

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
UNIVERSITY PREP PUBLIC CHARTER  
SCHOOL'S AUTHORITY TO OPERATE:*

*UNIVERSITY PREP CHARTER HIGH  
SCHOOL*

*UNIVERSITY PREP CHARTER MIDDLE  
SCHOOL*

**Report Date: October 4, 2023**

**Review Date: March 28 – 29, 2023**

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**Charter Schools Institute**  
The State University of New York

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## EDUCATION CORPORATION BACKGROUND

# UNIVERSITY PREP PUBLIC CHARTER SCHOOLS



### MISSION

*The mission of University Prep Public Charter Schools is to prepare students for success in high school, college, leadership, and life. We achieve this mission by creating a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural relationships, social responsibility, and academic excellence.*

### EDUCATION CORPORATION BACKGROUND

University Prep Charter High School (“U Prep High”) opened its doors in the fall of 2008 under the name Green Dot New York Charter School. In 2018, the SUNY Trustees granted U Prep High an additional charter to open University Prep Charter Middle School (“U Prep Middle”) and renamed the education corporation University Prep Public Charter Schools (“U Prep Schools”). Combined, the two charters are authorized to serve students in 5<sup>th</sup> – 12<sup>th</sup> grade during the 2023-24 school year. With this application, the education corporation is requesting an expansion to serve Kindergarten – 4<sup>th</sup> grade on its U Prep Middle charter, and the Institute provides an overview and analysis of the request in the Future Plans section of this report. An internal shared services team provides leadership, back office, financial oversight and management, and various other services to the two schools.

### CURRENT EDUCATION CORPORATION SNAPSHOT

First Charter Opened:  
2008

Serves: 5<sup>th</sup> – 12<sup>th</sup>

Total Number of Affiliated  
Charters:  
2

Chartered Enrollment:  
946

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12<sup>th</sup>

Proposed Future Charter  
Enrollment: 1,350

Information about each  
charter is found below  
in the Charter School  
Background section of this  
report.

## EDUCATION CORPORATION BACKGROUND

### KEY DESIGN ELEMENTS

A shared commitment to academic excellence;



Powerful teaching and learning;



Inclusive school culture;



Student leadership and character development;



Family and community involvement; and,



Intentional off-site learning experiences.



## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Renewal through 2028-29.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee (the “SUNY Trustees”) approve the two Applications for Charter Renewal:*

- *University Prep Charter High School; and,*
- *University Prep Charter Middle School.*

*If each charter is renewed, University Prep Public Charter Schools will be granted the authority to continue to operate each school for a period of five years with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes these recommendations based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).<sup>1</sup> The table below presents more information about the schools.*

*The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of University Prep Public Charter Schools, the New York not-for-profit charter school education corporation, with the authority to operate the two charters listed above.*

To earn an **Initial Full-Term Renewal**, a charter school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>2</sup> is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.<sup>3</sup>

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

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

2. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks (“SUNY Renewal Benchmarks”) which are available on the [Institute’s website](#).

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

## RENEWAL RECOMMENDATION

### REQUIRED FINDINGS

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

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>3</sup>

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction, and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

- 4: the education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,
- 6: approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

The information below presents the key findings for the SUNY Trustees and highlights the successes of the charters.

#### FINDINGS & INFORMATION

##### *Is the education corporation an academic success?*

U Prep Middle and U Prep High are each an academic success. U Prep Middle met its English language arts (“ELA”) goal and made progress toward meeting its mathematics goal, and U Prep High met or came close to meeting its Accountability Plan goals over the charter term. School leaders effectively oversee the curricular program, which teachers thoughtfully design and deliver. The charters demonstrate success in the following ways:

- U Prep High posted high four-year graduation rates over the term that exceeded the absolute target of 75% and the district rate every year. Notably in 2021-22, 100% of students graduated after four years, exceeding the district by 26 percentage points.
- U Prep High posted high graduation rates for students with disabilities that exceeded the district’s rate in every year from 2017-18 through 2021-22. Notably in 2020-21, 100% of the school’s students with disabilities graduated after four years surpassing the district rate by 46 percentage points.
- The percentage of U Prep High seniors graduating with advanced Regents diplomas increased substantially in the charter’s third term. In 2021-22, 84% of seniors earned an advanced Regents diploma.
- U Prep Middle students first participated in the New York State ELA and mathematics tests during the 2021-22 school year. In ELA, 52% of students enrolled in at least their second year scored at or above proficiency, exceeding community school district (“CSD”) 7’s proficiency rate by 14 percentage points.

##### *Is the education corporation an effective, viable organization?*

U Prep Schools is an effective, viable organization. The board provides effective oversight of the executive director, who in turn provides effective management of each charter and school leader. As the education corporation expands its programming, it looks to evolve its shared leadership team to provide sustained, effective operational support to each campus.

##### *Is the education corporation fiscally sound?*

U Prep Schools is fiscally sound based on the Institute’s analysis of the evidence collected through the renewal review. U Prep Schools, including U Prep Middle and U Prep High, consistently posted surpluses throughout the charter term and its future fiscal plans are reasonable and achievable.

##### *If the SUNY Trustees renew each charter, are the education corporation’s plans for each charter reasonable, feasible, and achievable?*

U Prep Schools’ plans for each charter are reasonable, feasible, and achievable. U Prep High will continue operating its successful program with more emphasis on collecting and analyzing results on students’ post-graduation outcomes including college persistence rates. U Prep Middle is requesting to expand to elementary grades, if



## EXECUTIVE SUMMARY

the SUNY Trustees approve the expansion. As the education corporation began enrolling students in 5<sup>th</sup> grade, leaders observed gaps in ELA and mathematics in incoming students, and so to address these gaps, U Prep Middle sees expansion to elementary grades as an opportunity to build student skills from Kindergarten on. Through its renewal application, the education corporation presents a cohesive plan to expand down including how it will bridge the strong elements of its middle and high school programming to begin at the elementary level. U Prep Schools operates a shared services model, and will increase its team to effectively support a full Kindergarten – 12<sup>th</sup> grade model.

U Prep Schools implements a college-preparatory program for a diverse and predominantly economically disadvantaged student population. U Prep High opened to serve students in 2008 and U Prep Middle opened in 2019 as a strategy to better prepare students for success at the high school and beyond. While both campus sites are located in CSD 7, a significant percentage of students travel from other areas of the Bronx in pursuit of the charters' unique balance of academic rigor, social-emotional learning and support, and wide array of enrichment and extracurricular opportunities.

U Prep Schools' leaders, in collaboration with the U Prep High and U Prep Middle principals and assistant principals, curate instructional schedules and course offerings to meet students' needs and demonstrate an unwavering sense of collective urgency to improve programming when quantitative and qualitative data identify areas of relative weakness. The charters provide an inclusive learning environment where teachers provide students with disabilities, English language learners ("ELLs"), and those struggling academically and/or behaviorally in integrated co-teaching ("ICT") classrooms across all grade levels and content areas. Teachers enjoy the freedom to create their curricular materials and adjust instructional strategies based on formative and summative performance data gathered through regular, normed, and reliable assessments; many staff members cite this autonomy and the charters' positive, collegial sense of community as the primary drivers for high rates of faculty retention.

U Prep Schools employs a multi-prong approach to ensure students achieve college and career readiness by graduation; this includes challenging academic coursework, daily social-emotional learning activities, opportunities for honors programming, multiple college exploration visits, and individualized supports for students and their families while completing testing requirements, filing financial aid documents, and submitting college applications. The charters invest significant resources to provide students with access to frequent field trips, seminars, entrepreneurship activities, before and after school classes, and even international travel to extend learning beyond the classroom and promote students' ongoing engagement with the charters and their own future prospects.

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

The Institute recommends that the SUNY Trustees grant U Prep High a Full-Term Subsequent Renewal, U Prep Middle a Full-Term Initial Renewal of five years, including a revision to serve Kindergarten – 4<sup>th</sup> grade, and U Prep Schools a five year corporate renewal.

## CHARTER SCHOOL BACKGROUND

# UNIVERSITY PREP CHARTER HIGH SCHOOL

600 St. Ann's Avenue, 4<sup>th</sup> Floor, Bronx, New York | Grades: 9-12 | Community School District 7

The SUNY Trustees approved the original charter for U Prep High on October 26, 2007. The charter opened its doors in fall 2008, serving 115 students in 9<sup>th</sup> grade.

### PROGRAM

U Prep High implements the program as described in the Benchmark Summary in the Data Presentation Section of this report with fidelity.

U Prep High delivers a well-rounded, high-quality educational program that produces high graduation rates. U Prep High has clear systems in place to develop students' college and career readiness. The school also provides a wide range of sports and extracurricular activities to engage students. The school provides extended period of primary content areas to accelerate learning and mitigate the period of interrupted instruction due to COVID-19.

### CURRENT CHARTER

Serves: 9<sup>th</sup> – 12<sup>th</sup>

Chartered Enrollment:  
450

Charter Expires on:  
July 31, 2024

### PROPOSED FUTURE CHARTER

Serves: 9<sup>th</sup> – 12<sup>th</sup>

Chartered Enrollment:  
450

Charter Expiration:  
July 31, 2029

### CHARTER CHARACTERISTICS

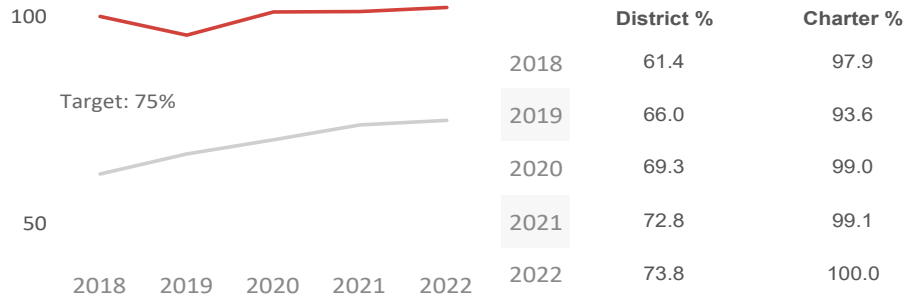
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	430	433	101%	9 – 12
2020-21	430	451	105%	9 – 12
2021-22	430	420	98%	9 – 12
2022-23	430	432	100%	9 – 12
2023-24	450	Not Yet Available	Not Yet Available	9 – 12

## CHARTER SCHOOL BACKGROUND

### UNIVERSITY PREP CHARTER HIGH SCHOOL

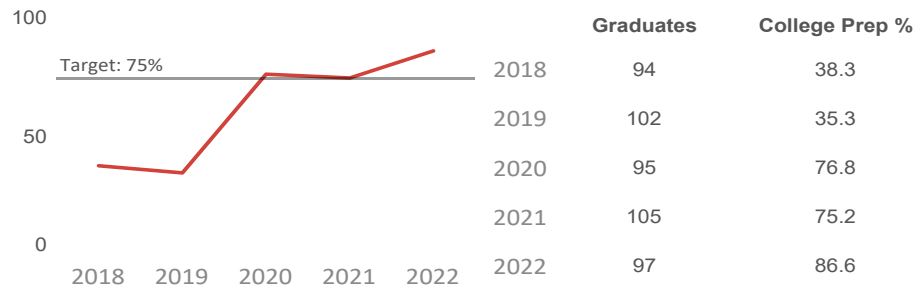
#### HIGH SCHOOL GRADUATION RATE

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

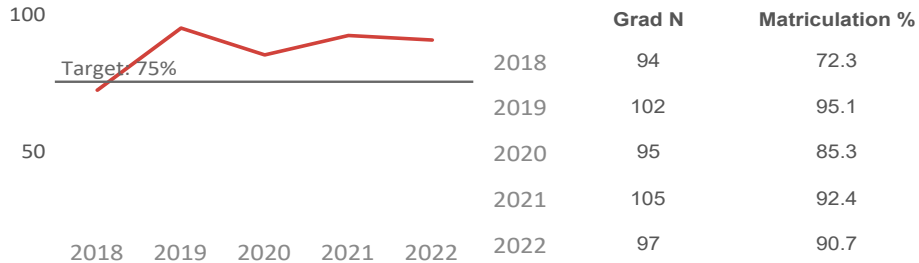


#### COLLEGE PREPARATION AND ATTAINMENT

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

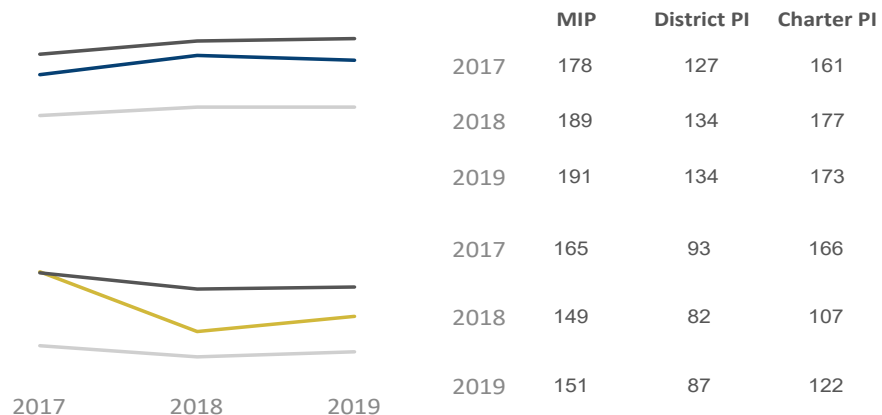


**College Attainment Measure:** **Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



#### ENGLISH LANGUAGE ARTS AND MATHEMATICS

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

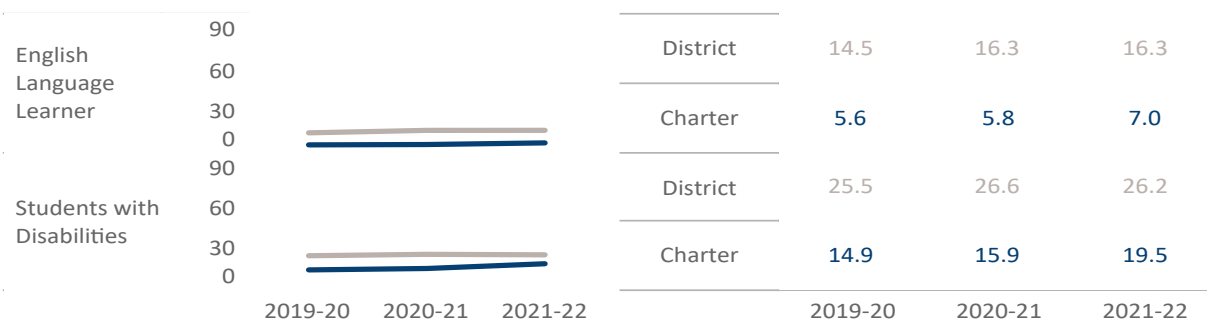


## CHARTER SCHOOL BACKGROUND

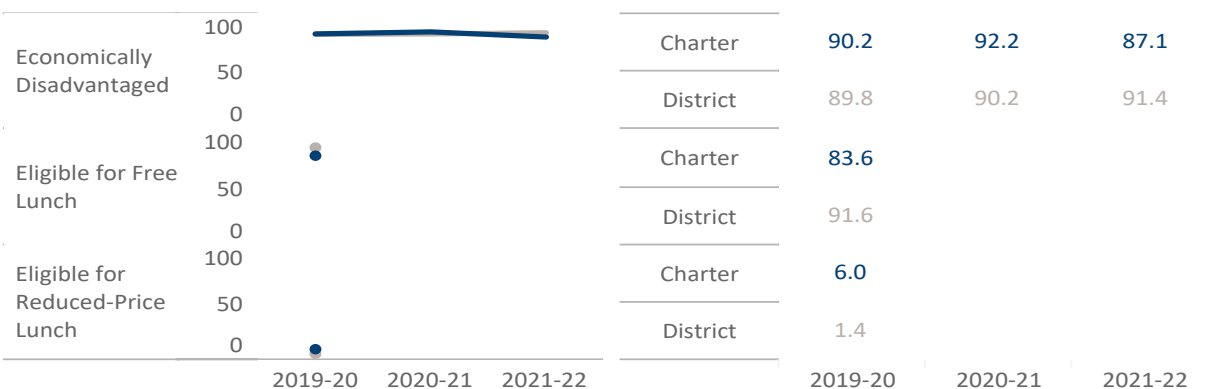
### University Prep Charter High School

Bronx CSD 7

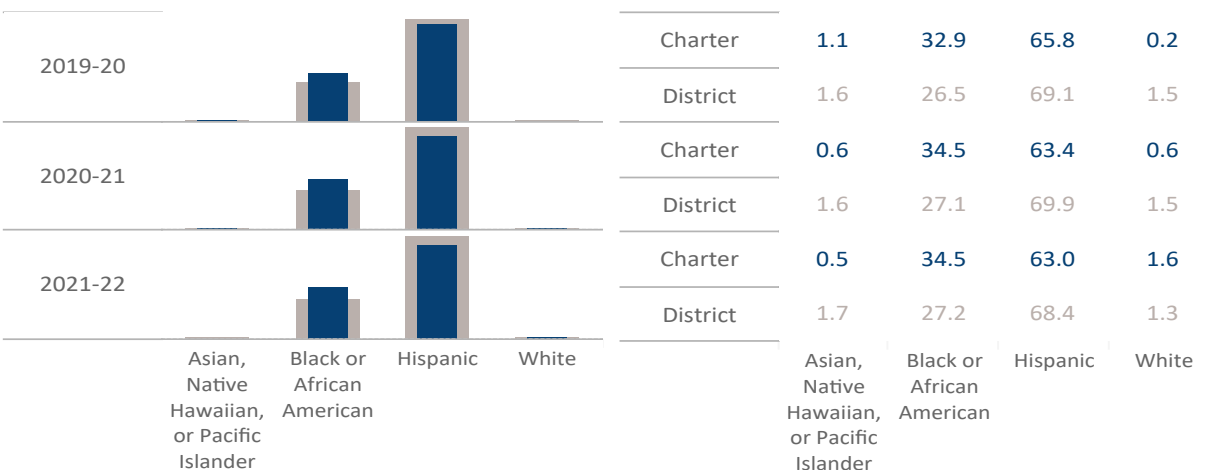
#### Student Demographics: Special Populations



#### Student Demographics: Free/Reduced Lunch



#### Student Demographics: Race/Ethnicity

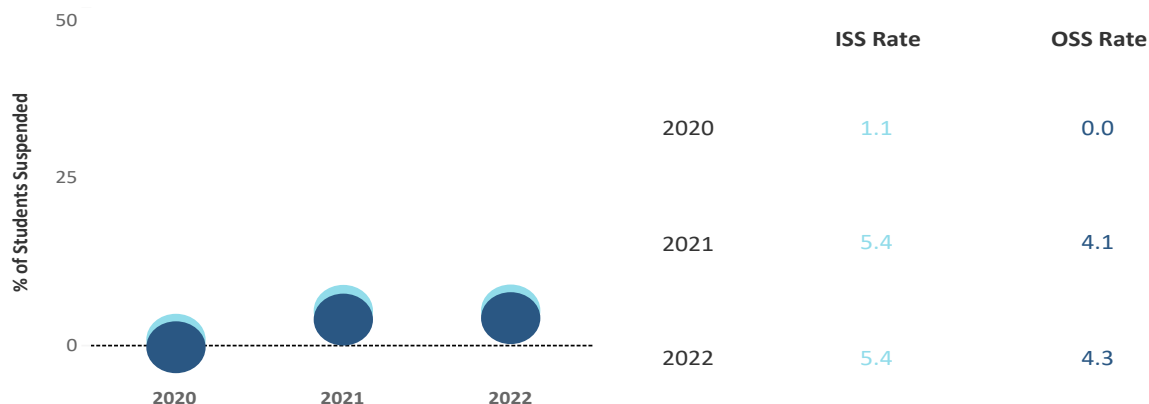


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

### University Prep Charter High School

### Bronx CSD 7



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the charter each year

		2020	2021	2022
2019-20	94.8			
2020-21	94.1	0	0	0
2021-22	91.5			

### University Prep Charter High School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	89.4	87.1
	English language learners	15.6	11.8
	students with disabilities	19.9	19.5
retention	economically disadvantaged	90.5	91.8
	English language learners	91.6	100.0
	students with disabilities	90.0	94.9

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

## CHARTER SCHOOL BACKGROUND

# UNIVERSITY PREP CHARTER MIDDLE SCHOOL

470 Jackson Avenue, Bronx, New York | Grades: 5-8 | Community School District 7

The SUNY Trustees approved the original charter for U Prep Middle on October 4, 2018. The charter opened in fall 2019, serving 158 students in 5<sup>th</sup> – 6<sup>th</sup> grade.

### PROGRAM

U Prep Middle implements the program as described in the Benchmark Summary in the Data Presentation Section of this report with fidelity.

In its initial charter term, U Prep Middle established clear systems and routines based on the effective U Prep High model with alignment to a middle school experience. Leaders work to closely monitor data and implement interventions to support students who experienced interrupted instruction due to COVID-19. Leaders are reflective and proactive to address student needs based on data analysis of interim assessments. The school provides opportunities for students to participate in intervention blocks and other methods to close any existing learning gaps.

Leaders revamped the school's mathematics curriculum in response to low achievement. Noting that many students entered the middle school with learning gaps caused by COVID-19's interruption to instruction, the school selected a more comprehensive mathematics program and created more time in the schedule for remediation and support for individuals and small groups of students.

### CURRENT CHARTER

*Serves: 5<sup>th</sup> – 8<sup>th</sup>*

*Chartered Enrollment:  
496*

*Charter Expires on:  
July 31, 2024*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
900*

*Charter Expiration:  
July 31, 2029*

### CHARTER CHARACTERISTICS

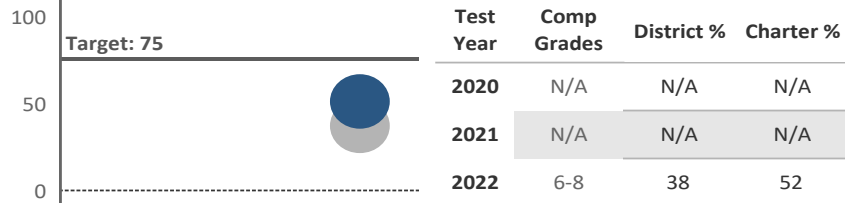
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	184	152	83%	5 – 6
2020-21	308	291	94%	5 – 7
2021-22	462	378	82%	5 – 8
2022-23	462	393	85%	5 – 8
2023-24	496	Not Yet Available	Not Yet Available	5 – 8

## CHARTER SCHOOL BACKGROUND

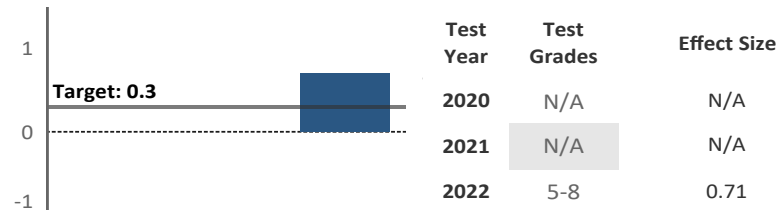
### UNIVERSITY PREP CHARTER MIDDLE SCHOOL

#### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

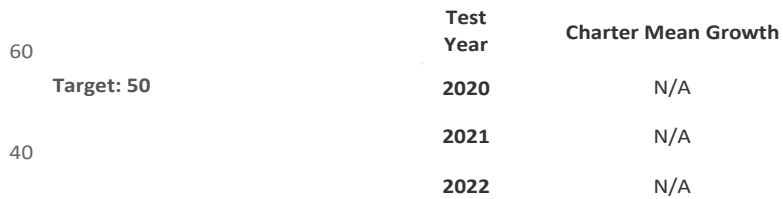
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



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

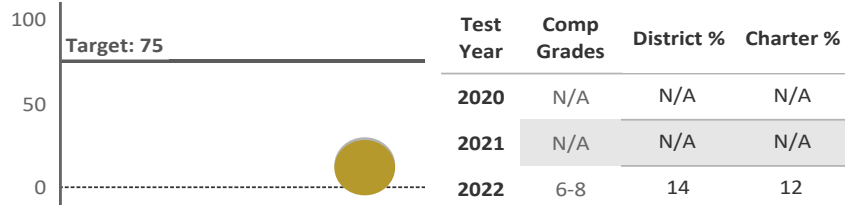


**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

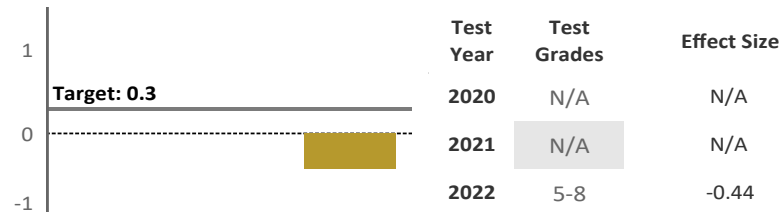


#### MATHEMATICS ACCOUNTABILITY PLAN GOAL

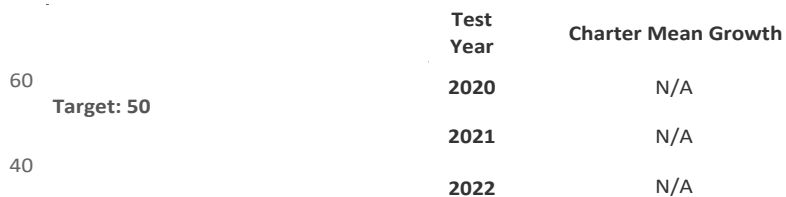
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



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



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



## CHARTER SCHOOL BACKGROUND

### UNIVERSITY PREP CHARTER MIDDLE SCHOOL



SPECIAL POPULATIONS PERFORMANCE*	
	2022
Students with Disabilities Enrollment	89
Tested on State Exam	73
Charter Percent Proficient on ELA Exam	26.0
District Percent Proficient	13.6
ELL Enrollment	36
Tested on NYSESLAT Exam	35
Charter Percent 'Commanding' or Making Progress	22.9

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

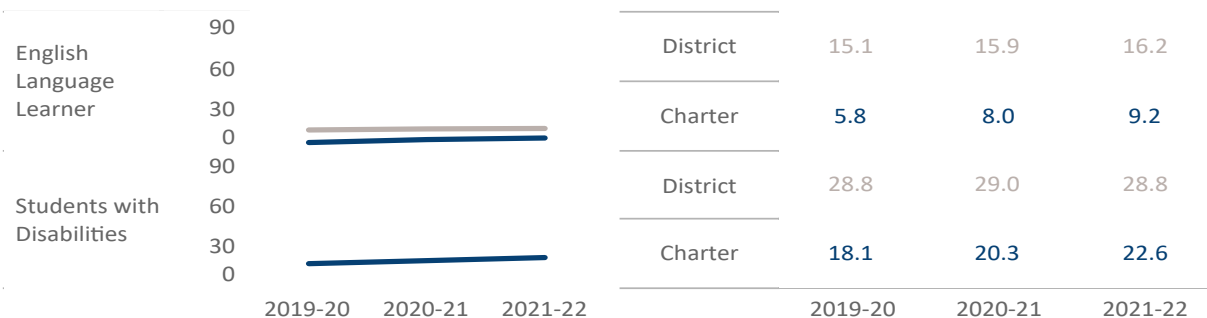


## CHARTER SCHOOL BACKGROUND

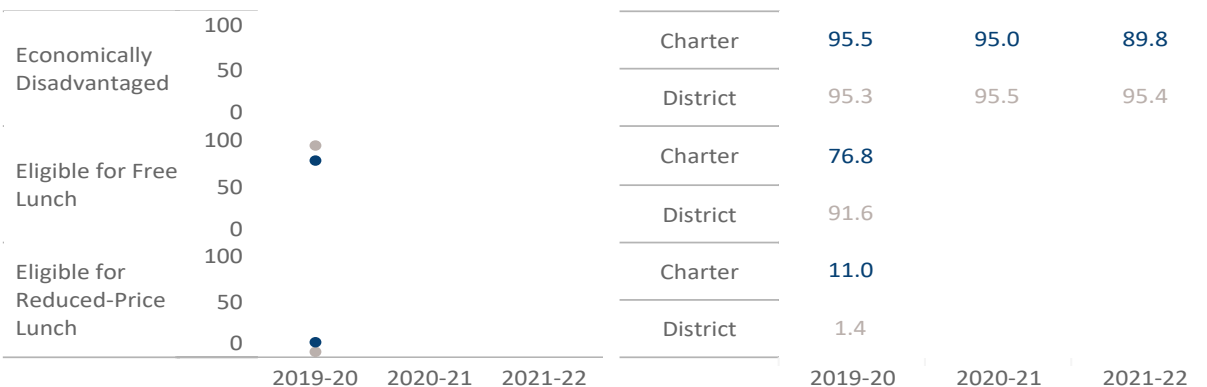
### University Prep Charter Middle School

Bronx CSD 7

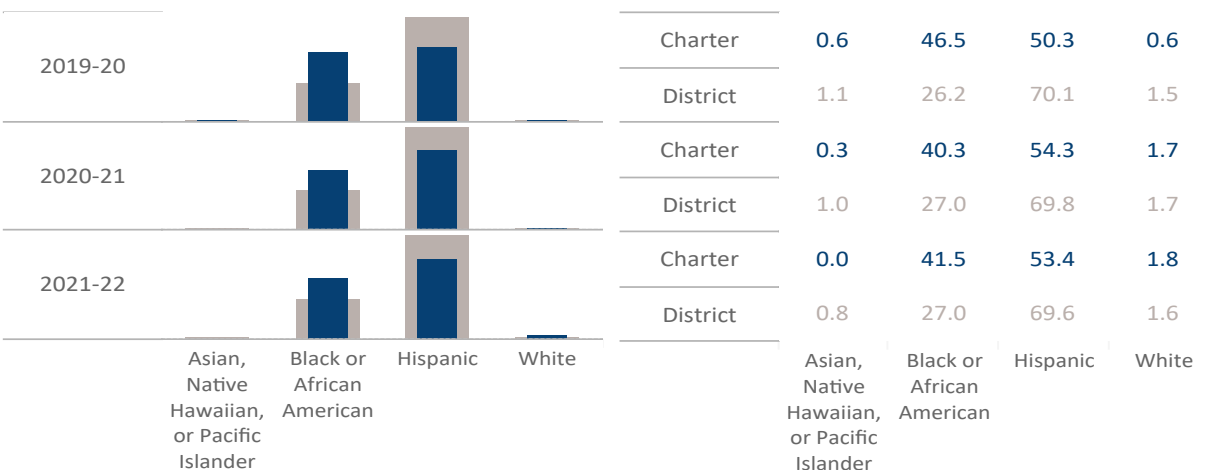
#### Student Demographics: Special Populations



#### Student Demographics: Free/Reduced Lunch



#### Student Demographics: Race/Ethnicity

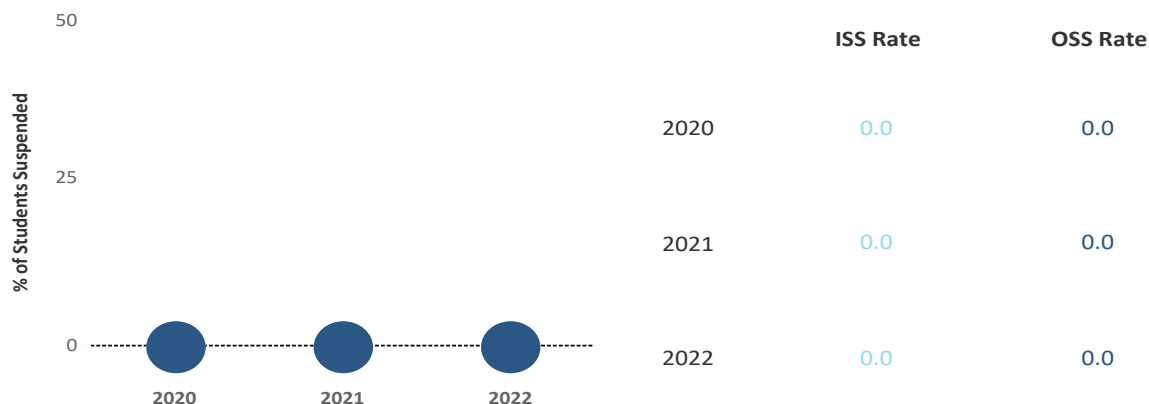


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

### University Prep Charter Middle School

Bronx CSD 7



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the charter each year

		2020	2021	2022
2020-21	91.0	0	0	0
2021-22	88.3			

### University Prep Charter Middle School's Enrollment and Retention Status: 2021-22

			Target	Charter
enrollment	economically disadvantaged		94.2	89.8
	English language learners		19.9	15.5
	students with disabilities		25.0	22.6
retention	economically disadvantaged		88.4	88.8
	English language learners		88.4	83.3
	students with disabilities		89.0	90.2

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



# DP

DATA PRESENTATION

PAGES: 17-30

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

STUDENT  
DEMOGRAPHICS

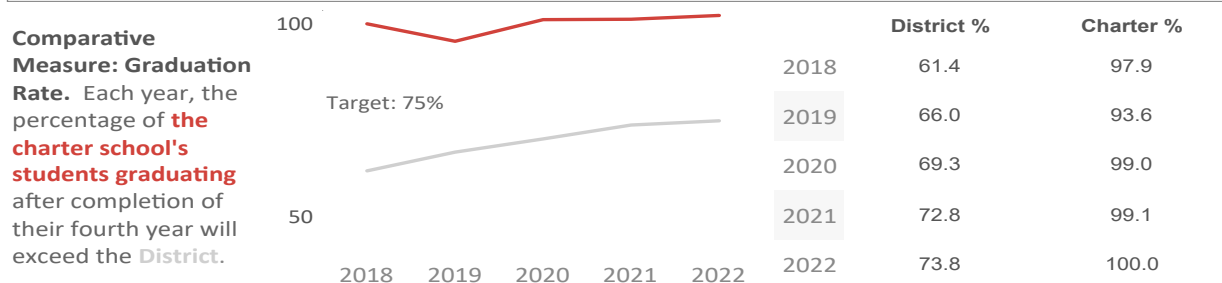
## ACADEMIC PERFORMANCE

### UNIVERSITY PREP PUBLIC CHARTER SCHOOLS: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL CHARTERS

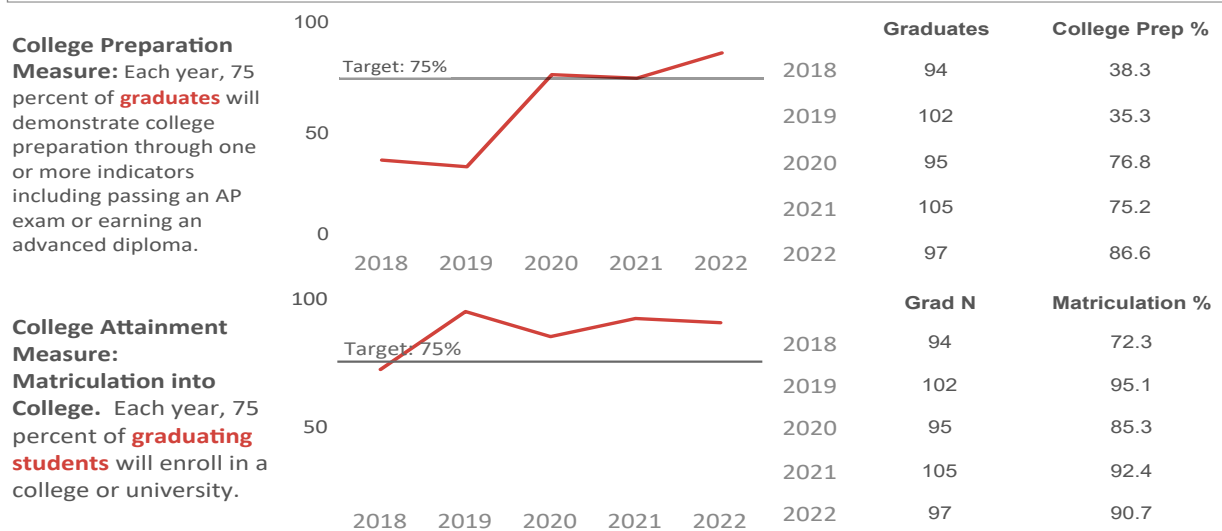
University Prep Charter High School

Bronx CSD 7

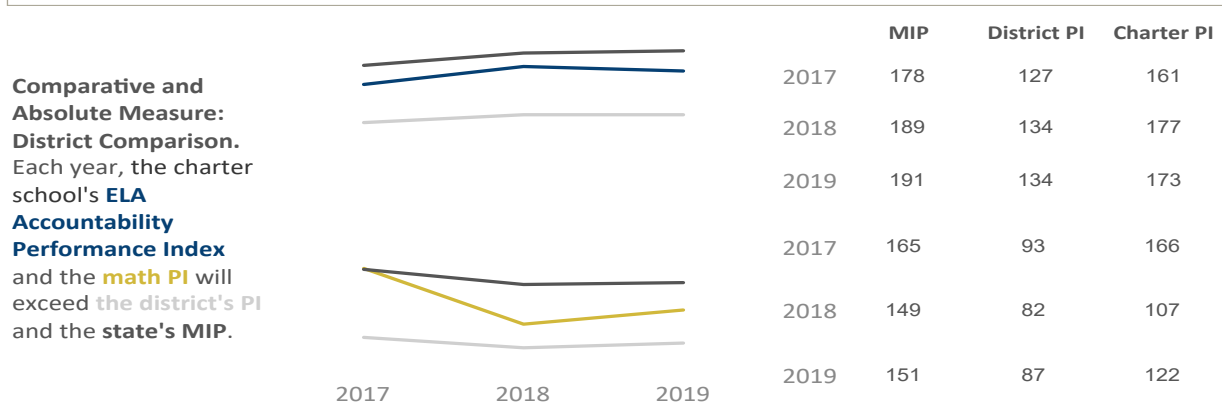
#### HIGH SCHOOL GRADUATION RATE



#### COLLEGE PREPARATION AND ATTAINMENT



#### ENGLISH LANGUAGE ARTS AND MATHEMATICS



\* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.

## ACADEMIC PERFORMANCE

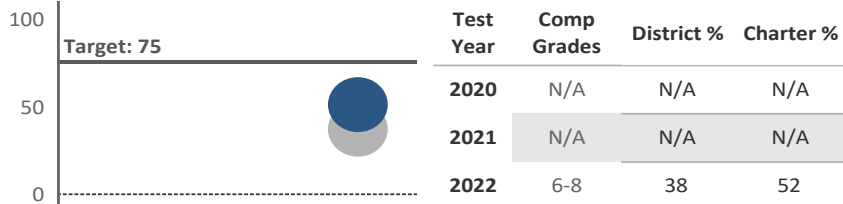
### UNIVERSITY PREP PUBLIC CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

#### University Prep Charter Middle School

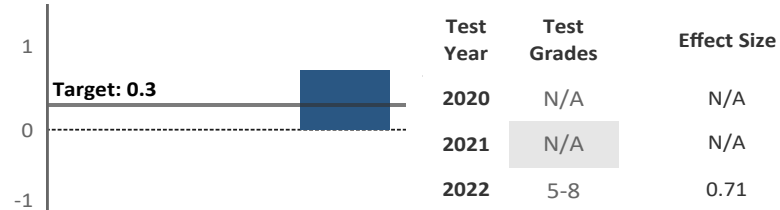
Bronx CSD 7

##### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

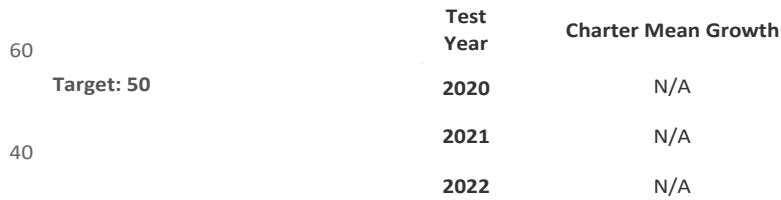
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



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

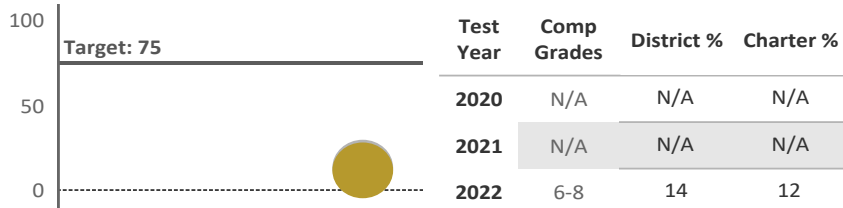


**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

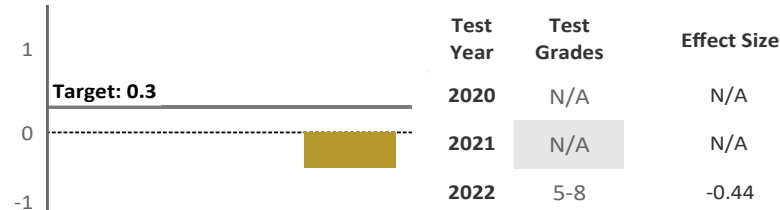


##### MATHEMATICS ACCOUNTABILITY PLAN GOAL

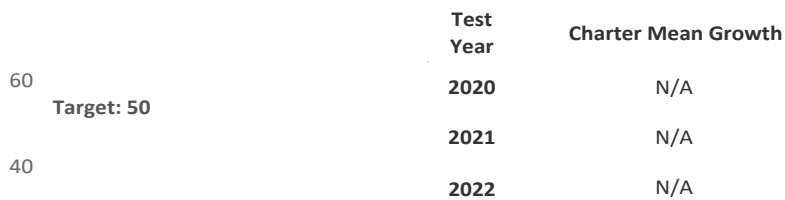
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



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



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





## ACADEMIC PERFORMANCE

### UNIVERSITY PREP PUBLIC CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

University Prep Charter Middle School

Bronx CSD 7

#### SCIENCE ACCOUNTABILITY PLAN GOAL



#### SPECIAL POPULATIONS PERFORMANCE\*

	2022
Students with Disabilities Enrollment	89
Tested on State Exam	73
Charter Percent Proficient on ELA Exam	26.0
District Percent Proficient	13.6
ELL Enrollment	36
Tested on NYSESLAT Exam	35
Charter Percent 'Commanding' or Making Progress	22.9

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

## ACADEMIC PERFORMANCE



### HAS THE EDUCATION CORPORATION MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

U Prep High is an academic success having met its key Accountability Plan goals in high school graduation, college preparation, ELA, and mathematics. Notably in 2021-22, the charter school demonstrated superlative results on measures of college preparation when 84% of its graduates earned the Regents diploma with advanced distinction. The charter also met or came close to meeting its science, social studies, and Every Student Succeeds Act (“ESSA”) goals over the term.

U Prep High met its graduation goal over the term. From 2017-18 through 2021-22, the charter posted four year graduation rates that exceeded the absolute target of 75% and the district comparison in every year. Notably in 2021-22, 100% of the charter’s 2018 Graduation Cohort graduated after four years surpassing the rate for CSD 7 by 26 percentage points. U Prep High’s first and second year cohorts consistently posted high rates of credit accumulation over the term, a key leading indicator that has a high correlation with graduation rates.

U Prep High also met its college preparation goal over the term. The charter supports high proportions of its graduates to matriculate into two or four year college programs and exceeded the target of 75% from 2018-19 through 2021-22. Notably in 2018-19, 95% of the charter’s 102 graduates matriculated into a college program in the fall following graduation surpassing the target by 20 percentage points. U Prep High students also demonstrate college preparation through various measures including passing an AP exam, exceeding the college and career readiness benchmark on the SAT, and earning the Regents diploma with advanced designation. By any of these measures, the charter surpassed its absolute target of 75% for demonstrating college preparation each year from 2019-20 through 2021-22. In addition to posting high rates of earning the advanced diploma, over half of U Prep High students who sat for an AP exam scored 3 or higher on at least one exam from 2018-19 through 2021-22.

U Prep Middle School posted its first state exam results suitable for analysis in 2021-22. That year, the charter met its ELA goal and made progress towards its mathematics and science goals. The school remained in good standing according to the state’s ESSA accountability system. Although the charter’s baseline mathematics achievement according to state assessments is low, U Prep Middle School demonstrated growth on externally developed, nationally normed assessments over the term. The charter’s particularly strong academic program and growth trends on normed assessments demonstrate the charter is likely to meet or come close to meeting its mathematics Accountability Plan goal in a future charter term.

During 2021-22, the first year with credible state exam data suitable for analysis during the school’s charter term, U Prep Middle School met its ELA goal. That year, 52% of the school’s students enrolled in at least their second year scored at or above proficiency exceeding the district performance by 14 percentage points. The school posted an effect size of 0.71 exceeding the target of 0.3. This level of performance indicates the school performed higher than expected to a meaningful degree compared to schools across the state enrolling similar percentages of economically disadvantaged students.

## ACADEMIC PERFORMANCE

In mathematics, U Prep Middle School's first set of state exam scores fell just under the district's performance by two percentage points. The school posted a comparative effect size under the target of 0.3. The Institute continues to analyze each charter's internal assessments to evaluate the charter's academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize the baseline state exam data from 2021-22. In the most recent school year, the charter administered the STAR assessment to measure students growth and achievement in mathematics. The charter's tested students posted mean grade level equivalents in each grade that meaningfully increased from the beginning of year to end of year administration.



## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

U Prep Schools has a strong assessment system that improves teaching and learning. The charters administer Renaissance STAR Reading and STAR Mathematics three times annually across all grade levels. Collecting and analyzing longitudinal data from STAR assessments allow school leaders to monitor student growth from year to year, forecast performance on summative assessments, and evaluate the effectiveness of instructional practices over time. Teachers of all subjects and grades use a variety of internally developed assessments to track student learning and guide instruction. Teachers regularly administer quizzes aligned to learning objectives, mock State and Regents exams, end-of-unit assessments, and daily exit tickets to determine student progress toward meeting state standards. Grade level teams collaborate with learning specialists, counselors, team leaders, and school leaders to discuss student performance and design interventions according to student needs. Content teams use weekly common planning time for collaborative grading, reviewing student work, and ensuring valid and reliable methods for scoring through item analysis of assessments. This collaborative approach allows teachers and learning specialists to discuss areas where students may be struggling and develop strategies for targeted support. School leaders use assessment data to provide feedback, support, and coaching to teachers during formal observations. In post-observation feedback sessions, school leaders and teachers review exit tickets, samples of student work, quizzes, and end of unit assessments.

U Prep School leaders compile, disaggregate, and analyze the charters' extensive repository of student performance data and distribute it weekly to teams through Google Docs. While this process generally makes student data available, U Prep Schools' leadership recognize the pronounced need for increased capacity to streamline systems for collection and analysis to make data more accessible and useful to teachers, school leaders, and board members.

School leaders have clear expectations in place for consistent teacher to parent communication. Teachers regularly communicate through Parent Square, an online platform to schedule conferences, receive messages, and share information about student growth and progress.

#### CURRICULUM

U Prep Schools has a curricular framework that provides a fixed structure aligned to state standards and supports teachers in instructional planning. School leaders recognize that teachers are experts in their content area and have control over what they teach and how they teach it. Teachers plan purposeful, engaging lessons using a standard lesson planning template and have clear structures and support to make informed decisions about how to best support their students. School leaders and curriculum point persons ("CPPs") provide teachers with a wide-range of supporting tools, planning resources, and curricular materials for all content areas and grades. The schools explicitly promote literacy across the curriculum. To guide ELA instruction, teachers use the Teach Like a Champion ("TLAC") Reading Reconsidered curriculum in middle school, and an internally-created curriculum for high school courses. U Prep High provides double blocks of 9<sup>th</sup> and 10<sup>th</sup> grade ELA courses to allow for extended writing and literacy support in preparation for college courses and Regents exams. For mathematics instruction, the schools use teacher-developed curricula aligned to state standards.

## ACADEMIC PERFORMANCE

U Prep Schools offers multiple pathways to post-secondary readiness including honors classes for 8<sup>th</sup> graders, a summer bridge program for rising 9<sup>th</sup> graders, extensive Advanced Placement and dual-enrollment offerings for high school students, SAT preparation classes, and remediation courses for students who need intensive support to master foundational course skills.

The schools have a process for selecting, developing, and reviewing curriculum documents. School leaders, CPPs, learning specialists, and teachers collaborate at the beginning of the school year to review scope and sequence documents for each content area, modify unit plans, and select instructional materials to support teachers in crafting daily lesson plans. To ensure instructional plans align with state standards across all grade levels, CPPs and school leaders continue to meet regularly to review scope and sequence documents and discuss modifications or possible supplementation for each content area. School leaders consistently gather feedback from teachers, conduct observations, and review student data to inform curricular revisions.

### PEDAGOGY

High quality instruction is evident across classrooms at both schools. Teachers are highly organized and well-prepared as evidenced by purposeful lessons aligned to clear learning objectives, effective time management practices to maximize learning, and seamless transitions of activities. Teachers establish routines and procedures throughout classes and use a variety of technology platforms, visual aids, pacing techniques, and graphic organizers to facilitate learning. U Prep Middle school teachers use the TLAC framework to engage students in lesson activities and reinforce behavior management strategies. Within content areas, teachers use a consistent lesson plan structure that includes multiple opportunities for assessing understanding, guided practice, differentiation, independent work, activating prior knowledge to deepen learning, building vocabulary, and exercising higher order thinking skills. Teachers maintain supportive classroom environments across the charters by actively monitoring students to ensure they understand new concepts and providing targeted support during independent work time. In most classes, teachers effectively utilize a redirect ladder to enforce behavior expectations and a point system to encourage active participation through cold calling, targeted questioning, and call and response. Across both schools, staff members maintain productive classroom environments with a consistent focus on academic achievement.

### INSTRUCTIONAL LEADERSHIP

U Prep Schools benefits from strong, experienced instructional leadership that establish effective systems to support teaching and learning. The schools' instructional leadership teams consist of the principal and one assistant principal at the middle school and the principal and two assistant principals at the high school. Via cycles of observation and feedback, leaders establish and reinforce a culture of high expectations for teachers. To provide additional instructional coaching support for teachers, the middle school will be hiring a second assistant principal starting next school year. The schools focus on sustained, systemic, and effective teacher coaching and development by starting with each teacher's classroom observation ratings aligned to the Danielsen Group's Framework for Teaching rubric and then planning for professional learning opportunities that respond to teachers' areas for growth. At U Prep Middle, the school-wide focus on checks for understanding has influenced observed instructional practices and means of student participation during lessons. At U Prep High, the focus on increasing academic rigor has strengthened tasks, assessments, and the

## ACADEMIC PERFORMANCE

co-teaching models deployed in classrooms. The procedures and expectations for intervisitations have proven to be an effective way for teachers to collaborate and learn from colleagues at their campus as well as to partner with teachers from the other school. Staff members also consistently cite cross-curriculum planning meetings, which unite teachers from both schools to scaffold standards across the 5<sup>th</sup>–12<sup>th</sup> grade continuum, as a fruitful structure for job-embedded professional development. U Prep Schools has implemented teacher committees as another effective means of distributed leadership and collaboration and to give teachers a voice in professional development, hiring, events, budget planning, and other key areas of the schools' operations.

U Prep Schools' instructional leadership teams visit classrooms regularly for informal observations, which are followed by timely written feedback to teachers. Formal evaluations, consisting of a pre-observation conference, the observation visit, and the post-observation conference, take place up to five times per year at the middle school and at least twice per year at the high school. Evaluative findings inform teacher growth opportunities and other supports, including peer mentoring. To provide responsive professional learning opportunities for teachers, instructional leaders have designed and facilitated workshops and also leverage external providers for additional teacher development support.

### AT RISK PROGRAM

U Prep Schools meets the educational needs of students with disabilities, ELLs, and those at-risk for academic failure through inclusive instructional settings and staffing structures.

The schools utilize clear and standardized procedures for identifying students in each at-risk subgroup and assign students to staff members' caseloads accordingly. U Prep Middle and U Prep High offer ICT core classes, counseling, and speech language services, and the district provides other related services. A full-time special education coordinator provides qualitative oversight and operational compliance support to both campuses. ELL coordinators and teachers build language learners' literacy and fluency skills through a combination of in-classroom services and after school classes.

U Prep Schools utilizes schoolwide STAR and curricular assessment results to inform a tiered approach to intervention for struggling students. A team of learning specialists and ELL teachers at each campus provide targeted supports within general education and co-taught classrooms, including small group instruction and scaffolded materials to help all students access lesson content. Teachers monitor daily formative assessment data, such as classwork and exit tickets, to adjust strategies and groupings and review students' progress at regular grade level team meetings. When students demonstrate more intense need, there are several opportunities for accelerated instruction. At U Prep Middle, teachers strongly encourage students who perform two grade levels below the standard in either subject to attend "Zero Period" remediation every day before school as well as tutoring sessions during lunch and after school. However, circumstances such as limited transportation may prevent some students from accessing these supports as often as necessary for optimal effectiveness. At U Prep High, students who are failing classes as well as scoring far below grade level on content area assessments participate in credit-bearing, targeted reading classes to address foundational skill deficits. Over the last two years, U Prep Schools has invested significant resources to secure Wilson Reading System and JustWords materials and teacher training to provide these intensive programs to more students

## ACADEMIC PERFORMANCE

after a highly successful pilot. If students do not demonstrate adequate progress after approximately ten weeks of accelerated interventions, learning specialists do additional testing and consider the student's eligibility to make a referral to the student's home school district's Committee on Special Education for a special education evaluation. The schools' weekly instructional schedules include multiple planning periods for learning specialists, ELL teachers, and their general education counterparts to regularly meet, discuss students' progress, and determine updates to differentiation and support strategies.

### ORGANIZATIONAL CAPACITY

U Prep Schools has implemented systems to ensure the effective delivery of the educational program. Teachers have access to the tools and supplies needed to execute the schools' instructional priorities in an effective manner. As needed, teachers request and receive additional materials to bolster learning activities. While the schools' operations staff members are generally adequate to support the non-instructional needs of the schools, school leaders play a key role in managing the vast network of spreadsheets and documents that make up the robust academic data tracking system, but have limited available capacity to establish more efficient and sustainable internal systems. These missed opportunities include streamlining data management and accessibility to provide less burdensome, but more comprehensive, data analyses that reduce staff members' time spent on knowledge retrieval.

Staff members consistently hold students accountable to high expectations for behavior and decorum. U Prep Schools' discipline systems are multi-tiered and provide points and demerits as incentives and disincentives, respectively. Behavior expectations evolve as students mature through middle school to high school grades, taking into account the developmental needs of students across the charters. U Prep Schools encourages students to accumulate points in order to participate in trips and extracurricular activities as well as to shop from the school store. Demerits have been an effective strategy to dissuade unproductive behaviors as too many can result in a student's exclusion from desirable school activities. The schools have invested in having one counselor on staff per grade with an emphasis on supporting students' social-emotional needs and providing necessary context during the planning of academic interventions.

U Prep Schools has been intentional and successful in retaining graduates of the middle school. Through eighth grade family activities, pep rallies, high school visits, and consistently high rates of family satisfaction with the schools, U Prep Middle effectively matriculated over 90% of its students to U Prep High. To fill the minimal number of remaining seats, the charter utilizes mailers, bus advertisements, social media posts, radio ads, and participation in charter school fairs as strategies to attract applicants from other schools. Summer programming for incoming and current students provides students with targeted opportunities to become acclimated to the school and remediate or accelerate their learning. U Prep Schools has a wide array of extracurricular activities that serve as a draw for both current and prospective students and their families. At U Prep Middle, these include: chess, crocheting, podcast development, soccer, cycling, badminton, art, coding, cheerleading, and international trips. At U Prep High, these include: teen health, chorus, coding, pottery, origami, drama, and international trips.

## ACADEMIC PERFORMANCE

### BOARD OVERSIGHT & GOVERNANCE

The U Prep Schools' board works effectively to achieve both schools' Accountability Plan goals with particularly effective skills for U Prep High and recognizes a need to improve its awareness of the U Prep Middle Accountability Plan goals and oversight. Board members collectively possess an effective skill set as it relates to facilities, labor, higher education, and high school academics. One trustee serves as teacher representative to the board, and another trustee is a former U Prep High teacher and leader. Through leaders' presentations, frequent updates, and the teacher representative, the full board is well aware of updates and information about both schools. School representatives share data regarding attendance, enrollment, academic progress, discipline, and finances at each meeting. The board's priorities over the charter term focused on building the middle school charter and developing high quality remote and hybrid instruction during the COVID-19 pandemic. The board views the middle school launch and subsequent development as successful given these challenges and focuses much attention on monitoring social emotional learning. The Institute will follow up with the board to review the Accountability Plan goals for its middle school charter so that it builds effective oversight strategies with the new program and expansion down to elementary grades. The board works to secure facility space for the elementary program, which may include expanding into private facility space for the Kindergarten – 8<sup>th</sup> grade program. The board recognizes a need to analyze its shared services model and build out a strong level of support for each school, particularly if the organization continues to evolve and expand, and to codify U Prep Schools' best practices and maintain current levels of achievement. Board members plan to attend events at the schools more regularly now that eased COVID-19 restrictions allow for more visitation.

## COMPLIANCE REPORTING



### HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter. During the current charter term the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### UNIVERSITY PREP PUBLIC CHARTER SCHOOLS

##### **Teacher Certification**

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

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charters' programs, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### **Parent Survey Data**

The Institute compiled data from the New York City Department of Education's ("NYCDOE's") annual family survey from the 2021-22 school year for each school due for renewal. In 2021-22, 71% of families who received the NYCDOE survey responded across both charters. Of the families who responded, 94% expressed satisfaction with the charters.

### **Parent Focus Group**

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 15 parents in attendance at the focus group indicated high levels of satisfaction with nearly every aspect of the school program. Families shared appreciation for the effective communication regarding students' academic progress and involvement in school. Families appreciate the large number of opportunities that U Prep Schools offers through before and after school programming. Families also hope that the education corporation will be approved for the elementary program so that children are able to join the U Prep Schools family even earlier.

### **Public Comments**

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

The NYCDOE held its required hearings for U Prep Middle's and U Prep High's renewal application on June 1, 2023 by videoconference. The executive director spoke of the high school's 15 year history in the neighborhood, which included its growth down into middle school and now a request for an elementary program to complete its Kindergarten – 12<sup>th</sup> grade configuration. The executive director also spoke of the school's private facility plans for the elementary program and possibly the middle school program. No one spoke in opposition to the application.

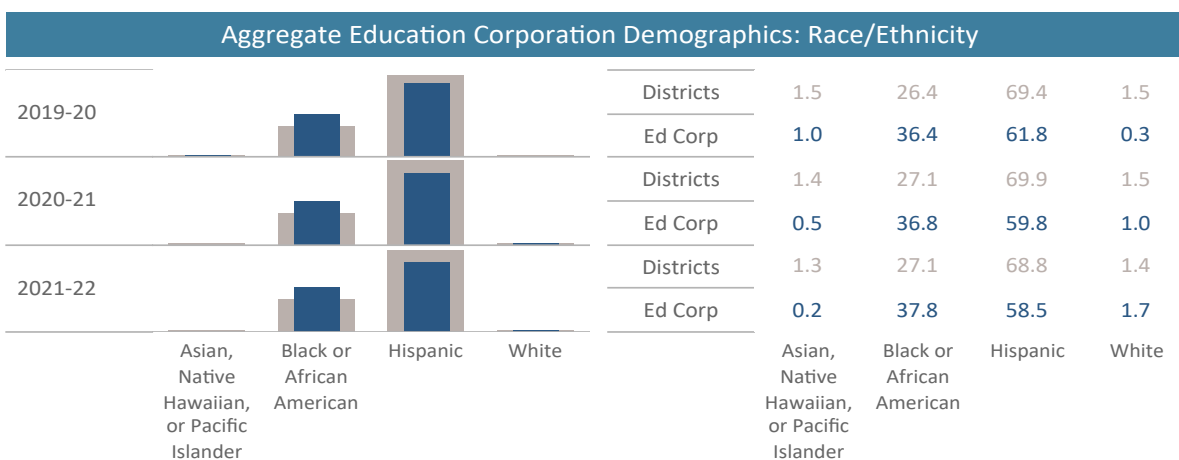
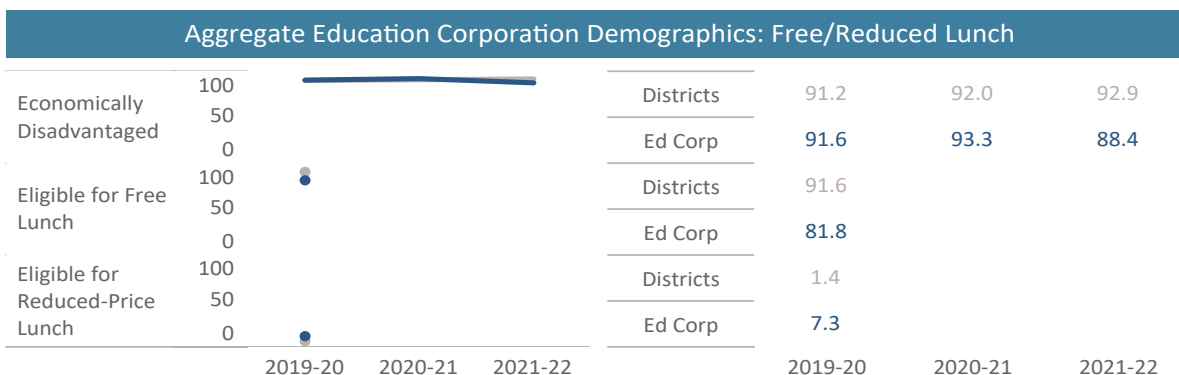
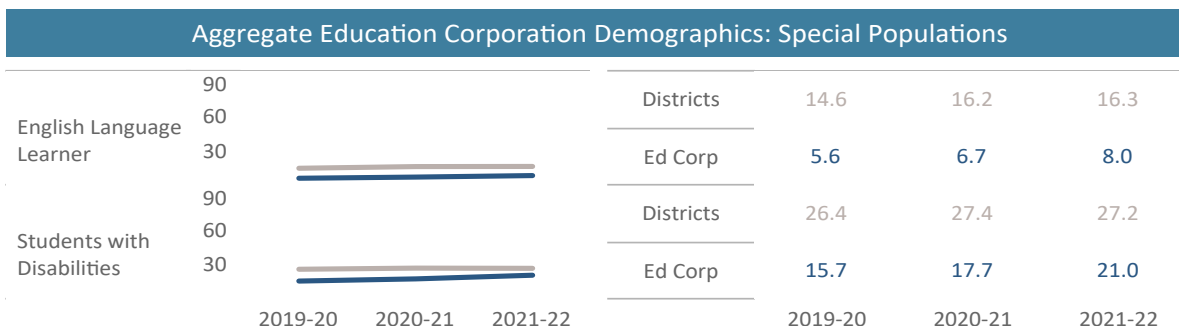
### **Persistence in Enrollment**

An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 90% of U Prep Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.*

## STUDENT DEMOGRAPHICS

### University Prep Public Charter Schools Aggregate Education Corporation Enrollment and Persistence



**Aggregate Education Corporation Persistence in Enrollment**

Year	Persistence in Enrollment
2019-20	94.8
2020-21	93.1
2021-22	90.1



## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

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

U Prep Schools makes good faith efforts to meet its enrollment and retention targets for both schools. The schools will conduct the following recruitment efforts to meet targets in the future:

- Conducting extensive outreach in the surrounding district including presenting at middle schools, distributing brochures, and hosting open houses each year;
- Sharing information about the schools' special education programming to families during open houses and in brochures;
- Translating recruitment materials into languages other than English;
- Providing interpreters for families who speak languages other than English at recruitment events and open houses; and,
- Employing a student recruitment officer as a dedicated staff member to recruit students and monitor enrollment and retention targets.

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*University Prep Public Charter Schools is fiscally sound as are its charters, U Prep High and U Prep Middle, based on the Institute's analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>4</sup> The fiscal dashboard for each charter and the education corporation can be found at the end of this section. The discussion that follows relates mainly to the University Prep Public Charter Schools Education Corporation because a charter is not a legally distinct fiscal entity.*



U Prep Schools has a viable financial model and adequate resources to ensure stable operations of both charters it has the authority to operate. The education corporation contracts with an external service provider to provide back office support for financial management, grant management, and operations planning. Since opening in 2008, SUNY approved the education corporation to operate one additional charter. Operating multiple charters allows the education corporation to realize operational efficiencies by sharing resources that bolster the academic program, fiscal management and operational, human resources, technology, and public relations functions.

U Prep High reported \$4.4 million in net assets as of June 30, 2022. U Prep Middle posted \$2.6 million in net assets as of June 30, 2022. Both schools contributed to the current \$7 million in net assets of the education corporation posting surpluses for the majority of the charter term. The multi-school entity is fiscally strong and posts 1.7 months of cash to pay liabilities due shortly as of June 30, 2022. The education corporation has funded and maintained the required escrow account for the two operating charters in case of dissolution of either charter. The most recent audit demonstrates the continued fiscal strength of the education corporation.

4. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

## FISCAL ANALYSIS



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

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

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

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which are implemented by the charter. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	OCTOBER 2019

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

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

"N/A" : This indicator is not applicable.

## FISCAL ANALYSIS

### DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charter, have been filed in a timely, accurate, and complete manner:*

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

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

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

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+

## FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to each charter.	+

## FISCAL ANALYSIS

### UNIVERSITY PREP CHARTER HIGH SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "University Prep Public Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
Total Program Services  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2008-09

		MERGED	MERGED	MERGED
	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents - <b>GRAPH 1</b>	2,841,129	2,273,386	-	-
Grants and Contracts Receivable	312,528	521,898	-	-
Accounts Receivable	-	-	-	-
Prepaid Expenses	76,872	99,544	-	-
Contributions and Other Receivables	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>3,230,529</b>	<b>2,894,828</b>	-	-
Property, Building and Equipment, net	178,612	240,122	-	-
Other Assets	-	75,748	-	-
<b>Total Assets - GRAPH 1</b>	<b>3,409,141</b>	<b>3,210,698</b>	-	-

Accounts Payable and Accrued Expenses	115,468	210,746	-	-
Accrued Payroll and Benefits	867,893	998,033	-	-
Deferred Revenue	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>983,361</b>	<b>1,208,779</b>	-	-
Deferred Rent/Lease Liability	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>983,361</b>	<b>1,208,779</b>	-	-

Without Donor Restrictions	2,268,533	1,880,057	-	-
With Donor Restrictions	157,247	121,862	-	-
<b>Total Net Assets</b>	<b>2,425,780</b>	<b>2,001,919</b>	-	-
<b>Total Liabilities and Net Assets</b>	<b>3,409,141</b>	<b>3,210,698</b>	-	-

Resident Student Enrollment	6,584,351	6,800,714	7,129,836	7,300,901
Students with Disabilities	860,887	387,633	587,026	710,898

State and local	-	-	-	-
Federal - Title and IDEA	373,988	401,649	311,667	-
Federal - Other	-	68,307	85,926	1,175,327
Other	-	32,714	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>Total Operating Revenue</b>	<b>7,819,226</b>	<b>7,691,017</b>	<b>8,114,455</b>	<b>9,187,125</b>

Regular Education	5,265,692	5,488,694	4,870,815	5,485,667
SPED	945,312	1,100,361	1,261,631	1,388,299
Other	-	-	-	-
<b>Total Program Services</b>	<b>6,211,004</b>	<b>6,589,055</b>	<b>6,132,446</b>	<b>6,873,966</b>
Management and General	1,168,553	1,546,719	1,332,491	1,060,733
Fundraising	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>7,379,557</b>	<b>8,135,774</b>	<b>7,464,937</b>	<b>7,934,699</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>439,669</b>	<b>(444,757)</b>	<b>649,518</b>	<b>1,252,426</b>

Contributions	2	3,000	-	2,500
Fundraising	7,016	7,262	-	-
Miscellaneous Income	9,453	10,634	5,767	3,032
Net assets released from restriction	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>16,471</b>	<b>20,896</b>	<b>5,767</b>	<b>5,532</b>

Total Unrestricted Revenue	7,786,285	7,711,913	8,121,301	9,190,754
Total Temporally Restricted Revenue	49,412	-	(1,078)	1,903
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>7,835,697</b>	<b>7,711,913</b>	<b>8,120,223</b>	<b>9,192,657</b>

Change in Net Assets	456,140	(423,861)	655,286	1,257,958
Net Assets - Beginning of Year - GRAPH 2	1,969,640	2,425,780	2,001,919	2,929,542
Prior Year Adjustment(s)	-	-	272,337	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>2,425,780</b>	<b>2,001,919</b>	<b>2,929,542</b>	<b>4,187,500</b>

# FISCAL ANALYSIS

## UNIVERSITY PREP CHARTER HIGH SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "University Prep Public Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

2017-18	2018-19	2019-20	2020-21	2021-22
896,061	275,801	905,079	1,582,730	1,721,943
3,136,212	3,922,492	3,839,141	3,337,404	3,879,361
448,030	748,731	-	-	-
-	-	-	-	-
<b>4,480,303</b>	<b>4,947,024</b>	<b>4,744,220</b>	<b>4,920,134</b>	<b>5,601,304</b>
372,787	2,097,994	1,763,199	1,889,924	1,708,194
1,666,867	-	-	-	-
-	-	-	-	-
-	-	-	-	2,131,268
30,238	44,023	20,634	1,531	-
321,453	467,928	364,994	382,282	503,858
7,967	33,341	38,559	67,119	67,596
159,458	162,795	202,091	242,138	651,558
107,370	105,669	73,962	67,021	168,434
233,114	277,000	257,278	364,549	510,008
<b>7,379,557</b>	<b>8,135,774</b>	<b>7,464,937</b>	<b>7,934,699</b>	<b>11,342,220</b>

Total Expenses

### CHARTER ANALYSIS

#### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (Includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (Includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
385	430	430	430	430
385	430	430	430	430
432	423	433	451	420
9-12	9-12	9-12	9-12	9-12
-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

2017-18	2018-19	2019-20	2020-21	2021-22
14,527	15,307	16,150	16,123	16,844
3.4%	5.1%	5.2%	-0.2%	4.3%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

2017-18	2018-19	2019-20	2020-21	2021-22
18,100	18,182	18,740	20,371	22,578
38	49	13	12	5,080
<b>18,138</b>	<b>18,231</b>	<b>18,753</b>	<b>20,383</b>	<b>27,658</b>

##### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other

2017-18	2018-19	2019-20	2020-21	2021-22
14,377	15,577	14,163	15,242	23,921
2,705	3,657	3,077	2,352	3,085
<b>17,082</b>	<b>19,234</b>	<b>17,240</b>	<b>17,594</b>	<b>27,005</b>
84.2%	81.0%	82.2%	86.6%	88.6%
15.8%	19.0%	17.8%	13.4%	11.4%
6.2%	-5.2%	8.8%	15.9%	2.4%
0.0%	0.0%	0.0%	0.0%	22.5%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

#### Student to Faculty Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
12.3	9.6	10.8	14.3	11.5

#### Faculty to Admin Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
8.8	5.5	4.0	3.3	4.1

#### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

2017-18	2018-19	2019-20	2020-21	2021-22
3.0	2.0	0.0	0.0	0.0
Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

2017-18	2018-19	2019-20	2020-21	2021-22
2,247,168	1,686,049	0	0	0
28.9%	21.9%	0.0%	0.0%	0.0%
3.3	2.4	0.0	0.0	0.0
LOW	MEDIUM	N/A	N/A	N/A
Excellent	Good	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

2017-18	2018-19	2019-20	2020-21	2021-22
3.2	2.3	0.0	0.0	0.0
LOW	MEDIUM	N/A	N/A	N/A
Excellent	Good	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

2017-18	2018-19	2019-20	2020-21	2021-22
0.3	0.4	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

2017-18	2018-19	2019-20	2020-21	2021-22
4.6	3.4	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A





## FISCAL ANALYSIS

### UNIVERSITY PREP CHARTER MIDDLE SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "University Prep Public Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION - (Continued)

##### Functional Expense Breakdown

Personnel Service  
Administrative Staff Personnel  
Instructional Personnel  
Non-Instructional Personnel  
Personnel Services (Combined)  
**Total Salaries and Staff**  
Fringe Benefits & Payroll Taxes  
Retirement  
Management Company Fees  
Building and Land Rent / Lease / Facility Financing  
Staff Development  
Professional Fees, Consultant & Purchased Services  
Marketing / Recruitment  
Student Supplies, Materials & Services  
Depreciation  
Other

##### Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	776,998	1,232,953	1,388,277
-	-	1,335,644	1,911,579	2,885,321
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	2,112,642	3,144,532	4,273,598
-	-	632,399	896,583	1,450,275
-	-	-	-	-
-	-	-	-	-
-	-	-	-	1,910,888
-	-	16,111	53,463	-
-	-	433,433	376,543	570,552
-	-	42,875	-	98,811
-	-	348,475	232,184	888,731
-	-	67,750	101,708	213,845
-	-	162,776	255,515	437,887
-	-	3,816,461	5,060,528	9,844,587

#### CHARTER ANALYSIS

##### ENROLLMENT

Original Chartered Enrollment  
Final Chartered Enrollment (Includes any revisions)  
Actual Enrollment - **GRAPH 4**  
Chartered Grades  
Final Chartered Grades (Includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	184	308	462
-	-	184	308	462
-	-	152	291	378
-	Planning Year	5-6	5-7	5-8
-	-	-	-	-

##### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

-	-	16,150	16,123	16,844
0.0%	0.0%	100.0%	-0.2%	4.3%

##### PER STUDENT BREAKDOWN

###### Revenue

Operating  
Other Revenue and Support

###### TOTAL - GRAPH 3

-	-	21,057	22,586	24,977
-	-	3,105	47	5,060
-	-	24,161	22,633	30,037

###### Expenses

Program Services  
Management and General, Fundraising

###### TOTAL - GRAPH 3

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

-	-	17,202	14,009	21,776
-	-	7,907	3,385	4,268
-	-	25,108	17,395	26,044
0.0%	0.0%	68.5%	80.5%	83.6%
0.0%	0.0%	31.5%	19.5%	16.4%
0.0%	0.0%	-3.8%	30.1%	15.3%
#DIV/0!	#DIV/0!	0.0%	0.0%	20.2%

##### Student to Faculty Ratio

-	-	10.9	13.5	11.5
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##### Faculty to Admin Ratio

-	-	2.3	2.0	3.5
---	---	-----	-----	-----

##### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

##### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

##### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

##### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

##### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### UNIVERSITY PREP PUBLIC CHARTER SCHOOLS (COMBINED)

#### CHARTER INFORMATION

##### BALANCE SHEET

###### Assets

###### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

###### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net  
Other Assets

###### Total Assets - **GRAPH 1**

###### Liabilities and Net Assets

###### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

###### Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

###### Total Liabilities - **GRAPH 1**

###### Net Assets

Without Donor Restrictions  
With Donor Restrictions

###### Total Net Assets

###### Total Liabilities and Net Assets

##### ACTIVITIES

###### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

###### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

###### Total Operating Revenue

###### Expenses

Regular Education  
SPED  
Other

###### Total Program Services

Management and General  
Fundraising

###### Total Expenses - **GRAPHS 2, 3 & 4**

###### Surplus / (Deficit) From School Operations

###### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

###### Total Support and Other Revenue

###### Total Unrestricted Revenue

###### Total Temporally Restricted Revenue

###### Total Revenue - **GRAPHS 2 & 3**

###### Change in Net Assets

###### Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

###### Net Assets - End of Year - **GRAPH 2**

		MERGED	MERGED	MERGED
	2017-18	2018-19	2019-20	2020-21
	-	-	2,735,438	4,153,039
	-	-	848,131	2,057,130
	-	-	-	24,526
	-	-	4,608	116,010
	-	-	-	1,584
	-	-	3,588,177	6,327,763
	-	-	633,413	1,343,138
	-	-	75,906	-
	-	-	4,297,496	7,670,901

	-	-	393,808	630,090
	-	-	1,390,440	1,745,716
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	1,784,248	2,375,807
	-	-	-	-
	-	-	-	-
	-	-	1,784,248	2,375,807

	-	-	2,454,301	5,295,094
	-	-	58,947	-
	-	-	2,513,248	5,295,094
	-	-	4,297,496	7,670,901

	-	-	9,629,255	11,999,995
	-	-	839,335	1,310,495

	-	-	-	-
	-	-	730,003	-
	-	-	116,478	2,447,393
	-	-	-	355,844
	-	-	-	2,767,456
	-	-	-	-
	-	-	-	-
	-	-	11,315,072	15,757,883

	-	-	6,994,365	8,509,143
	-	-	1,752,725	2,440,436
	-	-	-	-
	-	-	8,747,090	10,949,579
	-	-	2,534,308	2,045,648
	-	-	-	-
	-	-	11,281,398	12,995,227
	-	-	33,674	2,762,656

	-	-	470,000	14,770
	-	-	-	-
	-	-	7,656	4,421
	-	-	-	-
	-	-	477,656	19,191

	-	-	11,779,894	15,761,005
	-	-	12,833	16,069
	-	-	11,792,727	15,777,074

	-	-	511,329	2,781,847
	-	-	2,001,919	2,513,248
	-	-	-	-
	-	-	2,513,248	5,295,095

## FISCAL ANALYSIS

### UNIVERSITY PREP PUBLIC CHARTER SCHOOLS (COMBINED)

#### CHARTER INFORMATION - (Continued)

##### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other
<b>Total Expenses</b>

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	1,682,077	2,815,683	3,110,220
-	-	5,174,785	5,248,983	6,764,682
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	6,856,862	8,064,666	9,874,902
-	-	2,395,598	2,786,507	3,158,469
-	-	-	-	-
-	-	-	-	-
-	-	-	-	4,042,156
-	-	36,745	54,994	-
-	-	798,427	758,825	1,074,410
-	-	81,434	67,119	166,407
-	-	550,566	474,322	1,540,289
-	-	141,712	168,729	382,279
-	-	420,054	620,064	947,895
-	-	11,281,398	12,995,227	21,186,807

#### CHARTER ANALYSIS

##### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	614	738	892
-	-	614	738	892
-	-	585	742	798
-	-	-	-	-
-	-	-	-	-

##### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

##### PER STUDENT BREAKDOWN

###### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

-	-	19,342	21,239	23,715
-	-	817	26	5,070
-	-	20,159	21,265	28,785

###### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other

-	-	14,952	14,758	22,905
-	-	4,332	2,757	3,645
-	-	19,284	17,516	26,550
0.0%	0.0%	77.5%	84.3%	86.3%
0.0%	0.0%	22.5%	15.7%	13.7%
0.0%	0.0%	4.5%	21.4%	8.4%
#DIV/0!	#DIV/0!	0.0%	0.0%	21.4%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

##### Student to Faculty Ratio

-	-	10.8	14.0	11.5
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##### Faculty to Admin Ratio

-	-	3.4	2.7	3.8
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##### Financial Responsibility Composite Scores - **GRAPH 6**

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	0.0	2.5	3.0	2.8
N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

##### Working Capital - **GRAPH 7**

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	1,803,929	3,951,956	5,252,667
0.0%	0.0%	15.3%	25.1%	22.8%
0.0	0.0	2.0	2.7	3.5
N/A	N/A	MEDIUM	MEDIUM	LOW
N/A	N/A	Good	Good	Excellent

##### Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	2.0	2.6	3.4
N/A	N/A	MEDIUM	LOW	LOW
N/A	N/A	Good	Excellent	Excellent

##### Debt to Asset Ratio - **GRAPH 7**

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.4	0.3	0.2
N/A	N/A	LOW	LOW	LOW
N/A	N/A	Excellent	Excellent	Excellent

##### Months of Cash - **GRAPH 8**

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	2.9	3.8	1.7
N/A	N/A	MEDIUM	LOW	MEDIUM
N/A	N/A	Good	Excellent	Good

## FUTURE PLANS

### IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER DUE FOR RENEWAL, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

*U Prep Schools' plans for a future charter term for both charters is reasonable, feasible, and achievable. The education corporation presented plans to expand to an elementary program for U Prep Middle, and the Institute finds these plans reasonable, feasible, and achievable. The board is growing its knowledge of providing oversight to two charters.*

#### UNIVERSITY PREP PUBLIC CHARTER SCHOOLS

**Plans for the Charter's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for Board Oversight & Governance.** The U Prep Schools' board members express interest in continuing to serve and provide oversight to both charters. The board recognizes a need to develop its oversight for middle school programming given it has extensive experience at the high school level and similarly for an elementary program, if the SUNY Trustees approve the education corporation's expansion request.

**Fiscal Plans.** Based on evidence collected through the renewal review, including a review of the five year financial plan, U Prep Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. U Prep Middle is requesting to grow down to elementary grades and presents sound financial plans for this growth.

#### UNIVERSITY PREP CHARTER HIGH SCHOOL

**Plans for the Educational Program.** U Prep High will continue implementing the elements of its effective programming that has led to the school meeting or coming close to meeting its Accountability Plan goals.

**Facility Plans.** U Prep High is co-located in a NYCDOE building in the South Bronx and plans to remain in its co-located space in the future charter term.

	CURRENT	END OF NEXT CHARTER TERM
<b>Chartered Enrollment</b>	450	450
<b>Grade Span</b>	9 – 12	9 – 12
<b>Teaching Staff</b>	41	44
<b>Days of Instruction</b>	180	180

## FUTURE PLANS

### UNIVERSITY PREP CHARTER MIDDLE SCHOOL

**Request for Expansion.** U Prep Middle included in its renewal application a request to expand to serve Kindergarten – 4<sup>th</sup> grade. The education corporation plans to begin enrolling Kindergarten and 1<sup>st</sup> grade students during the 2024-25 school year, if approved. In its renewal application, the education corporation included a detailed review of community need, which included a detailed analysis of the district demographics and need for high quality school options in CSD 7. The education corporation held multiple sessions and conducted a survey of current families with 93% of the 150 respondents indicating they would enroll their child(ren) in an elementary program. Through its application, U Prep Schools included a detailed risk analysis and growth plan that demonstrates a thoughtful approach to expansion including multiple stakeholder input.

**Plans for the Educational Program.** U Prep Middle included in its renewal application a request to expand to elementary grades. In reviewing the plans for an elementary program, the Institute finds the charter’s request and justification for its expansion are reasonable. U Prep Middle plans to implement the Core Knowledge sequence for its curricular program and presented a comprehensive scope and sequence for ELA, mathematics, social studies and science in its application. The Core Knowledge curriculum is also taught in the middle school program, so this continuity will support a cohesive curricular program across both programs. The elementary program will replicate U Prep Schools’ effective curricular planning procedures to build a strong curricular program at the elementary level. The program will also similarly utilize U Prep Schools’ effective assessment strategies, aligned to the needs of elementary aged students, to provide teachers with robust data to inform decisions for its ELA and mathematics programs. The application also outlines how leaders will adapt its effective at-risk programming to the needs of elementary aged students including strong identification practices, a robust RTI system, meaningful supports for students with IEPs, and a comprehensive ELL program. The proposed elementary program will offer students:

- At least 140 minutes a day of literacy including social studies;
- At least 60 minutes a day of mathematics;
- At least 240 minutes a week of science; and,
- Enrichment through visual arts, music, performing arts, and chess.

The Institute recommends the SUNY Trustees approve an expansion for the charter to serve Kindergarten – 8<sup>th</sup> grade.

**Facility Plans.** U Prep Middle is co-located in a NYCDOE building in the South Bronx. The middle school plans to remain in its co-located building in the next charter term. As it expands to elementary school grades, U Prep Schools plans to pursue public, co-located space to hold its Kindergarten – 4<sup>th</sup> grade program.

	CURRENT	END OF NEXT CHARTER TERM
<i>Chartered Enrollment</i>	496	900
<i>Grade Span</i>	5 – 8	K – 8
<i>Teaching Staff</i>	36	85
<i>Days of Instruction</i>	180	180



University Prep Public  
Charter Schools

# Ax

## APPENDICES

### PAGES Ax 1-8

**CO**<sup>A</sup>  
CHARTER  
OVERVIEW

PAGE Ax 1

**EO**<sup>B</sup>  
ED. CORP  
OVERVIEW

PAGE Ax 2

**RI**<sup>C</sup>  
REPORT  
INFORMATION

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## UNIVERSITY PREP PUBLIC CHARTER SCHOOLS BOARD OF TRUSTEES

CHAIR	TRUSTEES
Steve Barr	Miguel Suarez
VICE CHAIR	Randi Weingarten
Burton Sacks	Justin Pasternak
	Judith Bergtraum
	Nelly Benavides

## CHARTER VISIT HISTORY

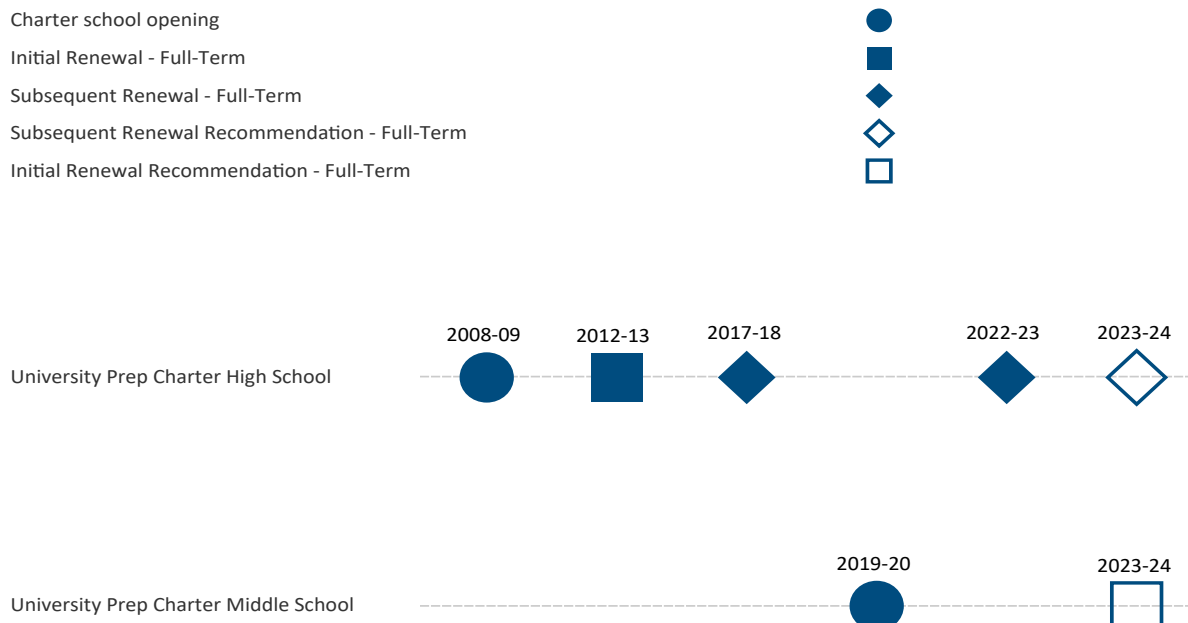
SCHOOL YEAR	VISIT TYPE	DATE
2008-09	First Year – U Prep High	March 10, 2009
2009-10	Evaluation – U Prep High	March 22 – 23, 2010
2010-11	Evaluation – U Prep High	May 4, 2011
2012-13	Initial Renewal – U Prep High	November 13 – 14, 2012
2017-18	Subsequent Renewal – U Prep High	November 8 – 9, 2017
2020-21	First Year – U Prep Middle School	June 8, 2021
2022-23	Subsequent Renewal – U Prep High	September 15, 2022
2023-24	Subsequent Renewal – U Prep High	March 28 – 29, 2023

## CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 28 – 29, 2023	Heather Wendling	External Consultant
	Kennesha Kelly	External Consultant
	Dr. Carl Anthony-Watson	External Consultant
	Andrew Kile	Managing Director of School Evaluation



## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

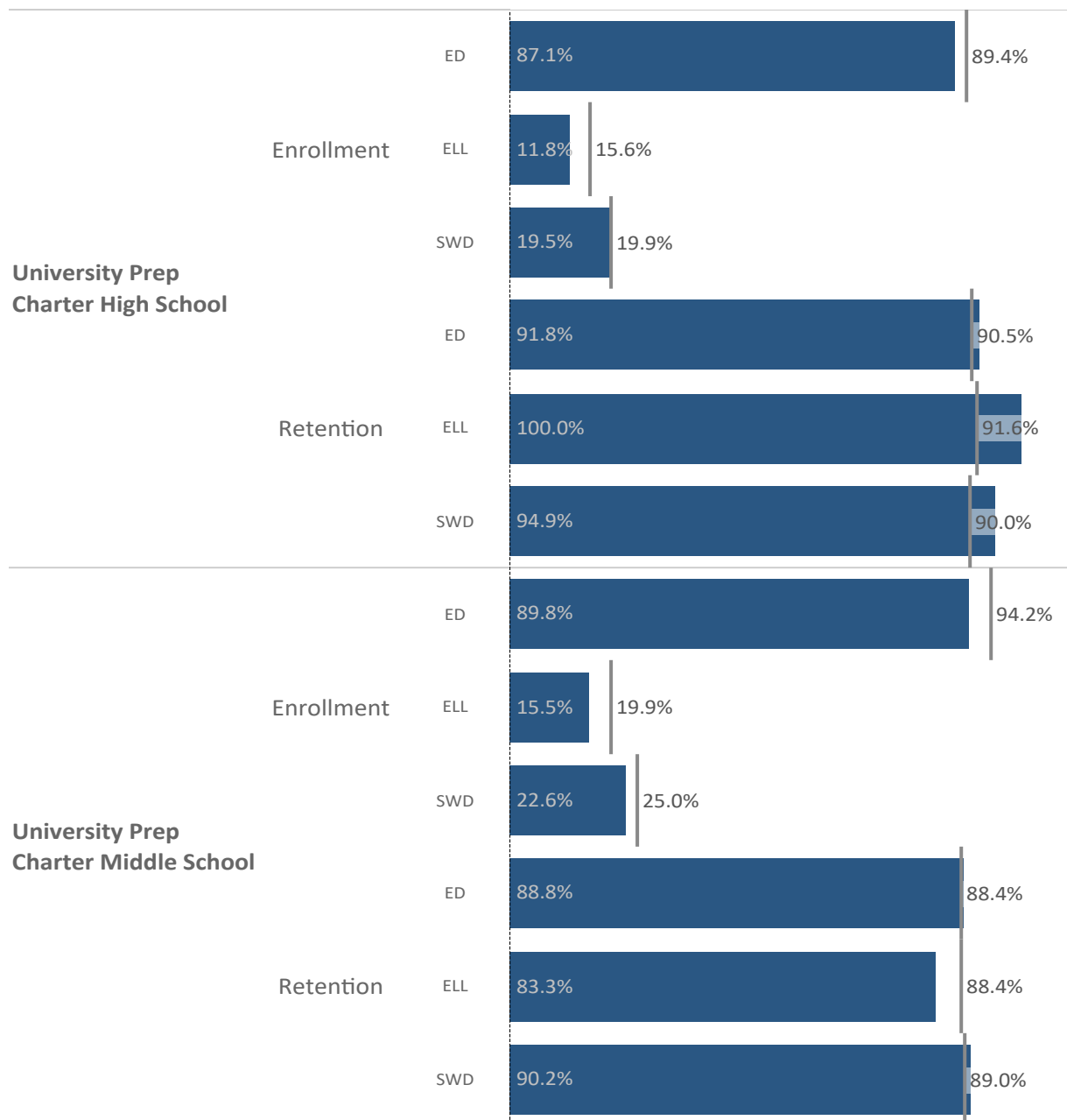


## EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
University Prep Charter High School	NYC	YES	430	9 – 12
University Prep Charter Middle School	NYC	YES	462	5 – 8

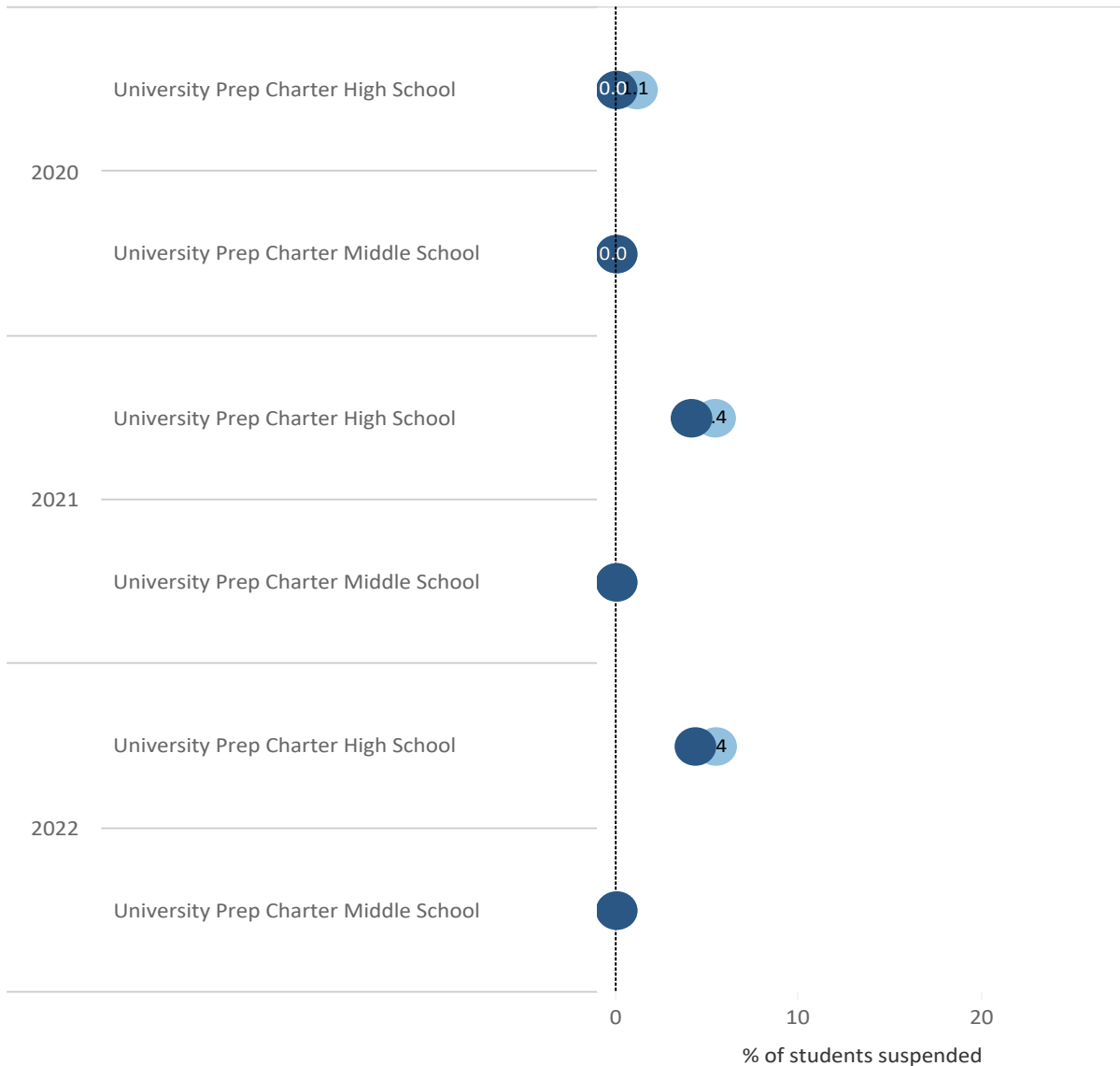


## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.

### Suspensions: The education corporation's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

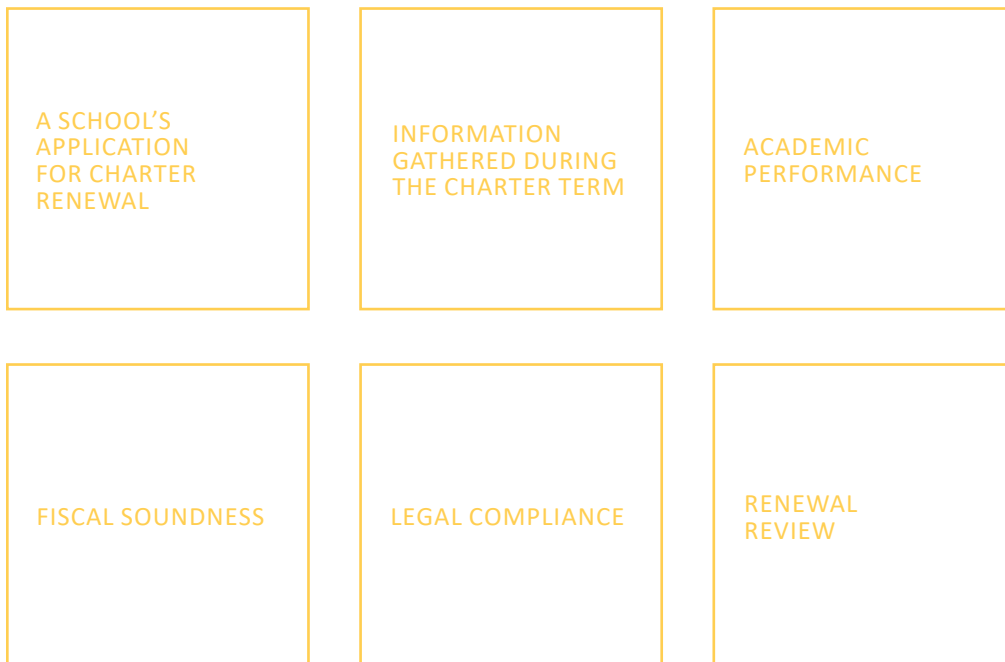
During the most recent school year, the education corporation expelled 0 students.

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

#### REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

#### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.***

1. Revised September 4, 2013 and available on the [Institute’s website](#)

## REPORT FORMAT

This renewal recommendation report compiles evidence using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

## RENEWAL QUESTIONS



**IS EACH CHARTER AN ACADEMIC SUCCESS?**

**IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS EACH CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S  
AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE  
CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?**

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



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

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



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

At the beginning of the Accountability Period,<sup>3</sup> the school developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE  
PERFORMANCE, I.E.,  
WHAT PERCENTAGE  
OF STUDENTS  
SCORE AT A CERTAIN  
PROFICIENCY ON  
STATE EXAMS?

COMPARATIVE PERFOR-  
MANCE, I.E., HOW DID THE  
SCHOOL DO AS COMPARED  
TO SCHOOLS IN THE  
DISTRICT AND SCHOOLS  
THAT SERVE SIMILAR  
POPULATIONS OF ECO-  
NOMICALLY DISADVAN-  
TAGED STUDENTS?

GROWTH  
PERFORMANCE,  
I.E., HOW MUCH  
DID THE SCHOOL  
GROW STUDENT  
PERFORMANCE AS  
COMPARED TO THE  
GROWTH OF SIMILARLY  
SITUATED STUDENTS?

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

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

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup> – 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of school academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, schools reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.

