

Application: University Preparatory Charter School for Young Men

Jen Pasek - jen@pasekconsulting.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Nov 1 2021

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN 261600860985

a1. Popular School Name

UPrep

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

ROCHESTER CITY SD

d. DATE OF INITIAL CHARTER

2/2010

e. DATE FIRST OPENED FOR INSTRUCTION

9/2010

h. SCHOOL WEB ADDRESS (URL)

uprep.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

450

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

410

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

7, 8, 9, 10, 11, 12

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

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1290 Lake Avenue Rochester, NY 14613	85-672-1280	Rochester	7-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Walter Larkin Jr			
Operational Leader	Suki Cintron			
Compliance Contact	Kevin Klein			
Complaint Contact	Tracy DelGrego			
DASA Coordinator	Raheem Miller			
Phone Contact for After Hours Emergencies	Emin Mustafic			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[CO from 2019-20 AR.pdf](#)

Filename: CO from 2019-20 AR.pdf **Size:** 675.5 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jen Pasek
Position	Consultant
Phone/Extension	518-542-9810
Email	jen@pasekconsulting.com

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) 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. Click **YES to agree and then 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

A handwritten signature in black ink on a light gray background. The signature appears to read "Walter E. Lund" with a stylized, cursive flourish at the end.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, with a large, sweeping flourish in the middle.

Date

Nov 1 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Nov 1 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

UPREP 2020-21-APPR final

Filename: UPREP 2020 21 APPR final.docx **Size:** 116.9 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report ortal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report

4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 1 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

SUNY 21-22 Budget

Filename: SUNY 21 22 Budget.xlsx **Size:** 540.6 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Nov 1 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

All Disclosures w

Filename: All Disclosures w.out timestamp pages.pdf **Size:** 2.7 MB

Entry 7 BOT Membership Table

Completed Nov 1 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Ed Yansen		Chair	Finance, Board Development, Instructional Development and Data Support	Yes	9	07/08/2021	06/30/2024	12
2	Thomas Green		Treasurer	Finance, Community Engagement	Yes	3	07/08/2021	06/30/2022	11

3	Sharon Delly		Secretary	Community Engagement	Yes	2	07/08/2021	06/30/2022	11
4	Najmah Abdulmateen		Trustee/Member	Instructional Development and Data Support	Yes	3	07/08/2021	06/30/2022	10
5	George Bovenzi		Vice Chair	Finance	Yes	3	08/08/2021	08/08/2024	6
6	Denise Raney		Trustee/Member	Career and Technical Education	Yes	1	09/01/2020	09/01/2022	9
7	Wandah Gibbs		Trustee/Member	Career and Technical Education	Yes	2	07/08/2021	06/30/2022	9
8	David Shakes		Trustee/Member	Board Development, Career and Technical Education	Yes	3	07/08/2021	06/30/2022	10
9	Larry Ellison		Trustee/Member	Board Development	Yes	2	07/08/2021	06/30/2022	11

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Lynette Froula		Trustee/Member	Community Engagement, Instructional Development and Data Support	Yes	1	12/01/2019	12/01/2021	9
11									
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	10
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Nov 1 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	University Preparatory Charter School for Young Men (UPrep) has a recruitment committee dedicated to ensuring enthusiastic recruitment of incoming students. We focus our attention on local Rochester students, many of whom are economically disadvantaged.	In 2020-2021, our percentage of ED students was below the the local district.
English Language Learners	Good schools Roc included UPREP in their recruitment efforts and ensured that documents went out in Spanish as well as English. In addition, the seventh grade teachers, special education teachers and ENL staff met informally with families to address questions. The students in the ELL program created a brochure to be shared at their place of worship and the local YMCA where they have attended programming.	In 2020-2021, our percentage of ELLs was below the district.
Students with Disabilities	Students with disabilities have had great success at UPREP and the message has spread authentically. We have not had a need to recruit in this area.	In 2020-2021, our percentage of SWD was 14% and our district was 22%.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	Around 75% of our student population is economically	

<p>Economically Disadvantaged</p>	<p>disadvantaged, reflecting the population of the area surrounding our school. As a CPE school, we provide breakfast and lunch to every student, every day, free of charge. We also provide counseling services and focus on family communication to ensure that personal difficulties do not hinder students' opportunities to learn and grow at school.</p> <p>disadvantaged, reflecting the population of the area surrounding our school. As a CPE school, we provide breakfast and lunch to every student, every day, free of charge. We also provide counseling services and focus on family communication to ensure that personal difficulties do not hinder students' opportunities to learn and grow at school.</p>	<p>Our retention rate for ED students was 93% between 2019-20 and 2020-21. Going forward, we will continue with current practices.</p>
<p>English Language Learners</p>	<p>UPrep employs a full time certified ELL teacher to provide all mandated services and to support subject matter teachers in working with ELL strategies in the least restrictive environment. The ELL teacher serves also as a community and parent resource by partnering with many immigrant and refugee organizations throughout Rochester. All pertinent materials are translated into multiple language and translators are provided for all parent teacher conferences and school events.</p>	<p>Our retention rate for ELLs was 100% between 2019-20 and 2020-21. Going forward, we will continue with current practices.</p>
	<p>To retain these scholars we aim to provide them with all of the services they need to be</p>	

Students with Disabilities	<p>successful, in the least restrictive and most inclusive setting. With our small class sizes, inclusion efforts continue to be a success for many students with disabilities. We believe this is resonating with our families, who want their children with disabilities to be celebrated and included within the general population of our students.</p>	<p>Our retention rate for SWD was 89% between 2019-20 and 2020-21. Going forward, we will providing a solid instructional environment and continue with current programming.</p>
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Entry 10 - Teacher and Administrator Attrition

Completed Nov 1 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Nov 1 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Approved UPREP 2021-22 Calendar (1)

Filename: Approved UPREP 2021 22 Calendar 1.pdf **Size:** 118.8 kB

Entry 14 Links to Critical Documents on School Website

Completed Nov 1 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA policy;
6. District-wide safety plan and Authorizer-approved Discipline policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

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

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://uprep.org/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://uprep.org/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://uprep.org/
3. Link to NYS School Report Card	https://uprep.org/
4. Lottery Notice announcing date of lottery	https://uprep.org/news-%26-updates
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://uprep.org/
6. District-wide Safety Plan	https://uprep.org/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://uprep.org/
7. Authorizer-Approved FOIL Policy	https://uprep.org/
8. Subject matter list of FOIL records	https://uprep.org/

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why teacher is teaching outside of their certification area.



**University Preparatory
Charter School for Young
Men**

**2020-21 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Walter Larkin, Jr., CEO

1290 Lake Avenue

Rochester, NY 14613

585-672-1280

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Ed Yansen	Chair	Finance, Board Development, Instructional Development and Data Support
George Bovenzi	Vice President	Finance
Thomas Green	Treasurer	Finance, Community Engagement
Sharon Delly	Secretary	Community Engagement
Najmah Abdulmateen	Board Member	Instructional Development and Data Support
Denise Rainey	Board Member	Career and Technical Education
Wandah Gibbs	Board Member	Career and Technical Education
David Shakes	Board Member	Board Development, Career and Technical Education
Larry Ellison	Board Member	Board Development
Lynette Froula	Board Member	Community Engagement, Instructional Development and Data Support

Executive Team at University Preparatory Charter School for Young Men:

Walter Larkin, Jr. assumed the position of Chief Executive Officer on April 1, 2019.

Tracy DelGrego has served as Principal of Instruction since November 1, 2018, through June 30 and as the Middle School Principal since July 1, 2019.

Kevin Klein assumed the position of Chief Academic Officer on July 1, 2019.

Suki Cintron assumed the position of Chief Operating Officer on March 1, 2019.

SCHOOL OVERVIEW

The mission of the University Preparatory Charter School for Young Men is to establish a culture that celebrates diversity and where all boys thrive academically and holistically. University Prep develops this culture through small classes, student empowerment, personalized attention from teachers and school staff, and a consistent focus on successful instructional outcomes. University Prep provides opportunities and experiences that balance the academic, social, physical, and creative development of young men. Consistent emphasis is placed on preparation for life after high school, a 100% graduation rate and all students being college or workplace ready.

University Preparatory Charter School for Young Men first became an educational option in the Rochester community when it opened its doors in 2010. Since its inception, University Prep has made it its goal to graduate young men with the disposition and skills to be successful in college, career and as citizens of their communities. To meet this goal, University Prep understands the necessity of doing whatever it takes to advance its middle school students at their entry point to expedite the development of their social, emotional and academic skills in preparation for the rigor of high school and the requirements of a Regents diploma.

University Prep's program is reflected in the ten Key Design Elements, which summarize the school's model and serve as the cornerstones of its quality instructional program. These components distinguish the school's model and embody the spirit of the charter movement in providing Rochester families with an innovative and viable educational option that improves student achievement for our young men. These core tenets have been carefully established to provide an educational program relevant to the New York State Common Core Learning Standards (CCLS) and the diverse student population it serves.

UPREP began the year fully remote. All students were issued Chromebooks and assigned student level access. We designed a student schedule that would allow us to transition to hybrid or full session with little disruption. Monday-Thursday we operated a normal schedule. On Fridays we offered office hours to students that needed extra support. This continued until March, when we transitioned to a hybrid approach. Middle school students came the first week and high school students came next week. This pattern continued through the end of the school year.

UPREP supported students and families social, mental and emotional health by offering the following:

- advisement program that focuses on relationship building and supporting individual needs
- offering parental workshop on decision-making on career and college opportunities
- take home lunch program
- parental meetings with administration for support
- new food pantry
- parent teacher conferences
- positive incentive program for students

- maintaining similar classroom routines
- counselors working on educational plans with students and families
- opportunities for parents and students to reach out discreetly for support

University Prep also partner with Pathways to Peace in Rochester:

An increasing number of youth are resorting to violence because of personal disputes and involvement in gangs and drugs. The city recognizes a critical need to provide these youth with nonviolent alternatives. Pathways to Peace was initiated as part of a comprehensive effort to safeguard the lives of these youth, diffuse potentially violent situations, and help them get on a track to a better life. The PTP team reaches out into targeted neighborhoods to assess the needs of youth, network with all available resources and link at risk youth to appropriate services. Pathways to Peace offers prevention, intervention and direct monitoring of youth receiving the services needed to support their positive progress.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	7	8	9	10	11	12	Total
2016-17	66	69	63	64	52	73	387
2017-18	36	70	82	68	59	57	372
2018-19	61	46	68	72	54	51	352
2019-20	56	83	65	73	55	54	386
2020-21	61	69	91	66	71	51	409

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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 SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 30th
2018-19	2015-16	2015	50	0	50
2019-20	2016-17	2016	49	1	48
2020-21	2017-18	2017	53	1	52

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: 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 are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	51	0	50
2019-20	2016-17	2016	48	0	48
2020-21	2017-18	2017	53	4	57

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	49	0	49
2019-20	2015-16	2015	52	0	52
2020-21	2016-17	2016	49	2	51

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

University Preparatory School for Young Men Student: Board of Trustees Policy Manual

Adopted: July 15, 2014 Revised: July 24, 2017

Purpose of 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: The target populations for this policy are students, parents, administrators, and school leadership.

Policy Description:

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

At the end of Grade 7 and/or Grade 8 school year, a promotional meeting is held for each student and attended by:

- 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 focusing on literacy and math
- Student must demonstrate some growth at the end of the program to be promoted to the next grade level
- Student and parent 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 decision will be made by the President and Principal.

Grade 10 Designation

A student must have earned 6 ½ credits (minimum) toward graduation. Credits must include:

1. (1 Credit) Integrated Algebra (Regents)
2. (1 Credit) Living Environment (Regents)
3. (2 Credits) Global I/II (Regents) or (1 Credit) Global (Local)
4. (1 Credit) English I (Local)
5. (.5 Credit) Physical Education (Local)
6. (1 Credit) Spanish I or II (As applicable)

Summer School is mandatory for credit recovery in all the above core subjects.

Grade 11 Designation

A student must have earned 13 credits (minimum) toward graduation. Credits must include:

1. (1 Credit) Geometry (Regents)
2. (1 Credit) Earth Science (Regents)
3. (2 Credits) Global II – If applicable (Regents)
4. (1 Credit) English II (Local)
5. (1 Credit) U.S. History – If applicable (Regents)
6. (.5 Credit) Physical Education (Local)
7. (1 Credit) Elective Credit(s) (Local)

Summer School is mandatory for credit recovery in all the above core subjects.

Grade 12 Designation

A student must have earned 18 credits (minimum) toward graduation and must have a class schedule that will allow him to graduate in June of that school year. Grade 12 course offerings include the following options:

1. Physics/Chemistry as the third science course needed for graduation (Regents or Local)
2. Algebra 2/Trigonometry as the third math course needed for graduation (Regents or Local)
3. English III – with Regents (if applicable)
4. Participation in Government/Economics
5. .5 Physical Education Credit
6. Course recovery needed from previous years' Regents courses
7. College courses(s) offered on campus(es)
8. Elective credit(s)

Instruments of Implementation

This policy shall be posted on the School's website and distributed to students, parents, and employees.

Policy Review

The Board of Trustees shall annually review the Policy in conjunction with school leadership. The annual review of policies will take place at the annual meeting of the Board of Trustees.

Recommended changes to the Policy will be presented to and approved by the Board of Trustees.

We did not adjust our policy due to the COVID-19 Closure and remote learning. We only added exemptions to Regents exams to align with the established NYSED guidelines.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

100% of students in Cohorts 2019 and 2020 were promoted. While 51% of the students in cohort 2019 and 35% of the students in 2020 Cohort earned fewer than 5 credits in 2020-21, they were promoted. University Prep does not retain students by grade level. Rather, we promote students to the next grade and provide credit recovery classes within their elective schedule to better prepare them for the retaking of failed exams as soon as possible. This approach has proven to be less discouraging to students and promotes higher percentages of students passing Regents exams within shorter periods of time.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	65	100%
2020	88	100%

ADDITIONAL EVIDENCE

This past year was difficult on all of us, especially students. Although the circumstances were taken into consideration, our scholars did need to attend regularly either virtually or in-person and complete the required coursework to earn credits as always. Credit recovery programs and proactive intervention programs have proven to be successful.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient 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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

University Prep students in the 2019 cohort met this measure, having 76 percent of students earn credit for at least three Regents exams by the end of their second year in the cohort.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	54	56%
2018	2019-20	72	98%
2019	2020-21	66	76%

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

UPREP achieved this measure having 79 percent of students in the 2017 Total Cohort graduate after four years. The fifth year 2016 graduation cohort fell just short of the measures having 94% graduated after four years. There are also three students that entered high school in 2018 and graduated early after three years.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	50	96%
2016	2019-20	52	94%
2017	2020-21	57	79%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	73	97%
2015	2019-20	54	96%
2016	2020-21	51	94%

ADDITIONAL EVIDENCE

University Prep typically exceeds the Absolute Measure of 75% graduation rate for both 4-year and 95% of 5-year cohorts. These results are attributed to University Prep’s adherence to its Key Design Elements and the strategies implemented to ensure that these elements will consistently contribute to each student’s success. Unfortunately, this past year was challenging for some of our scholars, and we plan to reengage as many of these students as possible, so they stay the course and stay motivated to graduate in 2022.

Goal 1: Comparative Measure
 Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

UPREP achieved this measure and continues to have a higher four-year graduation rate than the local district. In 2020-21, 79 percent of our 2017 Cohort graduated after four years compared to their most recently released data in which 66% graduated after the same time period in 2019-20.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	50	96%	2086	63%
2016	2019-20	52	94%	1984	66%
2017	2020-21	57	79%	Pending	

ADDITIONAL EVIDENCE

For the past three years, the University Prep 5-year graduation rate has been at least 94% whereas the Rochester City School District has been below 70%.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

2020-21 was a difficult year for all of us and while many of our rising seniors kept their eye on the prize, quite a few struggled staying focused on school when they could only attend every other week if they chose to do so. Common obstacles to success proved to be attendance, online learning, isolation and necessary employment. While we offered one on one staff assistance and mentorship, not all students took advantage of the programs offered. In a typical year, our four-year graduation rate is in the mid-90 percent, this year it was slightly below 80 percent. It is anticipated that many

of the students will persevere for a fifth year of in person school to work toward achieving the diploma.

Our first and second year students also did not earn credits at a rate that is consistent with past years. Although we promote students and work on credit recovery, we are tracking these students early on to ensure they have the opportunity to graduate on time. However, greater than 75% of students in their second year in high school have passed or been exempted from at least three Regents exams.

Although some of our numbers were down in 2020-21, University Prep continues to graduate young men at higher rates than the local Rochester City School District after both four and five years.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Did Not Meet
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Did Not Meet
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 school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	NA

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will graduate from the School with the disposition to enter college or military service and will demonstrate the necessary skills to be successful.

In addition to providing opportunities for our scholars to prepare for a successful college experience academically, we provide support through the transition after graduation. UPREP counselors assist each student by offering individualized support throughout the college application and acceptance process. UPREP offers students opportunities to visit local colleges and universities, in addition to hosting an annual college fair. College recruiters visit regularly to observe students and our school community.

In addition to aiding in preparing for and attending college, UPREP offers resources to our students so they can make the choices that are right for them while in high school and beyond. University Prep has partnerships with the following organizations that provide services from which our young men can take advantage:

ROCHESTER EDUCATIONAL OPPORTUNITY CENTER (REOC): The Rochester Educational Opportunity Center will deliver comprehensive, community-based academic and workforce development programs and provide support services leading to enhanced employment opportunities, access to further education, personal growth and development.

PROFOUND GENTLEMEN: Profound Gentlemen engages current and aspiring male educators of color by placing them in small communities called, Impact Cohorts. By building a community of male educators of color who provide a profound additional impact for boys of color, our vision is to retain educators who dismantle the cradle to prison pipeline by creating a cradle to career pipeline of boys of color.

ENCOMPASS Resources for Learning: EnCompass provides academic, wraparound Navigation, and capacity-building services to 1,900 students and their families in the City of Rochester, and Monroe, Livingston, and Ontario Counties. EnCompass develops and delivers innovative academic services for 3,000 students annually with services matched to each student's unique learning style. Through purposeful partnerships we meet the needs of diverse learners, link and enhance student's gains in achievement, promote higher quality solutions to social and academic challenges, and provide systematic assistance and support to students.

RIT CENTER FOR URBAN ENTREPRENEURSHIP: The Center for Urban Entrepreneurship (CUE) will help reshape the regional economy and build wealth within the urban community by being the central resource for urban entrepreneurial programs and research. We envision a vibrant Rochester community where anyone with the passion to create a business or social venture has the opportunity to reach his or her entrepreneurial goals.

DOVE COMMIT TO C.A.R.E. NOW: Dove Men+Care and the National Basketball Players Association (NBPA) are committed to changing the way Black men are seen and treated in our society. Join us and Commit To C.A.R.E. (Care About Racial Equity) Now.

Champion Academy: The Champion Academy Extreme Mentoring & Empowerment Initiative provides teens in poverty with the critical support, consistency, and accountability necessary to overcome barriers and reach their fullest potential.

Isaac Training and Education Center (ITEC) is one of the country's premier mechanical trades training and education centers. Located in Rochester, NY, ITEC raises awareness and promotes workforce development for skilled trades careers.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

RESULTS AND EVALUATION

UPREP did not achieve this measure having 46 percent of the graduates demonstrate their preparation for college with an approved indicator. It is not appropriate for us to count the number who attempted to earn a Regents Diploma with Advance Designation or high SAT scores as they all would like to earn those things but are not specifically attempting to via a process as they would with a college level course. UPREP does have students who take entry level courses at Monroe Community College.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents Diploma with Adv Designation		15	
College & Career Readiness Scores on SAT		1	
Overall	45	16	46%

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

The results below indicate that UPREP did not meet this measure based on student surveys in the spring. Although 64 percent plan to attend a 2 or 4-year college, that number may go up as the pandemic restrictions ease. Many students do not want to pay to attend college to attend virtually or have decided a gap year is right for them. Other graduates have chosen trade school or enlisting in the military.

Matriculation Rate of Graduates by Year

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	49	38	78%
2016	2019-20	52	33	63%
2017	2020-21	45	29 Confirmed Accepted	64%

ADDITIONAL EVIDENCE

We are working to develop our alumni network to keep in touch with our graduates.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Although the two college prep measures we can evaluate in 2020-21 were not achieved, UPREP has programs in place to support our scholars to ensure college readiness and/or find the placement after graduation that is the right fit for them.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Met

ACTION PLAN

University Prep continues to provide programming and supports for our scholars throughout high school, but especially as seniors with assistance every step of the way to deciding what's next for them after graduation. We look forward to building on the following systems upon our full return to school which will include campus visits, college fairs and application assistance.

- Experienced counselors continue to develop our alumni network by creating processes to following up with graduates;
- the CTE program affords more students opportunities; rigor has become a major focus of all high school instructional programs in alignment with Common Core Learning Standards;
- instructional time has been devoted to meeting the higher-level thinking reflected on the PSAT and SAT exams;
- Students are encouraged to retake Regents courses and exams to earn higher scores and meet aspirational performance measures.
- CTE for all 10-12 grade, honors courses beginning in 8th grade, dual credit offerings with MCC, summer of opportunity
- Honors classes offered to help increase the rigor of teaching and learning.
- Online Credit Recovery software

- 1:1/family transcript/four year plan review meetings.
- College fairs, including one hosted by UPREP
- Students participate in a prep course at MCC
- Guest speakers to discuss careers
- Visits by college coaches who discussed acceptance/NCAA-Clearinghouse requirements

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: 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 able 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 (CCSS). New York State ELA Curriculum Modules are used as a resource for lesson planning and instruction.

The ELA curriculum also considers the CCSS and the principles of constructivism as a guide to the planning and implementation of instruction. Using 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. These experiences are embedded into daily lessons during the workshop periods where students are working in a variety of groupings to ask questions, explore, investigate and construct knowledge and share discoveries. Also, daily lessons include closure and extended learning activities where students apply learning. Teachers are also invited to offer students opportunities beyond the classroom. In the past, some of these events engaged students in field studies to local museums (Rochester Science Museum), involved students in Rochester history and geography projects, took students to evening performances at local theaters to see plays of books read in class (To Kill a Mockingbird), and allowed them to experience special presentations by experts in a field of study (example: birds of prey exhibit and presentation followed by owl pellet science experiment), or the Vietnam Memorial at Highland Park after reading, *The Things They Carried*. Guest speakers from the community have presented experiential anecdotes: Vietnam veterans, Holocaust survivors and local entrepreneurs. In addition to motivating students to think and learn, these educational experiences are expected to increase literacy proficiency through integrated tasks which require reading and/or writing practice.

Past student performance outcomes on the New York State English Language Arts Common Core Assessments for grades 7 and 8 have demanded the highest degree of commitment for improving literacy proficiency rates, especially with the challenge of testing that occurs within a few months to one year of entry into University Prep. With this in mind, University Prep continues to seek methods for accelerating middle school performance. With an intense focus on implementing strategies to increase the achievement rate of middle school students, University Prep administrators and teachers worked as a team to review and monitor existing practices and to determine informed means for improvement.

Our Middle School Academic Leader is responsible for providing grade 7 and 8 instructional leadership including setting team and individual academic vision and goals that align with organization vision, mission, values, and goals; supporting instructional improvement by observing, coaching, modeling for, and teaching staff; overseeing the administration of multiple forms of assessments, to measure and improve teaching and learning; supporting the team in

using student and staff performance data to drive improved teaching and learning; and overseeing and implementing systems that reinforce positive character, behavior, and organizational values. UPREP plans to continue offering the following initiatives:

- Reduced Class Size
- After school tutoring
- Strategic Assignment of Staff in Key Areas
- Intensive Support through Ongoing Feedback and Coaching for All Teachers
- Diagnostic Reading Assessments
- Benchmark/Interim Assessments
- Implementation of a culturally relevant reading program
- Data Analysis and Use to Inform Instruction
- Portfolio Assessment
- Literacy-based Professional Development
- Extended Learning Opportunities for Students on Saturday

METHOD

UPREP Middle School ELA classes relied on unit tests and teacher created final exams to gauge progress in 2020-21 as we worked through the hybrid learning model. 2020-21 marked a transition year away from NWEA Map assessments as we will be implementing the i-Ready program going forward.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally Created Assessments and Projects

RESULTS AND EVALUATION

University Prep did not collect norm-referenced summative data in 2020-21.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Students in our middle school grades, which include 7-9 continued through our ELA programming and instruction through our hybrid model and completed projects, assignments and unite tests as appropriate.

ACTION PLAN

As mentioned, University Prep will be rolling out the i-Ready assessments in 2021-22 to really understand where our young scholars perform and what reading domains require intervention. We are excited to dig into the reports on growth for each individual student, within classrooms and across the entire grade and school. The following represents our continued initiatives in ELA programming that we had to pivot to provide within our hybrid model, but will continue as pillars of our grade 7-9 ELA instruction:

1. Reduced Class Size in all core content areas of 15-17
2. Learning Lab Model with embedded instruction from an ELA or literacy trained teacher
3. Reading Intervention program that encourages daily reading and embeds choice along with self-monitoring of progress. Lab teachers collaborate with ELA teachers to provide fluid support of skill acquisition and monitoring of power goals

4. Increase student access to culturally relevant text which are recommended for boys.
5. MS Principal continues to build our grade 7-9 ELA program with autonomy around instructional practice, curriculum development and student progress monitoring. Grade 9 students have a soft transition to high school, remaining part of the middle school core content class structure while being a part of high school for electives, lunch and advisement. This allows them to continue to develop their basic reading, writing and comprehension skills to a level required for success in our high school courses and eventually at the college level.
6. Vertical Teacher Teams will continue to meet monthly to review student performance and build a plan for individualized instructional strategies
7. Student-Centered Learning Environment that shifts the focus from the teaching to the learning by encouraging active student participation in which they monitor their own thinking. Teachers continue to practice the following:
 - a. Engagement strategies that include alternative strategies to demonstrate learning
 - b. Use of open-ended questioning techniques and other methods to deepen thought, understanding and relevance of topics
 - c. Encourage student collaboration and group projects

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

UPREP did not achieve this measure having 39 percent of students in the four year accountability cohort score at level 4 on the NYS ELA Regents.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	50	0	42	84%
2016	2019-20	52	0	18	35%
2017	2020-21	52	24	11	39%

ADDITIONAL EVIDENCE

Although most students pass the NYS ELA Regents in high school, increasing the score with which they do so is something we are still addressing with a combination of rigor in the classroom and creating the mindset in our students that we should all do our best every time, rather than just trying to pass to get credit.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	59	17%	54	38%	52	39%
2018	72	9.2%	72	32%	69	0%
2019			66	27%	66	11%
2020					88	--

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

² Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

UPREP achieved this high school ELA measure having 92% pass the Regents exam after four years in high school.

**Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	53	0	45	85%
2016	2019-20	52	10	47	89%
2017	2020-21	52	24	27	92%

ADDITIONAL EVIDENCE

UPREP consistently achieves this metric year to year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	NE	54	78	52	52%
2018	--	--	72	63	69	1%
2019			66	NE	66	41%
2020					88	--

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) 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 the college and career readiness standard.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	26	12	2	14%

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) 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.

RESULTS AND EVALUATION

UPREP achieved this high school ELA measure having 100% of students who tested as below proficiency on the NYS ELA exam in 8th grade pass the ELA Regents exam after four years in high school. This demonstrates just how much remediation many of our scholars require and receive throughout their years at UPREP from MS to HS to graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	26	12	14	100%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As previously noted, the majority of our UPREP scholars are not scoring at Level 4 on the NYS ELA Regents exam. However, 92% did pass the Regents and many of those students entered UPREP testing below proficiency on the NYS 7-8 ELA exams. We continue to work toward increasing

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

academic performance through a variety of means. The goal is to bring all students to proficiency and beyond to excel on all Regents.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

In middle school we will continue:

- Smaller class size
- Embed vocabulary and reading comprehension goals into daily lesson plans
- Student exposure to Levels of Questioning Training
- Continued assessment of student performance data to determine areas of strength and weakness.

For all students we will provide:

- Student exposure to the format of test questions to increase familiarity and confidence.

- Common Assessments in core areas quarterly.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

University Prep mathematics curriculum and instruction is based on the NYS Common Core Learning Standards. Teachers plan to use one instructional framework across all grades and subjects, including mathematics. Math teachers refer to NYS Curriculum modules to guide lesson planning. University Prep has found that as mathematics become more challenging in the high school courses, struggling students require greater support to engage them in the classroom. With this understanding, University Prep has a Director of Mathematics, who has worked with University Prep students since its inception and who has proven to be successful at teaching math and managing classroom behavior.

Reveal Math is used in grades 7-12, which is a McGraw Hill math program that allows for differentiation and data collection.

METHOD

As described previously, UPREP eliminated the use of the NWEA Map and plans to roll out the i-Ready in 2021-22. No nationally norm-referenced assessments were given in 2020-21.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Internally teacher created math unit tests and final.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Math instruction was delivered both in person and virtually for middle school students. Teachers worked hard to cover all topics and concepts, while adjusting for pacing differences. Teacher created math unit tests and finals were administered, but we do not have summary data to report.

ACTION PLAN

Back in the classroom full time in 2021-22, the Middle School UPREP math staff look forward to really digging into the Reveal Math materials and online intervention options to work on any learning loss that our scholars experienced during the past 18 months.

- We will be using I-Ready and Reveal math assessments to monitor MS growth.
- Continue Smaller class size
- Embed vocabulary and reading comprehension goals into daily lesson plans
- Student exposure to Levels of Questioning Training
- Continued assessment of student performance data to determine areas of strength and weakness.
- Application of identified needs to teaching to prepare students for success in high school science.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

This measure was not achieved in 2020-21 as 6 percent achieved a level 4 on a math Regents.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	50	0	4	8%
2016	2019-20	52	3	1	2%
2017	2020-21	52	17	2	6%

ADDITIONAL EVIDENCE

Although the vast majority of UPREP scholars pass a math Regents prior to graduation, we are still working to increase rigor to improve student mastery level and improve the heights of success on exam scores.

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Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	59	3	54	3	52	6%
2018	68	4	72	4	69	4%
2019			66	--	66	0
2020					88	0

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

University Prep achieved this measure with 100% of all students in the 2017 Accountability Cohort passing a math Regents exam with a Level 3 (65 or better).

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	51	0	51	100%
2016	2019-20	52	1	51	98%
2017	2020-21	52	17	35	100%

ADDITIONAL EVIDENCE

UPREP consistently has very high pass rates on this Regents exam.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	58	50	54	77	52	100%
2018	66	52	72	74	69	59%
2019			66	NA	66	35%
2020					88	2%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career

readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a 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 grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Although UPREP scholars did not perform at the rates needed to meet this measure, an increased percentage of students in the 2017 Accountability Cohort scored at level 4 over previous years. 10% of students who scored below proficiency in 8th grade scored at Level 4 prior to graduating high school.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	59	0	1	1.6%
2016	2019-20	65	1	3	4.6%
2017	2020-21	29	9	2	10%

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a 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 move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

UPREP achieved this math measure. 100% of students who tested below proficiency in 8th grade and took a math Regents in high school scored at level 3 or above.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	59	0	54	91%
2016	2019-20	65	1	51	79%
2017	2020-21	29	9	20	100%

ADDITIONAL EVIDENCE

100% achieving the above metric is a marked increase over past years.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The vast majority UPREP 2017 Accountability Cohort students passed a math Regents in their four years in high school and those who performed below math proficiency in 8th grade ALL passed a math Regents during high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently	Met

³ Based on the highest score for each student on the mathematics Regents exam

	scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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ACTION PLAN

The following will be in place in 2021-22 across academic areas:

- Student exposure to the format of test questions to increase familiarity and confidence.
- 8th grade students are accelerated in Algebra and Living Environment.
- Common Assessments in core areas quarterly.
- New rigorous curriculum in math at all grade levels.
- Transcript reviews with students and families.
- Targeted social and emotional support through social workers, counselors, and advisement program.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

Science curriculum, instruction and assessment are aligned to the NYS Learning standards and assessments. In addition to the school's ongoing professional development and classroom observations and coaching, science teachers meet monthly to address instructional strategies related to science classroom instruction and science labs. Teachers are provided whatever instructional and laboratory supplies needed to ensure optimal learning in the Sciences. We are adding in four science electives. 8th grade students are accelerated in science to take on the Living Environment course.

METHOD

Middle school science teachers administered internally developed unit assessments aligned to the New York State standards.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

UPREP teachers and students look forward to being back in school at full capacity with the ability to return to hands-on learning in science at all levels.

HIGH SCHOOL SCIENCE

Goal 5: 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 schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school did not administer any science Regents in 2021. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted

from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

University Prep achieved this measure with 91% of all students in the 2017 Accountability Cohort passing a science Regents exam with a 65 or better.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	53	0	53	100%
2016	2019-20	52	16	36	100%
2017	2020-21	52	20	32	91%

ADDITIONAL EVIDENCE

UPREP graduating cohorts consistently achieve the above measure year to year. The 2018, 2019 and 2020 Accountability Cohorts are making progress toward this goal.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	62	54	81	52	74%
2018	66	59	72	78	69	64%
2019			66	76	66	6%
2020					88	5%

Goal 5: 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 school district of comparison.

The calculation of this measure is not required for 2020-21.

⁴ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: 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 6: 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. To graduate, students must pass both 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Because the US History Regents has not been administered in spring 2020 and 2021, our graduating students have not had an opportunity to sit for the exam. They did take the course and a teacher created final exam.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	53	0	53	100%
2016	2019-20	52	3	49	94%
2017	2020-21	52	52	--	--

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	30%	54	87%	52	N/A
2018	66	NA	77	95%	69	-
2019			66	N/A	66	-
2020					88	-

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

University Prep achieved this measure with 79% of all students in the 2017 Accountability Cohort who took the Global History Regents exam passed with a 65 or better.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	53	0	53	100%
2016	2019-20	52	4	48	92%
2017	2020-21	52	20	32	79%

EVALUATION

The Global History exam often proves a bit more difficult for our scholars because it covers many different areas around the world, many of which students are learning about for the first time. In addition, the Regents exam is given at the end of two years of content. Students are encouraged to take advantage of a variety of review options, both in person and online.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	39%	57	78%	52	79%
2018	66	NA	72	75%	69	--
2019			66	NA	66	--
2020					88	--

Goal 6: 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 school district of comparison.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

UPREP's accountability status for 2020-21 is ultimately based on 2018-19 data:

Good Standing.

ADDITIONAL EVIDENCE

University Prep continues to be in good standing year after year.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



CITY OF ROCHESTER

CERTIFICATE NO.: 83947
DATE ISSUED: AUGUST 30, 2013
EXPIRATION: NOT APPLICABLE
LEGAL USE: CHARTER SCHOOL



CERTIFICATE OF OCCUPANCY
{PARTIAL}

PROPERTY LOCATION: 1290 LAKE AV

This is to certify that the above property may be legally occupied in the following manner:

*TYPE 2B & 5, THREE STORIES
PHASE 1 ONLY: CLASSROOMS ON TOP FLOOR;
ADMINISTRATIVE OFFICE AREA;
EXIT STAIRS;
KITCHEN AND DINING HALL*

This Certificate is issued and based on the application made by:

RAY TESTA, {OWNER'S AGENT}, ON AUGUST 26, 2013

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above, unless sooner terminated by the occurrence of any of the events enumerated in Section 90-16A(2) of the City Code and must be renewed, if applicable, no later than the expiration date of this Certificate.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

CODE COMPLIANCE COORDINATOR

NOTICE AND DISCLAIMER

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE. BY ENHANCING THE CITY'S HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.

LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

EEO Employer/Handicapped



CITY OF ROCHESTER

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DATE ISSUED: AUGUST 30, 2013
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EEO Employer/Handicapped



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
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 contain 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)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

University Preparatory Charter School for Young Men

SCHOOL

Name:	University Preparatory Charter School for Young Men
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CONTACT INFORMATION

Contact Name:	Walter Larkin
Contact Title:	CEO
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
2021-22**

ENROLLMENT BY GRADES

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT												
TOTAL ENROLLMENT =												

ENROLLMENT BY DISTRICT

PRIOR YEAR ACTUAL	ANNUAL BUDGET															
	TOTAL DISTRICTS/ENROLLMENT BY QUARTER															
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised
NUMBER OF SCHOOL DISTRICTS ENROLLED:	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
NUMBER OF STUDENTS ENROLLED:	435	0	435	0	435	0	435	0	435	0	435	0	435	0	435	0

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

PRIOR YEAR 2020-21	ANNUAL BUDGET															
	ENROLLMENT BY QUARTER															
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised
ACTUAL ENROLLMENT	415	20	415	20	415	20	415	20	415	20	415	20	415	20	415	20

1 PRIMARY District	DISTRICT NAME(S)	ROCHESTER CITY SD
2 SECONDARY District	DISTRICT NAME(S)	GREECE CSD
3 Other District 3	DISTRICT NAME(S)	(Select from drop-down list) →

PRIMARY/OTHER	DISTRICT NAME(S)	PRIOR YEAR 2020-21 Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER												ACTUAL ENROLLMENT BY QUARTER				
			QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
2021-22**

STAFFING PLAN FULL-TIME EQUIVALENT (FTE)

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.												Description of Assumptions			
		ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE				Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual				
		Q1 Original	Q1 Revised	Q2 Original	Q2 Revised	Q3 Original	Q3 Revised	Q4 Original	Q4 Revised								
Executive Management		4.0		4.0		4.0											
Instructional Management		6.0		6.0		6.0											
Deans, Directors & Coordinators		4.0		4.0		4.0											
Operations / Business Manager		1.0		1.0		1.0											
Administrative Staff		3.5		3.5		3.5											
TOTAL ADMINISTRATIVE STAFF	0.0	18.5	0.0	18.5	0.0	18.5	0.0	18.5	0.0	18.5	0.0	18.5	0.0	0.0	0.0	0.0	0.0
INSTRUCTIONAL PERSONNEL FTE																	
Teachers - Regular		23.0		23.0		23.0		23.0		23.0		23.0					
Teachers - SPED		6.2		6.2		6.2		6.2		6.2		6.2					
Substitute Teachers		2.0		2.0		2.0		2.0		2.0		2.0					
Teaching Assistants		13.0		13.0		13.0		13.0		13.0		13.0					
Specialty Teachers																	
Aides		3.0		3.0		3.0		3.0		3.0		3.0					
Therapists & Counselors																	
Other		47.2	0.0	47.2	0.0	47.2	0.0	47.2	0.0	47.2	0.0	47.2	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	0.0	47.2	0.0	47.2	0.0	47.2	0.0	47.2	0.0	47.2	0.0	47.2	0.0	0.0	0.0	0.0	0.0
NON-INSTRUCTIONAL PERSONNEL FTE																	
Nurse		4.0		4.0		4.0		4.0		4.0		4.0					
Librarian		3.0		3.0		3.0		3.0		3.0		3.0					
Custodian		4.0		4.0		4.0		4.0		4.0		4.0					
Security		4.0		4.0		4.0		4.0		4.0		4.0					
Other		11.0	0.0	11.0	0.0	11.0	0.0	11.0	0.0	11.0	0.0	11.0	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	11.0	0.0	11.0	0.0	11.0	0.0	11.0	0.0	11.0	0.0	11.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	0.0	76.7	0.0	76.7	0.0	76.7	0.0	76.7	0.0	76.7	0.0	76.7	0.0	0.0	0.0	0.0	0.0

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Budget / Operating Plan
2021-22

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions												
Executive Management	4.00	1,646,511	1,793,883	-	143,246	143,246	-	143,246	143,246	-	143,247	143,247	-
Instructional Management	6.00	1,671,415	1,827,165	-	82,382	82,382	-	82,382	82,382	-	82,382	82,382	-
Deans, Directors & Coordinators	4.00	-	(33,282)	-	81,401	81,401	-	81,401	81,401	-	81,401	81,401	-
CFO / Director of Finance	-	(24,904)	435	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	435	-	-	20,317	20,317	-	20,317	20,317	-	20,317	20,317	-
Administrative Staff	3.50	-	-	-	50,573	50,573	-	50,573	50,573	-	50,573	50,573	-
TOTAL ADMINISTRATIVE STAFF	18.50	-	377,919	-	377,919	377,919	-	377,919	377,919	-	377,921	377,921	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	23.00	315,323	315,323	-	315,323	315,323	-	315,323	315,323	-	315,323	315,323	-
Teachers - SPED	6.20	89,515	89,515	-	89,515	89,515	-	89,515	89,515	-	89,515	89,515	-
Substitute Teachers	2.00	25,315	25,315	-	25,315	25,315	-	25,315	25,315	-	25,315	25,315	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	13.00	170,189	170,189	-	170,189	170,189	-	170,189	170,189	-	170,189	170,189	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	3.00	41,138	41,138	-	41,138	41,138	-	41,138	41,138	-	41,138	41,138	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	47.20	-	641,479	-	641,479	641,479	-	641,479	641,479	-	641,480	641,480	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	4.00	34,520	34,520	-	34,520	34,520	-	34,520	34,520	-	34,520	34,520	-
Security	3.00	29,172	29,172	-	29,172	29,172	-	29,172	29,172	-	29,172	29,172	-
Other	4.00	27,455	27,455	-	27,455	27,455	-	27,455	27,455	-	27,454	27,454	-
TOTAL NON-INSTRUCTIONAL	11.00	-	91,147	-	91,147	91,147	-	91,147	91,147	-	91,146	91,146	-
SUBTOTAL PERSONNEL SERVICE COSTS	76.70	-	1,110,545	-	1,110,545	1,110,545	-	1,110,545	1,110,545	-	1,110,546	1,110,546	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	91,434	91,434	-	91,434	91,434	-	91,434	91,434	-	91,434	91,434	-
Fringe / Employee Benefits	-	212,291	212,291	-	212,291	212,291	-	212,291	212,291	-	212,291	212,291	-
Retirement / Pension	-	126,750	126,750	-	126,750	126,750	-	126,750	126,750	-	126,750	126,750	-
TOTAL PAYROLL TAXES AND BENEFITS	-	303,725	303,725	-	303,725	303,725	-	303,725	303,725	-	303,725	303,725	-
TOTAL PERSONNEL SERVICE COSTS	76.70	-	1,541,020	-	1,541,020	1,541,020	-	1,541,020	1,541,020	-	1,541,021	1,541,021	-
CONTRACTED SERVICES													
Accounting / Audit	-	10,000	10,000	-	10,000	10,000	-	10,000	10,000	-	10,000	10,000	-
Legal	-	8,750	8,750	-	8,750	8,750	-	8,750	8,750	-	8,750	8,750	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	14,500	14,500	-	14,500	14,500	-	14,500	14,500	-	14,500	14,500	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titelium Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	60,479	60,479	-	60,479	60,479	-	60,479	60,479	-	60,479	60,479	-
TOTAL CONTRACTED SERVICES	-	93,729	122,729	-	122,729	122,729	-	122,729	122,729	-	122,729	122,729	-

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget
Prior Year Actual 2020-21 Revenue Per Pupil	-	-	-	-	-	-	-	-
Total Revenue	1,646,511	1,793,883	2,250	2,250	2,250	2,250	2,250	2,250
Total Expenses	1,671,415	1,827,165	12,938	12,938	12,938	12,938	12,938	12,938
Net Income	(24,904)	(33,282)	5,000	5,000	5,000	5,000	5,000	5,000
Actual Student Enrollment	435	435	1,750	1,750	1,750	1,750	1,750	1,750
			3,000	3,000	3,000	3,000	3,000	3,000
			8,750	8,750	8,750	8,750	8,750	8,750
			2,500	2,500	2,500	2,500	2,500	2,500
			1,250	1,250	1,250	1,250	1,250	1,250
			8,750	8,750	8,750	8,750	8,750	8,750
			6,730	6,730	6,730	6,730	6,730	6,730
			14,199	14,199	14,199	14,199	14,199	14,199
			15,375	15,375	15,375	15,375	15,375	15,375
			1,250	1,250	1,250	1,250	1,250	1,250
			1,250	1,250	1,250	1,250	1,250	1,250
			42,250	42,250	42,250	42,250	42,250	42,250
			128,491	128,491	128,491	128,491	128,491	128,491
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								
COVID-19 / CONTINGENCY								
DEFERRED RENT								
TOTAL EXPENSES								
NET INCOME								

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Budget / Operating Plan
2021-22

	2021-22		2020-21		VARIANCE	DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	Original Budget	Revised Budget		
Total Revenue	7,028,161	7,028,161	-	7,028,161	7,028,161	
Total Expenses	7,028,161	7,028,161	-	7,028,161	(7,028,161)	
Net Income	(0)	(0)	(0)	(0)	(0)	
Actual Student Enrollment						
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
			Avg. No. of Positions			
Executive Management	572,985	572,985	4.00	-	(572,985)	(572,985)
Instructional Management	329,527	329,527	6.00	-	(329,527)	(329,527)
Deans, Directors & Coordinators	325,605	325,605	4.00	-	(325,605)	(325,605)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	81,270	81,270	1.00	-	(81,270)	(81,270)
Administrative Staff	202,291	202,291	3.50	-	(202,291)	(202,291)
TOTAL ADMINISTRATIVE STAFF	1,511,679	1,511,679	18.50	-	(1,511,679)	(1,511,679)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	1,261,291	1,261,291	23.00	-	(1,261,291)	(1,261,291)
Teachers - SPED	358,060	358,060	6.20	-	(358,060)	(358,060)
Substitute Teachers	101,260	101,260	2.00	-	(101,260)	(101,260)
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	680,755	680,755	13.00	-	(680,755)	(680,755)
Aides	-	-	-	-	-	-
Therapists & Counselors	164,550	164,550	3.00	-	(164,550)	(164,550)
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	2,565,917	2,565,917	47.20	-	(2,565,917)	(2,565,917)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	138,080	138,080	4.00	-	(138,080)	(138,080)
Security	116,688	116,688	3.00	-	(116,688)	(116,688)
Other	109,818	109,818	4.00	-	(109,818)	(109,818)
TOTAL NON-INSTRUCTIONAL	364,586	364,586	11.00	-	(364,586)	(364,586)
SUBTOTAL PERSONNEL SERVICE COSTS	4,442,181	4,442,181	76.70	-	(4,442,181)	(4,442,181)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	365,736	365,736	-	-	(365,736)	(365,736)
Fringe / Employee Benefits	849,164	849,164	-	-	(849,164)	(849,164)
Retirement / Pension	253,500	253,500	-	-	(253,500)	(253,500)
TOTAL PAYROLL TAXES AND BENEFITS	1,468,401	1,468,401	-	-	(1,468,401)	(1,468,401)
TOTAL PERSONNEL SERVICE COSTS	5,910,582	5,910,582	76.70	-	(5,910,582)	(5,910,582)
CONTRACTED SERVICES						
Accounting / Audit	12,000	12,000	-	-	(12,000)	(12,000)
Legal	35,000	35,000	-	-	(35,000)	(35,000)
Management Company Fee	-	-	-	-	-	-
Nurse Services	175,000	175,000	-	-	(175,000)	(175,000)
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-
Titlment Services (i.e., Title I)	241,915	241,915	-	-	(241,915)	(241,915)
Other Purchased / Professional / Consulting	463,915	463,915	-	-	(463,915)	(463,915)
TOTAL CONTRACTED SERVICES	1,081,830	1,081,830	-	-	(1,081,830)	(1,081,830)

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	2021-22		2020-21		VARIANCE	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget
Total Revenue	7,028,161	7,028,161	-	7,028,161	7,028,161	7,028,161
Total Expenses	7,028,161	7,028,161	-	(7,028,161)	(7,028,161)	(7,028,161)
Net Income	(0)	(0)	(0)	(0)	(0)	(0)
Actual Student Enrollment						
SCHOOL OPERATIONS						
Board Expenses	9,000	9,000	-	(9,000)	(9,000)	(9,000)
Classroom / Teaching Supplies & Materials	51,750	51,750	-	(51,750)	(51,750)	(51,750)
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	20,000	20,000	-	(20,000)	(20,000)	(20,000)
Supplies & Materials other	7,000	7,000	-	(7,000)	(7,000)	(7,000)
Equipment / Furniture	5,000	5,000	-	(5,000)	(5,000)	(5,000)
Telephone	12,000	12,000	-	(12,000)	(12,000)	(12,000)
Technology	35,000	35,000	-	(35,000)	(35,000)	(35,000)
Student Testing & Assessment	10,000	10,000	-	(10,000)	(10,000)	(10,000)
Field Trips	5,000	5,000	-	(5,000)	(5,000)	(5,000)
Transportation (student)	35,000	35,000	-	(35,000)	(35,000)	(35,000)
Student Services - other	26,920	26,920	-	(26,920)	(26,920)	(26,920)
Office Expense	56,794	56,794	-	(56,794)	(56,794)	(56,794)
Staff Development	61,500	61,500	-	(61,500)	(61,500)	(61,500)
Staff Recruitment	-	-	-	-	-	-
Student Recruitment / Marketing	5,000	5,000	-	(5,000)	(5,000)	(5,000)
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	5,000	5,000	-	(5,000)	(5,000)	(5,000)
Fundraising	-	-	-	-	-	-
Other	169,000	169,000	-	(169,000)	(169,000)	(169,000)
TOTAL SCHOOL OPERATIONS	513,964	513,964	-	(513,964)	(513,964)	(513,964)
FACILITY OPERATION & MAINTENANCE						
Insurance	34,400	34,400	-	(34,400)	(34,400)	(34,400)
Janitorial	12,000	12,000	-	(12,000)	(12,000)	(12,000)
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-
Repairs & Maintenance	38,300	38,300	-	(38,300)	(38,300)	(38,300)
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	55,000	55,000	-	(55,000)	(55,000)	(55,000)
TOTAL FACILITY OPERATION & MAINTENANCE	139,700	139,700	-	(139,700)	(139,700)	(139,700)
DEPRECIATION & AMORTIZATION						
COVID-19 / CONTINGENCY	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-
TOTAL EXPENSES	7,028,161	7,028,161	-	(7,028,161)	(7,028,161)	(7,028,161)
NET INCOME	(0)	(0)	-	(0)	(0)	(0)

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Budget / Operating Plan

2021-22

Total Revenue	7,028,161	7,028,161	7,028,161	7,028,161
Total Expenses	-	-	(7,028,161)	(7,028,161)
Net Income	7,028,161	7,028,161	(0)	(0)
Actual Student Enrollment	(0)	(0)	(0)	(0)

	Total Year		VARIANCE	
	Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

ROCHESTER CITY SD

GREECE CSD

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

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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

Budget / Operating Plan
2021-22

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
Total Revenue		1,646,511	1,793,883	-	1,793,883	1,793,883	-	1,793,883	1,793,883	-	1,793,883	1,793,883	-	7,028,161
Total Expenses		1,671,415	1,827,165	-	1,827,165	1,702,415	114,750	1,702,415	1,827,166	124,751	1,827,166	1,827,166	-	7,028,161
Net Income		(24,904)	(43,282)	-	(43,282)	91,468	138,133	91,468	(33,283)	33,283	(33,283)	(33,283)	-	(0)
Actual Student Enrollment		435	435	-	435	435	-	435	435	-	435	435	-	(0)
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES <i>(enter descriptions below)</i>														
Example - Add Back Depreciation														
Other														
Total Operating Activities														
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>														
Example - Subtract Property and Equipment Expenditures														
Other														
Total Investment Activities														
FINANCING ACTIVITIES <i>(enter descriptions below)</i>														
Example - Add Expected Proceeds from a Loan or Line of Credit														
Other														
Total Financing Activities														
Total Cash Flow Adjustments														
NET INCOME														
Beginning Cash Balance														
ENDING CASH BALANCE														

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Budget / Operating Plan
2021-22

	2021-22		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Total Year Revised Budget	Total Year Original Budget vs. PY Budget	Original Budget	Revised Budget	
Total Revenue	7,028,161	7,028,161	7,028,161	7,028,161	
Total Expenses	7,028,161	7,028,161	(7,028,161)	(7,028,161)	
Net Income	(0)	(0)	(0)	(0)	
Actual Student Enrollment					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	(0)	(0)	(0)	(0)	
NET INCOME	(0)	(0)	(0)	(0)	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	(0)	(0)	(0)	(0)	

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
BALANCE SHEET
2021-22

Prior Year	Q1	Q2	Q3	Q4
2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>				
<u>CURRENT ASSETS</u>				
	-	-	-	-
Cash and cash equivalents	-	-	-	-
Grants and contracts receivable	-	-	-	-
Accounts receivables	-	-	-	-
Prepaid Expenses	-	-	-	-
Contributions and other receivables	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>				
	-	-	-	-
<u>OTHER ASSETS</u>				
	-	-	-	-
TOTAL ASSETS	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>				
<u>CURRENT LIABILITIES</u>				
	-	-	-	-
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	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>				
	-	-	-	-
TOTAL LIABILITIES	-	-	-	-
<u>NET ASSETS</u>				
	-	-	-	-
Unrestricted	-	-	-	-
Temporarily restricted	-	-	-	-
TOTAL NET ASSETS	-	-	-	-
<u>TOTAL LIABILITIES AND NET ASSETS</u>				
	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Budget / Operating Plan

2021-22

Total Revenue	-	1,646,511	-	-	1,793,883	-	-	1,793,883	-	-	1,793,883
Total Expenses	-	1,671,415	-	-	1,827,165	-	-	1,827,166	-	-	1,827,166
Net Income	-	(24,904)	-	-	(33,282)	-	-	(33,283)	-	-	(33,283)
Actual Student Enrollment	-	435	-	-	435	-	-	435	-	-	435

1st Quarter - 7/1 - 9/30 2nd Quarter - 10/1 - 12/31 3rd Quarter - 1/1 - 3/31 4th Quarter - 4/1 - 6/30

*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				4th Quarter - 4/1 - 6/30			
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	
EXPENSES																
ADMINISTRATIVE STAFF PERSONNEL COSTS																
No. of Positions																
Executive Management		143,246	-		143,246	-		143,246	-		143,246	-		143,247	-	
Instructional Management		82,382	-		82,382	-		82,382	-		82,382	-		82,382	-	
Deans, Directors & Coordinators		81,401	-		81,401	-		81,401	-		81,401	-		81,401	-	
CFO / Director of Finance		20,317	-		20,317	-		20,317	-		20,317	-		20,317	-	
Operation / Business Manager		50,573	-		50,573	-		50,573	-		50,573	-		50,573	-	
Administrative Staff		377,919	-		377,919	-		377,919	-		377,919	-		377,921	-	
TOTAL ADMINISTRATIVE STAFF																
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular		315,323	-		315,323	-		315,323	-		315,323	-		315,323	-	
Teachers - SPED		89,515	-		89,515	-		89,515	-		89,515	-		89,515	-	
Substitute Teachers		25,315	-		25,315	-		25,315	-		25,315	-		25,315	-	
Teaching Assistants		170,189	-		170,189	-		170,189	-		170,189	-		170,189	-	
Specialty Teachers		41,138	-		41,138	-		41,138	-		41,138	-		41,138	-	
Aides			-			-			-			-			-	
Therapists & Counselors			-			-			-			-			-	
Other			-			-			-			-			-	
TOTAL INSTRUCTIONAL																
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse			-			-			-			-			-	
Librarian			-			-			-			-			-	
Custodian		34,520	-		34,520	-		34,520	-		34,520	-		34,520	-	
Security		29,172	-		29,172	-		29,172	-		29,172	-		29,172	-	
Other		27,455	-		27,455	-		27,455	-		27,455	-		27,454	-	
TOTAL NON-INSTRUCTIONAL																
SUBTOTAL PERSONNEL SERVICE COSTS																
PAYROLL TAXES AND BENEFITS																
Payroll Taxes		91,434	-		91,434	-		91,434	-		91,434	-		91,434	-	
Fringe / Employee Benefits		212,291	-		212,291	-		212,291	-		212,291	-		212,291	-	
Retirement / Pension		126,750	-		126,750	-		126,750	-		126,750	-		126,750	-	
TOTAL PAYROLL TAXES AND BENEFITS																
TOTAL PERSONNEL SERVICE COSTS																
CONTRACTED SERVICES																
Accounting / Audit		10,000	-		10,000	-		10,000	-		10,000	-		10,000	-	
Legal		8,750	-		8,750	-		8,750	-		8,750	-		8,750	-	
Management Company Fee			-			-			-			-			-	
Nurse Services			-			-			-			-			-	
Food Service / School Lunch		14,500	-		14,500	-		14,500	-		14,500	-		14,500	-	
Payroll Services			-			-			-			-			-	
Special Ed Services			-			-			-			-			-	
Titement Services (i.e. Title I)			-			-			-			-			-	
Other Purchased / Professional / Consulting		60,479	-		60,479	-		60,479	-		60,479	-		60,479	-	
TOTAL CONTRACTED SERVICES																

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	1,646,511	-	-	1,793,883	-	-	1,793,883	-	-	1,793,883	-
Total Expenses	-	1,671,415	-	-	1,827,165	-	-	1,702,415	-	-	1,827,166	-
Net Income	-	(24,904)	-	-	(33,282)	-	-	91,468	-	-	(33,283)	-
Actual Student Enrollment	-	435	-	-	435	-	-	435	-	-	435	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	2,250	2,250	-	-	2,250	-	-	2,250	-	-	2,250	-
Classroom / Teaching Supplies & Materials	12,938	12,938	-	-	12,938	-	-	12,938	-	-	12,938	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	5,000	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-
Supplies & Materials other	1,750	1,750	-	-	1,750	-	-	1,750	-	-	1,750	-
Equipment / Furniture	1,250	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Telephone	3,000	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-
Technology	8,750	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-
Student Testing & Assessment	2,500	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
Field Trips	1,250	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Transportation (student)	8,750	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-
Student Services - other	6,730	6,730	-	-	6,730	-	-	6,730	-	-	6,730	-
Office Expense	14,199	14,199	-	-	14,199	-	-	14,199	-	-	14,199	-
Staff Development	15,375	15,375	-	-	15,375	-	-	15,375	-	-	15,375	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	1,250	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	1,250	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	42,250	42,250	-	-	42,250	-	-	42,250	-	-	42,250	-
TOTAL SCHOOL OPERATIONS	-	128,491	-	-	128,491	-	-	128,491	-	-	128,491	-
FACILITY OPERATION & MAINTENANCE												
Insurance	8,600	8,600	-	-	8,600	-	-	8,600	-	-	8,600	-
Janitorial	3,000	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	9,575	9,575	-	-	9,575	-	-	9,575	-	-	9,575	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	13,750	13,750	-	-	13,750	-	-	13,750	-	-	13,750	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	34,925	-	-	34,925	-	-	34,925	-	-	34,925	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	1,671,415	-	-	1,827,165	-	-	1,702,415	-	-	1,827,166	-
NET INCOME	-	(24,904)	-	-	(33,282)	-	-	91,468	-	-	(33,283)	-

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Budget / Operating Plan

2021-22

Total Revenue	-	7,028,161	7,028,161	-	7,028,161	7,028,161	-	7,028,161	(7,028,161)	-
Total Expenses	-	7,028,161	7,028,161	-	7,028,161	7,028,161	-	7,028,161	7,028,161	-
Net Income	-	(0)	0	-	(0)	0	-	(0)	0	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-

***NOTE: Enrollment, Revenue and Expenditure Data in the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	Actual	Actual vs. Current Budget		Original Budget (Current Quarter)	Actual vs. Original Budget		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual vs. Original Budget TY	Actual CY vs. Actual PY
		Current Budget (Current Quarter)	Current Budget - TY		Original Budget	Original Budget - TY			

TOTALS AND VARIANCE ANALYSIS

	Actual	Actual vs. Current Budget		Original Budget (Current Quarter)	Actual vs. Original Budget		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual vs. Original Budget TY	Actual CY vs. Actual PY
		Current Budget (Current Quarter)	Current Budget - TY		Original Budget	Original Budget - TY			
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management	-	-	572,985	572,985	-	-	-	572,985	572,985
Instructional Management	-	-	329,527	329,527	-	-	-	329,527	329,527
Deans, Directors & Coordinators	-	-	325,605	325,605	-	-	-	325,605	325,605
CFO / Director of Finance	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	81,270	81,270	-	-	-	81,270	81,270
Administrative Staff	-	-	202,291	202,291	-	-	-	202,291	202,291
TOTAL ADMINISTRATIVE STAFF	-	-	1,511,679	1,511,679	-	-	-	1,511,679	1,511,679
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-	-	1,261,291	1,261,291	-	-	-	1,261,291	1,261,291
Teachers - SPED	-	-	358,060	358,060	-	-	-	358,060	358,060
Substitute Teachers	-	-	101,260	101,260	-	-	-	101,260	101,260
Teaching Assistants	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	680,755	680,755	-	-	-	680,755	680,755
Aides	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	164,550	164,550	-	-	-	164,550	164,550
Other	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	2,565,917	2,565,917	-	-	-	2,565,917	2,565,917
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-
Custodian	-	-	138,080	138,080	-	-	-	138,080	138,080
Security	-	-	116,688	116,688	-	-	-	116,688	116,688
Other	-	-	109,818	109,818	-	-	-	109,818	109,818
TOTAL NON-INSTRUCTIONAL	-	-	364,586	364,586	-	-	-	364,586	364,586
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	4,442,181	4,442,181	-	-	-	4,442,181	4,442,181
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	365,736	365,736	-	-	-	365,736	365,736
Fringe / Employee Benefits	-	-	849,164	849,164	-	-	-	849,164	849,164
Retirement / Pension	-	-	253,500	253,500	-	-	-	253,500	253,500
TOTAL PAYROLL TAXES AND BENEFITS	-	-	1,468,401	1,468,401	-	-	-	1,468,401	1,468,401
TOTAL PERSONNEL SERVICE COSTS	-	-	5,910,582	5,910,582	-	-	-	5,910,582	5,910,582
CONTRACTED SERVICES									
Accounting / Audit	-	-	12,000	12,000	-	-	-	12,000	12,000
Legal	-	-	35,000	35,000	-	-	-	35,000	35,000
Management Company Fee	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	175,000	175,000	-	-	-	175,000	175,000
Payroll Services	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	241,915	241,915	-	-	-	241,915	241,915
TOTAL CONTRACTED SERVICES	-	-	463,915	463,915	-	-	-	463,915	463,915

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Budget / Operating Plan

2021-22

	Actual		vs.		Current		vs.		Actual		vs.		Actual		vs.	
	Current Budget (Current Quarter)	Actual Current Budget	Current Budget	Actual Current Budget	Budget - TY	Current Budget TY	Original Budget (Current Quarter)	Actual Original Budget	Budget - TY	Original Budget TY	Actual Original Budget TY	Budget - TY	Original Budget TY	Actual Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
Total Revenue	-	-	-	-	-	7,028,161	-	-	-	7,028,161	-	-	-	7,028,161	-	-
Total Expenses	-	-	-	-	-	7,028,161	-	-	-	7,028,161	-	-	-	7,028,161	-	-
Net Income	-	-	-	-	-	(0)	-	-	-	(0)	-	-	-	(0)	-	-
Actual Student Enrollment	-	-	-	-	-	0	-	-	-	0	-	-	-	0	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed																
SCHOOL OPERATIONS																
Board Expenses	-	-	-	-	-	9,000	-	-	-	9,000	-	-	-	9,000	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	51,750	-	-	-	51,750	-	-	-	51,750	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	20,000	-	-	-	20,000	-	-	-	20,000	-	-
Supplies & Materials other	-	-	-	-	-	7,000	-	-	-	7,000	-	-	-	7,000	-	-
Equipment / Furniture	-	-	-	-	-	5,000	-	-	-	5,000	-	-	-	5,000	-	-
Telephone	-	-	-	-	-	12,000	-	-	-	12,000	-	-	-	12,000	-	-
Technology	-	-	-	-	-	35,000	-	-	-	35,000	-	-	-	35,000	-	-
Student Testing & Assessment	-	-	-	-	-	10,000	-	-	-	10,000	-	-	-	10,000	-	-
Field Trips	-	-	-	-	-	5,000	-	-	-	5,000	-	-	-	5,000	-	-
Transportation (student)	-	-	-	-	-	35,000	-	-	-	35,000	-	-	-	35,000	-	-
Student Services - other	-	-	-	-	-	26,920	-	-	-	26,920	-	-	-	26,920	-	-
Office Expense	-	-	-	-	-	56,794	-	-	-	56,794	-	-	-	56,794	-	-
Staff Development	-	-	-	-	-	61,500	-	-	-	61,500	-	-	-	61,500	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	5,000	-	-	-	5,000	-	-	-	5,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	5,000	-	-	-	5,000	-	-	-	5,000	-	-
Fundraising	-	-	-	-	-	169,000	-	-	-	169,000	-	-	-	169,000	-	-
Other	-	-	-	-	-	513,964	-	-	-	513,964	-	-	-	513,964	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	900,000	-	-	-	900,000	-	-	-	900,000	-	-
FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	34,400	-	-	-	34,400	-	-	-	34,400	-	-
Insurance	-	-	-	-	-	12,000	-	-	-	12,000	-	-	-	12,000	-	-
Janitorial	-	-	-	-	-	38,300	-	-	-	38,300	-	-	-	38,300	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	55,000	-	-	-	55,000	-	-	-	55,000	-	-
Equipment / Furniture	-	-	-	-	-	139,700	-	-	-	139,700	-	-	-	139,700	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	206,400	-	-	-	206,400	-	-	-	206,400	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	7,028,161	-	-	-	7,028,161	-	-	-	7,028,161	-	-
NET INCOME	-	-	-	-	-	(0)	-	-	-	(0)	-	-	-	(0)	-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools
UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
2021-22

Administrative
expenditures per pupil:

\$0.00

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:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Walter Larkin
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Heveron & Company
School Audit Contact Name:	Jeanne Beutner
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

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 \$750,000; 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. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	NA
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	NA
8) Corrective Action Plan	NA

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 4,482,410	\$ 4,462,979
Grants and contracts receivable	215,389	81,928
Accounts receivables	45,548	73,474
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	4,743,347	4,618,381
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	4,141,290	4,411,121
<u>OTHER ASSETS</u>	76,826	76,611
TOTAL ASSETS	8,961,463	9,106,113
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 72,325	\$ 19,931
Accrued payroll and benefits	581,441	574,323
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	1,318,775	513,318
Other	-	-
TOTAL CURRENT LIABILITIES	1,972,541	1,107,572
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	805,457
TOTAL LONG-TERM LIABILITIES	-	805,457
TOTAL LIABILITIES	1,972,541	1,913,029
<u>NET ASSETS</u>		
Without Donor Restrictions	6,974,136	7,150,298
With Donor Restrictions	14,786	42,786
TOTAL NET ASSETS	6,988,922	7,193,084
TOTAL LIABILITIES AND NET ASSETS	8,961,463	9,106,113

CK - Should be zero

-

-

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 5,619,200	\$ -	\$ 5,619,200	\$ 5,436,016
Students with disabilities	294,738	-	294,738	390,035
Grants and Contracts				
State and local	37,364	-	37,364	221,168
Federal - Title and IDEA	271,211	-	271,211	267,577
Federal - Other	213,996	-	213,996	27,457
Other	55,500	(28,000)	27,500	198,254
NYC DoE Rental Assistance			-	-
Food Service/Child Nutrition Program	40,641	-	40,641	208,012
TOTAL REVENUE, GAINS AND OTHER SUPPORT	6,532,650	(28,000)	6,504,650	6,748,519
EXPENSES				
Program Services				
Regular Education	\$ 4,762,365	\$ -	\$ 4,762,365	\$ 5,073,554
Special Education	512,066	-	512,066	458,180
Other Programs	157,189	-	157,189	279,230
Total Program Services	5,431,620	-	5,431,620	5,810,964
Management and general	1,277,192	-	1,277,192	1,246,556
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	6,708,812	-	6,708,812	7,057,520
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(176,162)	(28,000)	(204,162)	(309,001)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	-	-	-	-
CHANGE IN NET ASSETS	(176,162)	(28,000)	(204,162)	(309,001)
NET ASSETS BEGINNING OF YEAR	7,150,298	42,786	7,193,084	7,502,085
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 6,974,136	\$ 14,786	\$ 6,988,922	\$ 7,193,084

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Statement of Cash Flows
as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (204,162)	\$ (309,001)
Revenues from School Districts	-	-
Accounts Receivable	27,926	(85,566)
Due from School Districts	-	-
Depreciation	409,217	385,672
Grants Receivable	(133,461)	127,632
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	46,002
Accounts Payable	52,396	(36,428)
Accrued Expenses	7,118	351,028
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	12,092
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 159,034	\$ 491,431
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(139,388)	(440,003)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (139,388)	\$ (440,003)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	1,318,775
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ 1,318,775
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 19,646	\$ 1,370,203
Cash at beginning of year	4,539,590	3,169,387
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 4,559,236	\$ 4,539,590

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21						2019-20		
		Program Services			Supporting Services			Management and		
		Regular Education	Special Education	Other Education	Fund-raising	General	Total	Total	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	19.00	495,718	-	-	495,718	-	899,053	-	1,394,771	1,398,633
Instructional Personnel	46.00	2,309,081	326,584	-	2,635,665	-	-	-	2,635,665	2,716,790
Non-Instructional Personnel	9.00	232,528	-	87,931	320,459	-	9,790	9,790	330,249	328,590
Total Salaries and Staff	74.00	3,037,327	326,584	87,931	3,451,842	-	908,843	908,843	4,360,685	4,444,013
Fringe Benefits & Payroll Taxes		690,986	74,297	20,004	785,287	-	206,761	206,761	992,048	1,021,735
Retirement		166,906	17,946	4,832	189,684	-	49,943	49,943	239,627	247,250
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	15,403	15,403	15,403	5,467
Accounting / Audit Services		-	-	-	-	-	11,680	11,680	11,680	11,925
Other Purchased / Professional / Consulting Services		186,977	20,104	-	207,081	-	41,509	41,509	248,590	258,835
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		23,084	2,482	269	25,835	-	1,077	1,077	26,912	37,466
Insurance		19,855	2,135	206	22,196	-	826	826	23,022	28,494
Utilities		68,283	7,342	796	76,421	-	3,184	3,184	79,605	72,555
Supplies / Materials		113,862	12,243	8,352	134,457	-	-	-	134,457	182,947
Equipment / Furnishings		-	-	-	-	-	-	-	-	-
Staff Development		9,849	1,059	-	10,908	-	-	-	10,908	36,137
Marketing / Recruitment		107	11	-	118	-	-	-	118	1,706
Technology		7,268	781	-	8,049	-	2,683	2,683	10,732	4,733
Food Service		-	-	28,084	28,084	-	-	-	28,084	147,704
Student Services		26,473	2,846	-	29,319	-	-	-	29,319	34,723
Office Expense		54,515	5,862	-	60,377	-	18,528	18,528	78,905	109,755
Depreciation		351,014	37,742	4,092	392,848	-	16,369	16,369	409,217	385,672
OTHER		5,859	632	2,623	9,114	-	386	386	9,500	26,403
Total Expenses		\$ 4,762,365	\$ 512,066	\$ 157,189	\$ 5,431,620	\$ -	\$ 1,277,192	\$ 1,277,192	\$ 6,708,812	\$ 7,057,520

**UNIVERSITY PREPARATORY CHARTER
SCHOOL FOR YOUNG MEN**

FINANCIAL STATEMENTS

June 30, 2021



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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 New York State nonprofit organization), which comprise the balance sheets as of June 30, 2021 and 2020, 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, 2021, 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.

Auditors' Responsibility

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

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



An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

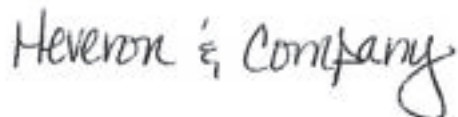
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of University Preparatory Charter School for Young Men as of June 30, 2021 and 2020, and its cash flows for the years then ended, and the changes in net assets and functional expenses for the year ended June 30, 2021 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited University Preparatory Charter School for Young Men's statements of activities and functional expenses for the year ended June 30, 2020, and we expressed an unmodified audit opinion on those audited financial statements in our report dated September 10, 2020. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 9, 2021 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 solely 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 the effectiveness of University Preparatory Charter School for Young Men's 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
Certified Public Accountants

Rochester, New York
September 9, 2021

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
BALANCE SHEETS
June 30, 2021 and 2020

ASSETS

	<u>2021</u>	<u>2020</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 4,482,410	\$ 4,462,979
Grants Receivable	215,389	81,928
Accounts Receivable	<u>45,548</u>	<u>73,474</u>
 Total Current Assets	 <u>4,743,347</u>	 <u>4,618,381</u>
<u>Property and Equipment</u>		
Building and Improvements	5,736,563	5,706,963
Furniture and Fixtures	774,133	877,515
Vehicles	74,000	100,222
Less: Accumulated Depreciation	<u>(2,443,406)</u>	<u>(2,273,579)</u>
 Net Property and Equipment	 <u>4,141,290</u>	 <u>4,411,121</u>
<u>Other Assets</u>		
Escrow Account	<u>76,826</u>	<u>76,611</u>
 Total Other Assets	 <u>76,826</u>	 <u>76,611</u>
 TOTAL ASSETS	 <u>\$ 8,961,463</u>	 <u>\$ 9,106,113</u>

LIABILITIES AND NET ASSETS

	<u>2021</u>	<u>2020</u>
<u>Current Liabilities</u>		
Accounts Payable	\$ 72,325	\$ 19,931
Accrued Payroll and Payroll Taxes	581,441	574,323
Current Portion of Loan Payable	<u>1,318,775</u>	<u>513,318</u>
Total Current Liabilities	<u>1,972,541</u>	<u>1,107,572</u>
 <u>Long-Term Debt</u>		
Loan Payable	<u>-</u>	<u>805,457</u>
Total Long-Term Debt	<u>-</u>	<u>805,457</u>
Total Liabilities	<u>1,972,541</u>	<u>1,913,029</u>
 <u>Net Assets</u>		
Without Donor Restrictions:		
Undesignated	6,974,136	7,150,298
With Donor Restrictions:		
Purpose Restrictions	<u>14,786</u>	<u>42,786</u>
Total Net Assets	<u>6,988,922</u>	<u>7,193,084</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 8,961,463</u>	<u>\$ 9,106,113</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, 2021
(With Comparative Totals for the Year Ended June 30, 2020)

	Without Donor <u>Restrictions</u>	With Donor <u>Restrictions</u>	<u>Totals</u>	
			2021	2020
<u>Revenue and Other Support</u>				
Public School District:				
Resident Student Enrollment	\$ 5,619,200	\$ -	\$ 5,619,200	\$ 5,436,016
Students with Disabilities	294,738	-	294,738	390,035
Federal Grants - Title and IDEA	271,211	-	271,211	267,577
Federal - Other	213,996	-	213,996	27,457
State Grants	37,364	-	37,364	221,168
Other Grants and Contributions	5,288	-	5,288	140,593
Food Service Income	40,641	-	40,641	208,012
Other Income	22,212	-	22,212	57,661
Released from Restrictions	<u>28,000</u>	<u>(28,000)</u>	<u>-</u>	<u>-</u>
Total Revenue and Other Support	<u>6,532,650</u>	<u>(28,000)</u>	<u>6,504,650</u>	<u>6,748,519</u>
<u>Expenses</u>				
Program Expenses:				
Regular Education	4,762,365	-	4,762,365	5,073,554
Special Education	512,066	-	512,066	458,180
Food Services	<u>157,189</u>	<u>-</u>	<u>157,189</u>	<u>279,230</u>
Total Program Expenses	<u>5,431,620</u>	<u>-</u>	<u>5,431,620</u>	<u>5,810,964</u>
Supporting Services:				
Management and General	<u>1,277,192</u>	<u>-</u>	<u>1,277,192</u>	<u>1,246,556</u>
Total Expenses	<u>6,708,812</u>	<u>-</u>	<u>6,708,812</u>	<u>7,057,520</u>
Change in Net Assets	(176,162)	(28,000)	(204,162)	(309,001)
Net Assets - Beginning of Year	<u>7,150,298</u>	<u>42,786</u>	<u>7,193,084</u>	<u>7,502,085</u>
Net Assets - End of Year	<u>\$ 6,974,136</u>	<u>\$ 14,786</u>	<u>\$ 6,988,922</u>	<u>\$ 7,193,084</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, 2021

(With Comparative Totals for the Year Ended June 30, 2020)

	2021 No. of Positions	Program Services				Totals	
		Regular Education	Special Education	Food Services	Management and General	2021	2020
Personnel Service Costs							
Instructional Personnel	46	\$ 2,309,081	\$ 326,584	\$ -	\$ -	\$ 2,635,665	\$ 2,716,790
Non-Instructional Personnel	9	232,528	-	87,931	9,790	330,249	328,590
Administrative Personnel	19	495,718	-	-	899,053	1,394,771	1,398,633
Total Salaries and Wages	74	3,037,327	326,584	87,931	908,843	4,360,685	4,444,013
Fringe Benefits and Payroll Taxes							
Retirement		690,986	74,297	20,004	206,761	992,048	1,021,735
		166,906	17,946	4,832	49,943	239,627	247,250
Total Personnel Services		3,895,219	418,827	112,767	1,165,547	5,592,360	5,712,998
Depreciation							
Other Purchased Services		351,014	37,742	4,092	16,369	409,217	385,672
Supplies		186,977	20,104	-	41,509	248,590	258,835
Utilities		113,862	12,243	8,352	-	134,457	182,947
Office Expense		68,283	7,342	796	3,184	79,605	72,555
Student Services		54,515	5,862	-	18,528	78,905	109,755
Food		26,473	2,846	-	-	29,319	34,723
Repairs and Maintenance		-	-	28,084	-	28,084	147,704
Insurance		23,084	2,482	269	1,077	26,912	37,466
Legal		19,855	2,135	206	826	23,022	28,494
		-	-	-	15,403	15,403	5,467

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENT OF FUNCTIONAL EXPENSES**

For The Year Ended June 30, 2021

(With Comparative Totals for the Year Ended June 30, 2020)

(Continued)

	Program Services			Totals		
	Regular Education	Special Education	Food Services	Management and General	2021	2020
Accounting	-	-	-	11,680	11,680	11,925
Staff Development	9,849	1,059	-	-	10,908	36,137
Technology	7,268	781	-	2,683	10,732	4,733
Occupancy Expense	5,261	568	2,623	386	8,838	14,210
Other Expenses	598	64	-	-	662	12,193
Marketing	107	11	-	-	118	1,706
	\$ 4,762,365	\$ 512,066	\$ 157,189	\$ 1,277,192	\$ 6,708,812	\$ 7,057,520
Total Expenses						

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, 2021 and 2020

	<u>2021</u>	<u>2020</u>
<u>Cash Flow From Operating Activities</u>		
Receipts from School Districts	\$ 5,941,863	\$ 5,747,787
Federal and State Grant Receipts	371,741	599,345
Food Service Fees	40,641	208,012
Other Grants and Contributions	5,289	98,473
Miscellaneous Sources	22,212	57,661
Payments to Charter School Personnel for Services Rendered	(5,585,242)	(5,361,970)
Payments to Vendors for Goods and Services Rendered	<u>(637,470)</u>	<u>(857,877)</u>
Net Cash Flow Provided By Operating Activities	<u>159,034</u>	<u>491,431</u>
 <u>Cash Flow From Investing Activities</u>		
Purchase of Property and Equipment	<u>(139,388)</u>	<u>(440,003)</u>
Cash Flow Used By Investing Activities	<u>(139,388)</u>	<u>(440,003)</u>
 <u>Cash Flow From Financing Activities</u>		
Proceeds from Loan Payable	<u>-</u>	<u>1,318,775</u>
Cash Flow Provided By Financing Activities	<u>-</u>	<u>1,318,775</u>
 Net Increase in Cash and Cash Equivalents, and Restricted Cash	19,646	1,370,203
 Cash and Cash Equivalents, and Restricted Cash - Beginning of Year	<u>4,539,590</u>	<u>3,169,387</u>
 Cash and Cash Equivalents, and Restricted Cash - End of Year	<u>\$ 4,559,236</u>	<u>\$ 4,539,590</u>

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2021 and 2020
(Continued)

	<u>2021</u>	<u>2020</u>
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ (204,162)	\$ (309,001)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation	409,217	385,672
Bad Debt	-	12,092
(Increase)/Decrease In:		
Accounts Receivable	27,926	(85,566)
Grants Receivable	(133,461)	127,632
Prepaid Expenses	-	46,002
Increase/(Decrease) In:		
Accounts Payable	52,396	(36,428)
Accrued Payroll and Payroll Taxes	<u>7,118</u>	<u>351,028</u>
 Net Cash Flows Provided By Operating Activities	 <u>\$ 159,034</u>	 <u>\$ 491,431</u>

See Independent Auditors' Report and Notes to Financial Statements.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES**

Organization

University Preparatory Charter School for Young Men (the School) is a nonprofit 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 for grades 7-12. The School obtains its support directly and indirectly from organizations and government agencies in the community.

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, 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.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2021
(Continued)**

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

Net Assets

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 or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, based on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Use of Estimates in the Preparation of Financial Statements

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

Accounts and Grants Receivable

Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2021 and 2020.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

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

Revenue and Revenue Recognition

A portion of the School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the school has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the balance sheet.

The School recognizes revenue derived from tuition and food service. Tuition income is recognized during the school year based on enrollment. Food service revenue is recognized when earned at the time of service.

In 2020, the School analyzed the provisions of ASU 2014-09, *Revenue from Contracts with Customers*, and has determined that no significant changes in the way the school recognizes revenue are necessary, however, the presentation and disclosures of revenue has been enhanced.

Contributions

The School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Contributions that are expected to be received in future years are recorded at their present value. Conditional promises to give, that is, those with a measurable performance or other barrier and a right of return, are not recognized until the conditions on which they depend have been met.

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 three or more years. 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 \$409,217 and \$385,672 for the years ended June 30, 2021 and 2020, respectively.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2021
(Continued)**

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

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. As a result, no provision for federal or state income taxes has been made.

Advertising

Advertising costs are expensed as incurred.

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 fund raising costs for the years ended June 30, 2021 and 2020 are included in management and general expenses.

The financial statements report certain categories of expenses that are attributed to both program and supporting functions. Therefore, allocation on a reasonable basis that is consistently applied is required. The expenses that are allocated include occupancy, repairs and maintenance, insurance and depreciation, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, other purchased services, student services, supplies, office expenses, and other expenses, which are allocated on the basis of time and effort for each category.

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 School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

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

Recent Accounting Pronouncements

In May 2014, the FASB issued Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers*. This guidance implements a single framework for recognition of all revenue earned with customers. This framework ensures that entities appropriately reflect the consideration to which they expect to be entitled in exchange for goods and services by allocating transaction price to identified performance obligations and recognizing revenue as performance obligations are satisfied. Qualitative and quantitative disclosures are required to enable users of financial statements to understand the nature, timing, and uncertainty of revenues and cash flows arising from contracts with customers. The guidance was effective for the School's year ended June 30, 2020.

During the year ended June 30, 2020, the School adopted ASU No. 2014-09 along with the practical expedient, which allows modifications to contracts to be applied at the time of adoption. The School receives revenue from several sources and recognizes revenue based on when performance obligations are met.

In June 2018, the FASB issued ASU 2018-08, Not-for-Profit Entities (Topic 958), *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The ASU clarifies and improves guidance for contributions received and contributions made and provides guidance to organizations on how to account for certain exchange transactions. This change is preferable in that it clarifies whether to account for transactions as contributions or as exchange transactions. In addition, it clarifies whether a contribution is conditional or unconditional. As a result, it enhances comparability of financial information among not-for-profit entities.

The change in accounting principle was adopted on a modified prospective basis. As a result, there was no cumulative-effect adjustment to opening net assets without donor restrictions or opening net assets with donor restrictions as of July 1, 2019.

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2021
(Continued)**

NOTE 2 - LIQUIDITY AND AVAILABILITY

The School regularly monitors the availability of resources required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing activities as well as the conduct of services undertaken to support those activities to be general expenditures.

At June 30, the following financial assets could readily be made available within one year of the balance sheet date to meet general expenditures:

	<u>2021</u>	<u>2020</u>
Cash and cash equivalents	\$ 4,482,410	\$ 4,462,979
Accounts receivable	45,548	73,474
Grants receivable	215,389	81,928
Less donor restricted net assets	<u>(14,786)</u>	<u>(42,786)</u>
Total	<u>\$ 4,728,561</u>	<u>\$ 4,575,595</u>

NOTE 3 - CASH AND CASH EQUIVALENTS, AND RESTRICTED CASH

For the purposes of the statements of cash flows, 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. Certain of these accounts are not federally insured. 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.

The School maintains cash in an escrow account in accordance with the terms of their charter agreement. The escrow is restricted to fund legal and other costs related to the dissolution of the School.

Cash and cash equivalents, and restricted cash consisted of the following at June 30:

	<u>2021</u>	<u>2020</u>
Checking	\$ 4,474,399	\$ 4,457,971
Savings and Money Market	<u>8,011</u>	<u>5,008</u>
Subtotal - Cash and Cash Equivalents	4,482,410	4,462,979
Restricted Cash - Escrow Account	<u>76,826</u>	<u>76,611</u>
Total Cash, Cash Equivalents, and Restricted Cash	<u>\$ 4,559,236</u>	<u>\$ 4,539,590</u>

**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2021
(Continued)**

NOTE 4 - EMPLOYEE BENEFIT PLAN

The School has a 403(b) retirement plan. Eligible employees can make contributions to the plan. Employees are fully and immediately vested in all contributions. The School will make non-elective contributions at the Board's discretion. Employer contributions for the years ended June 30, 2021 and 2020 were \$239,627 and \$247,250, respectively.

NOTE 5 - LOAN PAYABLE

In April 2020, the School applied for and was approved to receive a \$1,318,775 loan under the Paycheck Protection Program created as part of the relief efforts related to COVID-19 and administered by the Small Business Administration. The loan accrues interest at 1%, but payments are not required to begin for six months after the funding of the loan. The School may be eligible for loan forgiveness of up to 100% of the loan, upon meeting certain requirements. The loan is uncollateralized and is fully guaranteed by the Federal government. The current portion of the loan at June 30, 2021 is \$1,318,775.

NOTE 6 - 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, 2021 and 2020 was \$17,368 and \$32,398, respectively.

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN
NOTES TO FINANCIAL STATEMENTS

June 30, 2021
(Continued)

NOTE 7 - 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 2021 and 2020, 10 active volunteers provided 220 hours of service.

NOTE 8 - NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions are restricted for the following purposes or periods:

	<u>2021</u>	<u>2020</u>
Subject to expenditure for specified purpose:		
Career and Technical Education Program	\$ 7,500	\$ 7,500
Technology	7,286	7,286
Professional Development	<u>-</u>	<u>28,000</u>
Total Net Assets with Donor Restrictions	<u>\$ 14,786</u>	<u>\$ 42,786</u>

NOTE 9 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through September 9, 2021, which is the date the statements were available for issuance.

As a result of the spread of the COVID-19 coronavirus, economic uncertainties continue to have a negative impact on revenue and other support. There continues to be considerable uncertainty around the duration. Therefore, the related financial impact and duration cannot be reasonably estimated at this time.



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
Rochester, NY

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 which comprise the balance sheet as of June 30, 2021, and the related statements of activities and functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 9, 2021.

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) as a basis for designing 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.



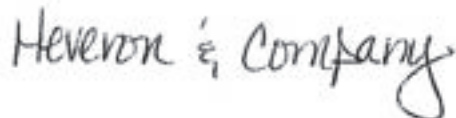
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

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 financial statements. 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*.

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
September 9, 2021



Auditors' Communications

August 13, 2021

To The Board of Trustees
University Preparatory Charter School for Young Men
1290 Lake Avenue
Rochester, NY 14613

Dear Board Members:

This letter is intended only for the board and those responsible for management and governance. Although we did review some of your internal controls, we did not perform an examination of them that would allow us to give an opinion on the adequacy of your controls.

Those charged with management and governance are responsible for:

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

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

Our Responsibilities to You

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

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



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

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

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

The Role of Internal Controls

Internal controls are managements' standards to safeguard your assets. They include the following components:

- Setting expectations of integrity and ethical conduct, with actions such as proper hiring and training,
- Assessing risks based on your operations and your staffing,
- Establishing control activities, such as separation of responsibilities, to reduce risks,
- Communications from senior management to all involved staff about internal controls, and
- Monitoring - ongoing evaluation of whether controls are appropriate and are working.

General Observations

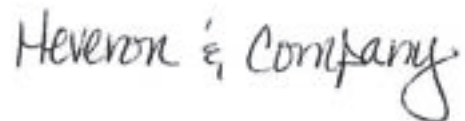
Our general observations are that:

- Recordkeeping appears to be done in a timely, complete and conscientious manner.
- Internal controls are good for an organization of your size and staffing.
- The attitude of management regarding the importance of proper systems and controls seems appropriate.
- We confirm that the significant accounting policies used by management, the significant estimates made by management (about areas such as useful life and collectibility), and the disclosures are appropriate for these financial statements.
- Management may disagree with auditors about areas needed to be accessed for audits, or about conclusions that are reached with respect to amounts or disclosures. Management may explain their position and may also reach out to other CPAs or experts. We did not have any such disagreements or difficulties with management.
- We did not become aware of fraud or illegal acts, and we did not note any significant financial statement adjustments or unusual transactions.
- Whenever we become aware of adjustments or corrections that are not clearly trivial, we will discuss them with management. No material accounting adjustments were required to make your financial statements materially correct.

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

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

Sincerely,

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in dark ink and is positioned below the word "Sincerely,".

Heveron & Company CPAs



**University Preparatory
Charter School for Young
Men**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Walter Larkin, Jr., CEO

1290 Lake Avenue

Rochester, NY 14613

585-672-1280

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Ed Yansen	Chair	Finance, Board Development, Instructional Development and Data Support
George Bovenzi	Vice President	Finance
Thomas Green	Treasurer	Finance, Community Engagement
Sharon Delly	Secretary	Community Engagement
Najmah Abdulmateen	Board Member	Instructional Development and Data Support
Denise Rainey	Board Member	Career and Technical Education
Wandah Gibbs	Board Member	Career and Technical Education
David Shakes	Board Member	Board Development, Career and Technical Education
Larry Ellison	Board Member	Board Development
Lynette Froula	Board Member	Community Engagement, Instructional Development and Data Support

Executive Team at University Preparatory Charter School for Young Men:

Walter Larkin, Jr. assumed the position of Chief Executive Officer on April 1, 2019.

Tracy DelGrego has served as Principal of Instruction since November 1, 2018, through June 30 and as the Middle School Principal since July 1, 2019.

Kevin Klein assumed the position of Chief Academic Officer on July 1, 2019.

Suki Cintron assumed the position of Chief Operating Officer on March 1, 2019.

SCHOOL OVERVIEW

The mission of the University Preparatory Charter School for Young Men is to establish a culture that celebrates diversity and where all boys thrive academically and holistically. University Prep develops this culture through small classes, student empowerment, personalized attention from teachers and school staff, and a consistent focus on successful instructional outcomes. UniversityPrep provides opportunities and experiences that balance the academic, social, physical, and creative development of young men. Consistent emphasis is placed on preparation for life after high school, a 100% graduation rate and all students being college or workplace ready.

University Preparatory Charter School for Young Men first became an educational option in the Rochester community when it opened its doors in 2010. Since its inception, University Prep has made it its goal to graduate young men with the disposition and skills to be successful in college, career and as citizens of their communities. To meet this goal, University Prep understands the necessity of doing whatever it takes to advance its middle school students at their entry point to expedite the development of their social, emotional and academic skills in preparation for the rigor of high school and the requirements of a Regents diploma.

University Prep's program is reflected in the ten Key Design Elements, which summarize the school's model and serve as the cornerstones of its quality instructional program. These components distinguish the school's model and embody the spirit of the charter movement in providing Rochester families with an innovative and viable educational option that improves student achievement for our young men. These core tenets have been carefully established to provide an educational program relevant to the New York State Common Core Learning Standards (CCLS) and the diverse student population it serves.

UPREP began the year fully remote. All students were issued Chromebooks and assigned student level access. We designed a student schedule that would allow us to transition to hybrid or full session with little disruption. Monday-Thursday we operated a normal schedule. On Fridays we offered office hours to students that needed extra support. This continued until March, when we transitioned to a hybrid approach. Middle school students came the first week and high school students came next week. This pattern continued through the end of the school year.

UPREP supported students and families social, mental and emotional health by offering the following:

- advisement program that focuses on relationship building and supporting individual needs
- offering parental workshop on decision-making on career and college opportunities
- take home lunch program
- parental meetings with administration for support
- new food pantry
- parent teacher conferences
- positive incentive program for students

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- maintaining similar classroom routines
- counselors working on educational plans with students and families
- opportunities for parents and students to reach out discreetly for support

University Prep also partner with Pathways to Peace in Rochester:

An increasing number of youth are resorting to violence because of personal disputes and involvement in gangs and drugs. The city recognizes a critical need to provide these youth with nonviolent alternatives. Pathways to Peace was initiated as part of a comprehensive effort to safeguard the lives of these youth, diffuse potentially violent situations, and help them get on a track to a better life. The PTP team reaches out into targeted neighborhoods to assess the needs of youth, network with all available resources and link at risk youth to appropriate services. Pathways to Peace offers prevention, intervention and direct monitoring of youth receiving the services needed to support their positive progress.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	7	8	9	10	11	12	Total
2016-17	66	69	63	64	52	73	387
2017-18	36	70	82	68	59	57	372
2018-19	61	46	68	72	54	51	352
2019-20	56	83	65	73	55	54	386
2020-21	61	69	91	66	71	51	409

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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 SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 30th
2018-19	2015-16	2015	50	0	50
2019-20	2016-17	2016	49	1	48
2020-21	2017-18	2017	53	1	52

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: 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 are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	51	0	50
2019-20	2016-17	2016	48	0	48
2020-21	2017-18	2017	53	4	57

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	49	0	49
2019-20	2015-16	2015	52	0	52
2020-21	2016-17	2016	49	2	51

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

University Preparatory School for Young Men Student: Board of Trustees Policy Manual

Adopted: July 15, 2014 Revised: July 24, 2017

Purpose of 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: The target populations for this policy are students, parents, administrators, and school leadership.

Policy Description:

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

At the end of Grade 7 and/or Grade 8 school year, a promotional meeting is held for each student and attended by:

- 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 focusing on literacy and math
- Student must demonstrate some growth at the end of the program to be promoted to the next grade level
- Student and parent 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 decision will be made by the President and Principal.

Grade 10 Designation

A student must have earned 6 ½ credits (minimum) toward graduation. Credits must include:

1. (1 Credit) Integrated Algebra (Regents)
2. (1 Credit) Living Environment (Regents)
3. (2 Credits) Global I/II (Regents) or (1 Credit) Global (Local)
4. (1 Credit) English I (Local)
5. (.5 Credit) Physical Education (Local)
6. (1 Credit) Spanish I or II (As applicable)

Summer School is mandatory for credit recovery in all the above core subjects.

Grade 11 Designation

A student must have earned 13 credits (minimum) toward graduation. Credits must include:

1. (1 Credit) Geometry (Regents)
2. (1 Credit) Earth Science (Regents)
3. (2 Credits) Global II – If applicable (Regents)
4. (1 Credit) English II (Local)
5. (1 Credit) U.S. History – If applicable (Regents)
6. (.5 Credit) Physical Education (Local)
7. (1 Credit) Elective Credit(s) (Local)

Summer School is mandatory for credit recovery in all the above core subjects.

Grade 12 Designation

A student must have earned 18 credits (minimum) toward graduation and must have a class schedule that will allow him to graduate in June of that school year. Grade 12 course offerings include the following options:

1. Physics/Chemistry as the third science course needed for graduation (Regents or Local)
2. Algebra 2/Trigonometry as the third math course needed for graduation (Regents or Local)
3. English III – with Regents (if applicable)
4. Participation in Government/Economics
5. .5 Physical Education Credit
6. Course recovery needed from previous years' Regents courses
7. College courses(s) offered on campus(es)
8. Elective credit(s)

Instruments of Implementation

This policy shall be posted on the School's website and distributed to students, parents, and employees.

Policy Review

The Board of Trustees shall annually review the Policy in conjunction with school leadership. The annual review of policies will take place at the annual meeting of the Board of Trustees.

Recommended changes to the Policy will be presented to and approved by the Board of Trustees.

We did not adjust our policy due to the COVID-19 Closure and remote learning. We only added exemptions to Regents exams to align with the established NYSED guidelines.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

100% of students in Cohorts 2019 and 2020 were promoted. While 51% of the students in cohort 2019 and 35% of the students in 2020 Cohort earned fewer than 5 credits in 2020-21, they were promoted. University Prep does not retain students by grade level. Rather, we promote students to the next grade and provide credit recovery classes within their elective schedule to better prepare them for the retaking of failed exams as soon as possible. This approach has proven to be less discouraging to students and promotes higher percentages of students passing Regents exams within shorter periods of time.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	65	100%
2020	88	100%

ADDITIONAL EVIDENCE

This past year was difficult on all of us, especially students. Although the circumstances were taken into consideration, our scholars did need to attend regularly either virtually or in-person and complete the required coursework to earn credits as always. Credit recovery programs and proactive intervention programs have proven to be successful.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient 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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

University Prep students in the 2019 cohort met this measure, having 76 percent of students earn credit for at least three Regents exams by the end of their second year in the cohort.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	54	56%
2018	2019-20	72	98%
2019	2020-21	66	76%

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

RESULTS AND EVALUATION

UPREP achieved this measure having 79 percent of students in the 2017 Total Cohort graduate after four years. The fifth year 2016 graduation cohort fell just short of the measures having 94% graduated after four years. There are also three students that entered high school in 2018 and graduated early after three years.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	50	96%
2016	2019-20	52	94%
2017	2020-21	57	79%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	73	97%
2015	2019-20	54	96%
2016	2020-21	51	94%

ADDITIONAL EVIDENCE

University Prep typically exceeds the Absolute Measure of 75% graduation rate for both 4-year and 95% of 5-year cohorts. These results are attributed to University Prep's adherence to its Key Design Elements and the strategies implemented to ensure that these elements will consistently contribute to each student's success. Unfortunately, this past year was challenging for some of our scholars, and we plan to reengage as many of these students as possible, so they stay the course and stay motivated to graduate in 2022.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

UPREP achieved this measure and continues to have a higher four-year graduation rate than the local district. In 2020-21, 79 percent of our 2017 Cohort graduated after four years compared to their most recently released data in which 66% graduated after the same time period in 2019-20.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	50	96%	2086	63%
2016	2019-20	52	94%	1984	66%
2017	2020-21	57	79%	Pending	

ADDITIONAL EVIDENCE

For the past three years, the University Prep 5-year graduation rate has been at least 94% whereas the Rochester City School District has been below 70%.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

2020-21 was a difficult year for all of us and while many of our rising seniors kept their eye on the prize, quite a few struggled staying focused on school when they could only attend every other week if they chose to do so. Common obstacles to success proved to be attendance, online learning, isolation and necessary employment. While we offered one on one staff assistance and mentorship, not all students took advantage of the programs offered. In a typical year, our four-year graduation rate is in the mid-90 percent, this year it was slightly below 80 percent. It is anticipated that many of the students will persevere for a fifth year of in person school to work toward achieving the diploma.

Our first and second year students also did not earn credits at a rate that is consistent with past years. Although we promote students and work on credit recovery, we are tracking these students early on to ensure they have the opportunity to graduate on time. However, greater than 75% of students in their second year in high school have passed or been exempted from at least three Regents exams.

Although some of our numbers were down in 2020-21, University Prep continues to graduate young men at higher rates than the local Rochester City School District after both four and five years.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Did Not Meet
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Did Not Meet
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 school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	NA

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will graduate from the School with the disposition to enter college or military service and will demonstrate the necessary skills to be successful.

In addition to providing opportunities for our scholars to prepare for a successful college experience academically, we provide support through the transition after graduation. UPREP counselors assist each student by offering individualized support throughout the college application and acceptance process. UPREP offers students opportunities to visit local colleges and universities, in addition to hosting an annual college fair. College recruiters visit regularly to observe students and our school community.

In addition to aiding in preparing for and attending college, UPREP offers resources to our students so they can make the choices that are right for them while in high school and beyond. University Prep has partnerships with the following organizations that provide services from which our young men can take advantage:

ROCHESTER EDUCATIONAL OPPORTUNITY CENTER (REOC): The Rochester Educational Opportunity Center will deliver comprehensive, community-based academic and workforce development programs and provide support services leading to enhanced employment opportunities, access to further education, personal growth and development.

PROFOUND GENTLEMEN: Profound Gentlemen engages current and aspiring male educators of color by placing them in small communities called, Impact Cohorts. By building a community of male educators of color who provide a profound additional impact for boys of color, our vision is to retain educators who dismantle the cradle to prison pipeline by creating a cradle to career pipeline of boys of color.

ENCOMPASS Resources for Learning: EnCompass provides academic, wraparound Navigation, and capacity-building services to 1,900 students and their families in the City of Rochester, and Monroe, Livingston, and Ontario Counties. EnCompass develops and delivers innovative academic services for 3,000 students annually with services matched to each student's unique learning style. Through purposeful partnerships we meet the needs of diverse learners, link and enhance student's gains in achievement, promote higher quality solutions to social and academic challenges, and provide systematic assistance and support to students.

RIT CENTER FOR URBAN ENTREPRENEURSHIP: The Center for Urban Entrepreneurship (CUE) will help reshape the regional economy and build wealth within the urban community by being the

central resource for urban entrepreneurial programs and research. We envision a vibrant Rochester community where anyone with the passion to create a business or social venture has the opportunity to reach his or her entrepreneurial goals.

DOVE COMMIT TO C.A.R.E. NOW: Dove Men+Care and the National Basketball Players Association (NBPA) are committed to changing the way Black men are seen and treated in our society. Join us and Commit To C.A.R.E. (Care About Racial Equity) Now.

Champion Academy: The Champion Academy Extreme Mentoring & Empowerment Initiative provides teens in poverty with the critical support, consistency, and accountability necessary to overcome barriers and reach their fullest potential.

Isaac Training and Education Center (ITEC) is one of the country's premier mechanical trades training and education centers. Located in Rochester, NY, ITEC raises awareness and promotes workforce development for skilled trades careers.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

RESULTS AND EVALUATION

UPREP did not achieve this measure having 46 percent of the graduates demonstrate their preparation for college with an approved indicator. It is not appropriate for us to count the number who attempted to earn a Regents Diploma with Advance Designation or high SAT scores as they all would like to earn those things but are not specifically attempting to via a process as they would with a college level course. UPREP does have students who take entry level courses at Monroe Community College.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents Diploma with Adv Designation		15	
College & Career Readiness Scores on SAT		1	
Overall	45	16	46%

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide

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updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

The results below indicate that UPREP did not meet this measure based on student surveys in the spring. Although 64 percent plan to attend a 2 or 4-year college, that number may go up as the pandemic restrictions ease. Many students do not want to pay to attend college to attend virtually or have decided a gap year is right for them. Other graduates have chosen trade school or enlisting in the military.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	49	38	78%
2016	2019-20	52	33	63%
2017	2020-21	45	29 Confirmed Accepted	64%

ADDITIONAL EVIDENCE

We are working to develop our alumni network to keep in touch with our graduates.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Although the two college prep measures we can evaluate in 2020-21 were not achieved, UPREP has programs in place to support our scholars to ensure college readiness and/or find the placement after graduation that is the right fit for them.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Met

ACTION PLAN

University Prep continues to provide programming and supports for our scholars throughout high school, but especially as seniors with assistance every step of the way to deciding what's next for them after graduation. We look forward to building on the following systems upon our full return to school which will include campus visits, college fairs and application assistance.

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- Experienced counselors continue to develop our alumni network by creating processes to following up with graduates;
- the CTE program affords more students opportunities; rigor has become a major focus of all high school instructional programs in alignment with Common Core Learning Standards;
- instructional time has been devoted to meeting the higher-level thinking reflected on the PSAT and SAT exams;
- Students are encouraged to retake Regents courses and exams to earn higher scores and meet aspirational performance measures.
- CTE for all 10-12 grade, honors courses beginning in 8th grade, dual credit offerings with MCC, summer of opportunity
- Honors classes offered to help increase the rigor of teaching and learning.
- Online Credit Recovery software
- 1:1/family transcript/four year plan review meetings.
- College fairs, including one hosted by UPREP
- Students participate in a prep course at MCC
- Guest speakers to discuss careers
- Visits by college coaches who discussed acceptance/NCAA-Clearinghouse requirements

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: 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 able 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 (CCSS). New York State ELA Curriculum Modules are used as a resource for lesson planning and instruction.

The ELA curriculum also considers the CCSS and the principles of constructivism as a guide to the planning and implementation of instruction. Using 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. These experiences are embedded into daily lessons during the workshop periods where students are working in a variety of groupings to ask questions, explore, investigate and construct knowledge and share discoveries. Also, daily lessons include closure and extended learning activities where students apply learning. Teachers are also invited to offer students opportunities beyond the classroom. In the past, some of these events engaged students in field studies to local museums (Rochester Science Museum), involved students in Rochester history and geography projects, took students to evening performances at local theaters to see plays of books read in class (To Kill a Mockingbird), and allowed them to experience special presentations by experts in a field of study (example: birds of prey exhibit and presentation followed by owl pellet science experiment), or the Vietnam Memorial at Highland Park after reading, *The Things They Carried*. Guest speakers from the community have presented experiential anecdotes: Vietnam veterans, Holocaust survivors and local entrepreneurs. In addition to motivating students to think and learn, these educational experiences are expected to increase literacy proficiency through integrated tasks which require reading and/or writing practice.

Past student performance outcomes on the New York State English Language Arts Common Core Assessments for grades 7 and 8 have demanded the highest degree of commitment for improving literacy proficiency rates, especially with the challenge of testing that occurs within a few months to one year of entry into University Prep. With this in mind, University Prep continues to seek methods for accelerating middle school performance. With an intense focus on implementing strategies to increase the achievement rate of middle school students, University Prep administrators and teachers worked as a team to review and monitor existing practices and to determine informed means for improvement.

Our Middle School Academic Leader is responsible for providing grade 7 and 8 instructional leadership including setting team and individual academic vision and goals that align with organization vision, mission, values, and goals; supporting instructional improvement by observing, coaching, modeling for, and teaching staff; overseeing the administration of multiple forms of assessments, to measure and improve teaching and learning; supporting the

team in using student and staff performance data to drive improved teaching and learning; and overseeing and implementing systems that reinforce positive character, behavior, and organizational values. UPREP plans to continue offering the following initiatives:

- Reduced Class Size
- After school tutoring
- Strategic Assignment of Staff in Key Areas
- Intensive Support through Ongoing Feedback and Coaching for All Teachers
- Diagnostic Reading Assessments
- Benchmark/Interim Assessments
- Implementation of a culturally relevant reading program
- Data Analysis and Use to Inform Instruction
- Portfolio Assessment
- Literacy-based Professional Development
- Extended Learning Opportunities for Students on Saturday

METHOD

UPREP Middle School ELA classes relied on unit tests and teacher created final exams to gauge progress in 2020-21 as we worked through the hybrid learning model. 2020-21 marked a transition year away from NWEA Map assessments as we will be implementing the i-Ready program going forward.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Internally Created Assessments and Projects**

RESULTS AND EVALUATION

University Prep did not collect norm-referenced summative data in 2020-21.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Students in our middle school grades, which include 7-9 continued through our ELA programming and instruction through our hybrid model and completed projects, assignments and unite tests as appropriate.

ACTION PLAN

As mentioned, University Prep will be rolling out the i-Ready assessments in 2021-22 to really understand where our young scholars perform and what reading domains require intervention. We are excited to dig into the reports on growth for each individual student, within classrooms and across the entire grade and school. The following represents our continued initiatives in ELA programming that we had to pivot to provide within our hybrid model, but will continue as pillars of our grade 7-9 ELA instruction:

1. Reduced Class Size in all core content areas of 15-17
2. Learning Lab Model with embedded instruction from an ELA or literacy trained teacher
3. Reading Intervention program that encourages daily reading and embeds choice along with self- monitoring of progress. Lab teachers collaborate with ELA teachers to provide fluid support of skill acquisition and monitoring of power goals

4. Increase student access to culturally relevant text which are recommended for boys.
5. MS Principal continues to build our grade 7-9 ELA program with autonomy around instructional practice, curriculum development and student progress monitoring. Grade 9 students have a soft transition to high school, remaining part of the middle school core content class structure while being a part of high school for electives, lunch and advisement. This allows them to continue to develop their basic reading, writing and comprehension skills to a level required for success in our high school courses and eventually at the college level.
6. Vertical Teacher Teams will continue to meet monthly to review student performance and build a plan for individualized instructional strategies
7. Student-Centered Learning Environment that shifts the focus from the teaching to the learning by encouraging active student participation in which they monitor their own thinking. Teachers continue to practice the following:
 - a. Engagement strategies that include alternative strategies to demonstrate learning
 - b. Use of open-ended questioning techniques and other methods to deepen thought, understanding and relevance of topics
 - c. Encourage student collaboration and group projects

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

UPREP did not achieve this measure having 39 percent of students in the four year accountability cohort score at level 4 on the NYS ELA Regents.

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**Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²**

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	50	0	42	84%
2016	2019-20	52	0	18	35%
2017	2020-21	52	24	11	39%

ADDITIONAL EVIDENCE

Although most students pass the NYS ELA Regents in high school, increasing the score with which they do so is something we are still addressing with a combination of rigor in the classroom and creating the mindset in our students that we should all do our best every time, rather than just trying to pass to get credit.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	59	17%	54	38%	52	39%
2018	72	9.2%	72	32%	69	0%
2019			66	27%	66	11%
2020					88	—

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

² Based on the highest score for each student on the English Regents exam

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Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

UPREP achieved this high school ELA measure having 92% pass the Regents exam after four years in high school.

**Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	53	0	45	85%
2016	2019-20	52	10	47	89%
2017	2020-21	52	24	27	92%

ADDITIONAL EVIDENCE

UPREP consistently achieves this metric year to year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	NE	54	78	52	52%
2018	--	--	72	63	69	1%
2019			66	NE	66	41%
2020					88	--

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the

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percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) 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 the college and career readiness standard.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	26	12	2	14%

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) 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.

RESULTS AND EVALUATION

UPREP achieved this high school ELA measure having 100% of students who tested as below proficiency on the NYS ELA exam in 8th grade pass the ELA Regents exam after four years in high school. This demonstrates just how much remediation many of our scholars require and receive throughout their years at UPREP from MS to HS to graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	26	12	14	100%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As previously noted, the majority of our UPREP scholars are not scoring at Level 4 on the NYS ELA Regents exam. However, 92% did pass the Regents and many of those students entered UPREP testing below proficiency on the NYS 7-8 ELA exams. We continue to work toward increasing

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academic performance through a variety of means. The goal is to bring all students to proficiency and beyond to excel on all Regents.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

In middle school we will continue:

- Smaller class size
- Embed vocabulary and reading comprehension goals into daily lesson plans
- Student exposure to Levels of Questioning Training
- Continued assessment of student performance data to determine areas of strength and weakness.

For all students we will provide:

- Student exposure to the format of test questions to increase familiarity and confidence.
- Common Assessments in core areas quarterly.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

University Prep mathematics curriculum and instruction is based on the NYS Common Core Learning Standards. Teachers plan to use one instructional framework across all grades and subjects, including mathematics. Math teachers refer to NYS Curriculum modules to guide lesson planning. University Prep has found that as mathematics become more challenging in the high school courses, struggling students require greater support to engage them in the classroom. With this understanding, University Prep has a Director of Mathematics, who has worked with University Prep students since its inception and who has proven to be successful at teaching math and managing classroom behavior.

Reveal Math is used in grades 7-12, which is a McGraw Hill math program that allows for differentiation and data collection.

METHOD

As described previously, UPREP eliminated the use of the NWEA Map and plans to roll out the i-Ready in 2021-22. No nationally norm-referenced assessments were given in 2020-21.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Internally teacher created math unit tests and final.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Math instruction was delivered both in person and virtually for middle school students. Teachers worked hard to cover all topics and concepts, while adjusting for pacing differences. Teacher created math unit tests and finals were administered, but we do not have summary data to report.

ACTION PLAN

Back in the classroom full time in 2021-22, the Middle School UPREP math staff look forward to really digging into the Reveal Math materials and online intervention options to work on any learning loss that our scholars experienced during the past 18 months.

- We will be using I-Ready and Reveal math assessments to monitor MS growth.
- Continue Smaller class size
- Embed vocabulary and reading comprehension goals into daily lesson plans
- Student exposure to Levels of Questioning Training
- Continued assessment of student performance data to determine areas of strength and weakness.

- Application of identified needs to teaching to prepare students for success in high school science.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

This measure was not achieved in 2020-21 as 6 percent achieved a level 4 on a math Regents.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	50	0	4	8%
2016	2019-20	52	3	1	2%
2017	2020-21	52	17	2	6%

ADDITIONAL EVIDENCE

Although the vast majority of UPREP scholars pass a math Regents prior to graduation, we are still working to increase rigor to improve student mastery level and improve the heights of success on exam scores.

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Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	59	3	54	3	52	6%
2018	68	4	72	4	69	4%
2019			66	--	66	0
2020					88	0

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

University Prep achieved this measure with 100% of all students in the 2017 Accountability Cohort passing a math Regents exam with a Level 3 (65 or better).

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	51	0	51	100%
2016	2019-20	52	1	51	98%
2017	2020-21	52	17	35	100%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

UPREP consistently has very high pass rates on this Regents exam.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	58	50	54	77	52	100%
2018	66	52	72	74	69	59%
2019			66	NA	66	35%
2020					88	2%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a 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 grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Although UPREP scholars did not perform at the rates needed to meet this measure, an increased percentage of students in the 2017 Accountability Cohort scored at level 4 over previous years. 10% of students who scored below proficiency in 8th grade scored at Level 4 prior to graduating high school.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	59	0	1	1.6%
2016	2019-20	65	1	3	4.6%
2017	2020-21	29	9	2	10%

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a 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 move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

UPREP achieved this math measure. 100% of students who tested below proficiency in 8th grade and took a math Regents in high school scored at level 3 or above.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	59	0	54	91%
2016	2019-20	65	1	51	79%
2017	2020-21	29	9	20	100%

ADDITIONAL EVIDENCE

100% achieving the above metric is a marked increase over past years.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The vast majority UPREP 2017 Accountability Cohort students passed a math Regents in their four years in high school and those who performed below math proficiency in 8th grade ALL passed a math Regents during high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at	Not Met

³ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

The following will be in place in 2021-22 across academic areas:

- Student exposure to the format of test questions to increase familiarity and confidence.
- 8th grade students are accelerated in Algebra and Living Environment.
- Common Assessments in core areas quarterly.
- New rigorous curriculum in math at all grade levels.
- Transcript reviews with students and families.
- Targeted social and emotional support through social workers, counselors, and advisement program.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

Science curriculum, instruction and assessment are aligned to the NYS Learning standards and assessments. In addition to the school's ongoing professional development and classroom observations and coaching, science teachers meet monthly to address instructional strategies related to science classroom instruction and science labs. Teachers are provided whatever instructional and laboratory supplies needed to ensure optimal learning in the Sciences. We are adding in four science electives. 8th grade students are accelerated in science to take on the Living Environment course.

METHOD

Middle school science teachers administered internally developed unit assessments aligned to the New York State standards.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

UPREP teachers and students look forward to being back in school at full capacity with the ability to return to hands-on learning in science at all levels.

HIGH SCHOOL SCIENCE

Goal 5: 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 schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school did not administer any science Regents in 2021. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

University Prep achieved this measure with 91% of all students in the 2017 Accountability Cohort passing a science Regents exam with a 65 or better.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	53	0	53	100%
2016	2019-20	52	16	36	100%
2017	2020-21	52	20	32	91%

ADDITIONAL EVIDENCE

UPREP graduating cohorts consistently achieve the above measure year to year. The 2018, 2019 and 2020 Accountability Cohorts are making progress toward this goal.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	62	54	81	52	74%
2018	66	59	72	78	69	64%
2019			66	76	66	6%
2020					88	5%

Goal 5: 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 school district of comparison.

The calculation of this measure is not required for 2020-21.

⁴ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: 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 6: 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. To graduate, students must pass both 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Because the US History Regents has not been administered in spring 2020 and 2021, our graduating students have not had an opportunity to sit for the exam. They did take the course and a teacher created final exam.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	53	0	53	100%
2016	2019-20	52	3	49	94%
2017	2020-21	52	52	--	--

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	30%	54	87%	52	N/A
2018	66	NA	77	95%	69	-
2019			66	N/A	66	-
2020					88	-

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

University Prep achieved this measure with 79% of all students in the 2017 Accountability Cohort who took the Global History Regents exam passed with a 65 or better.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	53	0	53	100%
2016	2019-20	52	4	48	92%
2017	2020-21	52	20	32	79%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

The Global History exam often proves a bit more difficult for our scholars because it covers many different areas around the world, many of which students are learning about for the first time. In addition, the Regents exam is given at the end of two years of content. Students are encouraged to take advantage of a variety of review options, both in person and online.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	39%	57	78%	52	79%
2018	66	NA	72	75%	69	--
2019			66	NA	66	--
2020					88	--

Goal 6: 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 school district of comparison.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

UPREP's accountability status for 2020-21 is ultimately based on 2018-19 data:

Good Standing.

ADDITIONAL EVIDENCE

University Prep continues to be in good standing year after year.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Preparatory School For Young Men
Name of trustee (print):	G. Najmah Abdulmateen
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Accountability Committee Chair
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
[REDACTED]	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
NONE	NONE	NONE	NONE	NONE	NONE	NONE

Trustee Signature

Signature:

G. Najmah Abdulmateen
G. Najmah Abdulmateen (Jul 29, 2021 18:53 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Preparatory Charter School for Young Men
Name of trustee (print):	George Bovenzi
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

George Bovenzi
George Bovenzi (Jun 29, 2021 07:59 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Preparatory Charter School for Young Men
Name of trustee (print):	George Bovenzi
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

George Bovenzi
George Bovenzi (Jun 29, 2021 07:59 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	UPREP
Name of trustee (print):	Larry Ellison
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board of Trustee Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No

1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Larry Ellison
Larry Ellison (Jul 1, 2021 00:27 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Preparatory Charter School for Young Men
Name of trustee (print):	Lynette M. Froula, MD
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member; Community Engagement Committee Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Lynette Froula, MD
Lynette Froula, MD (Jul 29, 2021 14:16 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Preparatory School for Young Men
Name of trustee (print):	Wandah Gibbs
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Wandah Gibbs
Wandah Gibbs (Jul 15, 2021 16:45 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Preparatory Charter School for Young Men
Name of trustee (print):	Thomas T Green Jr
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:


Thomas T Green, Jr (Jun 25, 2021 14:38 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Preparatory Charter School for Young Men
Name of trustee (print):	Denise D. Rainey
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member of Board
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Denise D. Rainey
Denise D. Rainey (Jun 25, 2021 10:40 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Uprep
Name of trustee (print):	David Shakes
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

David A. Shakes
David A. Shakes (Jul 15, 2021 15:42 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	university charter school for young men
Name of trustee (print):	edward a yansen
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	board president
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
duane yansen/son	employee	none	i did not participate in any discussion or voted on any issues with respect to my son	i recuse from any discussion or vote

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

edward a yansen
edward a yansen (Jul 15, 2021 15:57 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	University Preparatory Charter School for Young Men
Name of trustee (print):	Sharon Delly
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Sharon L. Delly
Sharon L. Delly (Jul 15, 2021 09:57 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

July 2021

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 2021

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September 2021

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2021

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31



2021-2022 SCHOOL CALENDAR
July 5 Independence Day (Observed)

August

26-New Teacher Orientation
30-31 All teacher professional development

September

1-3 All teacher professional development
6 Labor Day
7 Superintendent's Conference Day
8 First day of school
23 Open House

October

11 Indigenous Peoples Day Recess
15 Parent/Teacher Conferences

November

2 Superintendent's Conference Day
11 Veterans' Day Recess
24-26 Thanksgiving Recess

December

3 Parent/Teacher Conferences
24-31 Winter Recess

January

17 Dr. Martin Luther King, JR Day Recess
25-28 Regents Exam Week

February

4 Parent/Teacher Conferences
21-25 February Recess

March

18 Parent/Teacher Conferences
29-31 NYS ELA Assessment

April

15-22 Spring Break Recess
26-28 NYS Math assessment

May

27 Parent/Teacher Conferences
30 Memorial Day Recess

June

6 NYS Science 8 Assessment
14-23 Regent Exams
20 Juneteenth State Holiday
23 UPREP graduation
24 Last day for teachers

Key	
Yellow	First Day of School
Red	Recess Days
Grey	Federal/State Holidays
Blue	Superintendent's Conference Days
Orange	Parent/Teacher Conference Days
Green	Regents/NYS Assessments
Light Green	Open House
Purple	Professional Development
Pink	Rating Day/Last day for teachers

Monday-Thursday 8:15am-3:33pm
Friday 8:15 am-12:30pm
Graduation: June 23, 2022
182 student days/ 188 staff days
*Emergency Make-up Day 4/22/22

January 2022

3	4	5	6	7
10	11	23	13	14
17	18	19	20	21
24	25	26	27	28
31				

February 2022

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
28	29	30		