
2013	94	62%

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their

¹³ Based on the highest score for each student on the Mathematics Regents exam

fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 / the college and career readiness standard.

Results

Thirty three students in the Class of 2014 who entered high school scoring at Level 1 or 2 on the 8th grade New York State Mathematics Exam. Of these, two passed a math Regents Exam with 80% or more. For both students the goal was met on the Geometry Regents.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2008	40	7.5%
2009	15	0
2010	33	6%

Evaluation

The school did not meet this measure.

Additional Evidence

It is worth noting that 13 of these 33 students (39%) did receive a score of 75 or higher.

In addition, of the 33 students in the Class of 2014 who entered high school at Level 1 or 2 on the 8th grade New York State Math Exam, all passed a math Regents with a score of 65 or higher. The 80% threshold was determined at a time when the math exams in grade 8 were inflated, and we believe that some of our students who entered the school at levels 3 and 4 in 2010, and who eventually passed a Regents, would have been considered Level 2 under the higher standards later imposed.

¹⁴ Based on the highest score for each student on the Mathematics Regents exam

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.

SAME FOR ALL SCHOOLS

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**.

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

In the class of 2014, 17 out of 83 students scored 80% or more on a math Regents Exam. No student scored 90% or above, but every student passed at least one math Regents Exam on the way toward graduation. Therefore, 80% fall into Level 2 and 20% fall into Level 3, making the school’s APL 120.

**Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0	80	20	0

$$\begin{array}{rclcl}
 \text{PI} & = & 80 & + & 20 & = & 100 \\
 & & & & 20 & + & 0 & = & 20 \\
 \text{APL} & = & & & & & & = & 120
 \end{array}$$

Evaluation

The school did not meet this measure and fell short by 28.

Additional Evidence

Had the threshold been 75% like it is in English, the school’s APL would have been 155 for the Class of 2014 because 55% scored at 75% or above on one math Regents Exam. In other words, the school would have met this benchmark.

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 Integrated Algebra, Geometry, 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; and scoring 80 to meet the college and career readiness standard.¹⁵ 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

In all of the last three cohorts, all students have passed at least one math Regents Exam with 65% or more.

Mathematics Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	86	100
2009	86	100
2010	83	100

Evaluation

The school met this measure.

Goal 2: Absolute Measure

¹⁵ [The statewide adaptation of the Common Core 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.](#)

¹⁶ [Based on the highest score for each student on the Mathematics Regents exam](#)

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

Every student in the Class of 2012 and the Class of 2013, and 2014 who entered high school at Level 1 or Level 2 on the 8th grade New York State Math Exam scored at least 65% on one math Regents Exam.

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	40	100
2009	15	100
2010	33	100

Goal 2: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents 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 high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high 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 target for achieving this measure.

¹⁷ [Based on the highest score for each student on the Mathematics Regents exam](#)

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.

Results

Leave Blank

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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.¹⁸

Results

For the past three years the University Prep has had a 100% passing rate in Math. Some district information is not available, but for the 2008 cohort, the passing rate was 59% in District 7.

Similarly, we do not have District APL information for the 2009 or 2010 cohort. However, for 2008, the University Prep APL was 129, compared to the District at 78.

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 ¹⁹	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	100	86	59	1886
2009	100	86	Unknown	Unknown
2010	100	83	Unknown	Unknown

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District²⁰

¹⁸ 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.

¹⁹ District results for the 2009 cohort are not yet available.

²⁰ See page 38 above for an explanation of the APL.

Cohort	Charter School		School District ²¹	
	APL	Cohort Size	APL	Cohort Size
2008	129	86	78	1886
2009	130	86	Unknown	Unknown
2010	120	83	Unknown	Unknown

Evaluation

While the APL for District 7 for mathematics for the 2009 and 2010 cohort is unknown to us, it is not expected to be as high as the school's APL of 130 or 120. This is because the schools passing rate was also so much higher than the district's passing rate in 2008.

Goal 2: Growth Measure

(S) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked 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 will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

²¹ District results for the 2009 cohort are not yet available.

Goal 1: Optional Measure
Include additional measures that are part of the Accountability Plan.
Method
Results
Evaluation
Additional Evidence

Summary of the High School Mathematics Goal ²²

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

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 will 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 Math 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 to 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

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents Math	Did Not Achieve

²² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	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.	
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents 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 high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Achieved
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

Action Plan

University Prep is committed to helping students become proficient in the application of mathematical skills and concepts. The school will continue to incorporate, within the curriculum, unit exams that have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for the following intervention programs: office hours, small-group tutoring, and Saturday classes.

To encourage higher-level learners to deepen their appreciation for mathematics, the school will allow seniors to take classes at Hostos Community College or City College as part of the College Now program. The school will also offer pre-calculus and calculus as higher level math courses for seniors, who will also have the opportunity to take the geometry and Trigonometry Regents Exams to earn an Advanced Regents diploma.

In light of the school’s failure each year to ensure that 65 percent of students in the high school Accountability Cohort score an 80 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort, the school has implemented the following actions:

- The school will also seek to alter its curriculum in order to be aligned to the new Common Core State Standards for mathematics, beginning with Algebra I as it addresses the six shifts within mathematics.
- Targeted students will take algebra for a year and a half. The purpose of this is to slow down the curriculum to build the numeracy skills of students who enter high school with math levels that fall below 8th grade standards.
- New common core aligned materials will be purchased.
- Math teachers will receive targeted professional development that will support their use and implementation of the new resources to ensure that their math lessons address the instructional shifts in math.

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SCIENCE

Background

After evaluating the incoming skill levels of our students in science as well as the course of study written in our charter, the school wrote to the Charter School Institute to determine whether a change in the course of study would constitute a material change to our charter. CSI responded that it would not be a material change. Therefore, the course of study in science at UPCHS has changed from its original design. The Class of 2012 took Living Environment, Anatomy and Physiology, Earth Science, and Chemistry. Subsequently, the course offerings have changed for future cohorts.

For the Class of 2013, in year 1, students took Environmental Science. The Environmental Science course is a one year course that follows the NYS curriculum. It covers the natural sciences and non-living systems and living systems and is a survey course providing students with a basic understanding of key environmental science concepts and how humans interact with their environments. This includes but is not limited to a study of the physical sciences (chemistry, physics, geology, geography, et al.) and the physical environment. The course also examines global environmental issues and addresses those concerns under the lens of applied science. Students participate in both lab and classroom learning.

In year 2, students take Living Environment. This course investigates ecology, cells, genetics, evolution, microorganisms, fungi, plants, invertebrates, chordates, and the human body. It includes a minimum of 1200 minutes of laboratory activities, including the four mandated labs. This course ends in the Regents Exam.

In year 3, students take Chemistry. This traditional physical science course investigates matter, atoms and their particles, ions, bonding, properties of chemicals, chemical reactions, various elements, stoichiometry, molarity, thermochemistry, oxidation-reduction reactions, and nuclear chemistry. This course incorporates a myriad of laboratory activities and ends in a Regents Exam for students.

In Year 4, students take an Advanced Placement course or Forensics which is the application of all the branches of science to field of law course of study. The course pulls scientific theory from biology, chemistry and physics and examines the science in action through case study analysis. The forensic science course examines but is not limited to an overview of forensic science, crime scene analysis, organic analysis, fingerprints (beginning and advanced), World Trade Center investigation, ballistics, arson, explosives, document analysis, hair and fiber, DNA, crime investigation, forensic photography, footwear and tire marks, entomology, chemistry, penal law, and major case studies. The Advanced Placement course for the Class of 2013 was AP Chemistry.

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 administered Living Environment and Chemistry. It scores Regents 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.

Results

Every student except for 2 in the 2010 cohort passed a science Regents with a score of 65 by their fourth year of high school.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	86	100
2009	86	100
2010	83	98%

Evaluation

The school has met this measure. The only two students who did not pass the Regents with a 65 were two of our IEP students; these two students did attain the scores required to meet the safety net calculation.

Additional Evidence

The school has already met this benchmark for it’s eleventh graders with 98 percent already passing a science Regents.

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

Cohort Designation	2013-14	
	Number in Cohort	Percent Passing
2011	86	98%

Goal 3: Comparative Measure

²³ Based on the highest score for each student on a science Regents exam

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 exam up through the summer of their fourth year, the school presents most recently available district results.

Results

While the District had a passing rate of 51% in 2008, the school’s passing rate has been virtually twice that rate for the past three years.

**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
2008	100	86	51	1886
2009	100	86	Unknown	Unknown
2010	98%	83	Unknown	Unknown

Evaluation

The school has met this measure .

Action Plan

In order to enhance our students’ knowledge and understanding of the scientific world and meet measure one, the school will continue to use Test Wizard and ExamGen to create benchmark exams. These benchmark exams will be designed based on the New York State standards, Regents exams, and recommendations from the National Science Foundation.

Instead of AP Chemistry, the school will offer Advanced Placement Biology.

The school will continue to implement Saturday classes to prepare to state assessments and will continue to offer College Now classes in various subjects for students to learn on CUNY campus

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SOCIAL STUDIES

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

All students in the Classes of 2012, 2013, and 2014 passed the U.S. History Regents Exam with a score of at least 65%.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	86	100
2009	86	100
2010	83	100

Evaluation

The school has met this measure for the Classes of 2012, 2013, and 2014.

Additional Evidence

Nearly 100% of our students in grade 11 have already passed this Regents.

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

Cohort Designation	2013-14	
	Number in Cohort	Percent Passing
2011	86	97%

²⁴ Based on the highest score for each student on a science Regents exam

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 exam up through the summer of their fourth year, school presents the most recently available district results.

Results

Thirty-seven percent of the students in District 7 passed the US History Regents in 2008, the last year for which there is available data.

**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
2008	100	86	37	1886
2009	100	86	Unknown	Unknown
2010	100	83	Unknown	Unknown

Evaluation

Our passing rate cannot increase, and we have a passing rate that is nearly triple that of the district in the last year for which we have information (2008).

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 had 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

In our three graduated cohorts, virtually all students passed the Global History Regents Exam with a score of 65% or more. While only 98% of the students in 2008 and 2010 cohort passed the Global History Regents Exam with a score of 65% or more, the two students in each cohort who didn't attain a score of 65 did, nonetheless pass because of the safety net applied to their results because they had Individualized Education Plans.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	86	98
2009	86	100
2010	83	98

Evaluation

The school has met this measure for the Classes of 2012, 2013, and 2014.

Additional Evidence

77 out of 86 students or 90% in the class of 2015 have passed the Global History Regents Exam

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

Cohort Designation	2013-14	
	Number in Cohort	Percent Passing
2011	86	90

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

²⁵ Based on the highest score for each student on a science Regents exam

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

**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
2008	98	86	44%	1886
2009	100	86	Unknown	Unknown
2010	98	83	Unknown	Unknown

Evaluation

The school met the measure for the 2008 Cohort, and surpassed it by 53% . Based upon these results, as well as the fact that the passing rate over the past three years is 99%, the school has met the measure for all three years.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

NCLB status reports University Prep Charter High School to be in “Good Standing.”

Evaluation

The school has met the measure.

NCLB Status by Year

Year	Status
2008-2009	In good standing
2009-2010	In good standing
2010-2011	In good standing
2011-2012	In good standing
2012-2013	In good standing
2013-2014	In good standing

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HIGH SCHOOL GRADUATION**GOAL 6: HIGH SCHOOL GRADUATION**

University Prep Charter High School students will meet all of New York State’s requirements for graduation.

(S) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

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.

Courses at UPCHS are annualized with students earning two credits for a passing final grade where 70% is the minimum passing score. The only courses not annualized are Participation in Government and Economics, which are both senior year semester-long courses that are valued at one-credit each. Advisory meets for two hours per week so it is only worth one credit each year. In addition, students may re-take up to five classes in summer school as the school day runs from 8:30am to 5:00pm and each course is 90 minutes per day for 30 days. During the summer session, UPCHS offers a variety of courses required for graduation based on the needs of the students in attendance. Students in their fourth year of high school must have earned 44 credits to graduate and those credits are in accordance with the guidelines set by the New York State Education Department.

Results

All of our 87 10th graders were promoted to 11th grade, and 91 of our 9th graders (97%) were promoted.

**Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2013-14**

Cohort Designation	Number in Cohort	Percent promoted
2012	87	100%
2013	94	97%

Evaluation

University Prep has met this measure.

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

Seventy four out of 87 students in the 2012 cohort (current 10th graders) met this measure. Thus, the percentage of students in their second year passing three Regents Exams for Cohort 2012 is 85%.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	90	83%
2012	87	85%

Evaluation

University Prep has met this measure.

Goal 6: Absolute Measure

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.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

For the past three years, all students have graduated after four years.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2008	86	100
2009	86	100
2010	83	100

Evaluation

As in past years, all students this year graduated after four years. We have exceeded this measure by 25 percentage points in all three years.

Goal 6: Comparative Measure

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.

Method

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the local school district²⁶. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

District 7 had a graduation rate of 52.7 for the last available year of data (2008). The Graduation rate at University Prep is 100%

²⁶ Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District ²⁷	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	86	100	1886	52.7
2009	86	100		
2010	83	100		N/A

Evaluation

With double the graduation ration of District 7 for our 2008 cohort, and a graduation rate of 100% for all three of the last three graduating cohorts , we are certain that we have met this benchmark.

Summary of the High School Graduation Goal

Type	Measure	Outcome
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later	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.	Achieved
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.	Achieved

Action Plan

The school will continue to provide the levels of support in place for all students including counseling, office hours in every class, summer school for remediation, professional development around the transition to the Common Core Learning Standards, Saturday and after school test prep sessions, and extended academic support for at-risk students. We will continue to promote a positive school culture, small class sizes, small student-to-teacher ratio, eight classes per year for all students, frequent parental communication, and an effective discipline system. Most importantly, we will continue to provide high quality instruction daily.

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²⁷ District results for the 2009 cohort are not yet available.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

University Prep Charter High School students will be prepared for institutions of higher education.

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. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

University Prep's Reading and Math averages for grade 10 have hovered between 35 and 39 for the past three years, while the PSAT averages for the state are about 42.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	93	93	35.7	41.2	36.2	42.0
2012-13	93	93	36.9	41.5	38.5	42.1
2013-14	87	87	35.6	Unknown	36.7	Unknown

Evaluation

The school has not met this measure for the past three years. However, the school did fall within the standard deviation in both areas of the exam, according to the College Board in the year for which we have that data (2012-2013).

The comparison of PSAT scores is not a meaningful one as the New York State average is boosted by students in wealthy districts. The College Board would have to gather and analyze its data based on similar students, which it currently does not do.

Goal 7: Comparative Measure

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.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade (senior) test takers in the given year.

Results

Virtually all students in our 2010 cohort took the SAT and the average score was 408 in reading and 430 in Math.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2011-12	88	88	378	496	411	514
2012-13	86	86	423	Unknown	429	Unknown
2013-14	82	82	408	Unknown	430	Unknown

Evaluation

Though the data for the Class of 2013 and 2014 is currently unavailable from the College Board, the school did not meet this measure for the Class of 2012 and is not likely to have met this measure for these cohort either.

Again, the comparison with the New York State average is not a meaningful one because the measure does not compare our students to similar students.

Goal 7: Comparative Measure

(S) The percentage of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement: the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 44 course credits and passed nine Regents & LOTE exams with a score of 65 or above).

Results

In the Class of 2012, 22 out of 86 students earned an Advanced Regents Diploma, totaling 25.6% of the cohort. 17 out of 86 students, or 19.8%, in the Class of 2013 earned an Advanced Regents Diploma.

This year, 12% of our students (10 students) earned an Advanced Regents Diploma .

Percent of Graduates with a Regents Diploma with Advanced Designation²⁸

Cohort	Charter School	School District ²⁹
2008	25.6	5
2009	19.8	Unknown
2010	12.0	Unknown

Evaluation

The school met this measure for the Class of 2012 (the 2008 cohort) and is likely to have met it for the two cohorts that follow.

(S) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

²⁸ [Schools can retrieve information about diplomas conferred from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.](#)

²⁹ [District results for the 2009 cohort are not yet available.](#)

Results

In the Class of 2012, 23 out of 86 students scored above 80% on a math Regents exam and above 75% on the English Regents exam. That is 26.7% of the cohort. In the Class of 2013, 23 out of 86 students also met the Aspirational Performance Measure, yielding the same percentage.

[In the class of 2014](#), 19% of our students met this measure, or 16 students.

Percent of Graduates Meeting the Aspirational Performance Measure³⁰

Cohort	Charter School	Statewide ³¹	District wide
2008	26.7	35.3	5.8
2009	26.7	35.3	
2010	19%	N/A	

Evaluation

The school did not meet this measure when a comparison is made to the state, where the student population is not as challenged as the students in our community. It is crucial to note, however, that we have exceeded the districts APM (where students are more similar to ours), by a factor of about 4 in 2008 and 2009 and a factor of 3 in 2010.

(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

Because some of our students have shown college proficiency with the Advanced Placement exam, we are using this measure. A score of 3 is considered passing, and we have used that.

Results

Eighteen of our students in the 2010 cohort took at least one Advanced Placement Exam. Of these, 14 passed the exam with a 3, 4, or 5.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF
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³⁰ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³¹ Statewide results for the 2010 cohort are not yet available.

		a College Level Course ³²
2008	86	34
<u>2009</u>	86	28%
2010	83	17%

Evaluation

The school did not meet this measure for any of the prior 3 cohorts

Advanced Placement exams demonstrate a benchmark of college proficiency, rather than college preparedness. The majority of our students do not arrive ready for high school, and we are working to bring all to the college ready standard.

(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

Method

The school has defined matriculation as paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course. Our 2014 cohort information is based upon the students' final decisions.

Results

Of the 86 graduates of the Class of 2012, 79 demonstrated paperwork to prove enrollment and payment in a college or university. That is 92% of the cohort.

All 86 students in the class of 2013 had paid tuition deposit by the Fall of 2013.

All 83 of the graduates in the Class of 2014, have made final decisions.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Matriculated
2008	86	92%
<u>2009</u>	86	100%
2010	83	100%

Evaluation

³² Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

We have exceeded this benchmark for all three years. While our data for 2010 is based on final decisions, rather than evidence of paid tuition (which we do not have evidence of in this transition year from one leader to the next), we believe that our 100% acceptance and decision rate – generally at SUNY institutions – ensures that we have met the matriculation benchmark.

The school met this measure for all three years.

Summary of the College Preparation Goal

While the school has not met measures that compare to New York State, it argues that those comparisons are not reasonable due to the difference in socio-economic and racial demographics in the comparison. The school met its comparative measures when analyzing the school’s performance to the local school district. The school did not meet the measures related to Aspirational Performance but it did enroll well over 75% of all three cohorts of graduates into college.

<u>Type</u>	<u>Measure</u>	<u>Outcome</u>
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
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.	Did Not Achieve
Comparative	(§) The percentage of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.	Achieved
<u>Absolute</u>	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved
<u>Comparative</u>	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve

[Action Plan](#)

Action Plan □ □

The school will continue to focus on increasing the percentage of students who score above 80% on a math Regents Exam and over 75% on the English Regents Exam in the following ways:

- It will offer supplemental instruction to targeted students in ELA and in Math who have some close to obtaining college readiness benchmark scores on NYS Regents exams. Students in this category will be encouraged to sit for the math and/or ELA Regents again after receiving more support in the appropriate content area.
- It will seek to enroll more students in College Now classes starting in the 10th grade.
- It will offer a SAT Prep class that meets 3 to 4 times a week to most of the 10th graders.
- Tenth graders will also receive a college readiness workshop that stresses the goal of meeting college readiness benchmarks.
- It will also devote more time in advisory to preparation of the PSAT and SAT.
- It will continue to analyze data from the SAT Prep class to inform instruction and future programming.

**UNIVERSITY PREP CHARTER HIGH SCHOOL
(formerly GREEN DOT NEW YORK CHARTER SCHOOL)**

**Financial Statements
and
Supplemental Schedules**

For the Years Ended June 30, 2014 and 2013

 BUCHBINDER

**UNIVERSITY PREP CHARTER HIGH SCHOOL
(formerly GREEN DOT NEW YORK CHARTER SCHOOL)
For the Years Ended June 30, 2014 and 2013**

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INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
University Prep Charter High School

Report on the Financial Statements

We have audited the accompanying financial statements of University Prep Charter High School, (formerly Green Dot New York Charter School), (the "School"), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities and cash flows for the years then ended, 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, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. 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.

Opinion

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

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental schedules on page 11 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of the School's 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 audits 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 October 27, 2014, on our consideration of University Prep Charter High School'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 Prep Charter High School's internal control over financial reporting and compliance.

Buchbinder Tunick & Company LLP

BUCHBINDER TUNICK & COMPANY LLP

New York, NY
October 27, 2014

UNIVERSITY PREP CHARTER HIGH SCHOOL
(Formerly GREEN DOT NEW YORK CHARTER SCHOOL)
Statements of Financial Position
June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
ASSETS		
Assets:		
Cash and cash equivalents	\$ 2,726,948	\$ 3,407,465
Grants receivable	203,960	217,025
Prepaid expenses	33,961	5,614
Furniture and equipment, net	<u>293,844</u>	<u>383,684</u>
Total assets	<u>\$ 3,258,713</u>	<u>\$ 4,013,788</u>
LIABILITIES AND NET ASSETS		
Liabilities:		
Accounts payable and accrued expenses	\$ 155,226	\$ 183,325
Due to United Federation of Teachers	189,957	96,436
Due to Green Dot Organization	17,236	17,236
Accrued sick and vacation pay	<u>205,145</u>	<u>251,572</u>
Total liabilities	<u>567,564</u>	<u>548,569</u>
Net assets:		
Unrestricted	2,691,149	3,421,510
Temporarily restricted	<u>-</u>	<u>43,709</u>
Total net assets	<u>2,691,149</u>	<u>3,465,219</u>
Total liabilities and net assets	<u>\$ 3,258,713</u>	<u>\$ 4,013,788</u>

See notes to financial statements.

**UNIVERSITY PREP CHARTER HIGH SCHOOL
(Formerly GREEN DOT NEW YORK CHARTER SCHOOL)**

Statements of Activities

For the years ended June 30, 2014 and 2013

	2014		2013		
	Total	Unrestricted	Temporarily Restricted	Unrestricted	Temporarily Restricted
Revenue:					
Local per pupil operating revenue	\$ 5,254,243	\$ 5,254,243	\$ -	\$ 5,418,747	\$ -
Government grants	(13,065)	-	(13,065)	331,179	331,179
Contributions	2,500	2,500	-	97,436	96,436
Interest income	6,414	6,414	-	8,247	-
Other income	11,845	11,845	-	5,518	-
Net assets released from purpose restrictions	-	30,644	(30,644)	430,295	(430,295)
Total operating revenue	5,261,937	5,305,646	(43,709)	5,861,127	(2,680)
Expenses:					
Program services:					
Regular Education	4,869,394	4,869,394	-	4,458,597	-
Special Education	252,060	252,060	-	229,482	-
Supporting services:					
Management and general	907,073	907,073	-	782,048	-
Fundraising	7,480	7,480	-	7,619	-
Total expenses	6,036,007	6,036,007	-	5,477,746	-
Change in net assets	(774,070)	(730,361)	(43,709)	383,381	(2,680)
Net assets:					
Beginning of year	3,465,219	3,421,510	43,709	3,081,838	46,389
End of year	<u>\$ 2,691,149</u>	<u>\$ 2,691,149</u>	<u>\$ -</u>	<u>\$ 3,421,510</u>	<u>\$ 43,709</u>

See notes to financial statements.

UNIVERSITY PREP CHARTER HIGH SCHOOL
(Formerly GREEN DOT NEW YORK CHARTER SCHOOL)
Statements of Cash Flows
For the years ended June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
Cash flows from operating activities:		
Change in net assets	\$ (774,070)	\$ 383,381
Adjustments to reconcile change in net assets to net cash (used in) provided by operating activities:		
Depreciation	160,594	197,419
(Increase) decrease in operating assets:		
Grants receivable	13,065	3,348
Prepaid expenses	(28,347)	3,668
Due from UFT Charter School	-	749
Increase (decrease) in operating liabilities:		
Accounts payable and accrued expenses	(28,099)	125,610
Due to United Federation of Teachers	93,521	(1,642)
Accrued sick and vacation pay	(46,427)	68,062
	<u>(609,763)</u>	<u>780,595</u>
Net cash (used in) provided by operating activities		
Cash flows from investing activities:		
Additions to furniture and equipment	<u>(70,754)</u>	<u>(57,825)</u>
Net cash (used in) investing activities	<u>(70,754)</u>	<u>(57,825)</u>
Net (decrease) increase in cash and cash equivalents	(680,517)	722,770
Cash and cash equivalents:		
Beginning of year	<u>3,407,465</u>	<u>2,684,695</u>
End of year	<u>\$ 2,726,948</u>	<u>\$ 3,407,465</u>

See notes to financial statements.

UNIVERSITY PREP CHARTER HIGH SCHOOL
(formerly GREEN DOT NEW YORK CHARTER SCHOOL)
Notes to Financial Statements
June 30, 2014 and 2013

Note 1 - Nature of Organization

The University Prep Charter High School (formerly Green Dot New York Charter School), (the "School") was formed under an education corporation that operates charter schools in the borough of the Bronx, New York City. On January 15, 2008, the Board of Regents of the University of the State of New York for and on behalf of the Education Department of the State of New York granted the School a provisional charter valid for a term of five years from the effective date of January 15, 2008, and renewable upon expiration. On February 26, 2013, the Charter School's Committee approved a renewal for a full term of five years through July 31, 2018.

On April 18, 2012, the Board of Trustees passed a resolution which transferred the management of the School from Green Dot Public Schools to the Future is Now Schools.

The School's mission is to prepare all students to achieve academic and personal excellence and to graduate students fully prepared for a demanding secondary education, and to help prepare students for meaningful lives as full democratic citizens in a free society.

Note 2 - Summary of Significant Accounting Policies

Basis of Accounting and Presentation

The financial statements of the School have been prepared on the accrual basis of accounting 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 three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Net Assets

Unrestricted net assets are not restricted by donors/grantors, or the donor/grantor-imposed restrictions have expired.

Temporarily restricted net assets contain donor/grantor-imposed restrictions that permit the School to use or expend the assets as specified. The restrictions are satisfied either by the passage of time or by action of the School.

Permanently restricted net assets are subject to donor-imposed stipulations that they be maintained permanently by the School. As of June 30, 2014 and 2013, the School did not have any permanently restricted net assets.

**UNIVERSITY PREP CHARTER HIGH SCHOOL
(formerly GREEN DOT NEW YORK CHARTER SCHOOL)
Notes to Financial Statements
June 30, 2014 and 2013**

Note 2 - Summary of Significant Accounting Policies (Continued)

Net Assets (Continued)

Revenues are reported as increases in unrestricted net assets unless their use is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets.

When a donor restriction expires, that is when a stipulated time restriction ends or purpose restriction is accomplished, temporary restricted net assets are reclassified to unrestricted net assets and reported as released from restrictions in the statements of activities.

Use of Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The School considers all highly liquid investments with a maturity of three months or less at time of purchase to be cash equivalents.

Grants Receivable

Unconditional grants receivable are recognized as revenue in the period in which the grant is awarded. Conditional grants receivable are recognized when the conditions on which they depend are substantially met.

Furniture and Equipment

Furniture and equipment is recorded at cost except for assets acquired in accordance with government contracts, which are recorded as expenses of such contracts because the government agency retains title to the assets.

Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, which range from five to seven years.

**UNIVERSITY PREP CHARTER HIGH SCHOOL
(formerly GREEN DOT NEW YORK CHARTER SCHOOL)
Notes to Financial Statements
June 30, 2014 and 2013**

Note 2 - Summary of Significant Accounting Policies (Continued)

Contributions and Grants

Contributions and grant revenue received are recorded as unrestricted or temporarily restricted depending on the existence and/or nature of any donor restrictions. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as temporarily restricted support that increases that net asset class. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from purpose restrictions.

Revenue from the local government resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Promises to Give

Conditional promises to give are not included as support until the conditions are substantially met. Unconditional promises to give are recognized in the period received.

Functional Allocation of Expenses

The costs of providing programs and other activities have been summarized on a functional basis in the accompanying statements of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates.

Subsequent Events

The School has evaluated subsequent events and transactions through October 27, 2014, the date that the financial statements were available to be issued.

UNIVERSITY PREP CHARTER HIGH SCHOOL
(Formerly GREEN DOT NEW YORK CHARTER SCHOOL)
Notes to Financial Statements
June 30, 2014 and 2013

Note 3 - Furniture and Equipment

Furniture and equipment at June 30, 2014 and 2013 consisted of:

	<u>2014</u>	<u>2013</u>
Classroom and office furniture	\$ 235,562	\$ 235,562
Classroom and office computers and equipment	<u>918,355</u>	<u>847,601</u>
	1,153,917	1,083,163
Less: accumulated depreciation	<u>(860,073)</u>	<u>(699,479)</u>
Furniture and equipment, net	<u>\$ 293,844</u>	<u>\$ 383,684</u>

During the years ended June 30, 2014 and 2013, depreciation expense amounted to \$160,594 and \$197,419, respectively.

Note 4 - Related Party Transactions

The School is related to the United Federation of Teachers, Local 2, AFT (the "UFT"). The School utilizes the resources and personnel of the UFT and UFT Welfare Fund to effectuate cost savings and to minimize duplication of efforts. During the years ended June 30, 2014 and 2013, the School was allocated \$189,957 and \$192,872, respectively, from the UFT. Allocated expenses consisted mainly of salaries, payroll taxes and employee benefits. Of these allocated expenses, the UFT contributed \$-0- and \$96,436 to the School for the years ended June 30, 2014 and 2013, respectively.

Note 5 - Temporarily Restricted Net Assets

At June 30, 2014 and 2013, temporarily restricted net assets were available for the following purposes:

	<u>2014</u>	<u>2013</u>
Temporarily restricted:		
Title I Grant - NYS Department of Education 9/1/12 - 8/31/13	<u>\$ -</u>	<u>\$ 43,709</u>
Total temporarily restricted net assets	<u>\$ -</u>	<u>\$ 43,709</u>

UNIVERSITY PREP CHARTER HIGH SCHOOL
(formerly GREEN DOT NEW YORK CHARTER SCHOOL)
Notes to Financial Statements
June 30, 2014 and 2013

Note 5 - Temporarily Restricted Net Assets (Continued)

The School has adopted investment and spending policies for endowment assets (donor-restricted and board-designated) that attempt to provide a predictable stream of funding to programs supported by its endowments while seeking to maintain the purchasing power of the endowment assets. As of June 30, 2014 and 2013, the School's endowment assets consisted of temporarily restricted net assets invested in cash and cash equivalents.

Effective September 17, 2010, the State of New York adopted the New York Prudent Management of Institutional Funds Act ("NYPMIFA").

Note 6 - Pension Plan

Effective fiscal year 2010, the School began contributing to the Teachers Retirement System, a defined contribution plan. The total amounts contributed for the years ended June 30, 2014 and 2013 were \$548,906 and \$364,412, respectively.

Note 7 - Concentrations

Credit Risk

The School maintains cash balances at a banking institution. Accounts are insured by the Federal Deposit Insurance Corporation. The School does not anticipate any risk problems.

Significant Funding

The School has entered into service contracts and grant agreements with New York State and New York City government agencies that are subject to business risks associated with the economy and administrative directives, rules and regulations that are subject to change. A significant reduction in revenue from these various governmental agency contracts would have an adverse effect on the School's operations.

Note 8 - Tax Status

The School has been determined by the Internal Revenue Service (the "IRS") to be exempt from Federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code (the "IRC").

The School files an annual return Form 990, *Return of Organization Exempt from Income Tax*, with the IRS. At June 30, 2014, the School's Form 990s for the years 2010 through 2014 remain eligible for examination by the IRS.

**UNIVERSITY PREP CHARTER HIGH SCHOOL
(Formerly GREEN DOT NEW YORK CHARTER SCHOOL)**
(Supplemental Schedules)
Schedules of Functional Expenses
For the years ended June 30, 2014 and 2013

	2014				2013					
	Program Services		Supporting Services		Program Services		Supporting Services			
	Regular Education	Special Education	Management and General	Fundraising	Total	Regular Education	Special Education	Management and General	Fundraising	Total
Salaries	\$ 3,286,037	\$ 173,996	\$ 493,470	\$ 5,016	\$ 3,958,519	\$ 3,005,546	\$ 152,789	\$ 426,914	\$ 4,967	\$ 3,590,216
Payroll taxes	288,157	14,218	38,915	355	321,645	11,441	31,348	31,348	346	288,178
Employee benefits	903,916	47,907	150,261	1,986	1,104,070	671,748	34,123	121,157	2,172	829,200
Provision for sick and vacation pay	(34,430)	(7,167)	(4,830)	-	(46,427)	44,567	8,905	14,590	-	68,062
Classroom textbooks and supplies	54,792	4,940	-	-	59,732	64,096	6,131	-	-	70,227
Classroom furniture and equipment	28,113	2,535	-	-	30,648	36,398	3,481	-	-	39,879
Office furniture and equipment	-	-	12,876	-	12,876	-	-	18,122	-	18,122
Consulting	-	-	58,117	-	58,117	-	-	10,119	-	10,119
School uniforms	4,916	443	-	-	5,359	3,231	309	-	-	3,540
Insurance	24,120	1,278	33,631	-	59,029	19,343	984	31,641	-	51,968
Telephone	43,997	2,332	6,604	69	53,002	46,423	2,362	6,594	78	55,457
Meetings and conferences	-	-	15,804	-	15,804	-	-	18,010	-	18,010
Auditing	-	-	27,250	-	27,250	-	-	26,500	-	26,500
Teacher recruitment	29,022	2,616	21,443	-	53,081	4,783	457	1,787	-	5,240
Printing and copying	6,872	364	1,031	11	8,278	12,581	640	7,104	21	15,029
Office supplies	-	-	9,576	-	9,576	-	-	667	-	7,104
Postage	3,858	205	579	6	4,648	4,686	238	-	7	5,598
Teachers' discretionary	11,222	1,012	-	-	12,234	13,966	1,336	-	-	15,302
Student trips	11,544	1,041	-	-	12,585	16,928	1,619	-	-	18,547
Student transportation	10,485	945	-	-	11,430	-	-	-	-	-
Student scholarships	11,778	-	-	-	11,778	77,392	-	-	-	77,392
Food service	3,743	337	-	-	4,080	2,964	284	-	-	3,248
Repairs and maintenance	-	-	13,685	-	13,685	-	-	21,395	-	21,395
Equipment rental	-	-	-	-	-	-	-	1,375	-	1,375
Payroll processing	3,026	160	454	5	3,645	2,916	148	414	5	3,483
Student testing materials	6,509	587	-	-	7,096	7,574	724	-	-	8,298
Student services	35,786	3,226	-	-	39,012	29,209	2,794	-	-	32,003
Depreciation	135,460	-	25,134	-	160,594	155,110	-	42,309	-	197,419
Miscellaneous	20,471	1,065	3,073	32	24,661	14,093	717	2,002	23	16,835
Total expenses	\$ 4,869,394	\$ 252,060	\$ 907,073	\$ 7,480	\$ 6,036,007	\$ 4,458,597	\$ 229,482	\$ 782,048	\$ 7,619	\$ 5,477,746

See independent auditor's report.



**INDEPENDENT AUDITOR'S 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**

To the Board of Directors
University Prep Charter High School

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 Prep Charter High School (formerly Green Dot New York Charter School), (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2014.

Internal Control Over Financial Reporting

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

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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. 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 certain deficiencies in internal control, described below that we considered to be significant deficiencies.

2014-1 The School's Grant Submission to the New York State Education Department was Rejected

The School did not submit its Title I and Title IIA grant application to the New York State Education Department for reimbursement of expenses covering the period September 1, 2013 through August 31, 2014 on a timely basis, and therefore, the application was rejected. This resulted in the School not receiving approximately \$250,000 to which it otherwise would have been entitled to had the application been submitted timely. The School should implement procedures to ensure that grant applications are submitted on a timely basis.

Management's Response

Management will implement appropriate controls and allocate sufficient personnel and resources in order to ensure future applications will be filed in a timely manner.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether University Prep Charter High School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, 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 Prep Charter High School's Response to Findings

University Prep Charter High School's response to the findings identified in our audit are described above. University Prep Charter High School'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.

Buchbinder Tunick & Company LLP

BUCHBINDER TUNICK & COMPANY LLP

New York, NY
October 27, 2014

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

Created Thursday, July 31, 2014

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

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:

Steve Barr

2. Charter School Name:

UNIVERSITY PREP CHARTER HIGH SCHOOL

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)

• Chair/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

Page 2

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 Tuesday, July 22, 2014

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

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:

Donial Rodriguez

2. Charter School Name:

UNIVERSITY PREP CHARTER HIGH SCHOOL

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:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: Teacher representative
-

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

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Teacher
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Teach 9th grade technology class
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	93,000
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	August 26, 2009

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

No

Page 2

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