



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/24/2015

Last updated: 07/29/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

UNIVERSITY PREPARATORY CS FOR YOUNG MEN (SUNY TRUSTEES) 261600860985

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Rochester

4. SCHOOL INFORMATION

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

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

5. SCHOOL WEB ADDRESS (URL)

www.upreprochester.org

6. DATE OF INITIAL CHARTER

2010-02-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

443

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	7, 8, 9, 10, 11, 12
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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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 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1290 Lake Avenue Rochester, NY 14613	585-672-1280	ROCHESTER CITY SD	7-12	Yes	Own
Site 2						
Site 3						

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

Name	Work Phone	Alternate Phone	Email Address
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School Leader	Joseph Munno	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Joseph Munno	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Joseph Munno	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Joseph Munno	[REDACTED]	[REDACTED]	[REDACTED]

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

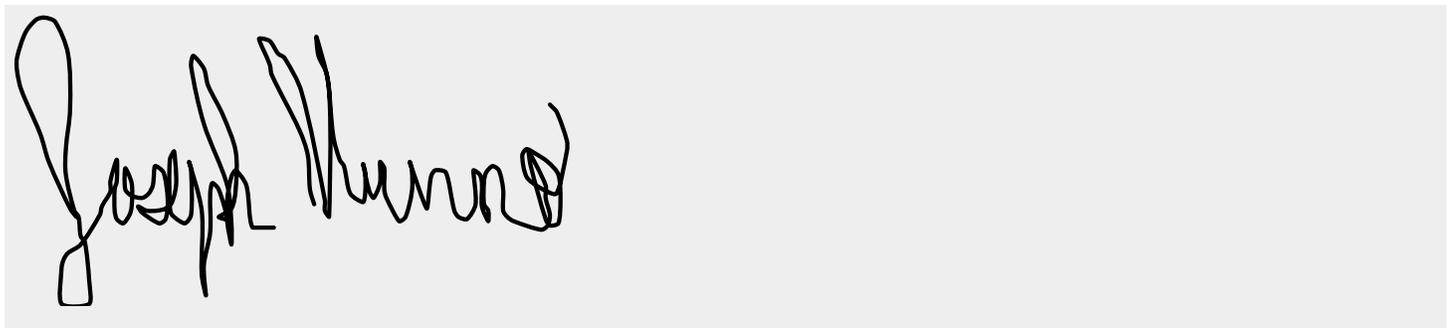
Joseph Munno - President, Edward Yansen - Board President

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).

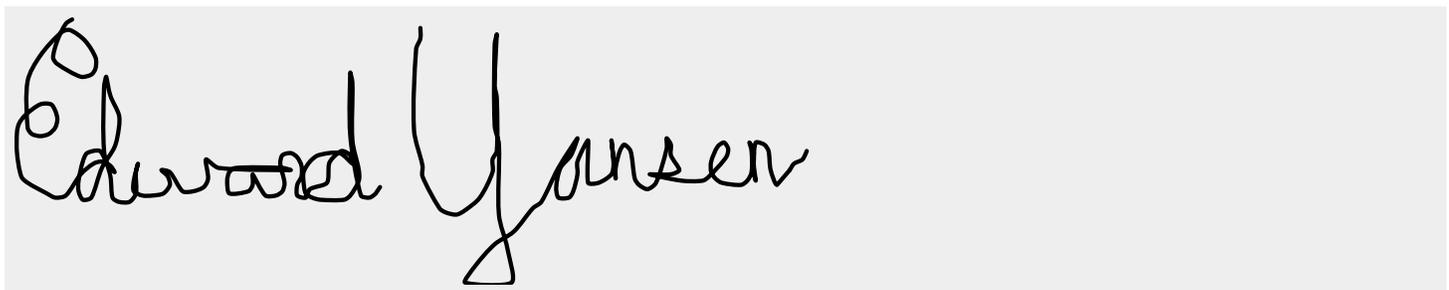
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.



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

Created: 07/24/2015

Last updated: 07/27/2015

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Charter School Name: 261600860985 UNIVERSITY PREP CS-YOUNG MEN

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000067651>



**University Preparatory
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By University Preparatory Charter School for Young Men

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

Joseph Munno (President), Dr. Connie Lucchese (Principal), & (Data Coordinator) prepared this 2014-15 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Dr. Edward Yansen	Chair/Board President
Dr. Marie Cianca	Trustee/Member
Joseph Bertola	Treasurer
Najmah Abdulmateen	Trustee/Member
Maria Scalise	Trustee/Member
Dr. Jeannette Silvers	Trustee/Member
Elizabeth Robinson	Board Secretary
Dr. Josh Fegley	Trustee/Member
Dr. James Clark	Trustee/Member
Sam Valleriani	Board Member
Joe Bertola	Board Member
Jose M. Vazquez	Trustee/Member
Linda Evans	Trustee/Member
Michael C. Robinson	Trustee/Member

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

INTRODUCTION

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

The instructional model employed at the school is personal, student-centered, and rigorous. At the center of all efforts is active pedagogy that will inform and support extended learning opportunities during and beyond the school day. All instruction is planned and implemented using one consistent curriculum mapping and unit planning process. Lesson plans are constructed using one research-based instructional framework (Wiggins and McTiche, 2005). Weekly plans are submitted to each teacher's supervisor prior to the week of implementation for review and feedback. When necessary, feedback will indicate the need for revision with suggestions for improvement. The process of feedback and support continues regularly as supervisors visit classrooms informally and meet with teachers to debrief and work toward highly effective practice.

The development of character and culture, maintaining high performance structures, and continuous reflective efforts to build leadership capacity and school improvement are core practices of the school. Through their learning experiences and their interactions with teachers, students learn the value of self-discovery, responsibility, empathy, collaboration and healthy competition. UPREP's positive, supportive and encouraging environment allows teachers and students to work collaboratively and respectfully, minimizing student resistance and maximizing time on learning.

The school has graduated its first senior class in June of 2015 with a graduation rate of 94%. Each of these graduates was accepted into a 2 or 4 year university or college. These students, who exhibited at-risk behaviors upon entering UPREP, have developed the necessary dispositions and skills to be successful as they continue their education, enter the workforce, and assume the challenges of adult citizenship.

School Enrollment by Grade Level and School Year

School Year	7	8	9	10	11	12	Total
2010-11	97	64					161
2011-12	70	105	61				236
2012-13	69	73	98	58			298
2013-14	68	75	106	92	52		393
2014-15	75	73	74	85	82	52	441

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

Professional Development is driven by teacher and student needs directly related to meeting the learning standards and their relationship to pedagogy and student work respectively. In addition, professional development has been expanded to include a strand of sessions based on the criteria for high effective teacher practice as articulated in each of the four domains of the Danielson teacher evaluation rubric. Professional development has also been designed to offer ongoing grade-level meetings as well as individual coaching sessions that address students' specific needs and issues in order to determine and implement individualized action steps to improve student performance.

The development of data systems has become a focus of the leadership team's decision making regarding professional development and instruction. UPREP is working in partnership with data experts at the Children's Institute of Rochester to create an ongoing a data base system and to use "real-time" data to inform school improvement initiatives.

Before the start of the 2014-15 school year, UPREP established a stronger support network for teachers by promoting four skilled teachers (Literacy, Math, Science and Special Education) to the role of Lead Teachers. These individuals worked with the leadership team to support classroom teachers in the design of curriculum, development of support programs for struggling students, and to delivery professional development, coaching and co-teaching. The specialists were also charged with the development and implementation of reading and writing incentive programs and differentiated instruction strategies in both the core classrooms and in our Academic Intervention Support programs.

An evaluation of student performance results on the 2015 NYS English Language Arts assessments has resulted in the development of our administrative leadership network in order to gain greater capacity for teacher supervision and support. UPREP now has now hired 3 additional administrators to work with the principal to supervise and improve UPREP's professional development program and teaching and learning practices for improved literacy and mathematics results.

An Assistant Director of Academics has been added as well. This individual, who has had several year of success as a school leader in a local school district will supervise science, special education and technology. Therefore, the principal, an expert in literacy instruction, will be able to more closely guide and supervise literacy and social studies instruction in collaboration with the literacy specialist. As a result, the principal's supervisory role will be reduced from all subject areas to two core areas so that literacy can be more closely monitored and supported. The redesign of the administrative instructional team addresses the need for teachers to be more closely supervised, for data analysis and use to be more immediate and meaningful, and for student outcomes to be monitored more closely. As a result, student-centered lesson planning, classroom learning environment effectiveness, and quality instructional can be impacted more directly and more often.

A re-evaluation of existing diagnostic assessments and progress monitoring tools took place in the months prior to the 2014-15 school year. As a result, it was determined that there needed to be multiple seventh and eighth grade assessment measures in both mathematics and reading that provided valid and reliable growth measures with data to inform individualized instruction. Therefore, in addition to AimsWeb, UPREP purchased and administered NWEA (Northwest Evaluation Association) assessments in mathematics and reading in late October. At the mid-point of the same school year, i-Ready for Mathematics was purchased to pilot as an assessment that provides data reports in additional to instructional support documents. Through the pilot, it was decided that i-Ready would continue in the 2015-16 school year as a common core aligned assessment for mathematics. Incoming seventh graders were tested using i-Ready in the summer of 2015, weeks before the start of the 2015-16 school year. Eighth graders are to be tested within the first weeks of the 2015-16 school year. This resolves an issue in the timeliness of data collection and use experienced in 2014-15 when these multiple assessments were not yet accessible to teachers and students in the first two months of that school year. Teacher support and professional development will be guided by these results beginning in September 2015.

In addition to mathematics and reading assessments, teachers were instructed in the development of student writing portfolios as another measure of student assessment. During the 2014-15 school year, each English Language Arts, Social Studies and Special Education teacher in grades 7-12 received professional development and the instructional materials required to collect student writing and to use student work to determine student needs and to adjust instruction to improve student writing. Portfolios provided evidence of student growth in writing throughout the school year as was noted by scoring teams on the written responses of students on final assessments. To benefit further, teachers and students prepared final portfolios which required student reflections and responses to their own work. These final portfolios, which captured the

work of each student throughout the 2014-15 school year, include a letter of introduction by each student to the teachers they will meet in the next school year. Portfolios are distributed in September, along with professional development and training that will prepare teachers to analyze student work and to use findings to guide instruction throughout the year.

All English Language Arts teachers also administer unit and mid-term exams directly modeled after the ELA state assessments at grades 7, 8 and 11. Skill development and practice of the common core literacy standards is central to the UPREP English Language Arts and Social Studies curriculum and is evident on the daily lesson plans of all teachers which require articulation of the appropriate literacy standards and literacy learning targets.

One of our goals is to continue to use research-based strategies to improve the results of our 7th and 8th graders on the NYS English Language Arts assessments. While we have experienced a consistently high passing rate on the English Comprehensive Regents exams taken by our high school students since 2012, we are committed to school improvement to support increased performance rates at the middle school level. Although not yet meeting the performance benchmark for the 2015 English Language Arts State Assessment, a slight gain was achieved for students attending UPREP for 2 years over the previous year, moving the passing rate for grade 8 from 9.4% in 2013-14 to 13.6% in 2015.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English Language Arts assessment to students in 7th through 8th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required **students who have been enrolled in at least their second year** (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, 2010-11, and 2011-12, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores, presented in the table below. In the 2012 – 2013 school year, "because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores²" and therefore, we are reporting the success rate at achieving competency at a minimum of 75% accuracy on the state assessments for middle school ELA.

The table below summarizes participation information for the 2014-15 test administration. The table indicates total enrollment and total number of students tested. It also provides a breakdown of those students excluded from the exam. Note that this

table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled	Opt-outs
		IEP	ELL	Absent		
7	72				75	3
8	66				73	7
All	138	0	0	0	148	10

Results

At the 7th grade, only 1 student passed the 2015 NYS Grade 7 ELA Assessment. All 7th grade students were in their first year at UPREP.

Our 8th grader achieved a 13.6% proficiency rate for those students enrolled in at least their second year of study at UPREP. As 7th graders, these same students achieved a passing rate of 3% on the 2014 NYS ELA assessment as compared to 13.6% in 2015.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
7	1.39	72	0.0	0.0
8	10.61	66	13.64	44
All	12%	138	13.64	44

Evaluation of 2015 Grade 8 ELA Results

UPREP fell short of meeting the Absolute Measure Goal for 8th grade students enrolled in at least their second year. With a passing rate of 13.64%, UPREP fell short of the goal by a margin of 61.36%.

The school has established a stronger intervention program that emphasizes the development of the skills and strategies (Close reading and re-reading to gather evidence to support student responses on assessments) outlined in the NYS CCSS and curriculum modules. The Fall 2015 administration of NWEA testing revealed severe reading deficiencies across grade level. The assessment data was used to address areas of need based on expected proficiencies in accordance with NYS ELA Common

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

Core Standards. Benchmark assessments mirroring NYS assessment reading comprehension sections were administered and used to guide instruction. Seventh grade students reading in the lowest 20% were enrolled in Read 180 for the second semester of the school year and will continue to participate in Read 180 as eighth graders with an additional 20% to be enrolled during the 2015-16 school year as one of the school's intensive intervention responses.

A more intense focus on effective writing instruction was established to address student writing performance beginning in the Fall of 2014-15. ELA, Social Studies and Special Education teachers participate in professional development sessions led by the school principal and lead teacher, both literacy experts. The team analyzes student work to make timely and appropriate instructional decisions to improve student writing. Resources that guide this work include State Assessment Samples and Common Core Standards Appendix C: Samples of Student Writing. These serve as models that inform instructional decisions for writing instruction aligned to the rigor of grade-level writing standards.

Students attend Saturday School test preparation sessions throughout the second semester that build upon the daily learning experiences students have in English Language Arts classes. Saturdays provide additional hours to practice literacy skills and to gain familiarity with state testing format and expectations. As a result, students express confidence and a willingness to give their best effort when state tests are administered. However, while committed to performing optimally, most students also express that they are challenged by the limited time frame of each test section which impacts their ability to take the time needed to read closely and apply learned reading comprehension strategies. Additional strategies and practices will be delivered to support students

To better manage the reading of lengthy text selections and responding to questions of exceptional wordiness. Students who struggled to either complete the test items within the time allotted or abandoned close reading strategies learned in order to be able to respond to all test items within the allotted minutes may have been able to perform at a higher rate without a time constraint. Overall performance percentage rates were also influenced by the 24.4 % of our 8th grade students with special needs who, in general, learn and demonstrate learning with processing delays.

With these issues in mind, teacher training is focused on improving practice in ways that will guide all students to become better readers and writers. The time limitation of the Common Core test is a factor that tampers with the results we might otherwise expect, but that we are prepared to further address during instruction and test preparation.

Although our students have demonstrated some growth in developing literacy skills, a single year or two has shown to be an insufficient amount of time for students to make the adequate growth demanded by the CCSS and required on the NYS Middle School Common Core Assessments. Informed by these areas of concern, additional steps are being taken to reduce the likelihood that these factors will continue to have such an adverse effect on student performance.

Additional Evidence

With regards to those students enrolled in at least their second year, the proficiency rate on the English Language Arts exam has decreased over prior years since the common core standards were instituted. However, the trend has begun to be reversed with the 2015 English Language Arts performance rates as UPREP's 8th graders performed slightly better with a 5.2% increase over the previous year's 8th graders. In addition, we see great gains with our students as they remain with us an addition one to two years. For example, in June of 2015, **67% of our 10th graders (who scored at a passing rate of only 17% as 8th graders) passed the Common Core English Regent exam** which is typically administered to students in their 11th grade year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	0	4	0	2	0	0
8	17	53	9.4	53	13.64	44
All	15.8	57	9.1	55	13.64	44

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English Language Arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English Language Arts. To

achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the previous year.

Results

The Performance Level Index on the NYS English language arts exam for the 8th grade at UPREP for the 2014-15 school year is currently unavailable until the NYS School Report Card is issued.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English Language Arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

Results

The aggregate performance of the middle school students in grades 7 and 8 at UPREP obtained an overall proficiency rate of 13.64 percent. In contrast, the aggregate performance of students in the local district for the same grades/exam, obtained a proficiency rate of 2 percent.

2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	UPREP Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	0.0	0.0	2	818
8	13.6	66	2	733
All	13.6	66	4	1551

Evaluation

² Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

UPREP met the Comparative Measure Goal as our 8th grade students enrolled in at least their second year exceeded the performance of the local district students on the NYS 8th grade ELA exam by a margin of 11.6 percent.

Additional Evidence

UPREP outperformed the local district on the 2015 8th grade NYS ELA exam. The difference in proficiency between the two districts was by a margin of 9.6%.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2011-12		2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	0.0	16.5	0.0	5.9	0.0	4.9	0.0	2
8	21.3	19.9	17.0	5.7	9.4	6.7	13.64	2
All	20.7	18.2	15.8	5.8	9.1	5.8	13.64	4

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English Language Arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English Language Arts.

The AMO for English Language Arts is 164.

Results

UPREP achieved a PLI of 43 on the 2015 8th grade English Language Arts assessment. It did not meet its Annual Measurable Object by a margin of 121 points.

2014-15 English Language Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
NA	68	21	9	2

$$\begin{array}{r}
 \text{PI} = 21 + 9 + 2 = \underline{32} \\
 \phantom{\text{PI}} = 9 + 2 = \underline{11} \\
 \phantom{\text{PI}} = \text{PLI} = \underline{43}
 \end{array}$$

Evaluation

UPREP acknowledges that it is struggling to meet accountability benchmarks for the NYS ELA Grade 8 assessment. However, it continues to outperform the local district. In order to increase student performance rates, UPREP has re-evaluated all current practices and systems and has made adjustment to support student needs. These are presented in the Action Plan below.

Once again, as is evident in the high school English Language results, 8th graders exceed the high school accountability benchmarks after attending UPREP for additional years.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.³

Method

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

Results

2014-15 English Language Arts Comparative Performance by Grade Level (ALL)

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7	64%	72	1	NA	NA	NA
8	83%	66	11	NA	NA	NA
All	73.1%	138	6	NA	NA	NA

School’s Overall Comparative Performance:
<i>Waiting for NYS data</i>

Evaluation

To be added following receipt of relevant NYS data

³ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	7-8	87.3	157	19.1	29.5	-0.28
2011-12	7-8	89.8	177	22.0	26.6	-0.29
2012-13	7-8	97.2	145	11.7	11.9	-0.10
2013-14	7-8	95.7	140	5.0	NA	NA
2014-15	7-8	80	138	14.64	NA	NA

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results

Unable to locate mean growth percentile data.

2014-15 English Language Arts Mean Growth Percentile by Grade Level –

Grade	Mean Growth Percentile	
	School	Statewide Median
7	NA	50
8	NA	50
All	NA	50

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Evaluation

To be completed.

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

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

Grade	Mean Growth Percentile					Statewide Average
	2010-11 ⁵	2011-12 ⁷	2012-13	2013-14	2014-15	
7			53	37	NA	50.0
8			41	49	NA	50.0
All			46	43	NA	50.0

Summary of the English Language Arts Goal

As a result of the 2014-15 NYS Grades 7 and 8 ELA exams, students enrolled in at least their second year at UPREP met the Comparative Measure Goal with the number of students meeting the proficiency standard exceeding the number of students meeting proficiency in the local district on the same assessments. This is the 4TH consecutive year that UPREP has met this goal.

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

⁵ Grade level results not available.

Action Plan

- Upon review of the 2015 state performance results, a more strategic use of human capital resources for RtI/AIS support was determined to be necessary. In order to meet the objectives for RtI and make provision for greater student access to the benefits of Tier 1, 2 and 3 outcomes, the co-teaching configuration was redesigned. ELA and Humanities continue to co-teach under more focused supervision by instructional leadership. ELA classrooms at the 8th grade level now include 2-4 teachers at all times. The RtI teacher and Special Education Teacher are present in the classroom with the English and Social Studies teacher as needed in classes but always part of a co-teaching team of 4 in the Inclusion section.
- The 8th Grade English classes are now taught by three highly effective educators in a team approach with the one social Studies co-teacher. One section is co-taught with the school principal who leads and supervises the ELA and Social Studies departments. The second section is taught by the school's newly hired literacy coach, with over 30 years of teaching and coaching success, and the third section (Inclusion) is taught by a third English teacher, the RtI teacher, the Special Education teacher and the Studies Social teacher. This team provides intensive support to students through co-teaching but also through co-planning and evaluation of student work and assessment results. The classroom will also serve as a model or demonstration site to further support all teachers through a visual professional development site for teacher observation and follow-up implementation of highly effective practices.
- Data collection, analysis, and use to differentiate instruction will be more systemically conducted. A newly formed partnership has been established between UPREP and the Children's Institute of Rochester data team. Benchmark testing will occur every 8-10 weeks instead of 2-3 times per year. Test results will be charted out and shared with teachers. The data will be used to more regularly to determine trends, raise questions, and plan for instruction in a more individualized manner making more immediate changes as needed for improved results on the next testing cycle.
- Class observations, ongoing feedback and team/individual meetings will continue but with greater frequency and higher levels of support due to the addition of three more administrators sharing the supervisory role of teachers.
- Model classroom practices will be videotaped and shared as another method of professional development.
- A Student Organization System at the middle grades continues to support the impact of organization of academic performance. Students receive binders with tools, information, accountability protocols and incentives.
- Independent Reading Program will be established for all 7th and 8 graders.
- Portfolios of Student Work will evolve to the next level. All ELA teachers will now be able to plan for each student based on a completed portfolio by each student during the previous year. In September, English, Social Studies and Special Education teachers will begin participating in professional development to analyze the contents of the portfolio, which includes a letter of introduction from

students to new teachers. This training will increase the capacity of teachers to provide writing instruction that is strategic and individualized. The portfolio system not only provides ongoing evidence of student growth, but also provides supervisors with an excellent coaching tool.

- Benchmark Assessments in ELA and Math are administered which previously began in in early October are now administered beginning the second week of September. These mirror state assessments and provide an item analysis to guide instructional decisions and data-driven professional development.
- A highly qualified literacy coach has been hired to provide instructional coaching support.
- The 21st Century Learning Grant offers UPREP's 7th and 8th graders several extended learning opportunities. The program structure has been redesigned to include an additional 90 minutes of instructional support three days per week. One of the three days is devoted to literacy and will be supported by several English Language Arts teachers at all grade levels who will work with the middle grade students on reading and writing as determined by learning gaps identified through data sources.
 - UPREP will continue to offer Saturday School between the months of January and April.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

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

The mathematics program at UPREP uses Connected Math in grades 7 and 8 and the Core Plus program in grades 9 through 11. Both programs are designed to guide teachers in establishing a more student-centered learning environment allowing for an

easier transition to a constructivist approach to teaching and learning that values student inquiry as an integral part of learning for understanding.

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

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 7th and 8th grade in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁶			Total Enrolled	Opt-outs
		IEP	ELL	Absent		
7	67	2	0	0	75	8
8	50	2	0	0	73	23
All	117	4	0	0	148	31

Results

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

Students enrolled in their second year at UPREP achieved a proficiency rate of 2.86% on the NYS 8th grade math exam. The aggregate performance on the NYS middle school mathematics assessments obtained an 8.48 proficiency rate.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
7	4.48	67	0.0	0.0
8	2.0	50	2.86	35
All	6.48	117	2.86	35

Evaluation

The 7th and 8th grade students enrolled in their second year collectively did not achieve the Absolute Measure Goal by a margin of 66.52%. Meeting this goal was especially challenging due to the “opt-out” allowance this year. However, the longer students attend UPREP, the greater their performance rate in mathematics. This is proven by our 10th graders of whom 77% have passed the high school level mathematics regents exams at levels 3, 4 and 5.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency						
	2011-12		2012-13		2013-14		2014-15
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent Number Tested
7	0.0	2	0.0	4	0.0	2	0.0 0.0
8	42.5	80	7.8	51	13.2	53	2.88 35
All	41.5	82	7.3	55	12.7	55	2.88 35

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. The AMO for 2014-15 was 174.

Results

UPREP did not meet the annual measurable objective for 8th graders in mathematics.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
NA	78	20	2	0

$$\begin{array}{rcccccccc}
 \text{PI} & = & 20 & + & 2 & + & 0 & = & \underline{22} \\
 & & & & 2 & + & 0 & = & \underline{2} \\
 & & & & & & \text{PLI} & = & \underline{24}
 \end{array}$$

Evaluation

UPREP achieved a PLI of 22 for the 2015 8th grade mathematics assessment. Students are struggling to perform on this assessment and a re-evaluation of current programs and practices has occurred and a revised action plan has been put into place. This involves double time on mathematics instruction with two math teachers daily. This along with additional action items are articulated in the following Action Plan for this report.

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

Results

⁷ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

For all middle school students enrolled in their second year at UPREP, the aggregate proficiency rate on the 2014-15 state math exams is 2.88 compared to 5.0 for students enrolled in the local school district.

**2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	0.0	0.0	4.0	719
8	2.88	35	1.0	630
All	2.88	35	5.0	1349

Evaluation

The 8th grade students who attended UPREP for two year out performed the students in the local district by 1.88 %. The 7th and 8th grade students combined also outperformed the combined total performance rate of 7th and 8th graders in the local district.

Additional Evidence

Again, upon review of Regents mathematics performance at the high school level, it is evident that within two additional years of mathematics, over 77% of the students are able to perform at level 3 or higher while the same students are unable to meet the benchmark for performance on Grade 8 assessments.

Goal 2: Comparative Measure
 Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁸

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size

⁸ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Results

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7	62.6	67	4.48	NA	NA	NA
8	84.0	50	2.0	NA	NA	NA
All	73.3	117	6.48	NA	NA	NA

School's Overall Comparative Performance:

The Comparative Measure Goal was not met in either the 7th or 8th grade cohorts

Evaluation

Effect size data is not yet available.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	7-8	85.4	164	24.4	29.5	-0.28
2011-12	7-8	91.5	176	41.5	26.6	0.10
2012-13	7-8	98.6	143	5.6	11.2	-0.47
2013-14	7-8	95.7	140	7.9	NA	NA
2014-15	7-8	80	117	3	NA	NA

Goal 2: Growth Measure⁹

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

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. Data is unavailable as of the date of this report.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
7	NA	NA
8	NA	NA
All	NA	NA

Results

Not available at the time of this report.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile					Statewide Average
	2010-11 ¹⁰	2011-12 ¹⁴	2012-13	2013-14	2014-15	
7			52	56	NA	50.0
8			49	57	NA	50.0
All			50	56	NA	50.0

Summary of the Mathematics Goal

The students enrolled in at least their second year at UPREP did not achieve the Comparative Goal by outperforming students in the local district on the 8th grade NYS CC math exam for the third consecutive year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	NA
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same	Did Not Achieve

¹⁰ Grade level results not available.

	tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	NA
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	NA

Action Plan

Efforts to improve student achievement on the 2015-16 NYS Grade 7 and 8 Mathematics assessments include but are not limited to the following:

- A redesign of the support system for Rtl in all math classes has occurred. UPREP now has doubled student contact time in all mathematics classrooms from 187 minutes per week to 375 minutes per week. Each classroom is now co-taught by two math instructors rather than the math and science co-teaching teams of previous years.
- Improved systems have been put in place for data collection, analysis, to differentiate instruction and progress monitoring using i-Ready (Curriculum Associates) and common assessments/benchmarks aligned to NYS modules. Data will be analyzed by grade level teams facilitated by the math instructional leader. Analysis will determine individual student needs and determine the best manner in which to move instruction.
- The leadership team has evolved to include two assistant principals who are collaborating to support middle and high school mathematics classrooms and provide focused professional development.
- All staff received professional development around and will plan instruction with a direct connection to the CCSS and the Mathematics Practice Standards to increase opportunities for students to develop a deeper understanding of math.
- Math teachers will co-teach lessons throughout the school year to practice the pedagogy discussed and experienced in weekly meetings and formal professional development.
- Professional development will continue to utilize the state resources that collectively guide teachers to understand the Common Core State Standards; and design and implement instruction that reflects teachers' growth in aligning the standards with effective pedagogy.
- The 21st Century Learning Grant offers UPREP's 7th and 8th graders several extended learning opportunities. The program structure has been redesigned to include an additional 90 minutes of instructional support three days per week. One of the three days is devoted to mathematics and will be supported by several math teachers at all grade levels who will work with the middle grade students math fluency and skills as determined by learning gaps identified through data sources.

- UPREP will continue to offer Saturday School between the months of January and April.

SCIENCE

Goal 3: Science

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

Background

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

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

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in the 8th grade in spring of 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Of the forty-two 8th grade students enrolled in at least their second year at UPREP, 52.38 percent of the students achieved proficiency on the NYS Grade 8 science exam.

**Charter School Performance on 2014-15 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Students	
	Percent	Number Tested	Percent	Number Tested
8	52.38	42	NA	NA

Evaluation

The percent of students performing at proficiency on the NYS Grade 8 Science exam was 22% lower than the required proficiency rate of 75%. As a result, UPREP did not meet the absolute measure goal.

The instructional program at the middle school level focuses on developing the process skills commonly found among creative problem solvers. These critical thinking skills are a reflection of the common core standards that emphasize how to lead students to a deeper understanding of content and the application of math and literacy skills utilized to make sense of new ideas. It is a matter of bringing at least 15 additional students along in becoming capable of internalizing and applying these skills habitually before we see our 8th graders reach the absolute measure goal stated above.

Additional Evidence

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

The foundations of scientific principles and ideas established in middle school around how to learn science as well as the content, have served our students well in performing at or above proficiency on Regents science tests at the high school level. The June 2015 results on the Living Environment Science Regents exam show that we have been able to meet the accountability benchmark for science with a passing rate of 75%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at						Proficiency
	2011-12		2012-13		2013-14		
	Percent	Number	Percent	Number	Percent	Number	Percent

		Tested	t	r Tested		r Tested	Number Tested	
8	67.5	80	72	50	67.9	53	52.38	42
All	67.5	80	72	50	67.9	53	52.38	42

Goal 3: Comparative Measure

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

Method

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

Results

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

2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	52.38	44	NA	NA

Evaluation

Results of the local district's Science 8 results are not available at the time of this report.

Additional Evidence

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

The 2014-15 results, however, are not yet included since the data is not yet available at the time of this report.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students							
	2011-12		2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School District	Local
8	67.5	27.5	72.0	28.1	67.9	19.5	52.38	NA
All	67.5	27.5	72.0	28.1	67.9	19.5	52.38	NA

Summary of the Science Goal

It is not possible to calculate the comparative measure since Science 8 assessment data is not available at this time of this report.

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

Action Plan

The results of UPREP students' performance for the absolute measure on the NYS Science 8 assessment led the leadership team to implement the following changes in staffing, structure of the learning environment, professional development, and student support systems:

- There has been a redesigned support system for Rtl in all science classes. UPREP now has doubled student contact time in all science classrooms from 187 minutes per week to 375 minutes per week. Each classroom is now co-taught by two science instructors who co-teach each class instead of co-teaching teams of math and science.
- The instructional leadership team now includes a newly hired Assistant Director of Academics who is responsible for Science as the main focus of supervision and support.
- Focused professional development is planned for data analysis of assessment results and use of data to inform lesson planning and instruction.
- Additional opportunities are planned for field studies related to science units of study. These are intended to allow students access to meaningful learning opportunities to develop independent learning skills (process skills) and a deeper understanding of the content through application.

- UPREP will continue to offer Saturday School for additional test preparation between the months of January and June.

NCLB

Goal 4: NCLB

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

Goal 4: Absolute Measure

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

Method

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

Results

Based on the criteria outlined in the NYS NCLB accountability system, UPREP's Accountability Status has remained in good standing through 2013-14. The NCLB status was not yet issued at the time of this report. The report will be updated upon receipt of the information.

Evaluation

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

Additional Evidence

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

NCLB Status by Year

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

2013-14	Good Standing
2014-15	Not yet available

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 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 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: www.p12.nysed.gov/accountability/)

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
2014-15	2011-12	2011	52	1	51

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.

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate to students in the 2011 cohort. 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.¹¹ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

As of August 2015, 76.92% of the 2011 cohort (Graduation Cohort of 2015) had passed the NYS ELA Comprehensive exam. At the same point in time, 86.66% of the 2012 cohort (Graduation Cohort of 2016) has passed the same state exam

English Regents Passing Rate with a Score of 65/75 by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65+	Percent Passing with
			A score of 75+
2011	52	76.92	30.77

Evaluation

UPREP has exceeded the absolute measure goal for the 2011 cohorts prior to their fourth year in cohort. Our outstanding results demonstrate a strong instructional program for developing efficient readers and writers despite the below average performance on the NYS Grade 7 and 8 ELA exams. Proven once again, the state test

¹¹ 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.

¹² Based on the highest score for each student on the English Regents exam

results indicate that the longer students are enrolled at UPREP, the better their performance on state assessments.

Additional Evidence

UPREP continues to meet or exceed the accountability benchmark for ELA Regents results. In fact, UPREP has been able to consistently meet that benchmark for each cohort prior to their third year. As the chart below indicates, 76.9% of the 2011 cohort passed the ELA Regents exam. In addition, the 2012 cohort, graduating in June 2016 has passed the ELA Regents exams by a rate of 86.6% by the end of the third year which exceeds the state expectation by 11.6%. The 2013 cohort has already passed the ELA Regents (the new Common Core ELA assessment) at 70.1%. Therefore, it is expected that we will once again exceed the SUNY expectation of 75%, further the case that the longer students attend UPREP the greater their performance rates.

English Regents Passing Rate with a score of 65/75 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011					52	76.9
2012					75	86.6
2013					87	70.1
2014					68	NA

Goal 1: Absolute Measure

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

Method

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

Results

For cohort 2011, 75% passed the ELA Regents exam with a score of at least 65% by the end of their fourth year. 8th grade performance data for this cohort reveal that out of the 52 students in cohort 2011, 37 had reported scores available for 8th grade. Of these 37, 32 students failed and the other 5 passed at Levels 3 and 4. The other 15 students did not have data reported for

them. Based on available data, it is known that at least 32 students in cohort 2011 did not pass the 8th grade ELA assessment.

English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Number in Cohort not passing ELA Grade 8 (who had test scores available)	Percent Passing with a score of 65/75
2011	32/52	75%/26.8%

Evaluation

UPREP exceeded the absolute measure goal upon completion of our students’ third year in the 2011 cohort. The results show that the longer students attend UPREP, the greater the success rates.

Additional Evidence

Additional evidence exists to support the trend that students will continue to meet or exceed the SUNY benchmark of 75%. Our 2012 cohort has achieved an 86.6% performance rate as of their junior year. Also noteworthy are UPREP’s RTTT (Race to the Top) results for cohort 2011 which is 57.33%.

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_REVIS ED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory

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

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 2014-15 English language arts AMO of **170**.

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

Results

The accountability performance level for the 2011 cohort's results on the NYS Comprehensive ELA exam is **174.99**.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
52	0	21.15	65.38	11.54

$$\begin{array}{rcccccccl}
 \text{PI} & = & 21.1 & + & 65.3 & + & 11.5 & = & 98.07 \\
 & & 5 & & 8 & & 4 & & \\
 & & & & 65.3 & + & 11.5 & = & \underline{76.92} \\
 & & & & 8 & & 4 & & \\
 & & & & & & \text{APL} & = & 174.9 \\
 & & & & & & & & 9
 \end{array}$$

Evaluation

UPREP exceeded the ELA Accountability Performance Level with 174.99. This measure reflects the performance of 51 of the 52 students in the 2011 cohort. The unrepresented student was not tested.

Goal 1: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available school district results.¹⁴

Results

¹⁴ 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.

As of August 2015, the 2011 Accountability Cohort obtained a 76.9 passing rate on the NYS English Language Arts exam. At the time of this report the passing rate for students in the local district was unavailable.

**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	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	52	76.9	N/A	N/A

**English Regents Accountability Performance Level (APL)¹⁵
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011			N/A	N/A

Evaluation

Data for the local district was not available at the time of this report in order to complete the charts above. When the local district’s results are public, the report will be updated to include comparative results for the 2011 cohort.

Summary of the High School English Language Arts Goal ¹⁶

UPREP achieved the absolute measure goals by obtaining a 76.9% passing rate on the state ELA exam to include more than 100% of those students that failed the 8th grade ELA assessment.

The comparative measure goal is not available at the time of this report.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability	Achieved/

¹⁵ For an explanation of the procedure to calculate the school's APL, see page 31.

¹⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Exceeded
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved/ Exceeded
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/ Exceeded
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Not Available

Action Plan

- UPREP will continue to include intervention programs such as Rtl, and targeted pullouts (one-on-one or small group instruction) to support students that struggle to meet proficiency on state assessments and with learning complex content in general.
- We will continue to develop our intervention programs and plan for more effective means of implementing differentiated instruction.
- Professional development will include workshops focused on how the core teachers, special education teachers, and Rtl teachers can effectively collaborate to identify and assist students in need of additional support to improve literacy-based instruction in general.
- A literacy specialist has been added to provide focused support to teachers and students and to improve the contact time between each new teacher and a veteran teacher that has demonstrated a strong understanding of how students learn in the classroom around reading comprehension, intervention strategies, and other literacy-based instructional expertise.
- Teachers will be supported deconstructing CCSS modules and specific standards to guide professional development, mentoring, lesson planning, and student feedback.
- UPREP will continue to offer Saturday School for additional test preparation between the months of January and June.

MATHEMATICS

Goal 2: Absolute Measure

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

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.¹⁷ 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

The 2011 cohort has obtained a proficiency rate of at the completion of their fourth year in the cohort

Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2011	52	88.46/11.54

Evaluation

The 2011 accountability cohort exceeded the absolute measure goal of reaching a 75% passing rate by the end of their fourth year. By August 2014, UPREP exceeded the goal by a margin of 13.46%.

Additional Evidence

AS the chart below indicates, UPREP continues to meet or exceed the accountability benchmark for Mathematics Regents results. In fact, UPREP has been able to consistently meet that benchmark for each cohort prior to their third year. As the chart below indicates, 88.46% of the 2011 cohort passed Mathematics Regents exams. In addition, the 2012 cohort, graduating in June 2016 has passed the Mathematics

¹⁷ 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.

¹⁸ Based on the highest score for each student on the Mathematics Regents exam

Regents exams by a rate of 92% by the end of the third year which exceeds the state expectation by 17%. The results of the 2013 cohort show that current 11th graders already exceeded the SUNY benchmark with 77% passing rate by the end of their 10th grade year.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011					52	88.46
2012					75	92%
2013					87	77.01

Goal 2: Absolute Measure

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

Method

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

Results

31 students of the 2011 cohort failed the NYS Math 8th exam. 90.3% of the 31 students passed at least one high school regents math exam before their fourth year in the cohort which exceeded the 75% passing rate required.

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁹

Cohort Designation	Number in Cohort not passing Math Grade 8 (who had test scores available)	Percent Passing with a score of 65 /80 on Math Regents exams
2011	31/52	90.3/3.2

Evaluation

UPREP students enrolled in the 2011 cohort surpassed the absolute measure for mathematics by 15.3%. The results show that the longer students attend UPREP, the greater the success rates.

Additional Evidence

Additional evidence exists to support the trend that students will continue to meet or exceed the SUNY benchmark of 75%. Our 2012 cohort has achieved a 90.32% performance rate as of their junior year.

Goal 2: Absolute Measure

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

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department law now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVIS ED.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 2014-15 mathematics AMO of **154**.

¹⁹ Based on the highest score for each student on the Mathematics Regents exam

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

Results

The Accountability Performance Level for the 2011 cohort was determined from the student performance on mathematics Regents exams. The 2014-15 AMO for the 2011 cohort is 186.55, exceeding the accountability performance level by 32.55.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	1.92	9.63	88.46	0

$$\begin{array}{rclclclcl}
 \text{PI} & = & 9.6 & + & 88.4 & + & 0 & = & 98.09 \\
 & & 3 & & 6 & & & & \\
 & & & & 88.4 & + & 0 & = & \underline{88.46} \\
 & & & & 6 & & & & \\
 & & & & & & \text{AP} & = & 186.5 \\
 & & & & & & \text{L} & & 5
 \end{array}$$

Evaluation

UPREP exceeded the absolute measure goal. Our APL score of 186.55 exceeds the AMO by 32.55 pts.

Goal 2: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.²⁰

²⁰ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Results

At the completion of their 4th year, the 2011 cohort reached a 88.46% proficiency rate on Mathematics. A comparative measure is not presented below since that at the time of this report the passing rate for students in the local district was unavailable.

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	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	89.58	52	N/A	N/A

Evaluation

UPREP met the comparative measure goal for each of the 2011. When local district data becomes available the report will be updated to include a comparative measure.

Additional Evidence

Although current local district data is not available, for the three previous years of UPREP's charter where Regents math exams have been given, UPREP outperformed the local district on Regents mathematics exams.

Summary of the High School Mathematics Goal ²¹

UPREP exceeded the absolute measure goals and expects to meet or exceed the comparative measure goal. More than 80% of the students in the 2011 and 2012 cohorts have passed at least one Regents math exam at the time of this report. 90% of the students in the 2011 cohort that failed the state 8th grade math exam have passed the regents math exams prior to their fourth year in the cohort.

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

²¹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

e	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.)	
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Action Plan

- At this time, our current intervention program and our instructional practices continues to be adjusted to meet the current needs of students to further improve our June 2016 results on NYS Regents exams.
- We have added two assistant principals to lead and supervise the mathematics department.
- The UPREP leadership team, which includes additional instructional leaders, will meet weekly to discuss student and teacher work and adjust the program accordingly.
- Professional development will reflect the implications of the work/data based on student ongoing performance.
- Item analysis from the L2r reports regarding individual students will be shared with the mathematics staff and leadership team to determine the implications for teaching and learning and the connections among the Common Core State Standards and modules.
- UPREP will continue to offer credit recovery classes for students who have not passed a particular Regents exam in Mathematics and will be retaking the exams in January.
- UPREP will offer Saturday School Regents Prep School.
- During the three weeks prior to June Regents exams, students will attend Regents test prep sessions each morning on a local college campus. This offers students a focused learning environment for 3 hours each day,

SCIENCE

Goal 3: Absolute Measure

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

Method

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

Results

The table below reports the results of 2011 cohort success rates for the Science Regents exams. 88.47% of the 2011 cohort scored proficient on Science Regents.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	52	88.47

Evaluation

Cohort 2011 exceeded the absolute measure goal by a margin of 13.47%. Over the past few years, the test results suggests the instructional program at UPREP along with providing student support in our credit recovery classes and in our Saturday School Program, improves the potential for our students to reach or exceed the absolute measure goal of a 75% success rate on a Regents science exam before completing their fourth year in a cohort.

Additional Evidence

UPrep has been able to meet accountability benchmark in Science for this and previous years. While cohort 2011 has exceeded the accountability benchmark by 13.47%, cohort 2012 has already exceeded the benchmark by a margin of 17% with a 92% performance rate.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011					52	88.47

²² Based on the highest score for each student on any science Regents exam

2012					75	92
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Goal 3: Comparative Measure

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

Method

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

Results

**Science Regents Passing Rate
of the 2011 Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	88.47	52	NA	NA

Evaluation

The total cohort comparative results for the 2011 cohorts at UPREP cannot be calculated since the local district data was not available at the time of this report.

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

SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

Method

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

Results

86.54% of our 2011 cohort scored proficient on the US History Regents exam.

**U.S. History 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
2011	52	86.54
2012	75	82.67

Evaluation

The 2011 cohort exceeded the absolute measure goal for the US History Regents exam by a 11.54 % margin. In addition, the 2012 cohort has already exceeded the US History Regents at a performance level of 82.67% with a margin of 7.67 in the beginning of their 4th year.

The core subjects at UPREP are co-taught allowing the ELA teacher and social studies teachers to improve students' writing of thematic essays and DBQs throughout the year. In addition, many students take advantage of the Saturday School program to seek extra help with understanding content in order to discuss and write about recurring themes using evidence from informational text. We strongly believe these support systems have led most students to pass the US History Regents Exam.

Goal 4: 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 the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

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

Results

Cohort 2011 exceeded the SUNY benchmark of 75% with a performance rate of 86.54%. It is not possible to determine the comparative measure since local district data was not available at the time of this report.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	86.54	52	NA	NA

Evaluation

Upon receiving local district data, this report will be updated and an evaluation provided.

Goal 4: Absolute Measure

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

Method

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

Results

The 2011 accountability cohort achieved an 86.54 proficiency rate on the NYS Global History exam. UPREP exceeded the accountability measure by 11.54%.

**Global 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
2011	52	86.54
2012	75	84.0

Evaluation

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

It is important to note, UPREP students take the Global II Regents exam in one year of study upon completion of the first year of the cohort. Our students have been successful in attempting the NYS Global II exam in a single academic year of study in their first year of high school.

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

Method

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

Results

Upon completion of the third year in the cohort, the students in the 2011 cohort reached a success rate of 86.54% on the NYS Regents Global exam, exceeding the SUNY benchmark measure. Comparative results are not available since the local district results have not been made public at the time of this report.

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

Cohort	Charter School	School District
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²⁴ Based on the highest score for each student on a science Regents exam

	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	86.59	52	NA	NA

Evaluation

Input and evaluation of the comparative results on the Global History Regents exam will be added to this report after local district data is made available.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

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

Goal 6: Absolute Measure

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

Method

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

Grade Promotion Policy:

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

Target Population:

Students, Parents, Employees, and School Leadership

Policy Description:

Grade 7 to 8/Grade 8 to 9 Promotion includes the following:

At the end of the Grade 7 and/or 8 school year, a promotional meeting is held for each student and attended by the school President, Principal, Meeting Chair
 -Grade level core subject teacher(s)

- Instructional/grade level administrator
- RTI staff/Special Education Teacher

One of the following is the decision for each student at that grade level:

- Student will be promoted to the next grade.
- Student must attend a four-week summer program focused on literacy and math.
- Student must demonstrate some growth at the end of the program to be promoted to the next grade level.
- Students and parents will attend a pre-summer school meeting to go over expectations and possible outcomes.

If that growth is not evident, grade retention will be a serious option for that student. Final decisions will be made by the President and Principal.

Core Academic Subjects Offered at UPREP 2015-15

Grade 9: Integrated Algebra, Living Environment, ELA I/II, Global I/II, Spanish I, Spanish II.

Grade 10: Geometry, Earth Science, Comprehensive ELA III, U.S. History, Global I/II, Spanish I, II, III

Grade 11: Trigonometry, Physics, Comprehensive ELA III, U.S. History, Participation in Government, Economics, Spanish II/III, College Level Courses (Participation in Government, Economics, English IV)

Electives 2014-15

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

Additional Credit Bearing Courses

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

Results

94% of the 2011 cohort earned enough credits to graduate.

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

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

97% of the 2014 cohort earned enough credits to be promoted to the next grade level.

Percent of Students Promoted by Cohort in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2011	52	94%
2012	75	100%
2013	87	100%
2014	68	97%

Evaluation

The 2011, 2012, and 2013 cohorts all met the Absolute Measure for the High School Graduation Goal. UPREP students are supported with Saturday School, after school tutorial on Mondays, Tuesdays and Wednesdays, and focused Regents review classes held the last month of school at St. John Fisher College and the University of Rochester. Our special education staff is diligent with making certain the daily instructional practice considers those students with special needs as well as our ELL students. An ESOL teacher was hired in summer of 2014 to support the ELL population.

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

Additional Evidence

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

Goal 6: Absolute Measure
 Each year, 75 percent of students in the second year of the 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

89.58% of the 2011 accountability cohort passed three regents exams by the end of August 2013.
 89.86% of the 2012 accountability cohort passed three regents exams by the end of August 2014.
 74.65% of the 2013 accountability cohort passed three regents exams by the end of August 2015.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents

2011	52-----48	89.58
2012	75-----69	89.86
2013	87-----71	74.65

Evaluation

The 2011 cohort students exceeded the Absolute Measure for Goal 6 by 14.58%. The 2012 cohort students exceeded the Absolute Measure for Goal 6 by 14.86%. The 2013 cohort students did not meet the absolute Measure Goal for Goal 6, missing the target success rate by only 0.35%.

Additional Evidence

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

Summary of the High School Graduation Goal

UPREP exceeded absolute measure goals for both the 2011 and 2012 cohorts and fell short of meeting the absolute measure goal for the 2013 cohort by only 0.35%. With the support of our intervention programs, after school tutoring, Saturday School, credit recovery classes, and a 3-4 week regents preparation program held at St. John Fisher College and the University of Rochester each year, UPREP has been successful in achieving the high school graduation goals outlined in our accountability plan. As a result of our current success on leading most of our students to pass the required regents exams for graduation, UPREP has the potential of graduating 90% – 100% of the students in the 2011 and 2012 cohorts on time with either a Regents or Regents with Distinction diploma.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the	Achieved

	cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Available

Action Plan

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

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

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

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

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

Goal 7: Comparative Measure

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

Method

This measure tracks student performance, one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 20 to 80 on each subsection with

240 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection.

Results

UPREP first 10th grade students (2011 cohort) took the PSAT during the 2012-13 school year and scored a 33 on the Critical Reading portion of the PSAT exam and a 38 on the Mathematics component. Our 2012 cohort took the PSAT during the 2013-14 school year and scored a 36 on the Critical Reading portion of the exam and a 38 on the mathematics component. Cohort 2013 took the PSAT in 2014-15 and scored an average of 34 on the critical reading and a 34 on mathematics.

In 2014-15, Cohort 2012 took the official PSAT as 11th graders and scored 37 on critical reading and 39 on mathematics.

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	No 10 th graders	NA	NA	NA	NA	NA
2012-13	52	50	33	41	38	42
2013-14	92	90	36	45	38	47
2014-15	85	69	34	40	34	42

11th 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
2014-15	52	40	37	45	39	47

Evaluation

During the 2011-12 school year, UPREP did not yet have 10th graders so there is no PSAT data for that school year. Cohort 2011 was in the 10th grade in 2012-13. Results for 10th graders each year beginning with the 2012-13 school are reported above. The PSAT results reported are those from school-based administration and scoring of the PSAT using generic percentile tables provided by College Board.

UPREP students have not yet achieved the Comparative Measure Goal of exceeding the state average on the PSAT test in Critical Reading and Mathematics. With regards to the 2011 cohort performance on the Critical Reading component of the exam, the students failed to meet the goal by a margin of 8 points and fell short of the goal for the mathematics component by 4 points. The 2012 cohort failed to meet the Comparative Measure Goal in both Critical Reading and Mathematics by 9 points for critical reading and 9 points for mathematics. For the 2013 cohort, UPREP students did not meet the goal by 6 points for critical reading and 8 points for mathematics.

UPREP 11th graders taking the official PSAT as juniors also failed to meet the comparative measure by 8 points on the critical reading and 8 points on mathematics.

Summary of the College Preparation Goal

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

Action Plan

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

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 SAT. 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 to the New York State average for all 12th grade test takers in the given year.

Results

Cohort 2012 students (current seniors) who took the SAT in June 2015 as juniors are represented below. On average, students earned scores that did not exceed the state average.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade Taking SAT as 11 th graders	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	52	*24	399	488	404	502
2014-15	82	54	368	480	397	502

*Scores for students reported reflect the highest scores for only students in cohort 2011 who took 2 administrations of the SAT. Scores of students in cohort 2011 who only took the June 2014 administration of the SAT are not presently available. The report will be updated upon receipt of data from the College Board.

Goal 7: School Created College Preparation Measure
 Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.

Method

This measure tracks each year’s graduation rate and the number of graduates accepted into a 2 or 4 year college.

Results

Cohort 2011, UPREP’s first graduating class, graduated in June of 2015 at a graduation rate of 94%. Of the 48 graduates, 47 were accepted into one or more colleges. This includes students with disabilities with the exception of the one student who chose to network with the Access Team for job readiness and placement.

Cohort 2011 Graduation and College Acceptance Measure		
Total in Cohort	Total Graduating	Total accepted into one or more colleges
52	48	47

Comparative Measure of UPREP with Local District Graduation Rates

School Year	UPREP	Local District	Local District Males only
2014-15	94%	NA	NA

Evaluation

UPREP graduated its first class of students in June of 2015 at a 94% graduation rate. While the local district rate has not published its 2014-15 graduation rate, the local district has consistently suffered poor results. The chart above outlines UPREP's graduation rate against the local district's rate for 2014-15. Considering that UPREP is an all-male school, the rate at which UPREP has exceeded the local district is even more significant when considering the male population only.

Additionally, 98% of the students in the 2011 cohort were accepted into at least one 2 or 4 year college or university. Furthermore, 7 of the 48 graduates in the 2011 cohort received scholarships totaling \$134,250.00 along with one student's HEOP FULL RIDE Scholarship to St. John Fisher College in Rochester, New York.

(§) 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.

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.

Results

Cohort 2011 achieved an Aspiration Performance Measure of 11.54% in math and 30.77 for English Language Arts. Cohort 2012 achieved an Aspiration Performance Measure of 16% in math and 57.33% for English Language Arts. At the time of this report, state data was not available in or to complete a comparison analysis. A comparative measure, at the time of this report, is not possible to include because the statewide measure is not available at this time.

Percent of Graduates Meeting the Aspirational Performance Measure for Math Regents²⁵

Cohort	Charter School	Statewide ²⁶
2011	11.54%	NA
2012	16.0%	NA

Percent of Graduates Meeting the Aspirational Performance Measure for English Regents²⁷

Cohort	Charter School	Statewide ²⁸
2011	30.77%	NA
2012	57.33%	NA

Evaluation

Although we cannot calculate a comparative measure at this time, UPREP has shown growth in the APM measure from the 2011 to the 2012 cohort results in both mathematics and English language arts.

(S) The percent of graduating students who 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 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

²⁵ 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](#).

²⁶ Statewide results for the 2011 cohort are not yet available.

²⁷ 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](#).

²⁸ Statewide results for the 2011 cohort are not yet available.

Five of 52 or 10% of the students in cohort 2011 received a Regents Diploma with Designation. Since the local district results have not yet been made available, a comparison was not possible at the time of this report.

Percent of Graduates with a Regents Diploma with Advanced Designation²⁹

Cohort	Charter School	School District ³⁰
2011	5/52 10%	NA

Evaluation

An evaluation will be provided following a review of local district data regarding students with Regents Diplomas with Designation when it becomes available.

(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

Students will enroll in college classes and pass at least one of the courses in which they are enrolled.

Results

Of the 48 students in cohort 2011, 14 were enrolled in at least one college course at Bryant and Stratton College in their senior year. Each of the 14 students passed at least one of the courses in which they were enrolled.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³¹
2011	48	14

Evaluation

²⁹ 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](#).

³⁰ District results for the 2011 cohort are not yet available.

³¹ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

UPREP continues to offer college courses to its juniors and seniors at Bryant and Stratton and Monroe Community College. UPREP provides tuition assistance, transportation and school-based study support for students attending college classes.

While 100% of the students who took a college course passed at least one course, the 14 students represents 29% of the cohort. Additional opportunities to meet this benchmark will be afforded to the upcoming cohorts of students.

Goal 7: School Created College Attendance or Achievement Measure
 Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.

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

Method

Attendance and achievement in college is measured by the percent of students who actually matriculate after being accepted.

Results

As of the time of this report, although 98% of the first graduating class was accepted into a college or university, there is no data available to determine the percent of students who matriculated in a college or university.

Evaluation

A communication protocol is being designed by UPREP’s counselors so that the College Attendance rate can be measured for this and upcoming cohorts.

Summary of the College Preparation Goal

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Not achieved
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not achieved
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Achieved
College	Each Year, the school will demonstrate college attendance	Not yet

Attainment	or achievement through at least one measure of its own design.	available
	(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.	Not achieved
	(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.	Not Achieve
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not available
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not available

Action Plan

- Opportunities for PSAT and SAT prep will be provided through special prep classes and through the integration of strategies and test practices within the existing curriculum
- With the administration of Common Core Regents exams, UPREP recognizes the urgency with which to better prepare students for Regents exams and especially for increasing students' ability to meet the state's aspirational performance measure. Therefore, additional teacher and classroom support is being provided through additional instructional leadership, the nature of professional development, the allocation of classroom resources, and more systemic data analysis for effective instructional use.
- Additional opportunities will be provided so that at least 75 % of students have access to college courses.
- While 98% of UPREP's first graduation class has been accepted into a college or university, there is no data to show how many of those students actually matriculated. A system is being developed to collect this data in order to be able to measure this benchmark.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Student retention rates are calculated by dividing the current year’s re-enrollment rate by the previous year’s enrollment rate minus the number of graduates.

Results

UPREP’s retention rates for 2014-15 was 77.61%. There were no graduates to subtract at that time and the 7th graders are not included since they were newly incoming students. UPREP did not meet the 90% absolute measure for retention rate by 12.39 percentage points.

2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15 (not counting incoming 7 th graders)	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
393	0	305	77.61%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Power School is used to track students on a daily and yearly basis.

Results

The average daily attendance rate for the 2014-15 school year was 90%.

Year	Average Daily Attendance Rate
2014-15	90%

Evaluation

UPREP's daily attendance rate fell short of the 95% measure by 5 percentage points. UPREP has established a more intensive plan to identify chronic absentees and to address causes for improved attendance rates in 2015-16.

The retention rate mainly fluctuates based on factors beyond UPREP's control such as family mobility.



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/24/2015

Last updated: 07/29/2015

Page 1

Charter School Name: 261600860985 UNIVERSITY PREP CS-YOUNG MEN

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	5797451
Line 2: Year End Per Pupil Count	443
Line 3: Divide Line 1 by Line 2	13087

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 2014-15 Schedule of Functional Expenses) and divide by the year end 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 20 of the 2014-15 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 2014-15 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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	3480743
Line 2: Management and General Cost (Column)	1092479
Line 3: Sum of Line 1 and Line 2	4573222
Line 4: Year End Per Pupil Count	443
Line 5: Divide Line 3 by the Year End Per Pupil Count	10323

Thank you.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
------------------------------	--

2- BLUE tabs require input of information

1.) Name of School	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
2.) Enrollment	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
4.) Yearly Budget	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
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Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

University Preparatory Charter School for Young Men

Contact Name: Joseph Munno
Contact Title: President
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

**UNIVERSITY PREPARATORY CHARTER SCHOOL
2015-16**

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT								75
TOTAL ENROLLMENT = 450								

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	0	450	0	450	0	450	0	450

NOTE:
IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COME BLANK.
IF "Revised Budgeted Enrollment" column is utilized, all cells in the entire column should be com

	PRIOR YEAR #NAME? Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District		450		450		450		450

PRIMARY/OTHER	DISTRICT NAME(S)
1 PRIMARY District	ROCHESTER CITY SD
2 SECONDARY District	(Select from drop-down list)
Other District 3	(Select from drop-down list)
Other District 4	(Select from drop-down list)
Other District 5	(Select from drop-down list)
Other District 6	(Select from drop-down list)
Other District 7	(Select from drop-down list)
Other District 8	(Select from drop-down list)
Other District 9	(Select from drop-down list)
Other District 10	(Select from drop-down list)
Other District 11	(Select from drop-down list)
Other District 12	(Select from drop-down list)
Other District 13	(Select from drop-down list)
Other District 14	(Select from drop-down list)
Other District 15	(Select from drop-down list)
Other District 16	(Select from drop-down list)
Other District 17	(Select from drop-down list)
Other District 18	(Select from drop-down list)
Other District 19	(Select from drop-down list)
Other District 20	(Select from drop-down list)
Other District 21	(Select from drop-down list)
Other District 22	(Select from drop-down list)
Other District 23	(Select from drop-down list)
Other District 24	(Select from drop-down list)
Other District 25	(Select from drop-down list)
Other District 26	(Select from drop-down list)
Other District 27	(Select from drop-down list)
Other District 28	(Select from drop-down list)
Other District 29	(Select from drop-down list)
Other District 30	(Select from drop-down list)
Other District 31	(Select from drop-down list)
Other District 32	(Select from drop-down list)
Other District 33	(Select from drop-down list)
Other District 34	(Select from drop-down list)
Other District 35	(Select from drop-down list)
Other District 36	(Select from drop-down list)
Other District 37	(Select from drop-down list)
Other District 38	(Select from drop-down list)
Other District 39	(Select from drop-down list)
Other District 40	(Select from drop-down list)
Other District 41	(Select from drop-down list)
Other District 42	(Select from drop-down list)
Other District 43	(Select from drop-down list)
Other District 44	(Select from drop-down list)
Other District 45	(Select from drop-down list)
Other District 46	(Select from drop-down list)
Other District 47	(Select from drop-down list)
Other District 48	(Select from drop-down list)
Other District 49	(Select from drop-down list)
Other District 50	(Select from drop-down list)

FOR YOUNG MEN

8	9	10	11	12
75	68	71	84	77

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
COMPLETELY pleted.				
ACTUAL ENROLLMENT BY QUARTER				
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**UNIVERSITY PREPARATORY CHARTER SCHOOL
2015-16**

STAFFING PLAN - FULL TIME EQUIVALENT

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETE IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES sections.

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE							
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Original
Executive Management		1.0		1.0		1.0			1.0
Instructional Management		5.0		5.0		5.0			5.0
Deans, Directors & Coordinators		6.0		6.0		6.0			6.0
CFO / Director of Finance		1.0		1.0		1.0			1.0
Operation / Business Manager									
Administrative Staff		2.0		2.0		2.0			2.0
TOTAL ADMINISTRATIVE STAFF	0.0	15.0	0.0	15.0	0.0	15.0	0.0		15.0
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE							
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Original
Teachers - Regular		31.0		31.0		31.0			31.0
Teachers - SPED		6.0		6.0		6.0			6.0
Substitute Teachers									
Teaching Assistants									
Specialty Teachers		13.0		13.0		13.0			13.0
Aides									
Therapists & Counselors		2.0		2.0		2.0			2.0
Other									
TOTAL INSTRUCTIONAL	0.0	52.0	0.0	52.0	0.0	52.0	0.0		52.0
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE							
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Original
Nurse									
Librarian									
Custodian		4.0		4.0		4.0			4.0
Security		2.0		2.0		2.0			2.0
Other		4.0		4.0		4.0			4.0
TOTAL NON-INSTRUCTIONAL	0.0	10.0	0.0	10.0	0.0	10.0	0.0		10.0
TOTAL PERSONNEL SERVICE FTE	0.0	77.0	0.0	77.0	0.0	77.0	0.0		77.0

UNIVERSITY PREPARATORY CHARTER SCHOOL

STAFFING PLAN - WAGES

ADMINISTRATIVE PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>		Q1		Q2		Q3		Q4	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised
Executive Management		126413		126413		126413		126413	
Instructional Management		79203.4		79203.4		79203.4		79203.4	
Deans, Directors & Coordinators		53751.33		53751.33		53751.33		53751.33	
CFO / Director of Finance		42161		42161		42161		42161	
Operation / Business Manager									
Administrative Staff		38053.5		38053.5		38053.5		38053.5	
INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>		Q1		Q2		Q3		Q4	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised
Teachers - Regular		44203.81		44203.81		44203.81		44203.81	
Teachers - SPED		45044.33		45044.33		45044.33		45044.33	
Substitute Teachers									
Teaching Assistants									
Specialty Teachers		43003.31		43003.31		43003.31		43003.31	
Aides									
Therapists & Counselors		43050		43050		43050		43050	
Other									
NON-INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>		Q1		Q2		Q3		Q4	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised
Nurse									
Librarian									
Custodian		32968		32968		32968		32968	
Security		21315		21315		21315		21315	
Other		22024		22024		22024		22024	

**UNIVERSITY PREPARATORY CHARTER SCHOOL F
Budget / Operating Plan
2015-16**

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	-	1,489,646	#NAME?	#NAME?	1,540,990	#NAME?	#NAME?	1,528,323	
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	-	450	-	-	450	-	-	450	
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions								
Executive Management	1.00	-	31,603	-	#NAME?	31,603	-	#NAME?	31,603
Instructional Management	5.00	-	99,004	-	#NAME?	99,004	-	#NAME?	99,004
Deans, Directors & Coordinators	6.00	-	80,627	-	#NAME?	80,627	-	#NAME?	80,627
CFO / Director of Finance	1.00	-	10,540	-	#NAME?	10,540	-	#NAME?	10,540
Operation / Business Manager	-	-	-	-	#NAME?	-	-	#NAME?	-
Administrative Staff	2.00	-	19,027	-	#NAME?	19,027	-	#NAME?	19,027
TOTAL ADMINISTRATIVE STAFF	15.00	-	240,801	-	#NAME?	240,801	-	#NAME?	240,801
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	31.00	-	342,580	-	#NAME?	342,580	-	#NAME?	342,580
Teachers - SPED	6.00	-	67,566	-	#NAME?	67,566	-	#NAME?	67,566
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?	-
Teaching Assistants	-	-	-	-	#NAME?	-	-	#NAME?	-
Specialty Teachers	13.00	-	139,761	-	#NAME?	139,761	-	#NAME?	139,761
Aides	-	-	-	-	#NAME?	-	-	#NAME?	-
Therapists & Counselors	2.00	-	21,525	-	#NAME?	21,525	-	#NAME?	21,525
Other	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL INSTRUCTIONAL	52.00	-	571,432	-	#NAME?	571,432	-	#NAME?	571,432
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	4.00	-	32,968	-	#NAME?	32,968	-	#NAME?	32,968
Security	2.00	-	10,658	-	#NAME?	10,658	-	#NAME?	10,658
Other	4.00	-	22,024	-	#NAME?	22,024	-	#NAME?	22,024
TOTAL NON-INSTRUCTIONAL	10.00	-	65,650	-	#NAME?	65,650	-	#NAME?	65,650
SUBTOTAL PERSONNEL SERVICE COSTS	77.00	-	877,883	-	#NAME?	877,883	-	#NAME?	877,883
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	61,236	-	#NAME?	71,441	-	#NAME?	61,236
Fringe / Employee Benefits	-	-	146,259	-	#NAME?	146,259	-	#NAME?	146,259
Retirement / Pension	-	-	56,250	-	#NAME?	56,250	-	#NAME?	56,250
TOTAL PAYROLL TAXES AND BENEFITS		-	263,744	-	#NAME?	273,950	-	#NAME?	263,745
TOTAL PERSONNEL SERVICE COSTS	77.00	-	1,141,627	-	#NAME?	1,151,833	-	#NAME?	1,141,628
CONTRACTED SERVICES									
Accounting / Audit	-	-	15,000	-	#NAME?	2,000	-	#NAME?	-
Legal	-	-	3,000	-	#NAME?	3,000	-	#NAME?	3,000
Management Company Fee	-	-	-	-	#NAME?	-	-	#NAME?	-
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch	-	-	40,000	-	#NAME?	93,676	-	#NAME?	93,676
Payroll Services	-	-	2,769	-	#NAME?	3,231	-	#NAME?	2,769
Special Ed Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Titlement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting	-	-	57,500	-	#NAME?	57,500	-	#NAME?	57,500
TOTAL CONTRACTED SERVICES		-	118,269	-	#NAME?	159,407	-	#NAME?	156,946

UNIVERSITY PREPARATORY CHARTER SCHOOL F
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,489,646	#NAME?	#NAME?	1,540,990	#NAME?	#NAME?	1,528,323
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	450	-	-	450	-	-	450
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
ROCHESTER CITY SD	-	450	-	-	450	-	-	450
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
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OR YOUNG MEN

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,733,990	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	450	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE	SED' Column(s) COMPLETELY BLANK. ST be completed.				
REVENUES FROM STATE SOURCES	2015-16				
Per Pupil Revenue	Per Pupil Rate				
ROCHESTER CITY SD	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	-	#NAME?	159,240	-	#NAME?
Grants					
Stimulus	-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	-	#NAME?	-	-	#NAME?
Title I	-	#NAME?	159,226	-	#NAME?
Title Funding - Other	-	#NAME?	15,000	-	#NAME?
School Food Service (Free Lunch)	-	#NAME?	95,000	-	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES	-	#NAME?	269,226	-	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations	-	#NAME?	-	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
Erate Reimbursement	-	#NAME?	-	-	#NAME?
Earnings on Investments	-	#NAME?	-	-	#NAME?
Interest Income	-	#NAME?	-	-	#NAME?
Food Service (Income from meals)	-	#NAME?	-	-	#NAME?
Text Book	-	#NAME?	-	-	#NAME?
OTHER	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	#NAME?	-	-	#NAME?
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

OR YOUNG MEN

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,733,990	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	450	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions				
Executive Management	1.00	-	#NAME?	31,603	-
Instructional Management	5.00	-	#NAME?	99,004	-
Deans, Directors & Coordinators	6.00	-	#NAME?	80,627	-
CFO / Director of Finance	1.00	-	#NAME?	10,540	-
Operation / Business Manager	-	-	#NAME?	-	-
Administrative Staff	2.00	-	#NAME?	19,027	-
TOTAL ADMINISTRATIVE STAFF	15.00	-	#NAME?	240,801	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	31.00	-	#NAME?	342,580	-
Teachers - SPED	6.00	-	#NAME?	67,566	-
Substitute Teachers	-	-	#NAME?	-	-
Teaching Assistants	-	-	#NAME?	-	-
Specialty Teachers	13.00	-	#NAME?	139,761	-
Aides	-	-	#NAME?	-	-
Therapists & Counselors	2.00	-	#NAME?	21,525	-
Other	-	-	#NAME?	-	-
TOTAL INSTRUCTIONAL	52.00	-	#NAME?	571,432	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	#NAME?	-	-
Librarian	-	-	#NAME?	-	-
Custodian	4.00	-	#NAME?	32,968	-
Security	2.00	-	#NAME?	10,658	-
Other	4.00	-	#NAME?	22,024	-
TOTAL NON-INSTRUCTIONAL	10.00	-	#NAME?	65,650	-
SUBTOTAL PERSONNEL SERVICE COSTS	77.00	-	#NAME?	877,883	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		-	#NAME?	71,441	-
Fringe / Employee Benefits		-	#NAME?	146,259	-
Retirement / Pension		-	#NAME?	56,250	-
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	273,950	-
TOTAL PERSONNEL SERVICE COSTS	77.00	-	#NAME?	1,151,833	-
CONTRACTED SERVICES					
Accounting / Audit		-	#NAME?	-	-
Legal		-	#NAME?	3,000	-
Management Company Fee		-	#NAME?	-	-
Nurse Services		-	#NAME?	-	-
Food Service / School Lunch		-	#NAME?	93,676	-
Payroll Services		-	#NAME?	3,231	-
Special Ed Services		-	#NAME?	-	-
Titlement Services (i.e. Title I)		-	#NAME?	-	-
Other Purchased / Professional / Consulting		-	#NAME?	57,500	-
TOTAL CONTRACTED SERVICES		-	#NAME?	157,407	-

OR YOUNG MEN

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,733,990	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	450	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	2,250	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	-	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	-	-	#NAME?
Textbooks / Workbooks	-	#NAME?	15,000	-	#NAME?
Supplies & Materials other	-	#NAME?	15,500	-	#NAME?
Equipment / Furniture	-	#NAME?	17,500	-	#NAME?
Telephone	-	#NAME?	3,500	-	#NAME?
Technology	-	#NAME?	27,500	-	#NAME?
Student Testing & Assessment	-	#NAME?	13,750	-	#NAME?
Field Trips	-	#NAME?	12,500	-	#NAME?
Transportation (student)	-	#NAME?	10,000	-	#NAME?
Student Services - other	-	#NAME?	10,000	-	#NAME?
Office Expense	-	#NAME?	9,250	-	#NAME?
Staff Development	-	#NAME?	8,750	-	#NAME?
Staff Recruitment	-	#NAME?	-	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	3,000	-	#NAME?
School Meals / Lunch	-	#NAME?	-	-	#NAME?
Travel (Staff)	-	#NAME?	6,250	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	154,750	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	7,500	-	#NAME?
Janitorial	-	#NAME?	6,000	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	-	-	#NAME?
Repairs & Maintenance	-	#NAME?	22,750	-	#NAME?
Equipment / Furniture	-	#NAME?	7,500	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	31,250	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	75,000	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	195,000	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	1,733,990	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

OR YOUNG MEN

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,733,990	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	450	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
ROCHESTER CITY SD	-	-	450	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	450	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	3,853	-	#NAME?

**UNIVERSITY PREPARATORY CHARTER
Budget / Operatin
2015-16**

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,292,949	#NAME?	#NAME?	(6,292,949)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	2015-16				
ROCHESTER CITY SD	Per Pupil Rate				
-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	927,720	#NAME?	#NAME?	927,720	#NAME?
Grants					
Stimulus	-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	-	#NAME?	#NAME?	-	#NAME?
Title I	334,226	#NAME?	#NAME?	334,226	#NAME?
Title Funding - Other	38,000	#NAME?	#NAME?	38,000	#NAME?
School Food Service (Free Lunch)	300,000	#NAME?	#NAME?	300,000	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES	672,226	#NAME?	#NAME?	672,226	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations	-	#NAME?	#NAME?	-	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Erate Reimbursement	-	#NAME?	#NAME?	-	#NAME?
Earnings on Investments	-	#NAME?	#NAME?	-	#NAME?
Interest Income	-	#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)	-	#NAME?	#NAME?	-	#NAME?
Text Book	-	#NAME?	#NAME?	-	#NAME?
OTHER	-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

**UNIVERSITY PREPARATORY CHARTER
Budget / Operatin
2015-16**

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		6,292,949	#NAME?	#NAME?	(6,292,949)	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	1.00	126,413	#NAME?	#NAME?	(126,413)	#NAME?
Instructional Management	5.00	396,017	#NAME?	#NAME?	(396,017)	#NAME?
Deans, Directors & Coordinators	6.00	322,508	#NAME?	#NAME?	(322,508)	#NAME?
CFO / Director of Finance	1.00	42,161	#NAME?	#NAME?	(42,161)	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?	-	#NAME?
Administrative Staff	2.00	76,107	#NAME?	#NAME?	(76,107)	#NAME?
TOTAL ADMINISTRATIVE STAFF	15.00	963,206	#NAME?	#NAME?	(963,206)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	31.00	1,370,318	#NAME?	#NAME?	(1,370,318)	#NAME?
Teachers - SPED	6.00	270,266	#NAME?	#NAME?	(270,266)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	-	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	13.00	559,043	#NAME?	#NAME?	(559,043)	#NAME?
Aides	-	-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselors	2.00	86,100	#NAME?	#NAME?	(86,100)	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL INSTRUCTIONAL	52.00	2,285,727	#NAME?	#NAME?	(2,285,727)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	4.00	131,872	#NAME?	#NAME?	(131,872)	#NAME?
Security	2.00	42,630	#NAME?	#NAME?	(42,630)	#NAME?
Other	4.00	88,096	#NAME?	#NAME?	(88,096)	#NAME?
TOTAL NON-INSTRUCTIONAL	10.00	262,598	#NAME?	#NAME?	(262,598)	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		77.00	3,511,531	#NAME?	#NAME?	(3,511,531)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		265,354	#NAME?	#NAME?	(265,354)	#NAME?
Fringe / Employee Benefits		585,035	#NAME?	#NAME?	(585,035)	#NAME?
Retirement / Pension		225,000	#NAME?	#NAME?	(225,000)	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		1,075,389	#NAME?	#NAME?	(1,075,389)	#NAME?
TOTAL PERSONNEL SERVICE COSTS		77.00	4,586,920	#NAME?	#NAME?	(4,586,920)
CONTRACTED SERVICES						
Accounting / Audit		17,000	#NAME?	#NAME?	(17,000)	#NAME?
Legal		12,000	#NAME?	#NAME?	(12,000)	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		321,029	#NAME?	#NAME?	(321,029)	#NAME?
Payroll Services		12,000	#NAME?	#NAME?	(12,000)	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		230,000	#NAME?	#NAME?	(230,000)	#NAME?
TOTAL CONTRACTED SERVICES		592,029	#NAME?	#NAME?	(592,029)	#NAME?

**UNIVERSITY PREPARATORY CHARTER
Budget / Operatin
2015-16**

	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	6,292,949	#NAME?	#NAME?	(6,292,949)	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue					
Total Expenses					
Net Income					
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	9,000	#NAME?	#NAME?	(9,000)	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	60,000	#NAME?	#NAME?	(60,000)	#NAME?
Supplies & Materials other	62,000	#NAME?	#NAME?	(62,000)	#NAME?
Equipment / Furniture	70,000	#NAME?	#NAME?	(70,000)	#NAME?
Telephone	14,000	#NAME?	#NAME?	(14,000)	#NAME?
Technology	110,000	#NAME?	#NAME?	(110,000)	#NAME?
Student Testing & Assessment	55,000	#NAME?	#NAME?	(55,000)	#NAME?
Field Trips	50,000	#NAME?	#NAME?	(50,000)	#NAME?
Transportation (student)	40,000	#NAME?	#NAME?	(40,000)	#NAME?
Student Services - other	40,000	#NAME?	#NAME?	(40,000)	#NAME?
Office Expense	37,000	#NAME?	#NAME?	(37,000)	#NAME?
Staff Development	35,000	#NAME?	#NAME?	(35,000)	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	-	#NAME?
Student Recruitment / Marketing	12,000	#NAME?	#NAME?	(12,000)	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?
Travel (Staff)	25,000	#NAME?	#NAME?	(25,000)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	-	#NAME?	#NAME?	-	#NAME?
TOTAL SCHOOL OPERATIONS	619,000	#NAME?	#NAME?	(619,000)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	30,000	#NAME?	#NAME?	(30,000)	#NAME?
Janitorial	24,000	#NAME?	#NAME?	(24,000)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	-	#NAME?
Repairs & Maintenance	91,000	#NAME?	#NAME?	(91,000)	#NAME?
Equipment / Furniture	30,000	#NAME?	#NAME?	(30,000)	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	125,000	#NAME?	#NAME?	(125,000)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	300,000	#NAME?	#NAME?	(300,000)	#NAME?
DEPRECIATION & AMORTIZATION	195,000	#NAME?	#NAME?	(195,000)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	6,292,949	#NAME?	#NAME?	(6,292,949)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	1.00
Instructional Management	5.00
Deans, Directors & Coordinators	6.00
CFO / Director of Finance	1.00
Operation / Business Manager	-
Administrative Staff	2.00
TOTAL ADMINISTRATIVE STAFF	15.00

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	31.00
Teachers - SPED	6.00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	13.00
Aides	-
Therapists & Counselors	2.00
Other	-
TOTAL INSTRUCTIONAL	52.00

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	4.00
Security	2.00
Other	4.00
TOTAL NON-INSTRUCTIONAL	10.00

SUBTOTAL PERSONNEL SERVICE COSTS	77.00
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS	77.00
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titelment Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment
SCHOOL OPERATIONS
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
TOTAL SCHOOL OPERATIONS
FACILITY OPERATION & MAINTENANCE
Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
TOTAL FACILITY OPERATION & MAINTENANCE
DEPRECIATION & AMORTIZATION
RESERVES / CONTINGENCY
TOTAL EXPENSES
NET INCOME

DESCRIPTION OF ASSUMPTIONS

SCHOOL FOR YOUNG MEN
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

ROCHESTER CITY SD

-

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ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
BALANCE SHEET
2015-16**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>#NAME?</u>	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
CURRENT ASSETS					
Cash and cash equivalents	\$-	\$-	\$-	\$-	\$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	\$-	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Budget / Operating Plan

2015-16

Total Revenue	#NAME?						
Total Expenses	#NAME?						
Net Income	#NAME?						
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		Current Budget			Current Budget		
	Actual		Variance	Actual		Variance	Actual

EXPENSES

	Quarter 0 No. of Positions						
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES							
Accounting / Audit	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Budget / Operating Plan
2015-16**

Total Revenue	#NAME?						
Total Expenses	#NAME?						
Net Income	#NAME?						
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Current Budget	Variance		Current Budget	Variance	
	Actual			Actual			Actual

ENROLLMENT - *School Districts Are Linked To Above Entries*

ROCHESTER CITY SD	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
ALL OTHER School Districts: (Count = 0)	-	#NAME?	-	-	#NAME?	-	-
TOTAL ENROLLMENT	-	#NAME?	-	-	#NAME?	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
EXPENSES PER PUPIL	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

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Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES	Quarter 0				
	No. of Positions				
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES	#NAME?	#NAME?	-	#NAME?	#NAME?

UNIV

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	#NAME?	#NAME?	-	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	-	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	-	#NAME?	#NAME?
Technology	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	-	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	-	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	-	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	-	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	-	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	#NAME?	-	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	-	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	-	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	#NAME?	#NAME?	-	#NAME?	#NAME?
RESERVES / CONTINGENCY	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL EXPENSES	#NAME?	#NAME?	-	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

UNIV					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
ROCHESTER CITY SD	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?

UNIVL FOR YOUNG MEN

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,292,949	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5		P Y Actual (P Y	
	Original Budget - TY	Actual vs. Original Budget TY	TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

EXPENSES		Quarter 0			
		No. of Positions			
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?		126,413	#NAME?	#NAME?
Instructional Management	#NAME?		396,017	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?		322,508	#NAME?	#NAME?
CFO / Director of Finance	#NAME?		42,161	#NAME?	#NAME?
Operation / Business Manager	#NAME?		-	#NAME?	#NAME?
Administrative Staff	#NAME?		76,107	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?		963,206	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?		1,370,318	#NAME?	#NAME?
Teachers - SPED	#NAME?		270,266	#NAME?	#NAME?
Substitute Teachers	#NAME?		-	#NAME?	#NAME?
Teaching Assistants	#NAME?		-	#NAME?	#NAME?
Specialty Teachers	#NAME?		559,043	#NAME?	#NAME?
Aides	#NAME?		-	#NAME?	#NAME?
Therapists & Counselors	#NAME?		86,100	#NAME?	#NAME?
Other	#NAME?		-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?		2,285,727	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?		-	#NAME?	#NAME?
Librarian	#NAME?		-	#NAME?	#NAME?
Custodian	#NAME?		131,872	#NAME?	#NAME?
Security	#NAME?		42,630	#NAME?	#NAME?
Other	#NAME?		88,096	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?		262,598	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS			3,511,531	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes			265,354	#NAME?	#NAME?
Fringe / Employee Benefits			585,035	#NAME?	#NAME?
Retirement / Pension			225,000	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS			1,075,389	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS			4,586,920	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit			17,000	#NAME?	#NAME?
Legal			12,000	#NAME?	#NAME?
Management Company Fee			-	#NAME?	#NAME?
Nurse Services			-	#NAME?	#NAME?
Food Service / School Lunch			321,029	#NAME?	#NAME?
Payroll Services			12,000	#NAME?	#NAME?
Special Ed Services			-	#NAME?	#NAME?
Titlement Services (i.e. Title I)			-	#NAME?	#NAME?
Other Purchased / Professional / Consulting			230,000	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES			592,029	#NAME?	#NAME?

UNIVL FOR YOUNG MEN

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,292,949	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
\$				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	9,000	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	60,000	#NAME?	#NAME?	#NAME?
Supplies & Materials other	62,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	70,000	#NAME?	#NAME?	#NAME?
Telephone	14,000	#NAME?	#NAME?	#NAME?
Technology	110,000	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	55,000	#NAME?	#NAME?	#NAME?
Field Trips	50,000	#NAME?	#NAME?	#NAME?
Transportation (student)	40,000	#NAME?	#NAME?	#NAME?
Student Services - other	40,000	#NAME?	#NAME?	#NAME?
Office Expense	37,000	#NAME?	#NAME?	#NAME?
Staff Development	35,000	#NAME?	#NAME?	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	12,000	#NAME?	#NAME?	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	#NAME?
Travel (Staff)	25,000	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	-	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	619,000	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	30,000	#NAME?	#NAME?	#NAME?
Janitorial	24,000	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	91,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	30,000	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	125,000	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	300,000	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	195,000	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	6,292,949	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

UNIVL FOR YOUNG MEN

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,292,949	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	S	Actual vs. Original Budget - TY	Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*					
ROCHESTER CITY SD				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
ALL OTHER School Districts: (Count = 0)				-	-
TOTAL ENROLLMENT				-	-
REVENUE PER PUPIL				-	-
EXPENSES PER PUPIL				-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

2015-16

Administrative
expenditures per pupil:

6454.95

Per NYS Statute

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

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	University Preparatory Charter School for Young Men
Audit Period:	2014-15
Prior Period:	2013-14
Report Due Date:	Sunday, November 01, 2015
Date Submitted:	October 30, 2015
School Fiscal Contact Name:	Adela Mehremic
School Fiscal Contact Email:	[REDACTED]g
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Heveron & Company
School Audit Contact Name:	Joseph Munno
School Audit Contact Email:	Joseph.Munno@uprep.org
School Audit Contact Phone:	585-672-1280

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in "N/A"):
Management Letter	
Management Letter Response	N/A
Form 990	
Federal Single Audit (A-133) ¹	
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234 FSandA133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circ

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG
Statement of Financial Position
#NAME?

<u>ASSETS</u>	<u>2014-15</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	1970143
Grants and contracts receivable	202468
Accounts receivables	137831
Prepaid expenses	0
Contributions and other receivables	0
TOTAL CURRENT ASSETS	2,310,442
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	4089074
<u>OTHER ASSETS</u>	0
TOTAL ASSETS	6,399,516
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	100656
Accrued payroll and benefits	2640
Deferred Revenue	7602
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	
Other	0
TOTAL CURRENT LIABILITIES	110,898
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	0
TOTAL LIABILITIES	<u>110,898</u>
<u>NET ASSETS</u>	
Unrestricted	6088618
Temporarily restricted	200000
TOTAL NET ASSETS	<u>6,288,618</u>
TOTAL LIABILITIES AND NET ASSETS	6,399,516

UNIVERSITY PREPARATORY CHARTER SGMEN
Statement of Financial P
#NAME?

<u>ASSETS</u>	<u>2013-14</u>	<u>IOI</u> nu
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	783384	
Grants and contracts receivable	219705	
Accounts receivables	134061	
Prepaid expenses	0	
Contributions and other receivables	0	
TOTAL CURRENT ASSETS	1,137,150	
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	4282439	
<u>OTHER ASSETS</u>	0	
TOTAL ASSETS	5,419,589	
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	145830	
Accrued payroll and benefits	57929	
Deferred Revenue	0	
Current maturities of long-term debt	73700	
Short Term Debt - Bonds, Notes Payable	0	
Other	0	
TOTAL CURRENT LIABILITIES	277,459	
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	337632	
TOTAL LIABILITIES	<u>615,091</u>	
<u>NET ASSETS</u>		
Unrestricted	4754498	
Temporarily restricted	50000	
TOTAL NET ASSETS	<u>4,804,498</u>	
TOTAL LIABILITIES AND NET ASSETS	5,419,589	

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Statement of Activities
#NAME?

	2014-15			2013-14	IOI nu
	Unrestricted	Temporarily Restricted	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	5419499	0	\$5,419,499	4595941	
Students with disabilities	847324	0	847,324	763719	
Grants and Contracts					
State and local	0	0	-	0	
Federal - Title and IDEA	496669	200000	696,669	508476	
Federal - Other	0	0	-	0	
Other	69385	-50000	19,385	59825	
Food Service/Child Nutrition Program	292623	0	<u>292,623</u>	249875	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,125,500	150,000	7,275,500	6,177,836	
EXPENSES					
Program Services					
Regular Education	4056982	\$-	\$4,056,982	3320303	
Special Education	202923	-	202,923	212490	
Other Programs	430225	-	430,225	385345	
Total Program Services	4,690,130	-	4,690,130	3,918,138	
Management and general	766135	-	766,135	862000	
Fundraising	-	-	-	0	
TOTAL OPERATING EXPENSES	5,456,265	-	5,456,265	4,780,138	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,669,235	150,000	1,819,235	1,397,698	
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations	0	\$-	\$-	\$-	
Individuals	0	-	-	-	
Corporations	0	-	-	-	
Fundraising	0	-	-	-	
Interest income	0	-	-	-	
Miscellaneous - Loss on Sale	-335115	-	(335,115)	-	
Net assets released from restriction	0	-	-	-	
TOTAL SUPPORT AND OTHER REVENUE	(335,115)	-	(335,115)	-	
CHANGE IN NET ASSETS	1,334,120	150,000	1,484,120	1,397,698	
NET ASSETS BEGINNING OF YEAR	4754498	50000	4,804,498	3415692	
PRIOR YEAR/PERIOD ADJUSTMENTS	0	0	-	-8892	
NET ASSETS END OF YEAR	\$6,088,618	\$200,000	\$6,288,618	\$4,804,498	

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Statement of Cash Flows
#NAME?

	2014-15	2013-14
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	1484120	1397698
Revenues from School Districts	0	0
Accounts Receivable	-3770	-123654
Due from School Districts	0	0
Depreciation	258888	211164
Grants Receivable	17237	-163097
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	0	0
Accounts Payable	-45167	-409917
Accrued Expenses	-55289	16082
Accrued Liabilities	0	0
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	7602	0
Interest payments	0	0
Loss on Sale of Property	335115	0
Other	0	0
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$1,998,736	\$928,276
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	-803055	-2216503
Other	402410	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(400,645)	\$(2,216,503)
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	-411332	-70434
Other	0	0
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$(411,332)	\$(70,434)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$1,186,759	\$(1,358,661)
Cash at beginning of year	783384	2142045
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$1,970,143	\$783,384

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nu

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Statement of Functional Expenses
#NAME?

		2014-15						
		Program Services				Supporting Service		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	12		0	0	-		-	422353
Instructional Personnel	50	2156636	164562	0	2,321,198		-	0
Non-Instructional Personnel	10	549044	0	109365	658,409		-	24964
Total Salaries and Staff	72.00	2,705,680	164,562	109,365	2,979,607		-	447,317
Fringe Benefits & Payroll Taxes		599715	36475	24241	660,431		-	99148
Retirement		31009	1886	1253	34,148		-	5127
Management Company Fees		0	0	0	-		-	0
Legal Service		0	0	0	-		-	0
Accounting / Audit Services		0	0	0	-		-	12300
Other Purchased / Professional / Consulting Services		191208	0	0	191,208		-	92947
Building and Land Rent / Lease / Facility Finance Interes		0	0	0	-		-	0
Repairs & Maintenance		20283	0	4346	24,629		-	4347
Insurance		15513	0	3324	18,837		-	3324
Utilities		37840	0	7264	45,104		-	19055
Supplies / Materials		136391	0	15703	152,094		-	0
Equipment / Furnishings		0	0	0	-		-	0
Staff Development		979	0	0	979		-	300
Marketing / Recruitment		1545	0	0	1,545		-	0
Technology		9883	0	0	9,883		-	3294
Food Service		0	0	221293	221,293		-	0
Student Services		95848	0	0	95,848		-	0
Office Expense		22564	0	0	22,564		-	28332
Depreciation		181222	0	38833	220,055		-	38833
OTHER		7302	0	4603	11,905		-	11811
Total Expenses		\$4,056,982	\$202,923	\$430,225	\$4,690,130		\$-	\$766,135

2013-14		
:S		
Total	Total	
\$	\$	\$
422,353	422,353	474264
-	2,321,198	1939432
24,964	683,373	529248
447,317	3,426,924	2,942,944
99,148	759,579	620908
5,127	39,275	16592
-	-	0
-	-	1961
12,300	12,300	9525
92,947	284,155	235764
-	-	
4,347	28,976	44379
3,324	22,161	30514
19,055	64,159	106775
-	152,094	169686
-	-	0
300	1,279	2767
-	1,545	1544
3,294	13,177	12365
-	221,293	196833
-	95,848	56432
28,332	50,896	45883
38,833	258,888	211164
<u>11,811</u>	<u>23,716</u>	74102
<u>\$766,135</u>	<u>\$5,456,265</u>	<u>\$4,780,138</u>



Audited Financial Statement Checklist

Created: 07/24/2015

Last updated: 10/30/2015

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Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	Not Applicable
Report on Internal Control over Financial Reporting	Not Applicable
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	Not Applicable

Thank you.



Appendix E: Disclosure of Financial Interest Form

Created: 07/24/2015

Last updated: 10/30/2015

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261600860985 UNIVERSITY PREP CS-YOUNG MEN

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/24/2015

Last updated: 07/30/2015

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261600860985 UNIVERSITY PREP CS-YOUNG MEN

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Dr. Edward Yansen	[REDACTED]	Chair/Board President	Yes	Psychology/Education Administration	3 yr term/Current term 7/1/15 - 6/30/18
2	Najmah Abdulmateen	[REDACTED]	Trustee/Member	Yes	Program Accountability/Curriculum Instruction	1 - 3 yr. term/ Current term 7/1/13 - 6/30/16
3	Joseph Bertola	[REDACTED]	Treasurer	Yes	Finance	1 - 3 yr. term - 10/1/14 - 6/30/17
4	Dr. Marie Cianca	[REDACTED]	Trustee/Member	Yes	Program Development and Accountability/Curriculum Instruction	2 - 3 yr terms/Current term 7/1/14 - 6/30/17
5	Dr. Joshua Fegley	[REDACTED]	Trustee/Member	Yes	Policy and ByLaws/Health Education	1 - 3 yr. term - 8/1/2013 - 6/30/16
6	Maria Scalise	[REDACTED]	Trustee/Member	Yes	Public Relations & Marketing	2 - 3 yr terms/Current term 7/1/14- 6/30/17
7	Dr. Jeannette Silvers	[REDACTED]	Trustee/Member	Yes	Program Development & Accountability Education	1 - 3 yr. term - 12/1/12 - 11/30/15
8	Elizabeth Robinson	[REDACTED]	Secretary	Yes	Behavioral Analyst	1-3 yr. term - 7/1/15 - 6/30/18
9	Jose M. Vazquez	[REDACTED]	Trustee/Member	Yes	Law Enforcement	1 & 2 yr. term - 7/1/12 - 5/1/15
10	Jim Clark	[REDACTED]	Trustee/Member	Yes	Finance	1 - 3 yr. term - 3/1/15 - 6/30/18
11	Linda Evans	[REDACTED]	Trustee/Member	Yes	Executive Leadership	1 - 3 yr. term - 9/1/14 - 4/30/15
12	Michael C. Robinson	[REDACTED]	Trustee/Member	Yes	Finance	2/3 yr. term - 7/1/14 - 10/1/14
13						

14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

3

3. Total Number of Members Departing the Board during the 2014-15 school year

3

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 2014-15 school year?

26

6. How many times will the Board meet during the 2015-16 school year?

15

Thank you.



University Preparatory Charter School for Young Men Enrollment and Retention Targets

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

Our efforts in 2014-2015 school year, and continuing on for school year 2015-2016 include:

1. An annual presentation made by President Joseph Munno at the Children's School of Rochester (494 Averill Ave, Rochester, NY 14607) and at the Rochester International Academy (1 Edgerton Park, Rochester, N.Y. 14608). These schools are the district of residence's (Rochester City School District) schools for English language learners.
2. We advertise our Special Education Inclusion Program in all communications and advertising efforts to our Community. Those efforts include Community Presentations, brochures, web-site, radio, newspaper appeals, Bill Boards, and any and all other recruitment strategies.
3. We are currently classified as a total free breakfast/lunch program, as we have met the State requirements for Community Eligibility as per the required "2012-2013 New Meal Pattern". We anticipate that we will continue to be eligible for the total free breakfast and lunch program this current school year (2014-2015) and next school year (2015-2016).
4. We attend the Charter School Expo held at the Ryan Center (School 33). There is a "Media Blitz" prior to the Expo to be sure the Community is well informed of the Charter School Network that exists in Rochester.

All of the above strategies will be duplicated for this 2015-2016 school year and will be expanded with any new recruitment strategies that arise.



Appendix I: Teacher and Administrator Attrition

Created: 07/24/2015

Last updated: 07/27/2015

Report changes in teacher and administrator staffing.

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Charter School Name: 261600860985 UNIVERSITY PREP CS-YOUNG MEN

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	40	17	14

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	6	3	2

Thank you

**UNIVERSITY PREPARATORY CHARTER
SCHOOL FOR YOUNG MEN**

FINANCIAL STATEMENTS

June 30, 2015



Heveron & Company

Care, Competence & Common SenseSM



Certified Public Accountants

Certified Women Owned Business

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INDEPENDENT AUDITORS' REPORT

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

We have audited the accompanying financial statements of University Preparatory Charter School for Young Men (a nonprofit organization), which comprise the balance sheets as of June 30, 2015 and 2014, and the related statements of cash flows for the years then ended, the statements of activities and functional expenses for the year ended June 30, 2015, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of University Preparatory Charter School for Young Men as of June 30, 2015 and 2014 and its cash flows for the years then ended, and the changes in net assets and functional expenses for the year ended June 30, 2015 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the University Preparatory Charter School for Young Men's statements of activities and functional expenses for the year ended June 30, 2014, and we expressed an unmodified audit opinion on those audited financial statements in our report dated August 12, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Report on Supplementary Information

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2015 on our consideration of University Preparatory Charter School for Young Men's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering University Preparatory Charter School for Young Men's internal control over financial reporting and compliance.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
October 13, 2015

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
BALANCE SHEETS
June 30, 2015 and 2014

ASSETS

	<u>2015</u>	<u>2014</u>
<u>Current Assets</u>		
Cash	\$ 1,970,143	\$ 783,384
Accounts Receivable	137,831	134,061
Grants Receivable	<u>202,468</u>	<u>219,705</u>
Total Current Assets	<u>2,310,442</u>	<u>1,137,150</u>
 <u>Property and Equipment</u>		
Building and Improvements	4,191,061	4,079,442
Furniture and Fixtures	378,724	328,023
Vehicles	47,222	47,222
Construction in Progress	-	256,800
Less: Accumulated Depreciation	<u>(527,933)</u>	<u>(429,048)</u>
Net Property and Equipment	<u>4,089,074</u>	<u>4,282,439</u>
 TOTAL ASSETS	 <u>\$ 6,399,516</u>	 <u>\$ 5,419,589</u>

LIABILITIES AND NET ASSETS

	<u>2015</u>	<u>2014</u>
<u>Current Liabilities</u>		
Accounts Payable	\$ 100,656	\$ 145,830
Accrued Payroll and Payroll Taxes	2,640	57,929
Deferred Revenue	7,602	-
Current Portion of Long Term Debt	<u>-</u>	<u>73,700</u>
Total Current Liabilities	<u>110,898</u>	<u>277,459</u>
Long-Term Debt	<u>-</u>	<u>337,632</u>
Total Liabilities	<u>110,898</u>	<u>615,091</u>
<u>Net Assets</u>		
Unrestricted	6,088,618	4,754,498
Temporarily Restricted	<u>200,000</u>	<u>50,000</u>
Total Net Assets	<u>6,288,618</u>	<u>4,804,498</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 6,399,516</u>	<u>\$ 5,419,589</u>

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF ACTIVITIES
For The Year Ended June 30, 2015
(With Comparative Totals for the Year Ended June 30, 2014)

	Temporarily		<u>Totals</u>	
	<u>Unrestricted</u>	<u>Restricted</u>	<u>2015</u>	<u>2014</u>
<u>Revenue and Other Support</u>				
Public School District:				
Revenue - Resident Student Enrollment	\$5,419,499	\$ -	\$ 5,419,499	\$ 4,595,941
Revenue - Students with Disabilities	847,324	-	847,324	763,719
Grants	496,669	200,000	696,669	530,169
Food Service Income	292,623	-	292,623	249,875
Other Income	12,892	-	12,892	13,182
Contributions	6,493	-	6,493	24,950
Released from Restrictions	<u>50,000</u>	<u>(50,000)</u>	<u>-</u>	<u>-</u>
Total Revenue and Other Support	<u>7,125,500</u>	<u>150,000</u>	<u>7,275,500</u>	<u>6,177,836</u>
<u>Expenses</u>				
Program Expenses:				
Regular Education	4,056,982	-	4,056,982	3,320,303
Special Education	202,923	-	202,923	212,490
Food Services	430,225	-	430,225	385,345
Supporting Services:				
Management and General	<u>766,135</u>	<u>-</u>	<u>766,135</u>	<u>862,000</u>
Total Expenses	<u>5,456,265</u>	<u>-</u>	<u>5,456,265</u>	<u>4,780,138</u>
Excess of Revenues and Other				
Support Over Expenses - Operating	1,669,235	150,000	1,819,235	1,397,698
<u>Other Expenses</u>				
Loss on Sale of Property	<u>(335,115)</u>	<u>-</u>	<u>(335,115)</u>	<u>-</u>
Total Other Expenses	<u>(335,115)</u>	<u>-</u>	<u>(335,115)</u>	<u>-</u>
Excess of Revenues and Other				
Support Over Expenses	1,334,120	150,000	1,484,120	1,397,698

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF ACTIVITIES**

For The Year Ended June 30, 2015

(With Comparative Totals for the Year Ended June 30, 2014)

(Continued)

	Temporarily		Totals	
	<u>Unrestricted</u>	<u>Restricted</u>	<u>2015</u>	<u>2014</u>
Net Assets - Beginning of Year	4,754,498	50,000	4,804,498	3,415,692
Prior Period Adjustment	<u>-</u>	<u>-</u>	<u>-</u>	<u>(8,892)</u>
Net Assets - Beginning of Year as Restated	<u>4,754,498</u>	<u>50,000</u>	<u>4,804,498</u>	<u>3,406,800</u>
Net Assets - End of Year	<u>\$6,088,618</u>	<u>\$ 200,000</u>	<u>\$ 6,288,618</u>	<u>\$ 4,804,498</u>

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2015

(With Comparative Totals for the Year Ended June 30, 2014)

	No. of Positions	Program Services			Management and General	Totals	
		Regular Education	Special Education	Food Services		2015	2014
Personnel Service Costs							
Instructional Personnel	50	\$ 2,156,636	\$ 164,562	\$ -	\$ -	\$ 2,321,198	\$ 1,939,432
Non-Instructional Personnel	10	549,044	-	109,365	24,964	683,373	529,248
Administrative Personnel	12	-	-	-	422,353	422,353	474,264
Total Salaries and Wages	72	2,705,680	164,562	109,365	447,317	3,426,924	2,942,944
Fringe Benefits and Payroll Taxes		599,715	36,475	24,241	99,148	759,579	620,908
Retirement		31,009	1,886	1,253	5,127	39,275	16,592
Total Personnel Services		3,336,404	202,923	134,859	551,592	4,225,778	3,580,444
Depreciation		181,222	-	38,833	38,833	258,888	211,164
Other Purchased Services		191,208	-	-	92,947	284,155	235,764
Food		-	-	221,293	-	221,293	196,833
Supplies		136,391	-	15,703	-	152,094	169,686
Student Services		95,848	-	-	-	95,848	56,432
Utilities		37,840	-	7,264	19,055	64,159	106,775
Office Expense		22,564	-	-	28,332	50,896	45,883
Repairs and Maintenance		20,283	-	4,346	4,347	28,976	44,379
Insurance		15,513	-	3,324	3,324	22,161	30,514
Rent Expense		7,027	-	4,603	4,904	16,534	45,915

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2015

(With Comparative Totals for the Year Ended June 30, 2014)

(Continued)

	<u>Program Services</u>			<u>Management and General</u>	<u>Totals</u>	
	<u>Regular Education</u>	<u>Special Education</u>	<u>Food Services</u>		<u>2015</u>	<u>2014</u>
Technology	9,883	-	-	3,294	13,177	12,365
Accounting	-	-	-	12,300	12,300	9,525
Other Expenses	275	-	-	6,907	7,182	28,187
Marketing	1,545	-	-	-	1,545	1,544
Staff Development	979	-	-	300	1,279	2,767
Legal	-	-	-	-	-	1,961
Total Expenses	<u>\$ 4,056,982</u>	<u>\$ 202,923</u>	<u>\$ 430,225</u>	<u>\$ 766,135</u>	<u>\$ 5,456,265</u>	<u>\$ 4,780,138</u>

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2015 and 2014

	<u>2015</u>	<u>2014</u>
<u>Cash Flow From Operating Activities</u>		
Receipts from School Districts	\$ 6,424,988	\$ 5,171,795
Grant Receipts	613,906	345,379
Food Service Fees	299,831	226,398
Contributions	6,493	24,950
Miscellaneous Sources	12,364	13,182
Payments to Charter School Personnel for Services Rendered	(4,281,065)	(3,576,003)
Payments to Vendors for Goods and Services Rendered	<u>(1,077,781)</u>	<u>(1,277,425)</u>
Net Cash Flow Provided By Operating Activities	<u>1,998,736</u>	<u>928,276</u>
 <u>Cash Flow From Investing Activities</u>		
Purchase of Property and Equipment	(803,055)	(2,216,503)
Proceeds from Sale of Property	<u>402,410</u>	<u>-</u>
Cash Flow Used By Investing Activities	<u>(400,645)</u>	<u>(2,216,503)</u>
 <u>Cash Flow From Financing Activities</u>		
Payments on Long Term Debt	<u>(411,332)</u>	<u>(70,434)</u>
Cash Flow Used By Financing Activities	<u>(411,332)</u>	<u>(70,434)</u>
 Net Increase/(Decrease) in Cash and Cash Equivalents	1,186,759	(1,358,661)
 Cash and Cash Equivalents - Beginning of Year	<u>783,384</u>	<u>2,142,045</u>
 Cash and Cash Equivalents - End of Year	<u>\$ 1,970,143</u>	<u>\$ 783,384</u>
 <u>Supplemental Disclosures</u>		
Cash Paid During The Year For:		
Interest	<u>\$ -</u>	<u>\$ 20,238</u>

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2015 and 2014
(Continued)

	2015	2014
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ 1,484,120	\$ 1,397,698
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation	258,888	211,164
Loss on Sale of Property	335,115	-
(Increase)/Decrease In:		
Accounts Receivable	(3,770)	(123,654)
Grants Receivable	17,237	(163,097)
Increase/(Decrease) In:		
Accounts Payable	(45,167)	(409,917)
Accrued Payroll and Payroll Taxes	(55,289)	16,082
Deferred Revenue	7,602	-
Net Cash Flows Provided By Operating Activities	<u>\$ 1,998,736</u>	<u>\$ 928,276</u>

See Independent Auditors' Report and Notes to Financial Statements.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS
June 30, 2015

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

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

The main programs of the School are as follows:

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

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

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

Basis of Accounting

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

Basis of Presentation

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

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS
June 30, 2015
(Continued)

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

Basis of Presentation (Continued)

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

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

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

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

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

When donor restrictions from prior years expire, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. There was \$200,000 of temporarily restricted net assets as of June 30, 2015 restricted for Pathways to Employment: The Career and Technical Education Center. There was \$50,000 of temporarily restricted net assets as of June 30, 2014 that was restricted for the Young Men's Wellness Initiative.

There were no permanently restricted net assets as of June 30, 2015 or 2014.

Use of Estimates in the Preparation of Financial Statements

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

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS
June 30, 2015
(Continued)

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

Accounts and Grants Receivable

Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2015 and 2014.

Revenue Recognition

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

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

Contributions

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

Property and Equipment

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

	<u>Years</u>
Building and Improvements	20
Furniture and Fixtures	3-5
Vehicles	5

Depreciation expense amounted to \$258,888 and \$211,164 for the years ended June 30, 2015 and 2014, respectively.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS
June 30, 2015
(Continued)

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

Advertising

Advertising costs are expensed as incurred.

Cash and Cash Equivalents

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

Cash and cash equivalents consisted of checking accounts at June 30, 2015 and 2014.

Income Taxes

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

Retirement Plan

The School has a Simple IRA retirement plan for all employees. Eligible employees can make contributions to the plan. The School will match the first 3% of an eligible employee's contribution, up to \$11,500 per year. Employees are fully and immediately vested in all contributions. Employer contributions for the years ended June 30, 2015 and 2014 were \$39,275 and \$16,592, respectively.

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program services and management and general. An immaterial amount of fundraising costs for the years ended June 30, 2015 and 2014 are included in management and general expenses.

Reclassifications

Certain account balances as of June 30, 2014 have been reclassified to conform with the presentation as of June 30, 2015.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS
June 30, 2015
(Continued)

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

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

NOTE 2 - LONG TERM DEBT

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

	2015	2014
Note payable to Sisters of Saint Joseph of Rochester, Inc., originally in the amount of \$670,000. This note incurred interest at a rate of 4.5%. Principal and interest were payable in monthly installments of \$7,556. The property was sold in July 2014 and the note paid in full.	\$ -	\$ 411,332
Less: Current Maturities	-	73,700
Long-Term Portion	\$ -	\$ 337,632

NOTE 3 - DONATED SERVICES AND GOODS

The School receives donated services that, although substantial, do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. During 2015 and 2014, 11 and 12 active volunteers provided 264 and 288 hours of service, respectively.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS
June 30, 2015
(Continued)

NOTE 4 - SPECIAL EDUCATION AND OTHER SUPPORT

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

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

The School also receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Rochester City School District. The total aid received for the years ended June 30, 2015 and 2014 was \$16,447 and \$21,694, respectively.

NOTE 5 - PRIOR PERIOD ADJUSTMENT

A prior period adjustment affecting the year ended June 30, 2014 was made. The June 30, 2014 comparative financial statements have been restated to reflect this adjustment. The adjustment was necessary to record expenses and the related payable in the proper period. The net adjustment was an increase of \$5,105 in Unrestricted Net Assets.

Prior period adjustments affecting years prior to June 30, 2014 were also recorded. These adjustments were necessary to record expenses and the related payables in the proper period. The net adjustments was a decrease of \$8,892 in Unrestricted Net Assets.

NOTE 6 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 13, 2015, which is the date the statements were available for issuance.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
 COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
 STATEMENTS PERFORMED IN ACCORDANCE WITH
 GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of University Preparatory Charter School for Young Men as of and for the year ended October 13, 2015, and the related notes to the financial statements, which collectively comprise University Preparatory Charter School for Young Men's basic financial statements, and have issued our report thereon dated October 13, 2015.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify a record-keeping matter, described in the accompanying Schedule of Findings and Questioned Costs, that we consider to be a significant deficiency, as item 2015-001.

Compliance and Other Matters

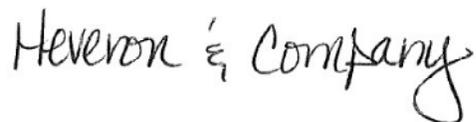
As part of obtaining reasonable assurance about whether University Preparatory Charter School for Young Men's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could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

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

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

Purpose of this Report

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



Heveron & Company
Certified Public Accountants

Rochester, New York
October 13, 2015

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM;
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY OMB CIRCULAR A-133**

Independent Auditors' Report

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

Report on Compliance for Each Major Federal Program

We have audited University Preparatory Charter School for Young Men's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of University Preparatory Charter School for Young Men's major federal programs for the year ended June 30, 2015. University Preparatory Charter School for Young Men's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditor's Responsibility

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

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

Opinion on Each Major Federal Program

In our opinion, University Preparatory Charter School for Young Men complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

Report on Internal Control Over Compliance

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

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

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

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

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
October 13, 2015

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2015**

Section I - Summary of Auditors' Results

Financial Statements

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

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

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

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

Federal Awards

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

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

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

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

Identification of Major Programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
10.553	School Breakfast Program
10.555	National School Lunch Program
84.010A	Title I Grants to Local Educational Agencies

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

The auditee qualified as a high-risk auditee.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2015
(Continued)

Section II - Financial Statement Findings

Finding 2015-001

Condition: This year there were a limited number of material audit adjustments to receivables, grant revenue, fixed assets, and depreciation; therefore, internal financial statements lacked necessary information for proper decision-making.

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

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

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

Recommendation: The Organization should consider outside accounting assistance to review quarterly and year-end financial statements and for consulting on technical accounting issues.

Views of responsible officials and planned corrective actions:

University Preparatory Charter School for Young Men agrees with the finding and will seek assistance from a member of the finance committee or an outside contractor.

Section III - Federal Award Findings and Questioned Costs

None

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SUMMARY OF PRIOR YEAR FINDINGS
For The Year Ended June 30, 2015**

Not Applicable

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
CORRECTIVE ACTION PLAN
For The Year Ended June 30, 2015**

Not Applicable

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2015**

<u>Federal Grantor/Pass Through Grantor / Program Title</u>	<u>Federal CFDA Number</u>	<u>Agency or Pass Through Number</u>	<u>Federal Expenditures</u>
<u>Department of Education</u>			
Twenty-First Century Community Learning Centers			
Passed Through the University of the State of New York			
The State Education Department	84.287	261600860985	\$ 228,064
Title I Grants to Local Educational Agencies			
Passed Through the University of the State of New York			
The State Education Department	84.010A	261600860985	183,938
Improving Teacher Quality State Grants			
Passed Through the University of the State of New York			
The State Education Department	84.367A	261600860985	<u>8,860</u>
Total Department of Education			<u>420,862</u>

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2015
(Continued)

<u>Federal Grantor/Pass Through Grantor / Program Title</u>	<u>Federal CFDA Number</u>	<u>Agency or Pass Through Number</u>	<u>Federal Expenditures</u>
<u>Department of Agriculture</u>			
National School Lunch Program			
Passed Through the University of the State of New York			
The State Education Department	10.555	261600860985	225,465
School Breakfast Program			
Passed Through the University of the State of New York			
The State Education Department	10.553	261600860985	<u>67,158</u>
Total Department of Agriculture			<u>292,623</u>
Total Federal Expenditures			<u>\$ 713,485</u>

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

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

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

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, August 24, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/bb0464bcd63c9e06b>

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

	First Name	Last Name
Trustee Name	Marie	Cianca

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

UNIVERSITY PREPARATORY CS FOR YOUNG MEN (SUNY TRUSTEES) 261600860985

8. Select all positions you have held on the Board:

(check all that apply)

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

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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

Marie Gianca

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, August 24, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/a6b2b61fdc95b058d>

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

	First Name	Last Name
Trustee Name	Maria	Scalise

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

UNIVERSITY PREPARATORY CS FOR YOUNG MEN (SUNY TRUSTEES) 261600860985

8. Select all positions you have held on the Board:

(check all that apply)

- Vice Chair/Vice President

- Secretary

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

No

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

No

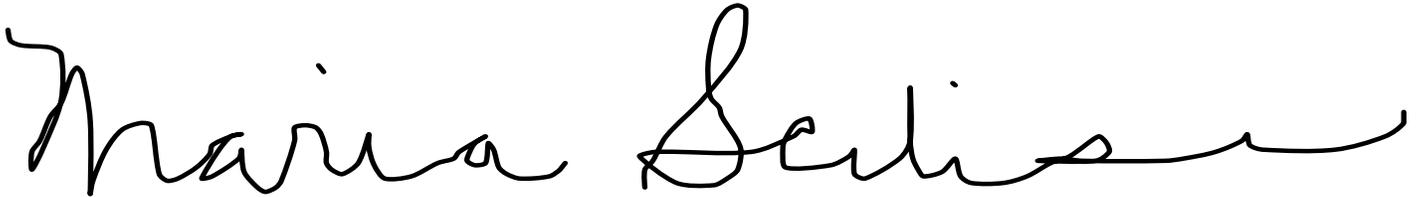
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

A handwritten signature in black ink that reads "Maria Scutis". The signature is written in a cursive style with a large initial 'M' and a long, sweeping underline.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, September 03, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/41ee841666ca1c3558>

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

	First Name	Last Name
Trustee Name	James	Clark

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

UNIVERSITY PREPARATORY CS FOR YOUNG MEN (SUNY TRUSTEES) 261600860985

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Finance Committee
-

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

No

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

No

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

A handwritten signature in black ink, consisting of several connected loops and a long horizontal stroke at the end.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, September 04, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/ca365aff10485bd367>

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

	First Name	Last Name
Trustee Name	Joshua	Fegley

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

UNIVERSITY PREPARATORY CS FOR YOUNG MEN (SUNY TRUSTEES) 261600860985

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

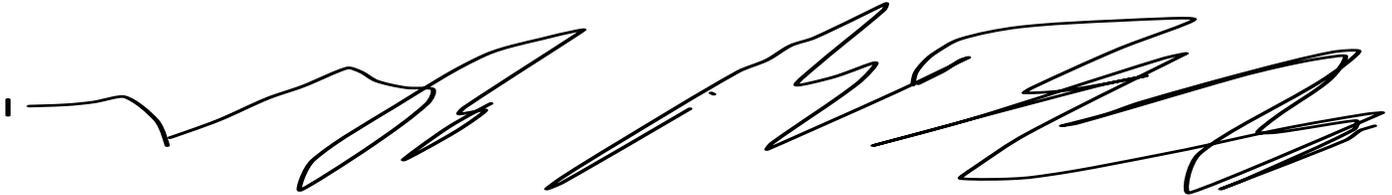
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, positioned below the text 'Signature of Trustee'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, September 09, 2015

Updated Thursday, September 10, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5035bed24ac91c3a32>

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

	First Name	Last Name
Trustee Name	Edward	Yansen

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

UNIVERSITY PREPARATORY CS FOR YOUNG MEN (SUNY TRUSTEES) 261600860985

8. Select all positions you have held on the 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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

Edward A. Janson

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Saturday, October 17, 2015

Updated Wednesday, November 18, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/0340b98e86f298190a>

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

	First Name	Last Name
Trustee Name	Jeanette	Silvers

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

UNIVERSITY PREPARATORY CS FOR YOUNG MEN (SUNY TRUSTEES) 261600860985

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Board of Trustee
-

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

No

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

No

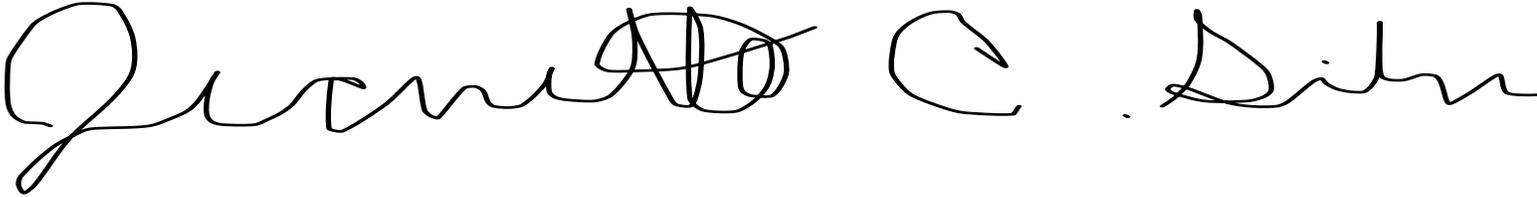
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

A handwritten signature in black ink, appearing to read "James A. C. Dineen". The signature is written in a cursive style with a large initial "J" and a distinct "A" and "C".

Thank you.