

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**UNIVERSITY PREPARATORY
CHARTER SCHOOL FOR YOUNG
MEN**

VISIT DATE: APRIL 16, 2026
REPORT DATE: JUNE 4, 2026

SUNY Charter Schools Institute

H. Carl McCall SUNY Building

353 Broadway

Albany, NY 12246

518.445.4250

www.newyorkcharters.org



Charter Schools Institute
The State University of New York

CONTENTS

1

Introduction

2

School Background

3

Executive Summary

4

Academic Performance

9

Benchmark Summary

Appendices

A: School Overview



INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to University Preparatory Charter School for Young Men (“U Prep Young Men”) on April 16, 2026. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. The SUNY Renewal Benchmarks provide a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as instructional leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

The Institute provided the school an Accountability Summary that outlines the school’s previous three years of performance, if available, and the extent to which the school is meeting, coming close to meeting, or not meeting its Accountability Plan goals. For more information about the school’s performance, see the 2024-25 School Performance Review section below.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.



SCHOOL BACKGROUND

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

1020 Maple St., Rochester, NY 14611 | Grades: 6-8 | Rochester City School District
1290 Lake Avenue, Rochester, NY 14613 | Grades: 9-12 | Rochester City School District



MISSION

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

CURRENT CHARTER

Opened:
2010

Serves:
6th–12th

Chartered Enrollment:
525

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

Meet the needs of male learners	+	Safe, disciplined, and nurturing school culture	+
College and career readiness focus	+	Priority placed on reflection, positive relationships, and productive work habits	+
Daily student support check-ins	+	Ongoing professional development	+
Inquiry and self-discovery based instruction	+	All-male student environment	+
Student-centered, data-driven individualized instruction	+		

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Now in its 16th year of operation, U Prep Young Men has not produced a consistent record of meeting its Accountability Plan goals during the current charter term. The Institute conducted an evaluation visit to the school in spring 2025 and a brief leader conversation in fall 2025, and identified inconsistencies in instructional quality, effective data use, and post-secondary readiness support. However, during the spring 2026 visit, U Prep Young Men demonstrated some improvements in program effectiveness according to the SUNY Qualitative Evaluation Benchmarks.

Since the spring 2025 visit, U Prep Young Men's leadership has improved overall instructional systems, which has afforded teachers a better understanding of the school's expectations. Leadership has taken intentional steps to define and communicate clear instructional expectations through the development of five non-negotiables: standards-aligned lesson plans, bell-to-bell instruction, safe and inclusive classrooms, data-driven decision making, and student engagement in cognitive work. Leadership has also built more consistent systems for planning, observation, feedback, and data collection. Notably, the school has not only codified these expectations but demonstrated early follow through in their implementation, a meaningful shift from prior visits. The board reorganized its governance structures and produced four concrete institutional goals, though it has not yet developed the benchmarks necessary to track progress across all priority areas. While these practices demonstrate qualitative improvement as compared to previous visits, leadership has not yet implemented these practices consistently across the full program. The school has not yet developed the capacity to draw reliable predictive connections between its internal assessment results and students' Regents outcomes, and the school's current data systems do not allow teachers to make timely and informed instructional decisions. While teachers and leaders demonstrate improved data use at the classroom and program level, the school has not yet built the analytical capacity to use data in predictive ways that reliably connect internal assessment results to performance on higher stakes assessments such as Regents.

As the school's current prospects for renewal are in jeopardy, the school must demonstrate unambiguous academic improvement on the New York State exams as well as the college preparation and attainment metrics on its Accountability Plan goals to make its case for earning subsequent renewal in the 2027-28 school year. U Prep Young Men must demonstrate sustained and effective program improvements to yield measurable academic gains to ensure it can make the most compelling case for renewal.

ACADEMIC PERFORMANCE

2024-25 SCHOOL PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts (“ELA”) and mathematics as well as graduation and college preparation for schools that have graduated at least one cohort of students. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for the required Accountability Plan measures on an annual basis and provides an Accountability Summary to each school detailing the school’s progress toward meeting its Accountability Plan goals. Because The New York State Charter Schools Act of 1998 (the “Act”) requires charters be held “accountable for meeting measurable student achievement results”² and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”³ for other public schools, The SUNY’s Trustees’ required accountability measures rest on performance as measured primarily by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute’s website](#).

U Prep Young Men is in the third year of its fourth charter term and is due for renewal in 2027-28. In 2024-25, U Prep Young Men met its four year graduation goal but did not meet its college preparation and attainment goal. The school did not meet its ELA goal, its mathematics goal, or its Every Student Succeeds Act (“ESSA”) goal. The SUNY Renewal Policies outline two options for schools in a subsequent charter term: full-term renewal of five years and non-renewal. Based on its record of performance, U Prep Young Men’s prospects for earning renewal are in jeopardy. The school must demonstrate unambiguous growth in its four key Accountability Plan goals of graduation, college preparation and attainment, ELA, and mathematics to make the best case for earning renewal in 2027-28.

U Prep Young Men did not meet its ELA goal in 2024-25. In that year, the school exceeded the target for only one of the five required measures under its goal at the middle school level. The school posted a 21% proficiency rate in ELA for tested students enrolled in at least their second year, falling below the target of 75% by 54 percentage points. The school’s ELA proficiency rate outperformed the local district’s proficiency rate of 18% by three percentage points. Notably, 42% of tested students scored at Level 1, the lowest possible level of performance. According to the Institute’s regression analysis, U Prep Young Men posted an effect size of –1.01. This level of achievement falls far below the target of 0.30 and indicates that the school performed lower than expected in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. The school did not meet its growth target posting a mean growth percentile below the target of 50. At the high school level, 63% of the 2021 cohort scored at or above proficient on the ELA Regents exam. The school must demonstrate improvement across all measures under its ELA goal to make the best case for earning subsequent renewal.

In 2024-25, U Prep Young Men did not meet its mathematics goal. The school posted low achievement in mathematics with a 19% proficiency rate for all tested students, a level of mathematics performance lower than 96% of schools statewide. The school’s mathematics proficiency rate outperformed the district by approximately one percentage point. Over half of the school’s tested students scored at Level 1, which indicates performance far below

1. 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. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

grade level expectations. U Prep Young Men posted an effect size of -1.17 according to the Institute's regression analysis. This indicates that when compared to demographically similar schools across New York State, the school performed lower than expected. The school met its growth target of 50, posting a mean growth percentile of 50. Although the school met the growth target, this level of growth does not demonstrate that the school is improving the learning outcomes of all students at a sufficient rate given its low overall achievement. The school's 7th and 8th grade students took Regents mathematics exams in lieu of the typical state mathematics assessments in 2024-25. Those students posted low passing rates on the exams. While the district does not have 7th grade data available for comparison, the 8th graders' results fell far below the results of the local district. The U Prep Young Men proficiency rate for tested 7th grade students was 17%, while the proficiency rate for tested 8th grade students was four percent. At the high school level, 30% of the four-year cohort scored at or above proficient on a mathematics Regents exam. The Institute would expect the school demonstrate higher achievement on Regents examinations for its graduation cohorts. The school must demonstrate improvement across all measures under its mathematics goal to make the best case for earning subsequent renewal.

The school met its high school graduation goal but did not meet its college preparation and attainment goal in 2024-25. That year, 95% of students graduated after four years, exceeding the local district results by 35 percentage points and the absolute target of 75% by 20 percentage points. The school's fifth year graduation rate of 92% came close to the target of 95% and exceeded the local district rate of 68% by 24 percentage points. In contrast to the school's achievement against its graduation goal, the school did not meet its college preparation goal in 2024-25. In that year, the school reported only 33% of its four-year graduates demonstrated college preparation in 2024-25 by meeting an approved indicator, falling below the target of 75% by 42 percentage points. The school reported a preliminary college matriculation rate of 56%, falling below the 75% target by 19 percentage points. Given the school's low college preparation and college matriculation rates over the Accountability Period, the school must take steps to demonstrate that all students are prepared to succeed after they graduate from U Prep Young Men. The Institute will work with the school to develop Accountability Plan metrics that best capture the efficacy of its Career and Technical Education ("CTE") program.

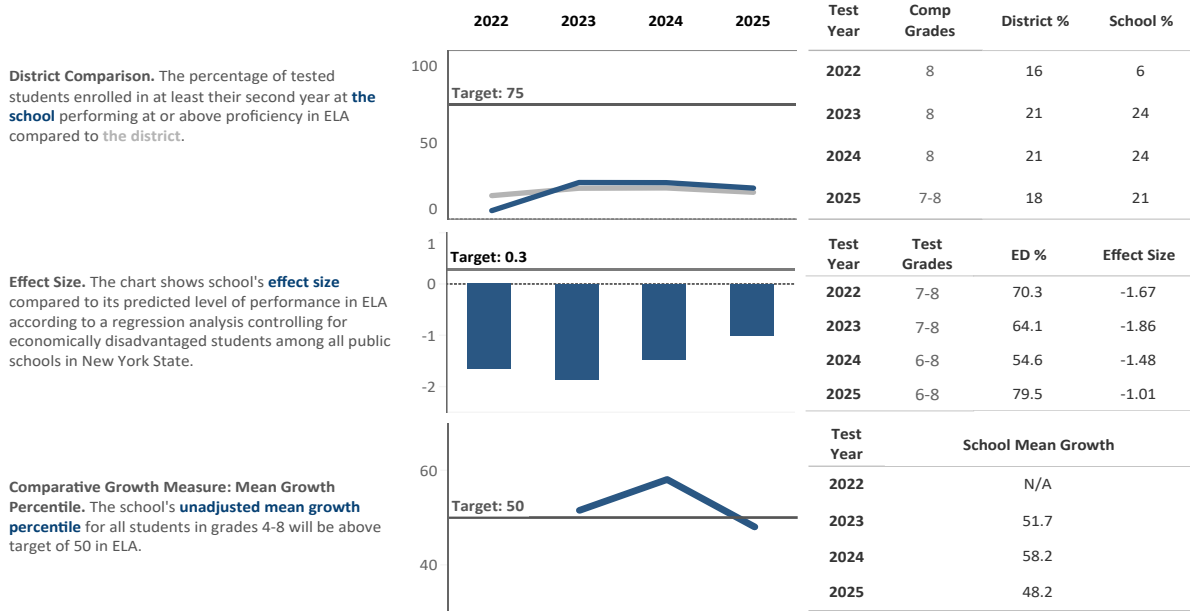
The school did not meet its ESSA goal, having been preliminarily identified by the New York State Education Department ("NYSED") as needing Comprehensive Support and Improvement ("CSI") in 2025-26 based on its 2024-25 data. Given this identification, the school is not in good standing. The Institute encourages schools to review [NYSED's 2025–26 School Year Preliminary Accountability Status Report Guide](#) for additional guidance on interpreting these determinations.

ACADEMIC PERFORMANCE

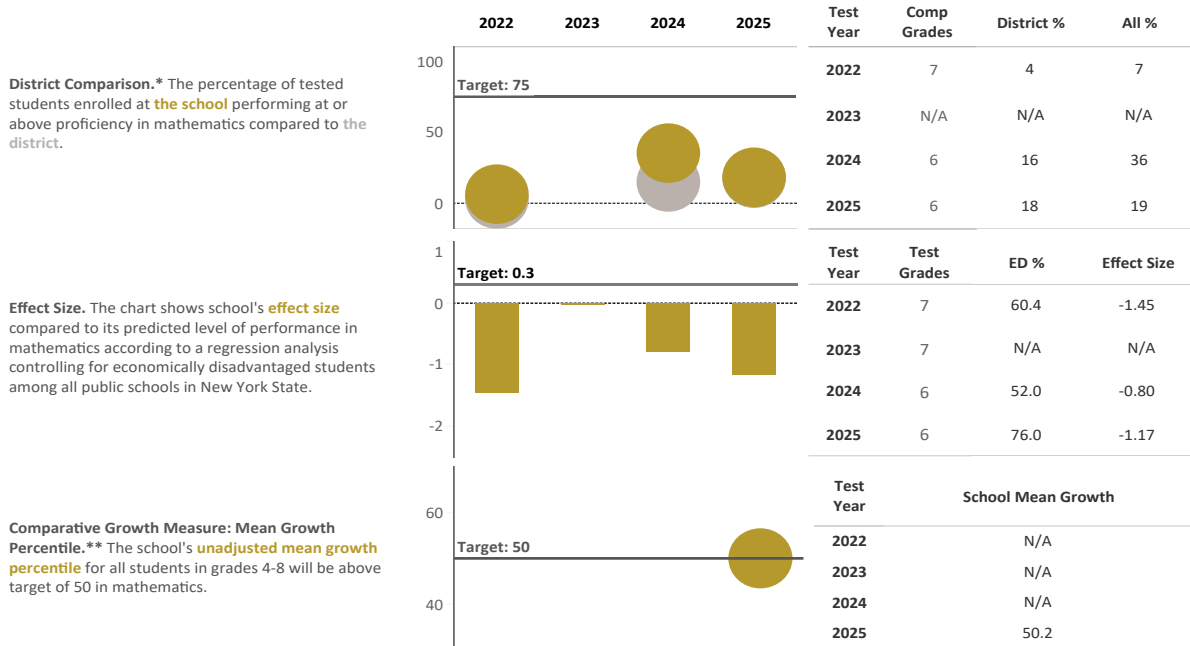
UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Rochester City School District

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL



*2024-25 mathematics proficiency data points include all tested students. The school administers the Algebra I Regents exam to its 7th and 8th grade students in lieu of the typical mathematics exam. Information on the school's Regents attainment is reflected in the 2024-25 School Performance Review section of this report.
**No growth data were available for grade 6 mathematics exam in the 2023-24 school year.



ACADEMIC PERFORMANCE

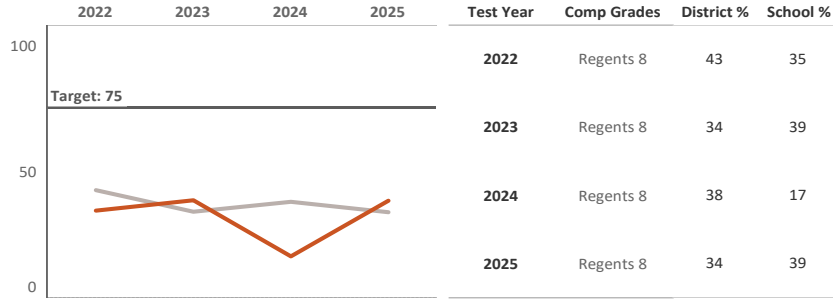
UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Rochester City School District

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**. Schools may administer a science Regents exam in lieu of the regular grade 8 exam.

Through 2022, the NYS science exam was administered to grades 4 & 8. In 2023, the science exam was administered to grade 8 only. As of 2024, the science exam is administered to grades 5 & 8.



TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	125	128	124	121	175	175	197	185
School Tested %	96.9	99.2	95.4	93.8	93.6	93.6	96.6	90.7
District Tested %	83.8	81.0	82.9	83.8	83.5	84.9	83.5	84.9

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	11	5	13	0	21	4	15	0
School % Proficient on Exam	0.0	s	0.0	N/A	9.5	s	13.3	N/A
District % Proficient	1.5	0.6	2.9	2.0	2.6	3.6	3.4	3.8

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Tested on NYSESLAT Exam (N)	3		5		8		4	
School % Making Progress	s		s		25.0		s	

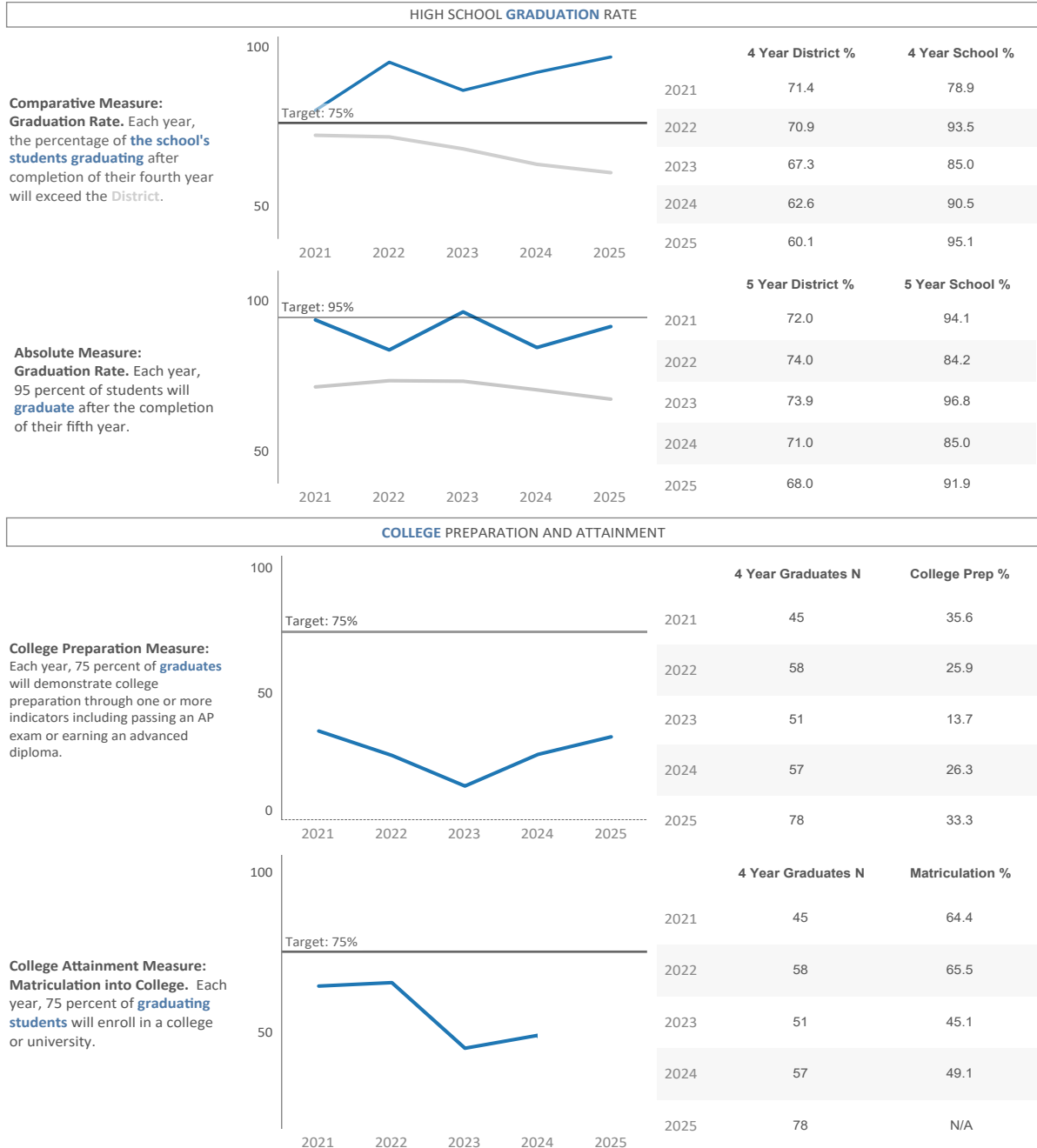
*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s". The school administers the Algebra I Regents exam to its 7th and 8th grade students in lieu of the typical mathematics exam. Performance on the mathematics exam among students with disabilities reflects grade 6 in 2023-24 and 2024-25, and grade 7 in 2021-22.



ACADEMIC PERFORMANCE

UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN

Rochester City School District



2024-25 high school matriculation data is pending final validation by the Institute.

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

U Prep Young Men's assessment system supports instructional effectiveness and student learning. The school regularly administers valid and reliable assessments including nationally normed i-Ready assessments and curriculum-based common benchmark assessments aligned to state standards. Each department and grade team also administers weekly quizzes and frequent exit tickets to inform instructional decisions. Staff members consistently review and analyze student data to adjust instruction and make data driven decisions in response to student needs. Across content areas, teachers meet regularly to determine how skills can be taught differently and how to adjust upcoming lessons, and teachers report subsequent lessons are modified based on findings from data analysis meetings.

The school is working to make assessment data accessible to all teachers, school leaders, and board members. Teachers currently use data from both i-Ready and CommonLit to understand student needs and identify where instructional adjustments are warranted. Teachers use these data trends to group students and identify candidates for after-school tutoring and intervention. This process informs real time instructional decisions about which skills to reteach and how to close identified gaps. Leaders and board members have access to school-created data dashboards and review these on a consistent cadence. Leaders acknowledge there are opportunities to improve how data is disseminated to teachers.

School leaders have made efforts to use assessment results and student data to evaluate teacher effectiveness and develop coaching strategies. Within the CTE programming specifically, leaders are refining dashboards to capture student progress and post-graduation pathway information. However, leaders have not made these assessment dashboards available to teachers, which limits the extent to which teachers can use the data to inform classroom level instructional decisions. While the school has established assessment systems that support classroom instructional decisions, these systems have not yet demonstrated the capacity to produce predictive insights that reliably connect internal assessment results to performance on higher stakes measures such as the Regents.

CURRICULUM

U Prep Young Men's curriculum supports teachers in their instructional planning. The school transitioned to CommonLit for the 2025-26 school year following a review of several ELA programs and consultations with other New York school leaders. Leaders selected CommonLit to cultivate vertical alignment across 6th – 12th grade and to ensure lessons align with New York State standards. In mathematics, teachers use Illustrative Math in 6th grade and REVEAL Mathematics in 7th–12th grade. Both programs provide a clear, standards-aligned framework with supporting tools and resources for implementation.

4. An extensive body of research, including a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools dating back four decades.

BENCHMARK SUMMARY

U Prep Young Men's leadership has an established process for selecting, developing, and reviewing curriculum. The chief academic officer ("CAO") collaborates with neighboring schools to understand their curricular choices before finalizing programs for the school. Teachers report the curricular shifts have been positive and support more data driven instructional planning. Through this process, leaders identified the need to continuously assess the efficacy of adopted programs and plan to audit each program before the start of the next school year.

Teachers use the frameworks and resources provided within curricular programs to plan purposeful lessons. School leadership has built systems to ensure teachers have clear pacing guides across all curricular programs so they understand what to teach and when. Teachers collaborate within their departments and draw on these frameworks to build content-specific lesson plans.

PEDAGOGY

High quality instruction is evident across most U Prep Young Men classrooms, but teachers do not yet implement higher order questioning with consistency. Most teachers deliver purposeful lessons aligned to the school's curriculum and instructional expectations. The school establishes clear instructional expectations through its five non-negotiables. Leadership reinforces these expectations through weekly lesson plan reviews and a structured professional development schedule. The Institute observed teachers implementing the new ELA curricular program with fidelity. Teachers present clear objectives and utilize every moment of the period with well-planned activities.

Teachers employ techniques to check for student understanding. Teachers use strategies such as questioning, monitoring student work, and whole group checks to assess student learning. In many classrooms, teachers check with multiple students before advancing the lesson, ensuring broad participation and awareness of student progress. While teachers' checks for understanding are frequent, most teachers use procedural or recall-level questioning and do not consistently use student responses to drive real-time instructional adjustments.

Teachers do not consistently embed higher order questioning and activities designed to develop depth or understanding. While the foundation for rigorous instruction is present, the school must ensure students are consistently taking on the cognitive work through intentional questioning and tasks that build higher order thinking and problem solving skills.

Teachers effectively maximize learning time. Lessons demonstrate strong pacing and efficient transitions. The school's emphasis on bell-to-bell instruction is evident with teachers maintaining momentum and students remaining actively engaged throughout lessons. Teachers consistently establish effective classroom management routines that create a strong focus on academic achievement. Classrooms are orderly, respectful, and conducive to learning with most students on task and engaged in instructional activities. The connection between strong instructional pacing and student engagement is clear resulting in minimal behavioral disruptions and a sustained focus on learning.

BENCHMARK SUMMARY

INSTRUCTIONAL LEADERSHIP

U Prep Young Men has taken steps to develop its instructional leadership systems. Leadership has intentionally defined, communicated, and aligned coaching to instructional expectations, most notably through the development and implementation of the five non-negotiables. Teachers report these expectations have increased consistency across classrooms and built a shared understanding of quality instruction.

Instructional leaders provide systemic coaching and supervision that improves teachers' instructional effectiveness, but the high school principal's lean instructional leadership team limits the school's ability to provide sustained and effective coaching to all teachers. Instructional leadership implements a structured coaching framework that includes low-inference data collection, identification of a problem, evidence-based feedback, and a collaborative action plan monitored through subsequent observations. Leaders conduct regular classroom observations followed by timely feedback and collaborative action planning. However, the frequency of coaching varies by campus. Middle school teachers describe a consistent weekly coaching cycle, while high school teachers indicate a more varied approach. The instructional leadership structure is not sufficient for the differing demands of each campus. The high school principal carries the primary coaching responsibility for a larger and more complex team across more subjects, grade levels, and teachers without adequate distributed support. The middle school, by contrast, benefits from a more distributed model in which the principal is supported by an additional instructional leader, and the CAO spends more time at the middle school program. This imbalance limits the consistency and depth of coaching at the high school.

Instructional leaders have not yet demonstrated the ability to hold teachers consistently accountable for improving student achievement across both campuses. The school must ensure that instructional leadership systems produce measurable improvements in student outcomes.

AT-RISK PROGRAM

The school has made improvements to the at-risk program to better meet the needs of at-risk students. The school has compliant procedures to identify students with disabilities and ELLs. The school has improved its process for identifying students struggling academically since the Institute's spring 2025 visit. For students struggling academically, the school uses diagnostic assessment data at the beginning of the year to identify specific students for interventions through the school's tiered intervention system. Teachers at the high school program use common assessment data to identify specific needs for students. U Prep Young Men has a range of intervention programs to meet the needs of students struggling academically. At the middle school program, U Prep Young Men offers learning labs for ELA and mathematics where all students participate in targeted instruction to build foundational skills. At the high school program, all 9th grade students participate in a freshman literature course to build foundational literacy skills, Regents prep courses, and after school tutoring. At the time of the visit, the school demonstrated improvement across these programs and recognizes the need to continue to improve to better meet the needs of incoming students and demonstrate strong academic growth. Leaders and teachers regularly monitor student progress within the school's Response to Intervention process. Through weekly data meetings, leaders review student progress with teachers and determine additional support. While the school's intervention programs have improved since the Institute's spring 2025 visit, the school must continue to develop effective supports for students in closing achievement gaps, delivering on the middle school program's promise to accelerate learning.

BENCHMARK SUMMARY

U Prep Young Men's special education program has improved to better meet the needs of students with disabilities. The school provides integrated co-teaching ("ICT"), resource room, and consultant teacher services. The school partners with districts to provide related services. The school monitors the progress of students with disabilities. Special education teachers work with general education teachers to produce progress reports on a regular basis to highlight successes and challenges. This year, the school codified its expectations for ICT classrooms, which has supported teachers in determining a range of ICT models to implement in the classroom. Teachers are aware of student Individualized Education Programs ("IEPs"). The special education coordinator shares information from IEPs with teachers at the beginning of the year, and regularly updates teachers when changes occur or new students enroll.

U Prep Young Men's ELL program meets the needs of the few ELL students enrolled at the school. The school must improve its efforts to enroll ELLs, as it is well below the enrollment target and currently serves only a small fraction of its expected ELL population. While the school employs an ELL teacher who provides push in support and coordinates with classroom teachers on lesson planning and individual student needs, the program's limited reach constrains the school's ability to demonstrate the depth and effectiveness of its ELL services. The school must strengthen its recruitment efforts to enroll ELL students at a rate consistent with its accountability targets.

U Prep Young Men has established more structured opportunities for coordination between classroom teachers and special education teachers than were present during prior visits. Special education teachers now participate in department meetings and meet with ICT general education teachers to plan and coordinate learning and supports for students with disabilities.

ORGANIZATIONAL CAPACITY

U Prep Young Men's organization has made improvements since the Institute's spring 2025 visit to more effectively deliver the educational program. The school has established an administrative structure with operational systems that allow instructional leaders to focus primarily on the academic program. The chief operating officer has implemented regular collaborative meetings with other chiefs to ensure the team speaks regularly about specific operational needs across departments. The operations team meets monthly to discuss academic priorities and determine how to best align resources and support structures to meet programmatic needs. U Prep Young Men also updated the organizational structure to better delineate duties across the operations team. The school renamed an operations role as the campus operational manager, formerly an assistant principal position, and the result has been more staff members requesting operational needs from that team member rather than other members. The school recognizes a need to continue to improve in this area, but leaders are making more efforts to share roles and responsibilities with staff members at multiple opportunities throughout the year.

The school maintains adequate enrollment and has procedures in place to monitor progress toward its enrollment and retention targets for specific student subgroups. For 2025-26, the school abruptly lost the lease for the middle school program site, which required the school to find a new facility in a short amount of time. The facility relocation resulted in a modest decline in enrollment. However, the school's recruitment

BENCHMARK SUMMARY

team recovered some of the enrollment. The school is working to be more intentional with retaining students between the programs by working more closely with students and families to understand needs. The school cites losing students to high schools with larger athletics programs. The school recognizes a need to review its recruitment efforts to enroll more ELL students, as the school currently falls below its target.

BOARD OVERSIGHT & GOVERNANCE

U Prep Young Men's board has improved in its capacity to support the school's Accountability Plan goals, but has not yet established clear benchmarking systems to monitor progress toward newly defined priorities. Board members possess adequate skills and have strengthened the structures and procedures with which they govern the school. The board reorganized its meeting structure following the spring 2025 visit, engaged in a data-informed retreat in July 2025, and produced concrete institutional goals focused on academic achievement and fiscal health from that process. These actions reflect a board that has approached its governance responsibilities with greater intentionality and structure than in prior years.

The board requests and receives sufficient information to provide rigorous oversight of the school's program and finances. Leadership presents academic data by subject area at board meetings, identifies areas of lower performance, and describes the steps the team is taking to address them. The board's academic committee has grown more active and effective, and board members demonstrate familiarity with the school's common assessment data and Regents trajectory, though the school has not yet developed the capacity to use this data to make reliable prediction about Regents outcomes.

The board continues to develop its priorities, objectives, and long-range goals. It has narrowed the chief executive officer ("CEO") goals to a focused and measurable set aligned directly to academic achievement and finances, an improvement from a prior approach that spread accountability a wide range of areas. The board has not yet established benchmarks for tracking progress across all institutional priority areas, and it recognizes the urgency of completing that development before renewal. The board recruits, hires, and retains key personnel and provides them with resources to function effectively. The board identified gaps in financial and fundraising expertise and is deliberately recruiting to fill them, demonstrating an understanding of what the school requires to strengthen its long-term organizational capacity.

The board evaluates its performance and that of school leadership with greater rigor than in prior years. The board designed more specific, measurable goals for the CEO evaluation focused on academic achievement and fiscal health, and the board uses those goals as the basis for evaluation. The board conducted a structured self-assessment process during its summer 2025 retreat and has introduced accountability structures that did not previously exist. The board acknowledges it continues to build the habits and tools needed to sustain this level of self-evaluation.

The board effectively communicates with school leadership, staff members, families, and students. Leadership reports more frequent and organized communication with the board, supported by a shared digital workspace where the board can access documents and track progress. Board members describe the relationship with the leadership team as more defined and more productive than in previous years.

U Prep Young Men

Ax

APPENDICES

PAGES Ax 1-4



UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG MEN BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Dr. Edward Yansen	Dr. George Bovenzi
VICE CHAIR	Wandah Gibbs
Dr. Larry Ellison & Denise Rainey	Dr. Gayle W. Harrison
TREASURER	David Shakes
Allen K. Williams	
SECRETARY	
Sharon Delly	

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	450	418	93%	7-12
2022-23	450	421	94%	7-12
2023-24	525	492	94%	6-12
2024-25	525	499	95%	6-12
2025-26	525	408	78%	6-12

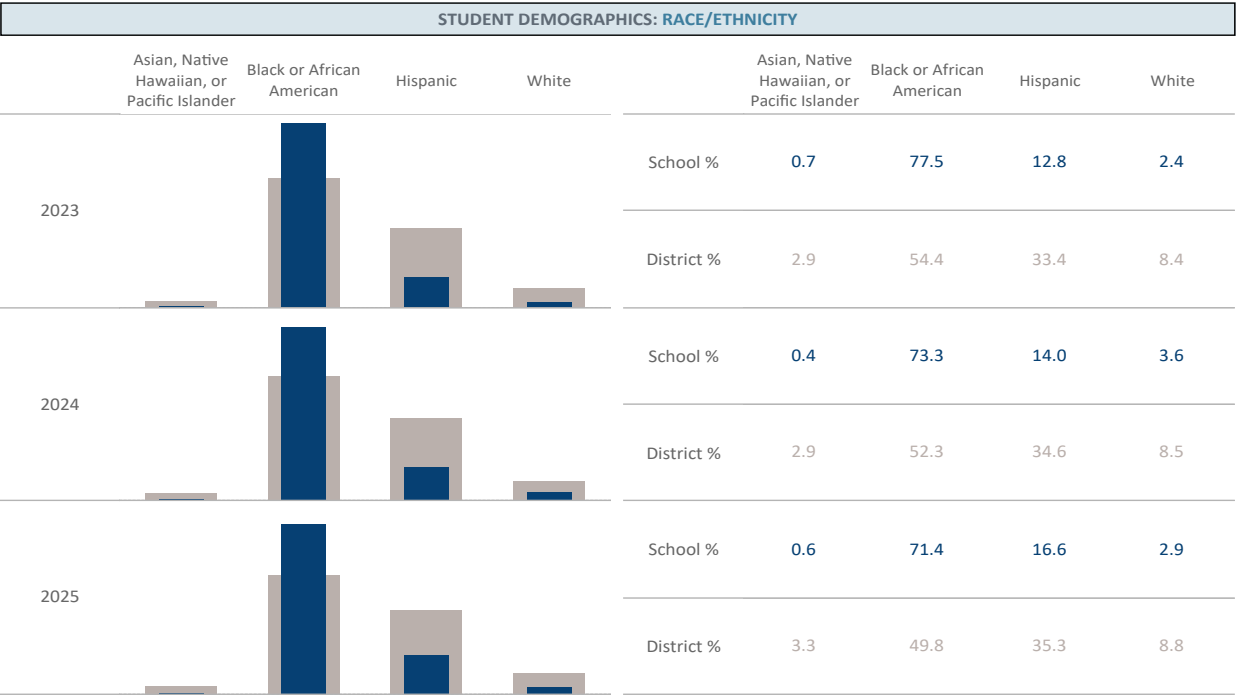
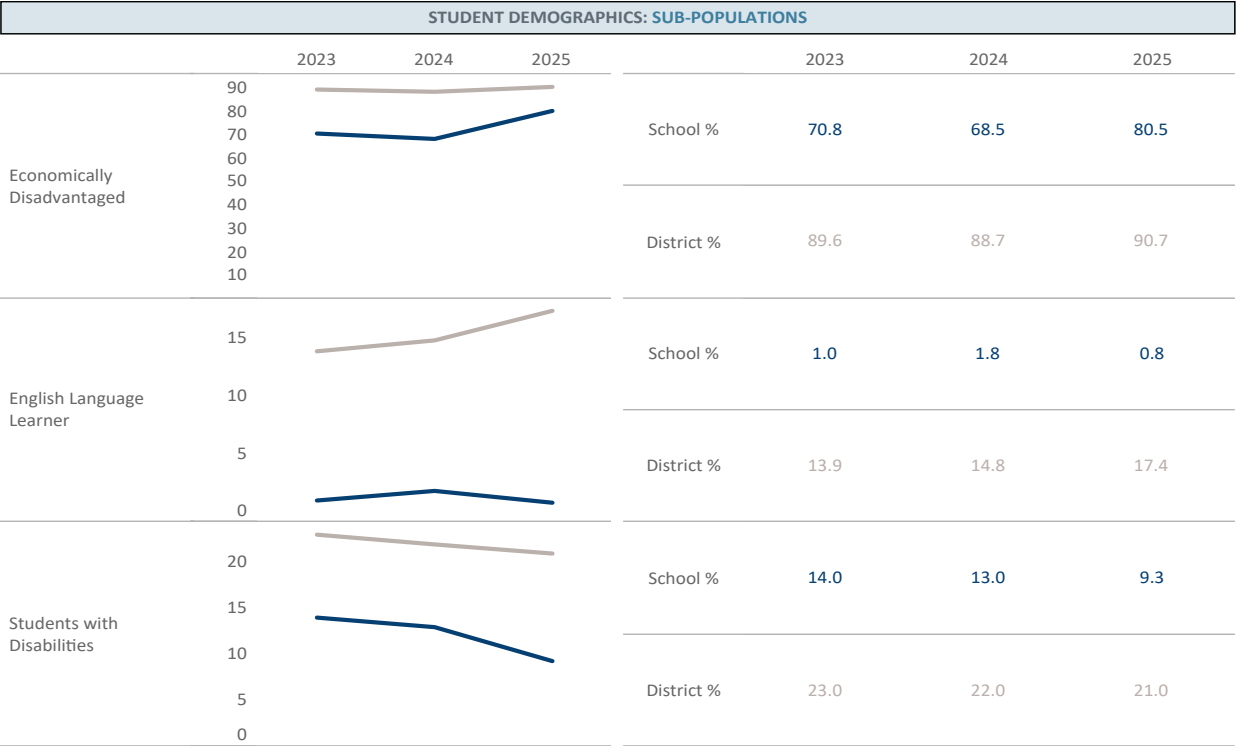
1. Source: The Institute’s board records at the time of report finalization.
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW



University Preparatory Charter School for Young Men

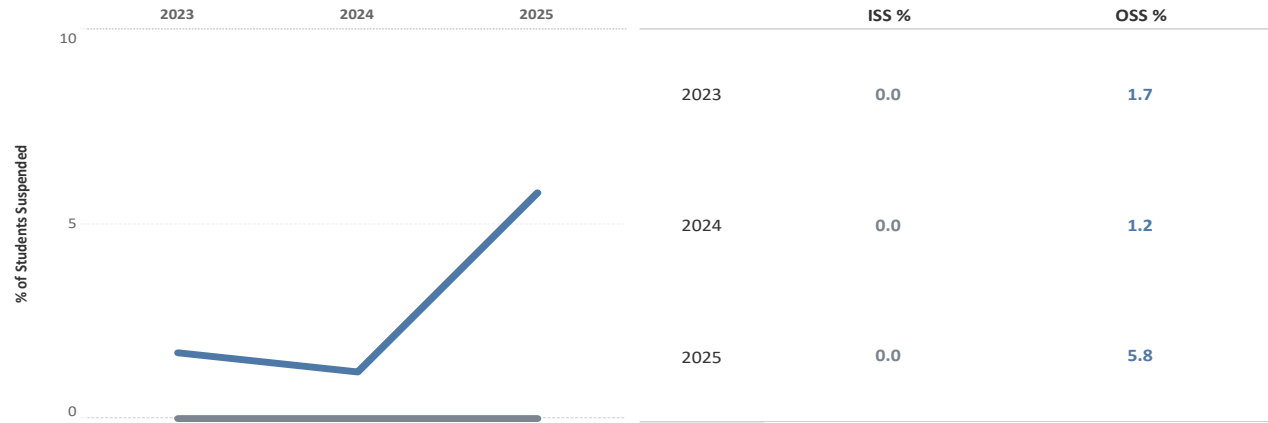
Rochester City School District



Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").



University Preparatory Charter School for Young Men



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 school each year

	2023	2024	2025
Expulsions	0	0	0

University Preparatory Charter School for Young Men's Enrollment and Retention
Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	86.3	80.5
	English Language Learners	16.3	0.8
	Students with Disabilities	19.0	9.3
Retention	Economically Disadvantaged	93.2	81.7
	English Language Learners	93.6	33.3
	Students with Disabilities	92.9	88.2

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by NYSED.

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2010-11	First Year	February 3, 2011
2011-12	Evaluation	October 13, 2011
2012-13	Evaluation	March 7 – 8, 2013
2014-15	Initial Renewal	November 18 – 19, 2014
2017-18	Subsequent Renewal	November 14 – 15, 2017
2021-22	Evaluation	May 3, 2022
2022-23	Subsequent Renewal	October 4 – 5, 2022
2024-25	Evaluation	April 22 – 23, 2025
2025-26	Leader Conversation Evaluation	October 3, 2025 April 16, 2026

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
April 16, 2026	Desree Cabrall-Njenga	School Evaluator
	Ali Foglia	School Evaluator
	Andrew Kile	Director of School Evaluation
	Kelli Peterson	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Fourth	Third Year of its Five Year Charter Term	Fall 2027

