



New York State Education Department

2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Buffalo Academy of Science Charter School

Renewal Site Visit Dates: October 23-24, 2024
Date of Final Draft Site Visit Report: March 19, 2025
Date of Final Site Visit Report: March 21, 2025

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SCHOOL DESCRIPTION

Charter School Summary¹

| | |
|--|--|
| Name of Charter School | Buffalo Academy of Science Charter School (BASCS) |
| Board Chair | Ismet Mamnoon |
| District of Location | Buffalo Public Schools |
| Initial Commencement of Instruction | Fall 2004 |
| Charter Terms | <ul style="list-style-type: none"> • Initial Term: January 12, 2004 – January 11, 2009 • First Renewal Term: January 12, 2009 – June 30, 2012 • Second Renewal Term: July 1, 2012 – June 30, 2015 • Third Renewal Term: July 1, 2015 – June 30, 2020 • Fourth Renewal Term: July 1, 2020 – June 30, 2025 |
| Current Term Authorized Grades/ Approved Enrollment | K – Grade 12 / 928 students |
| Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment | K – Grade 12 / 928 students |
| Comprehensive Management Service Provider | None |
| Facilities | <ul style="list-style-type: none"> • 18 Agassiz Circle, Buffalo, NY 14202 – Private Space (High School) • 89 Clare Street, Buffalo, NY 14206 – Private Space (Elementary School) • 100 Poplar Ave, Buffalo 14211 – Private Space (Middle School) |
| Mission Statement | <i>BuffSci/RocSci will provide an excellent K-12 academic experience that ensures all students are prepared for college and careers of the highest potential as academically, socially, emotionally and physically well-rounded and contributing citizens.</i> |
| Key Design Elements | <ul style="list-style-type: none"> • STEM-infused college preparatory curriculum to ensure our students are able to access 21st century careers. • Data-driven decision-making to ensure continuous improvement. • Challenging curriculum, proven to eliminate academic disparities, and higher graduation requirements including Honors classes, Advanced Placement classes, and Regents diploma with advanced designations. |

¹ The information in this section was provided by the NYS Education Department Charter School Office.

| | |
|---|--|
| | <ul style="list-style-type: none"> • Closing the gaps by providing instructional support for all students through intervention, special programs, remediation, tutoring, after-school enrichment, and instructional modifications that accelerate student movement between proficiency levels. • Character development with an emphasis on social-emotional learning and physical well-being. • Teacher training ensures ongoing, strong teacher professional development, coaching, mentorship, and professional learning communities that enable all teachers to be experts in their classrooms. • Teacher-family partnerships to ensure that students are best supported in and out of school. • College for all, with an emphasis on college planning and individual guidance counseling. |
| Requested Revisions (Revisions are not approved unless approved by the Board of Regents) | None |

Innovative and Noteworthy Programs: The Buffalo Academy of Science Charter School (BASCS) emphasizes character development education with specific focus on social-emotional learning and physical health and well-being. To support this endeavor, the school prioritizes family partnerships to ensure students are receiving support outside of school. The school's academic record is consistently good, as achievement on most of the English language arts (ELA), math, and science assessments for all students and subgroups continues to increase by substantial margins over the district of location. The school's Regents exam results, with two exceptions (Common Core Geometry and Living Environment), continue to outscore the State.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

(a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

(b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal based on its educational success. However, the school may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

| | Year 1 2020 to 2021 | Year 2 2021 to 2022 | Year 3 2022 to 2023 | Year 4 2023 to 2024 | Year 5 2024 to 2025 |
|----------------------------------|-------------------------------|------------------------|------------------------|------------------------|------------------------|
| Grade Configuration | K – Grade 3, Grades 5 – 12 | K – Grade 12 | K – Grade 12 | K – Grade 12 | K – Grade 12 |
| Total Approved Enrollment | 856 | 928 | 928 | 928 | 928 |

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

² This proposed chart was submitted by Buffalo Academy of Science Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

| | Year 1 2025 to 2026 | Year 2 2026 to 2027 | Year 3 2027 to 2028 | Year 4 2028 to 2029 | Year 5 2029 to 2030 |
|----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Grade Configuration | K – Grade 12 | K – Grade 12 | K – Grade 12 | K – Grade 12 | K – Grade 12 |
| Total Proposed Enrollment | 928 | 928 | 928 | 928 | 928 |

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school’s performance in three broad areas:

1. The school’s **academic success** and ability to operate in an educationally sound manner;
2. The school’s **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school’s faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A two-day renewal site visit was conducted at BASCS on October 23-24, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, academic committee, student ambassadors, the enrollment and recruitment committee, a parent panel, and a teacher focus group.

The team conducted twenty-one classroom observations in K – Grade 12. The observations were approximately 15 minutes in length and conducted jointly with the chief academic officer and school principals. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for the school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

| Level | Description |
|-----------------|---|
| Meets | The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted. |
| Approaches | The school does not meet the performance benchmark; a number of concerns are noted. |
| Falls Far Below | The school falls far below the performance benchmark; significant concerns are noted. |

**New York State Education Department
2019 Charter School Performance Framework Rating³**

| 2019 Performance Benchmark | | Level |
|-------------------------------|---|-------------------|
| Educational Success | Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher. | Meets |
| | Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement. | Meets |
| | Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school. | Meets |
| Organizational Soundness | Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators. | Meets |
| | Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices. | Meets |
| | Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter. | Meets |
| | Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations. | Meets |
| Faithfulness to Charter & Law | Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter. | Meets |
| | Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target. | Approaches |
| | Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter. | Meets |

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- BASCS is in year twenty of operation and serves 928 students in K – Grade 12. During its current charter term, the school is rated in the following manner: nine “Meets” and one “Approaches.” A summary of those ratings is provided below.
- **Strengths:** BASCS implements *Teach Like a Champion* (TLAC) pedagogical strategies with fidelity across all grade levels and content areas. Teachers receive ongoing professional development and feedback on the use of these techniques. The school recently purchased the former Medaille College campus to serve as its high school location, giving it access to more classroom space, as well as the possibility of enhanced science labs, a collegiate-style cafeteria, and an upgraded gymnasium. Due to high demand, BASCS currently has over 700 students on its waitlist. Following the virtual learning necessitated by COVID, BASCS crafted a three-year academic plan to help students recover from learning loss; the chief academic officer and principals expressed the belief that this plan was executed effectively and that students have rebounded academically.
- **Challenges:** Though the purchase of Medaille College has benefited the school, it has not come without hurdles, including the need to renovate the space to comply with Buffalo City requirements. Despite successfully implementing its academic COVID recovery plan, the school continues to see behavior and attendance lagging behind pre-COVID levels. The BASCS board lacks an effective self-evaluation tool and does not actively partner with any external organizations for ongoing professional development.

Benchmark 1: Student Performances

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

BASCS has consistently outperformed the district of location, Buffalo Public Schools, on the New York State Testing Program (NYSTP) 3-8 ELA and math assessments for All Students and all subgroups by double digit differentials. For 2023-2024, the school’s 42 percent proficiency for All Students exceeded the district of location by +17 percentage points in ELA and the school’s 41 percent proficiency in math also exceeded the district of location by +17 percentage points. Students with disabilities (SWD), English language learners (ELL), and economically disadvantaged (ED) students at BASCS all exceeded the district proficiency rates by +21, +34, and +24 percentage points for ELA, and +18, +34, and +21 percentage points for math, respectively.

High school cohort Regent’s testing outcomes exceed or match the district of location in ELA, math, science, and US History. The school’s 4-year cohort graduation rates consistently exceed NYS (with the exception of one year due to a reporting issue), and the school most recently graduated the 2020 cohort with a 95 percent graduation rate, +9 percentage points above NYS.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

| <u>Element</u> | <u>Indicators</u> |
|--------------------------------------|--|
| 1. Curriculum | <ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised. |
| 2. Instruction | <ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups. |
| 3. Assessment and Program Evaluation | <ul style="list-style-type: none">a. The school uses a system of formative, diagnostic, and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards. |
| | <ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. |

| <u>Element</u> | <u>Indicators</u> |
|---|--|
| 4. <i>Supports for Diverse Learners</i> | <p>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.</p> <p>c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p> |

Academic Program for Elementary School/Middle School/High School:

- For students in K-Grade 12, BASCS implements the *Understanding by Design* (UbD) framework that incorporates the New York State Learning Standards (NYSLs), while allowing teachers and coaches the flexibility to tailor curricula to meet the needs of their students – including students with special needs – and enhance learning outcomes.
- In addition to the UbD framework, BASCS uses *Teach Like A Champion* (TLAC) pedagogical techniques for students in K-Grade 12. Teachers receive annual training and year-round support on implementing these practices in the classroom.

Academic Program for Students with Disabilities (SWD) and English Language Learners (ELL):

- SWD:
 - BASCS employs a director of special education services who is responsible for compliance, collaborating with the Committee on Special Education (CSE), and partnering with external organizations for providing physical and occupational therapy.
- ELL:
 - BASCS has a total of 38 ELL students, roughly 90 percent of whom are Bangladeshi. The school primarily operates a push-in strategy for ELL, with ELL teachers collaborating with general education teachers to provide supports in the classroom. Depending on the needs of the student, a student may be pulled out of class for one-on-one instruction.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Curriculum***:

- **Indicator a:** The BASCS renewal application includes a table detailing the school’s curriculum and specific lists for K – Grade 4, Grades 5 – 8, and Grades 9 – 12. The application further states that the curricula in use are selected and designed using the *Understanding by Design* (UbD) framework, which incorporates all NYSLs and New York Bilingual Common Core standards. The UbD methodology encourages teachers to first identify learning outcomes and then backwards plan to create specific lessons and identify resource materials. During the October 2024 site visit, the BASCS academic committee explained how the chief academic officer and his team build their own scope and sequence to compliment the UbD curriculum and use it to determine curricular pacing. The team also vets the core curriculum against implementation in the classroom to determine when school-created materials are superior and when UbD materials are a better fit.

- **Indicator b:** The school's renewal application explains how teachers use UbD as a framework for collaborative planning to ensure that lessons are aligned horizontally and vertically. To ensure horizontal alignment, teachers and instructional specialists work together to create materials for each grade level. To ensure vertical alignment, BASCS creates time for cross grade level planning. The renewal application includes a chart detailing who engages in curriculum planning and when; the chart indicates that teachers, specialists, principals, administrators, and the board participate in different parts of the curriculum planning process.
- **Indicator c:** As part of the UbD collaborative planning process, content specific teachers co-plan with English language learner (ELL) and special education teachers as needed to ensure lessons and materials are differentiated to meet the needs of all learners. The renewal application states that BASCS uses supplemental materials to help differentiate lessons, and the curricular chart included in the renewal application indicates that supplemental materials are included in all curricula from K-Grade 12.
- **Indicator d:** According to the renewal application, BASCS reviews its curricula on a five-year cycle that coincides with the school's charter term and charter renewal; however, the application also states that the chief academic officer may perform a review the curricula prior to the culmination of the five-year cycle if classroom observations and student academic outcomes indicate that there is a need.

2. Element: **Instruction:**

- **Indicator a:** During meetings with the school leadership and academic committee focus groups, BASCS staff shared the school's model for co-planning and professional development. There are two instructional coaches apiece at the elementary, middle, and high school levels. Elementary teachers have weekly common planning periods that include SPED and ELL teachers; middle school teachers have collaborative interventions and planning periods; and high school teachers have common planning time for teachers in the same subject areas. BASCS also maintains a website called the "Hub," where materials are saved by content and grade level so that teachers can pull materials and adapt them as needed. There is a common lesson plan template saved on the Hub that is used by all teachers.
- **Indicator b:** BASCS uses TLAC strategies to foster instructional delivery that meets the needs of all learners. The school's renewal application states that BASCS teachers are trained on the TLAC model and required to implement all 10 of its core techniques:
 - 1) Entry Routine
 - 2) 100%
 - 3) Cold Call
 - 4) No Opt Out
 - 5) Sweat the Details
 - 6) Only Perfect
 - 7) Circulate
 - 8) Tight Transitions
 - 9) Do Now
 - 10) Seen Be Seen
- **Indicator c:** The academic committee shared that at all grade levels, BASCS teachers have common planning time, including time with special education and ELL teachers. During the special populations focus group, participants explained that the school employs a director of special education services and a director of special education instruction. The director of special

education services works with external service providers and the Buffalo CSE on management and compliance related issues, whereas the director of special education instruction works with teachers and coaches to differentiate lessons and materials and create Individualized Education Programs (IEPs).

- **Indicator d:** BASCS has an annual professional development plan encompassing various categories, including new and developing teacher professional development plans, summer institutes, weekly common planning / professional learning community (PLC) days, statewide and national conferences, mentorship programs, degree and certificate programs, and a leadership forum. These initiatives aim to prepare teachers to effectively develop students as critical thinkers, strong communicators, emotionally intelligent individuals, technology literates, contributing citizens, and learners equipped with 21st century skills.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The school's renewal application contains an assessment chart detailing numerous assessments used in K – Grade 12 and subdivided into sections for K – Grade 2, Grades 3 – 8, and Grades 9 – 12. The chart subdivides the types of assessments into five categories: screening; diagnostic; formative; progress/interim; and summative. The application explains that these assessments were selected because they are linked to the NYSLs, and they are given quarterly.
- **Indicator b:** The school's data coordinator is responsible for the process of conducting Regents and other NYS assessments, including data collection. The school's renewal application explains how data from these assessments is used by a variety of stakeholders including:
 - Teachers
 - The chief academic officer
 - Curriculum coaches and instructional specialists
 - Principals
 - The board of trustees
 - Families
 - Students
- **Indicator c:** During the October 2024 site visit, the chief academic officer shared an academic testing calendar detailing the schedule for formative and summative assessments, including school-created assessments, UbD assessments, and NYS exams. The chief academic officer explained how assessments are given at the same time each year to make comparative data more accurate. The academic committee also provided examples of qualitative student assessments, such as portfolios created in art class and virtual games created in coding class.
- **Indicator d:** The assessment chart included in the BASCS renewal application lists 25 assessments the school uses to evaluate student progress toward the NYSLs, including NYS assessments, evaluative tools aligned with specific curricula, and BASCS-created evaluations. The list is subdivided into five assessment categories, as described above in Indicator a, and also indicates which types of assessments are used at each grade level.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The BASCS renewal application includes a chart that details the processes whereby the school identifies students with special needs, including a process for identifying students prior to the beginning of the academic year and a process for identifying students during the academic year. The chart further details the services provided for students with special needs.

- BASCS additionally employs a director of special education instruction who oversees and coaches the school's five social workers and twelve special education teachers. This staff member manages IEP creation and implementation, as well as the response to intervention (RTI) process.
- ELL teachers have common planning time with general education teachers.
- The application also states that BASCS follows NYSED guidelines for ELL screening, identification, placement, and review. The academic committee focus group has a strong relationship with the Buffalo City School CSE, as they have intentionally aligned the school's internal process for identifying students with special needs with the CSE's process.
- **Indicator b:** BASCS employs a director of special education services and a director of special education instruction who collaborate with the school's English as a new language (ENL) and special education teachers, as well as the school's five social workers to provide services to students with special needs. Additionally, there is a director of social-emotional learning who oversees the RTI program.
- **Indicator c:** The chief academic officer collaborates with the directors of special education services and instruction, as well as other members of the student support team, to monitor special education programs including the needs of individual students. Special education and ELL teachers plan collaboratively with content-specific teachers to modify lesson plans and other materials as needed.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

| <u>Element</u> | <u>Indicators</u> |
|---|---|
| 1. Measures of Culture, Climate, and Student Engagement | <p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p> |

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

| <i>Element</i> | <i>Indicators</i> |
|---|--|
| 2. <i>Behavior Management and Safety</i> | <p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p> |
| 3. <i>Family Engagement and Communication</i> | <p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p> |
| 4. <i>Social-Emotional and Mental Health Supports</i> | <p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> |

| | |
|--|--|
| | e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify. |
|--|--|

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** The foundation of the BASCS student attendance policy is to “know the whereabouts of every student for safety and other reasons.” Whenever a student is absent, the school reaches out to the family to determine the reason for the absence, whether it is excused or unexcused, and if written permission is needed. The assistant principal is responsible for tracking attendance data and ensuring appropriate outreach and follow up is done. Built-in check-ins from the school occur whenever students reach three, five, and ten absences. At three absences, the family receives outreach from the assistant principal; at five absences the family is mailed a letter detailing the absences and possible academic impact; at ten unexcused absences, the school social worker becomes involved to identify needs and possible supports. If necessary, the school will make a referral to Child Protective Services (CPS).
- **Indicator b:** The assistant principal is responsible for school discipline; however, according to the special populations focus group, the process of making disciplinary decisions is a collaborative effort, and students will go through RTI prior to a possible suspension. BASCS implements a restorative justice program, and there is a problem-solving room (PSR) at the elementary, middle, and high school sites staffed by a counselor who has been trained on restorative circles. Students must complete a restorative circle prior to returning to class from the PSR. BASCS has 45-minute social-emotional learning classes once weekly. BASCS also implements a positive behavioral interventions and supports (PBIS) system to incentivize student attendance and behavior.
- **Indicator c:** BASCS previously used the NYSED CSO school culture survey; however, the school recently transitioned to its own internally created survey aligned with the CSO survey. Following the October 2024 renewal site visit, the BASCS leadership team shared the results of the October 2024 surveys for the elementary, middle, and high schools. The BASCS survey is conducted twice annually, once in the fall and once in the spring.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** BASCS implements a whole school, restorative justice behavior system, including PBIS, to incentivize student attendance and behavior. Each year, all stakeholders including parents, students, and teachers must read and sign a copy of the school’s code of conduct. According to the school’s renewal application, the school’s code of conduct incorporates the board-approved *Policy No. 8190 Discipline Rules and Due Processes*. This policy is not defined in the renewal application and was not cited during the site visit. The renewal application also

describes the importance of using TLAC techniques to create classroom environments dedicated to learning and free of disruptions.

- **Indicator b:** BASCS employs a social-emotional director who is responsible for overseeing RTI. High school hall monitors and school social workers are included in the school's RTI intervention process and share notes with the social-emotional director who uses this data to inform other RTI decisions and interventions.
- **Indicator c:** During the October 2024 site visit, the site visit team visited the three BASCS campuses at their three distinct locations. At each location, the facility was well-lit and clean. Students were in class, and transitions from classroom to classroom were orderly. At the high school facility, hall monitors oversee transitions, address minor issues, and serve as level one RTI interventionists.
- **Indicator d:** At each of its facilities – elementary, middle, and high school – a social worker serves as the Dignity for All Students Act (DASA) coordinator. Each location also has a dean of students and a restorative justice coordinator to oversee and implement the school's restorative justice program and track behavioral data. According to the school's renewal application, these individuals receive annual professional development on DASA.
- **Indicator e:** During the October 2024 site visit, the site visit team observed 21 classrooms. The team noted that TLAC strategies were being used in each classroom and that students were generally engaged and focused on the lesson. There were minimal disruptions.

3. Element: ***Family Engagement and Communication:***

- **Indicator a:** BASCS utilizes the SchoolTool app to communicate with parents; the app can be used 24/7 so parents are able to send messages to teachers and administrators at any time. However, the school primarily relies on students and ELL teachers to communicate with non-English speaking parents and families in their preferred languages.
- **Indicator b:** BASCS uses SchoolTool as its primary mode of communication with parents and families; however, the school also sends home newsletters, flyers, and other hard copy communications. Both the school's renewal application and staff during the teacher focus group and student support focus group used the term "triad" in reference to the primary stakeholders: students, parents, and teachers. This triad is one of the school's key design elements. Staff cited the importance of working in partnership with families and listed examples of in-person events such as science, technology, engineering, and mathematics (STEM) and robotics competitions, student performances, and a new health and wellness fair that will become an annual event. During the parent focus group, parents mentioned attending weekly tea with the principal and shared anecdotes about contacting staff directly. BASCS employs one of its recent graduates as an administrative assistant, and she oversees the school's social media, including family communication and recruitment initiatives.
- **Indicator c:** According to the school's renewal application, BASCS conducts an annual climate survey and staff and parents are encouraged to work together to address issues. During both the teacher focus group and the parent focus group, participants shared anecdotes about working collaboratively to resolve concerns.
- **Indicator d:** There is a link to the school's public complaint and grievance policy on the BASCS website. According to the school's renewal application, annual climate surveys are also used to analyze and respond to complaints.
- **Indicator e:** There is a link to the NYSED report card on the homepage of the BASCS webpage;; however, the link was not updated at the time of the visit.

- **Indicator f:** The BASCS NYSED report card is shared publicly via the school’s website, however at the time of the site visit the link was not current.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** BASCS employs a director of special education services, a director of special education instruction, five social workers, and twelve special education teachers. Each facility – elementary, middle, and high school – has a PSR staffed by a counselor trained in restorative justice practices. BASCS implements the Second Step curriculum for social-emotional learning.
- **Indicator b:** The director of special education instruction is responsible for overseeing the special education program including coaching, IEP creation, and data collection and analysis. The director of special education instruction also works with the chief academic officer to review and analyze data. The SchoolTool app is used to collect data on student attendance, grades, and behavior, and this information can be shared for consideration for RTI or other supports.
- **Indicator c:** The academic committee, comprising the chief academic officer and elementary, middle, and high school coaches, conducts an annual review of the curriculum including lesson plans and materials and intervention materials for students with special needs. Based on the outcome of the review, any necessary adjustments to the curriculum can be made.
- **Indicator d:** According to the BASCS renewal application, BASCS provides both internal and external professional development for staff focused on social-emotional learning. The school partners with Horizon Health for suicide prevention courses and uses a train-the-trainer model so assistant principals can receive support on the Second Step curriculum and turnkey it to coach staff. Social workers, including social work interns, attend year-round training including identifying and working with external partner organizations to provide supports to students with special needs. During the teacher and academic committee focus groups, participants described how teachers and administrators work together to identify teacher growth areas and professional development opportunities, including sessions on how to best support students with special needs.
- **Indicator e:** The school’s renewal application identifies the McKinney-Vento coordinator.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

Summative Evidence for Benchmark 4:

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <https://www.nysed.gov/charter-schools/charter-schools-directory>

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Buffalo Academy of Science Charter School is part of the Buffalo Academy of Science Charter School education corporation. Buffalo Academy of Science Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the education corporation’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. Buffalo Academy of Science Charter School’s 2023-2024 composite score is 1.51.

**Composite Scores
2019-2020 to 2023-2024**

| <i>Year</i> | <i>Composite Score</i> |
|--------------------|-------------------------------|
| 2019-2020 | 0.98 |
| 2020-2021 | 2.17 |
| 2021-2022 | 2.20 |
| 2022-2023 | 0.76 |
| 2023-2024 | 1.51 |

The education corporation is subject to ASC 842 lease accounting principles effective FY 22-23 due to entering into a long-term finance lease. ASC 842 requires the entire lease to be recorded as a liability, the right-of-use to be recorded as an asset, and an amortized functional expense to be reflected in the financial statements. The net result produces a negative impact to the composite score that disproportionately affects education corporations with very long-term leases. In addition, Buffalo Academy of Science Charter School transferred a substantial amount of assets to BRASS Foundation in 22-23 to facilitate building purchases and upgrades. Otherwise, the education corporation has adequate cash flow to support operations.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Buffalo Academy of Science Charter School’s 2023-2024 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has remained consistent as "Meets."

1. Element: **Board Oversight and Governance:**

- **Indicator a:** According to the school's renewal application, the board uses an annual performance self-evaluation tool that is linked to the NYSED Charter School Performance Framework. The renewal application states that the board uses a similar tool to annually evaluate the school's

executive director. During the October 2024 site visit, the site visit team met with a board of trustees focus group. The group explained how the self-evaluation is conducted annually at the board retreat and how a 360-degree evaluation tool linked to the NYSED CSO Performance Framework is used to evaluate the executive director so that input can be solicited from all stakeholders.

- **Indicator b:** According to the school's renewal application, the board actively recruits new members who have skill sets perceived as important by the board with an emphasis on ensuring the board is representative of the Buffalo community and student population served by the school. BASCS has an unofficial advisory board, and when there are no open board seats, prospective members can be invited to join the advisory board and then be elevated to membership on the board when a position opens. During the board focus group, the board stated that it believes its membership is reflective of the student population the school serves. In particular, the board cited the number of Indian and Bangladeshi board members vis-à-vis the student population. The board is actively seeking new members with legal backgrounds and experience.
- **Indicator c:** The board focus group described its scope of activities as including active engagement in 1) policy development, 2) fiscal oversight, 3) compliance, 4) school activities, 5) progress toward academic goals, and 6) community relationships.
- **Indicator d:** The board has a Strategic Planning Committee, which is responsible for reviewing student performance and progress toward the school's goals and key design elements. The Strategic Planning Committee reports regularly to the full board. During the board focus group, members reported that the strategic plan was last used to expand into Rochester, and that a new and updated strategic plan linked to the CSO evaluation metric is necessary.
- **Indicator e:** According to the school's renewal application, board members are required to read school policies annually, and the board reviews those policies collectively on an annual basis. Policy changes may occur because of new legal requirements, fiscal constraints or opportunities, or if the board deems policies to be outdated or ineffective. Potential revisions are approved by the school's attorney and voted on by the board before being submitted to NYSED for final approval.
- **Indicator f:** According to the school's renewal application, at least one member of the board attends every meeting of the Western New York Charter School Association, an organization that provides professional development and board training. During the board focus group, the board disclosed that it was not currently partnering with an external organization for ongoing professional development.
- **Indicator g:** The board understands that it is responsible for governance and oversight, while leaving day-to-day management of the school to the school's leadership. During the board focus group, the board repeatedly mentioned its current capital campaign to raise more funding to secure its new facilities at the former Medaille College campus.
- **Indicator h:** During the board focus group, the board demonstrated its familiarity with the Charter School Performance Framework and reiterated that the framework is the foundation for the board's own self-evaluation and its tool for evaluating the executive director.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

| <u>Element</u> | <u>Indicators</u> |
|--------------------------------|---|
| 1. <i>School Leadership</i> | <p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p> |
| 2. <i>Professional Climate</i> | <p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p> |
| | <p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> |

| <u>Element</u> | <u>Indicators</u> |
|---|--|
| 3. <i>Contractual Relationships (if applicable)</i> | b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship. |

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***School Leadership:***

- **Indicator a:** As stated in the school’s renewal application, the BASCS leadership team comprises the following positions: an executive director; a chief financial officer; a chief talent officer; a chief academic officer; a chief of operations; a director of special education; an ELL coordinator; a data and intervention coordinator; and the school’s building principals. The school’s mission and vision are posted on the homepage of the school’s website. During the teacher focus group, teachers repeatedly cited strong relationships with administration, saying that the school community felt like a family; one teacher said, “I’m never leaving.” During this focus group, teachers often used language found in the school’s renewal application, indicating alignment between internal and external messaging.
- **Indicator b:** The school’s renewal application contains a chart outlining communication plans and methods for teachers, parents and families, students, and other stakeholders. The chart includes information on myriad forms of outreach to each group of stakeholders and when leadership will solicit input and feedback from those stakeholders. BASCS primarily uses the SchoolTool app for communicating with parents and families, but also utilizes hard copy flyers and social media. During the leadership team focus group, school leaders explained how there are weekly, monthly, and quarterly leadership meetings to ensure alignment and smooth working relationships and decision making.
- **Indicator c:** According to the school’s renewal application, BASCS has a board-approved personnel hiring policies and procedures manual that is used to set hiring standards. In the renewal application, the school states that it believes its coaching and assessment program has led to higher teacher retention rates and lower levels of staff turnover. The renewal application also states that BASCS participates in Buffalo/Erie Area Teacher Recruitment Days and other hiring fairs. During the board focus group, board members explained that they had worked hard to strengthen the school’s internal hiring pipeline but want to further improve this process to promote from within.
- **Indicator d:** The school leader evaluation tool is rooted in the NYSED Charter School Performance Framework. This was confirmed by the board focus group.

2. Element: ***Professional Climate:***

- **Indicator a:** The school’s renewal application includes a chart detailing the roles of each member of the school’s leadership team, including information on whether the individual supports regular educational initiatives, interventions and special education programs, student and parent support, administrative and governance responsibilities, or fiscal oversight. The school leadership

focus group outlined how their meetings are designed to ensure collaborative working relationships, while avoiding replication of responsibilities or conflicts.

- **Indicator b:** BASCS has an annual professional development plan designed to include year-round support for early-career teachers, summer training institutes, weekly common planning time, mentorship programs, a leadership forum, and a tuition-reimbursement plan for staff pursuing advanced degrees. Additionally, the school's principals and coaches work with teachers to identify areas of continuing growth and find appropriate professional development opportunities for teachers to hone those skills.
- **Indicator c:** The school's renewal application includes a chart listing the school's non-leadership staff, including teachers and non-instructional staff, and whether those staff are involved in educational, operational, communication, or financial positions.
- **Indicator d:** According to the school's renewal application, BASCS uses the UbD curricular framework, which creates explicit opportunities for collaboration and co-planning via a holistic approach to curriculum creation. The application states that general instruction teachers collaborate with special education teachers to differentiate lesson plans and the chief academic officer observes and facilitates co-planning efforts.
- **Indicator e:** The school's renewal application includes a chart detailing the roles played by the principals, assistant principals, the data coordinator, and the chief academic officer in supervising and supporting teachers, planning and leading professional development, and data analysis. During the school leadership focus group, school leaders reaffirmed how they use meetings to foster collaboration and avoid duplication of responsibilities.
- **Indicator f:** The school's renewal application lists four manners in which the school solicits and incorporates teacher feedback: classroom walkthroughs and observations; beginning-of-year, mid-year, and end-of-year evaluation conferences; post-professional development feedback surveys; and an annual school climate and culture survey. The application also states that the school views staff retention rates as a metric of staff satisfaction.

3. Element: ***Contractual Relationships:***

- **Indicator a:** n/a
- **Indicator b:** n/a

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

| <u>Element</u> | <u>Indicators</u> |
|---|---|
| 1. <i>Mission and Key Design Elements</i> | <p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p> |

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Mission and Key Design Elements:***

- **Indicator a:** The school’s mission statement is “to provide an excellent K-12 academic experience that ensures all students are prepared for college and careers of the highest potential as academically, socially, emotionally, and physically well-rounded and contributing citizens.” In the renewal application, it is stated that “School stakeholders take the school’s mission and key design elements seriously and have further defined what each element includes and what it looks like effectively implemented.” Focus group discussions and classroom observations demonstrated common understanding of the mission and key design elements, particularly those related to the STEM-infused college preparatory curriculum, data-driven decision-making, challenging curriculum, and instructional support. Character development, teacher training, and parents as partners were present; however, not as obviously so. The “college for all” key design element was a topic of discussion, particularly due to increased interest in providing career and technical education (CTE) programs.
- **Indicator b:** The school’s renewal application lists eight key design elements. These align with but are worded slightly differently than the key design elements listed on the school’s website.
 - STEM-infused college preparatory curriculum
 - Data-driven decision-making and continuous improvement
 - Challenging curriculum—proven to eliminate academic disparities—and higher graduation requirements including honors classes, Advanced Placement classes, Regents diploma with advanced designations, and Regents Seal of Biliteracy
 - Closing the gaps by providing instructional support for all students through intervention, special programs, remediation, tutoring, after-school enrichment, and instructional modifications that accelerate student movement between proficiency levels
 - Character development, social-emotional-physical well-being, and healthy lifestyles

- Teacher training—ongoing, strong teacher professional development, coaching, mentorship, and professional learning communities enabling all teachers to be highly qualified and highly competent
- Parents as partners, partnership-and-participation atmosphere, and student-parent-teacher triads
- College for all, college planning, and individual guidance counseling

Evidence of the implementation of each of the key design elements, with one exception, was found in the focus group discussions, classroom observations, and examination of documents on site. The exception, “College for all,” is under consideration by the board and school leaders in light of current trends toward offering CTE programs and the acknowledgment that not every student will benefit from a college education.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

| <u>Element</u> | <u>Indicators</u> |
|-------------------------------|---|
| 1. <i>Targets are met</i> | a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter. |
| 2. <i>Targets are not met</i> | <p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p> |

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to subgroup enrollment rates remaining below those of the Buffalo Public schools, the district of location.

1. Element: **Targets are met:**

- **Indicator a:** BASCS is enrolled at 97 percent of its contracted 928 students. BASCS’s rate of ED enrollment outpaces the district of location by +5 percentage points. The school’s retention rates overall and for each subgroup closely approach that of the district of location: overall is -2 percentage points, SWD is also -2, ELL is -1, and ED is -1.

2. Element: **Targets are not met:**

- **Indicator a:** BASCS has consistently under-enrolled SWD and ELL students over the course of the charter term. In 2023-2024, the school’s SWD and ELL enrollment lagged the district of location by -9 and -10 percentage points, respectively.
- **Indicator b:** The school’s renewal application lists eight actions BASCS has taken to recruit students including ELL, SWD, and ED.
 - Radio ads, including Spanish-language radio

- Television ads and TV showcases
- Newspaper ads, including non-English language newspapers
- Targeted mailings
- Handing out flyers at nonprofits, community organizations, and pre-K and Head Start programs
- Presentations at community partner organizations
- Door-to-door outreach

During the October 2024 site visit, the site visit team met with the student recruitment focus group, including the enrollment and student recruitment coordinator and administrative assistant who is a recent graduate of BASCS. They explained how BASCS has implemented a weighted lottery for ELL and students with disabilities. The focus group described how they take paper applications to events and assist families with completing them in person when possible. They host coffee and tea meetings at the school facilities and utilize student ambassadors to give tours and serve as representatives of the school. According to the recruitment focus group, BASCS currently has a waitlist of over 700 students.

- **Indicator c:** The school's renewal application details how BASCS has built in three checkpoints for staff review of student recruitment data, ensuring that outreach efforts are recalibrated accordingly. The first checkpoint is on April 5, the second on June 3, and the final on September 7. At the time of these checkpoints, staff review student retention data and craft individual retention plans, if necessary.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

| <u>Element</u> | <u>Indicators</u> |
|----------------------------|---|
| 1. <i>Legal Compliance</i> | <ul style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise. |

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: **Legal Compliance:**

- **Indicator a:** The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter. BASCS is in regular contact with NYSED regarding any potential compliance issues or the need to make any changes to its charter. According to the BASCS renewal application, the board conducts an annual review of all benchmarks in the NYSED Charter School Performance Framework.
- **Indicator b:** BASCS was issued a Notice of Deficiency in March 2019 regarding under-enrollment of SWD and ELL students. The school submitted a corrective action plan later in the spring of 2019. Since that time, SWD enrollment increased from -10 to -9 percentage points when compared to the district, but ELL enrollment remains at -10 percentage points below the district of location.

- **Indicator c:** Analysis of the faculty/staff report submitted with the school's 2023-2024 Annual Report showed the school to be in compliance with teacher certification statutory requirements. The school has a plan for any teacher without certification to become fully certified within established timeframes.
- **Indicator d:** The school's renewal application details the process by which the school seeks revisions including approval from the school's attorney and executive director, full board approval, and submission to NYSED for final authorization.
- **Indicator e:** BASCS is currently enrolled at 97 percent capacity with 902 of 928 spots filled. During its current charter term, 81 percent of applicants were not enrolled due to high demand. The school maintains a strong waitlist.
- **Indicator f:** The school's renewal application states that the BASCS attorney, along with the executive director, is responsible for approving any proposed charter revisions prior to submission to NYSED for final authorization. The application further states that the attorney and executive director are primarily responsible for remaining abreast of any legal or regulatory changes that might necessitate action by the school. The school contacts the CSO with questions regarding legal concerns when necessary.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

BEDS Code

140600860861

2023-2024 Enrollment

902

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

| | |
|--|---------------------------------------|
| School District of Location: | BUFFALO CSD |
| Total Public School Enrollment of Resident Students attending Charter Schools: | 27% |
| Additional School District: (if applicable)* | - |
| Total Public School Enrollment of Resident Students attending Charter Schools: | - |
| Grades Served: | K-12 |
| Address: | 24 AGASSIZ CIRCLE, BUFFALO, NY, 14214 |
| Website: | www.buffsci.org |
| RIC: | ERIE/WESTERN/WNYRIC |
| Regents Region: | WESTERN |
| Regent: | Catherine Collins |
| Active Date: | 7/1/2004 |
| Authorizer: | REGENTS |
| CEO: | DR. JOSEPH POLAT |
| CEO Phone: | 716-854-2490 |
| CEO Email: | polat@buffsci.org |
| BOT President: | MS. ISMET MAMNOON |
| BOT President Phone: | 716-335-1191 |
| BOT President Email: | ismet@innovationbound.com |
| Institution ID: | 800000057454 |

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

| | |
|------------------------|---------------------|
| Regional Liaison: | Susan Gibbons |
| Performance Framework: | 2019 |
| Current Term: | 07/01/20 - 06/30/25 |
| 2020-2021 | Check-in |
| 2021-2022 | Check-in |
| 2022-2023 | Check-in |
| 2023-2024 | Check-in |
| 2024-2025 | Renewal |

| Benchmark Rating | Year of Rating |
|------------------|----------------|
| BM1 | |
| BM2 | |
| BM3 | |
| BM4 | |
| BM5 | |
| BM6 | |
| BM7 | |
| BM8 | |
| BM9 | |
| BM10 | |

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

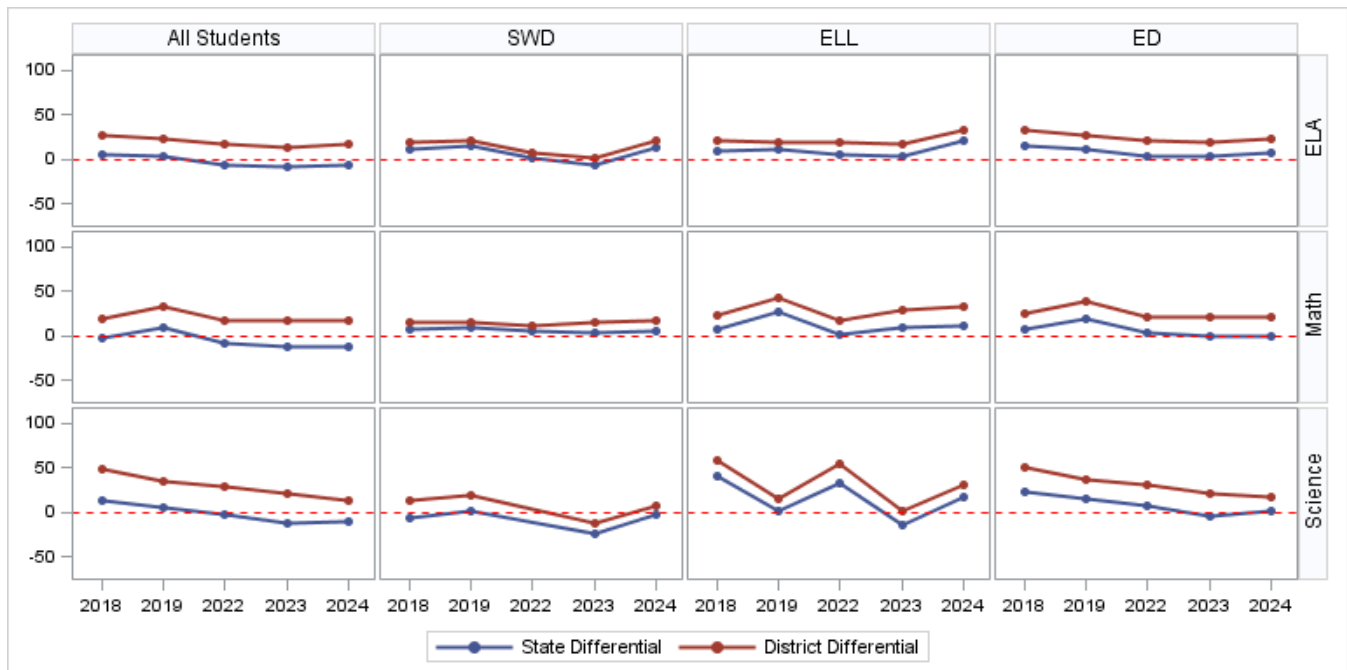
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

| Buffalo Academy of Science CS | ELA | | | | Math | | | |
|-------------------------------|--------------|-----|-----|-----|--------------|-----|-----|-----|
| | All Students | SWD | ELL | ED | All Students | SWD | ELL | ED |
| 2017-2018 | 65% | 51% | 53% | 66% | 52% | 34% | 48% | 53% |
| 2018-2019 | 51% | 45% | 41% | 52% | 62% | 39% | 60% | 62% |
| 2021-2022 | 54% | 29% | 42% | 53% | 27% | 0% | 21% | 26% |
| 2022-2023 | 55% | 27% | 50% | 55% | 54% | 50% | 52% | 53% |
| 2023-2024 | 53% | 43% | 61% | 53% | 50% | 50% | 64% | 50% |

*See NOTES (2), (3), (7), and (8).

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Buffalo Science Academy CS and Buffalo Public Schools



*See NOTES (1), (2), (3), and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

| | | ELA | | | | | Math | | | | | Science | | | | |
|--------------|------|-------------------------------|------------------------|-----------------------|-----|------------------|-------------------------------|------------------------|-----------------------|-----|------------------|-------------------------------|------------------------|-----------------------|-----|------------------|
| | | Buffalo Academy of Science CS | Buffalo Public Schools | District Differential | NYS | NYS Differential | Buffalo Academy of Science CS | Buffalo Public Schools | District Differential | NYS | NYS Differential | Buffalo Academy of Science CS | Buffalo Public Schools | District Differential | NYS | NYS Differential |
| All Students | 2018 | 48% | 21% | +27 | 43% | +5 | 38% | 19% | +19 | 41% | -3 | 73% | 25% | +48 | 59% | +14 |
| | 2019 | 46% | 22% | +24 | 43% | +3 | 53% | 19% | +34 | 44% | +9 | 62% | 27% | +35 | 56% | +6 |
| | 2022 | 41% | 24% | +17 | 47% | -6 | 32% | 15% | +17 | 39% | -7 | 67% | 38% | +29 | 69% | -2 |
| | 2023 | 41% | 27% | +14 | 48% | -7 | 40% | 22% | +18 | 51% | -11 | 37% | 16% | +21 | 48% | -11 |
| | 2024 | 42% | 25% | +17 | 47% | -5 | 41% | 24% | +17 | 52% | -11 | 26% | 12% | +14 | 35% | -9 |
| SWD | 2018 | 25% | 6% | +19 | 14% | 11 | 21% | 5% | +16 | 14% | +7 | 27% | 13% | +14 | 32% | -5 |
| | 2019 | 29% | 7% | +22 | 13% | +16 | 24% | 8% | +16 | 14% | +10 | 31% | 12% | +19 | 29% | +2 |
| | 2022 | 17% | 9% | +8 | 16% | 1 | 19% | 7% | +12 | 14% | +5 | . | . | . | . | . |
| | 2023 | 13% | 11% | +2 | 19% | -6 | 26% | 10% | +16 | 23% | +3 | 0% | 11% | -11 | 24% | -24 |
| | 2024 | 32% | 11% | +21 | 18% | +14 | 31% | 13% | +18 | 25% | +6 | 13% | 6% | +7 | 15% | -2 |
| ELL | 2018 | 29% | 8% | +21 | 20% | +9 | 30% | 7% | +23 | 23% | +7 | 73% | 15% | +58 | 31% | +42 |
| | 2019 | 30% | 11% | +19 | 19% | +11 | 53% | 10% | +43 | 25% | +28 | 29% | 14% | +15 | 27% | +2 |
| | 2022 | 35% | 15% | +20 | 29% | 6 | 26% | 8% | +18 | 25% | +1 | 83% | 28% | +55 | 50% | +33 |
| | 2023 | 33% | 16% | +17 | 29% | +4 | 43% | 14% | +29 | 34% | 9 | 9% | 7% | +2 | 22% | -13 |
| | 2024 | 48% | 14% | +34 | 26% | +22 | 49% | 15% | +34 | 37% | 12 | 38% | 6% | +32 | 20% | +18 |
| ED | 2018 | 49% | 16% | +33 | 34% | +15 | 39% | 13% | +26 | 31% | +8 | 73% | 22% | +51 | 49% | +24 |
| | 2019 | 45% | 17% | +28 | 34% | +11 | 53% | 14% | +39 | 34% | +19 | 61% | 24% | +37 | 46% | +15 |
| | 2022 | 41% | 19% | +22 | 37% | +4 | 32% | 11% | +21 | 28% | +4 | 67% | 35% | +32 | 59% | +8 |
| | 2023 | 41% | 22% | +19 | 38% | +3 | 39% | 17% | +22 | 40% | -1 | 36% | 14% | +22 | 40% | -4 |
| | 2024 | 44% | 20% | +24 | 37% | +7 | 41% | 20% | +21 | 42% | -1 | 27% | 10% | +17 | 26% | +1 |

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

| All Students | | ELA | | | | | Math | | | | | Science | | | | |
|--------------|------|-------------------------------|------------------------|--------------------------|-----|---------------------|-------------------------------|------------------------|--------------------------|-----|---------------------|-------------------------------|------------------------|--------------------------|-----|---------------------|
| | | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District | NYS | Differential to NYS |
| Grade 3 | 2022 | 43% | 24% | +19 | 46% | -3 | 48% | 23% | +25 | 48% | 0 | . | . | . | . | . |
| | 2023 | 46% | 27% | +19 | 45% | +1 | 47% | 24% | +23 | 54% | -7 | . | . | . | . | . |
| | 2024 | 39% | 22% | +17 | 43% | -4 | 42% | 26% | +16 | 54% | -12 | . | . | . | . | . |
| Grade 4 | 2022 | 36% | 19% | +17 | 42% | -6 | 34% | 15% | +19 | 43% | -9 | 85% | 52% | +33 | 80% | +5 |
| | 2023 | 39% | 26% | +13 | 49% | -10 | 29% | 24% | +5 | 54% | -25 | . | . | . | . | . |
| | 2024 | 39% | 26% | +13 | 47% | -8 | 47% | 27% | +20 | 58% | -11 | . | . | . | . | . |
| Grade 5 | 2018 | 43% | 16% | +27 | 37% | +6 | 39% | 18% | +21 | 44% | -5 | . | . | . | . | . |
| | 2019 | 28% | 18% | +10 | 38% | -10 | 55% | 20% | +35 | 46% | +9 | . | . | . | . | . |
| | 2022 | 27% | 16% | +11 | 38% | -11 | 30% | 14% | +16 | 37% | -7 | . | . | . | . | . |
| | 2023 | 49% | 24% | +25 | 45% | +4 | 35% | 19% | +16 | 50% | -15 | . | . | . | . | . |
| | 2024 | 32% | 20% | +12 | 44% | -12 | 29% | 19% | +10 | 49% | -20 | 24% | 13% | +11 | 35% | -11 |
| Grade 6 | 2018 | 54% | 25% | +29 | 49% | +5 | 33% | 23% | +10 | 44% | -11 | . | . | . | . | . |
| | 2019 | 64% | 26% | +38 | 47% | +17 | 43% | 22% | +21 | 47% | -4 | . | . | . | . | . |
| | 2022 | 40% | 36% | +4 | 57% | -17 | 21% | 17% | +4 | 39% | -18 | . | . | . | . | . |
| | 2023 | 32% | 28% | +4 | 46% | -14 | 39% | 25% | +14 | 48% | -9 | . | . | . | . | . |
| Grade 7 | 2024 | 42% | 24% | +18 | 44% | -2 | 36% | 27% | +9 | 51% | -15 | . | . | . | . | . |
| | 2018 | 39% | 19% | +20 | 40% | -1 | 34% | 19% | +15 | 42% | -8 | . | . | . | . | . |
| | 2019 | 37% | 18% | +19 | 40% | -3 | 52% | 16% | +36 | 44% | +8 | . | . | . | . | . |
| | 2022 | 38% | 23% | +15 | 48% | -10 | 23% | 11% | +12 | 36% | -13 | . | . | . | . | . |
| | 2023 | 42% | 27% | +15 | 48% | -6 | 49% | 24% | +25 | 52% | -3 | . | . | . | . | . |
| Grade 8 | 2024 | 45% | 32% | +13 | 50% | -5 | 56% | 30% | +26 | 57% | -1 | . | . | . | . | . |
| | 2018 | 56% | 25% | +31 | 48% | +8 | 47% | 14% | +33 | 30% | +17 | 73% | 25% | +48 | 59% | +14 |
| | 2019 | 54% | 27% | +27 | 48% | +6 | 63% | 17% | +46 | 34% | +29 | 62% | 27% | +35 | 56% | +6 |
| | 2022 | 66% | 28% | +38 | 50% | 16 | 39% | 12% | +27 | 26% | +13 | 61% | 17% | +44 | 50% | +11 |
| | 2023 | 41% | 32% | +9 | 56% | -15 | 39% | 13% | +26 | 43% | -4 | 37% | 16% | +21 | 48% | -11 |
| | 2024 | 56% | 26% | +30 | 52% | +4 | 34% | 13% | +21 | 41% | -7 | 29% | 11% | +18 | 34% | -5 |

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

| | | All Students | | | | SWD | | | | ELL | | | | ED | | | |
|-------------------------------------|-----------|----------------------|-------------------------------|------|---------------------|----------------------|-------------------------------|------|---------------------|----------------------|-------------------------------|------|---------------------|----------------------|-------------------------------|------|---------------------|
| | | Total Charter Tested | Buffalo Academy of Science CS | NYS | Differential to NYS | Total Charter Tested | Buffalo Academy of Science CS | NYS | Differential to NYS | Total Charter Tested | Buffalo Academy of Science CS | NYS | Differential to NYS | Total Charter Tested | Buffalo Academy of Science CS | NYS | Differential to NYS |
| Algebra I | 2023-2024 | 60 | 55% | 53% | +2 | 11 | 36% | 33% | +3 | 9 | 56% | 34% | +22 | 57 | 56% | 44% | +12 |
| Algebra I (Common Core) | 2019-2020 | 93 | 98% | 93% | +5 | 23 | 91% | 90% | +1 | 12 | 100% | 90% | +10 | 87 | 98% | 92% | +6 |
| | 2020-2021 | 84 | 99% | 97% | 2 | 13 | 100% | 96% | +4 | 11 | 91% | 98% | -7 | 75 | 99% | 97% | +2 |
| | 2021-2022 | 73 | 71% | 63% | +8 | 8 | 25% | 42% | -17 | 8 | 75% | 46% | +29 | 61 | 72% | 56% | +16 |
| | 2022-2023 | 66 | 65% | 57% | +8 | 7 | 57% | 35% | +22 | 11 | 55% | 40% | +15 | 55 | 67% | 50% | +17 |
| Algebra II (Common Core) | 2019-2020 | 54 | 100% | 99% | +1 | . | . | . | . | . | . | . | . | 52 | 100% | 99% | +1 |
| | 2020-2021 | 30 | 100% | 100% | 0 | . | . | . | . | . | . | . | . | 26 | 100% | 100% | 0 |
| | 2021-2022 | 29 | 59% | 68% | -9 | . | . | . | . | . | . | . | . | 26 | 58% | 54% | +4 |
| | 2022-2023 | 43 | 74% | 64% | +10 | . | . | . | . | . | . | . | . | 41 | 76% | 48% | +28 |
| English Language Arts (Common Core) | 2023-2024 | 23 | 91% | 74% | +17 | . | . | . | . | . | . | . | . | 23 | 91% | 61% | +30 |
| | 2019-2020 | 74 | 97% | 96% | +1 | 8 | 75% | 91% | -16 | 10 | 100% | 89% | +11 | 68 | 97% | 94% | +3 |
| | 2020-2021 | 60 | 98% | 99% | -1 | 6 | 100% | 98% | +2 | 5 | 100% | 98% | +2 | 55 | 98% | 99% | -1 |
| | 2021-2022 | 65 | 77% | 84% | -7 | 12 | 75% | 63% | +12 | . | . | . | . | 61 | 77% | 78% | -1 |
| Geometry (Common Core) | 2022-2023 | 83 | 63% | 77% | -14 | 10 | 30% | 52% | -22 | 13 | 38% | 40% | -2 | 80 | 61% | 69% | -8 |
| | 2023-2024 | 75 | 87% | 78% | +9 | 6 | 83% | 57% | +26 | 10 | 70% | 42% | +28 | 75 | 87% | 71% | +16 |
| | 2019-2020 | 86 | 97% | 98% | -1 | 13 | 92% | 97% | -5 | 6 | 100% | 97% | +3 | 81 | 96% | 97% | -1 |
| | 2020-2021 | 80 | 100% | 100% | 0 | 18 | 100% | 100% | 0 | 12 | 100% | 100% | 0 | 72 | 100% | 100% | 0 |
| Global History | 2021-2022 | 39 | 31% | 57% | -26 | . | . | . | . | . | . | . | . | 36 | 28% | 44% | -16 |
| | 2022-2023 | 42 | 29% | 53% | -24 | . | . | . | . | . | . | . | . | 41 | 27% | 39% | -12 |
| | 2023-2024 | 29 | 55% | 57% | -2 | . | . | . | . | . | . | . | . | 28 | 57% | 43% | +14 |
| | 2020-2021 | 74 | 100% | 100% | 0 | 16 | 100% | 100% | 0 | 9 | 100% | 100% | 0 | 66 | 100% | 100% | 0 |
| Global History Transition | 2021-2022 | 75 | 65% | 81% | -16 | 8 | 25% | 57% | -32 | 7 | 86% | 63% | +23 | 68 | 65% | 74% | -9 |
| | 2022-2023 | 77 | 58% | 74% | -16 | 8 | 25% | 44% | -19 | 12 | 50% | 48% | +2 | 72 | 60% | 64% | -4 |
| | 2023-2024 | 66 | 77% | 77% | 0 | 5 | . | 50% | -50 | 6 | 67% | 54% | +13 | 64 | 77% | 68% | +9 |
| | 2019-2020 | 26 | 27% | 84% | -57 | . | . | . | . | . | . | . | . | 26 | 27% | 80% | -53 |
| Living Environment | 2019-2020 | 104 | 98% | 96% | +2 | 28 | 100% | 93% | +7 | 13 | 85% | 94% | -9 | 96 | 98% | 95% | +3 |
| | 2020-2021 | 77 | 99% | 98% | +1 | 9 | 100% | 97% | +3 | 11 | 91% | 98% | -7 | 68 | 99% | 98% | +1 |
| | 2021-2022 | 68 | 62% | 76% | -14 | 6 | 33% | 53% | -20 | 7 | 71% | 51% | +20 | 55 | 64% | 67% | -3 |
| | 2022-2023 | 62 | 52% | 63% | -11 | . | . | . | . | 12 | 50% | 35% | +15 | 56 | 50% | 52% | -2 |
| Physical Setting / Chemistry | 2023-2024 | 66 | 52% | 59% | -7 | 9 | 33% | 33% | 0 | 8 | 50% | 32% | +18 | 65 | 51% | 47% | +4 |
| | 2019-2020 | 8 | 100% | 98% | +2 | . | . | . | . | . | . | . | . | 8 | 100% | 98% | +2 |
| | 2020-2021 | 15 | 100% | 100% | 0 | . | . | . | . | . | . | . | . | 13 | 100% | 100% | 0 |
| | 2022-2023 | 18 | 100% | 65% | +35 | . | . | . | . | . | . | . | . | 18 | 100% | 50% | +50 |
| Physical Setting / Earth Science | 2023-2024 | 8 | 100% | 65% | +35 | . | . | . | . | . | . | . | . | 8 | 100% | 51% | +49 |
| | 2019-2020 | 76 | 100% | 97% | +3 | 12 | 100% | 95% | +5 | 7 | 100% | 96% | +4 | 71 | 100% | 96% | +4 |
| | 2020-2021 | 82 | 100% | 98% | +2 | 18 | 100% | 98% | +2 | 12 | 100% | 99% | +1 | 74 | 100% | 98% | +2 |
| | 2021-2022 | 47 | 85% | 61% | +24 | . | . | . | . | 5 | 80% | 37% | +43 | 42 | 83% | 50% | +33 |
| Physical Setting / Physics | 2022-2023 | 45 | 91% | 60% | +31 | . | . | . | . | . | . | . | . | 40 | 93% | 49% | +44 |
| | 2023-2024 | 24 | 92% | 62% | +30 | . | . | . | . | . | . | . | . | 23 | 91% | 51% | +40 |
| | 2019-2020 | 6 | 100% | 100% | 0 | . | . | . | . | . | . | . | . | . | . | . | . |
| | 2023-2024 | 13 | 85% | 74% | +11 | . | . | . | . | . | . | . | . | 13 | 85% | 63% | +22 |
| US History and Government | 2019-2020 | 81 | 98% | 97% | +1 | 11 | 82% | 93% | -11 | 10 | 100% | 92% | +8 | 77 | 97% | 95% | +2 |
| | 2020-2021 | 59 | 100% | 100% | 0 | 6 | 100% | 100% | 0 | 5 | 100% | 100% | 0 | 53 | 100% | 100% | 0 |
| | 2022-2023 | 73 | 79% | 82% | -3 | 7 | 43% | 60% | -17 | 11 | 55% | 60% | -5 | 70 | 79% | 74% | +5 |
| | 2023-2024 | 63 | 95% | 79% | +16 | . | . | . | . | 8 | 88% | 57% | +31 | 63 | 95% | 71% | +24 |

*See NOTES (1), (2), (3), (4), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

| | | All Students | | | | SWD | | | | ELL | | | | ED | | | |
|----------------|------|----------------------|-------------------------------|-----|---------------------|----------------------|-------------------------------|-----|---------------------|----------------------|-------------------------------|-----|---------------------|----------------------|-------------------------------|-----|---------------------|
| | | Charter Total Cohort | Buffalo Academy of Science CS | NYS | Differential to NYS | Charter Total Cohort | Buffalo Academy of Science CS | NYS | Differential to NYS | Charter Total Cohort | Buffalo Academy of Science CS | NYS | Differential to NYS | Charter Total Cohort | Buffalo Academy of Science CS | NYS | Differential to NYS |
| ELA | 2016 | 73 | 93% | 88% | +5 | 8 | 50% | 66% | -16 | 6 | 100% | 69% | +31 | 71 | 93% | 84% | +9 |
| | 2017 | 64 | 97% | 89% | +8 | . | . | . | . | 7 | 100% | 75% | +25 | 60 | 98% | 86% | +12 |
| | 2018 | 69 | 83% | 87% | -4 | 6 | 83% | 71% | +12 | 5 | 100% | 68% | +32 | 63 | 83% | 83% | 0 |
| | 2019 | 68 | 72% | 81% | -9 | 10 | 70% | 56% | +14 | 6 | 33% | 54% | -21 | 67 | 73% | 75% | -2 |
| | 2020 | 73 | 81% | 80% | +1 | 8 | 63% | 52% | +11 | 7 | 71% | 44% | +27 | 73 | 81% | 74% | +7 |
| Global History | 2016 | 73 | 79% | 84% | -5 | 8 | 25% | 60% | -35 | 6 | 67% | 63% | +4 | 71 | 79% | 80% | -1 |
| | 2017 | 64 | 63% | 87% | -24 | . | . | . | . | 7 | 29% | 69% | -40 | 60 | 63% | 84% | -21 |
| | 2018 | 69 | 4% | 86% | -82 | 6 | 0% | 72% | -72 | 5 | 0% | 68% | -68 | 63 | 3% | 83% | -80 |
| | 2019 | 68 | 93% | 82% | +11 | 10 | 100% | 68% | +32 | 6 | 50% | 63% | -13 | 67 | 93% | 79% | +14 |
| | 2020 | 73 | 71% | 74% | -3 | 8 | 38% | 45% | -7 | 7 | 57% | 42% | +15 | 73 | 71% | 65% | +6 |
| Math | 2016 | 73 | 96% | 88% | +8 | 8 | 75% | 64% | +11 | 6 | 100% | 72% | +28 | 71 | 96% | 85% | +11 |
| | 2017 | 64 | 98% | 90% | +8 | . | . | . | . | 7 | 100% | 79% | +21 | 60 | 100% | 88% | +12 |
| | 2018 | 69 | 97% | 91% | +6 | 6 | 83% | 76% | +7 | 5 | 100% | 78% | +22 | 63 | 97% | 89% | +8 |
| | 2019 | 68 | 100% | 90% | +10 | 10 | 100% | 74% | +26 | 6 | 100% | 73% | +27 | 67 | 100% | 87% | +13 |
| | 2020 | 73 | 92% | 84% | +8 | 8 | 88% | 61% | +27 | 7 | 71% | 62% | +9 | 73 | 92% | 79% | +13 |
| Science | 2016 | 73 | 96% | 87% | +9 | 8 | 63% | 64% | -1 | 6 | 100% | 66% | +34 | 71 | 96% | 83% | +13 |
| | 2017 | 64 | 97% | 90% | +7 | . | . | . | . | 7 | 100% | 74% | +26 | 60 | 100% | 87% | +13 |
| | 2018 | 69 | 100% | 91% | +9 | 6 | 100% | 77% | +23 | 5 | 100% | 73% | +27 | 63 | 100% | 88% | +12 |
| | 2019 | 68 | 100% | 90% | +10 | 10 | 100% | 77% | +23 | 6 | 100% | 70% | +30 | 67 | 100% | 88% | +12 |
| | 2020 | 73 | 90% | 87% | +3 | 8 | 88% | 71% | +17 | 7 | 86% | 60% | +26 | 73 | 90% | 83% | +7 |
| US History | 2016 | 73 | 92% | 84% | +8 | 8 | 50% | 61% | -11 | 6 | 100% | 61% | +39 | 71 | 92% | 79% | +13 |
| | 2017 | 64 | 97% | 85% | +12 | . | . | . | . | 7 | 100% | 67% | +33 | 60 | 98% | 81% | +17 |
| | 2018 | 69 | 84% | 84% | 0 | 6 | 83% | 69% | +14 | 5 | 100% | 67% | +33 | 63 | 83% | 80% | +3 |
| | 2019 | 68 | 3% | 80% | -77 | 10 | 0% | 64% | -64 | 6 | 17% | 64% | -47 | 67 | 3% | 76% | -73 |
| | 2020 | 73 | 74% | 74% | 0 | 8 | 50% | 47% | +3 | 7 | 43% | 48% | -5 | 73 | 74% | 66% | +8 |

*See NOTES (1), (2), (3), (4), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

| | | All Students | | | | SWD | | | | ELL | | | | ED | | | |
|-------------|--------|----------------------|-------------------------------|-----|---------------------|----------------------|-------------------------------|-----|---------------------|----------------------|-------------------------------|-----|---------------------|----------------------|-------------------------------|-----|---------------------|
| | | Charter Total Cohort | Buffalo Academy of Science CS | NYS | Differential to NYS | Charter Total Cohort | Buffalo Academy of Science CS | NYS | Differential to NYS | Charter Total Cohort | Buffalo Academy of Science CS | NYS | Differential to NYS | Charter Total Cohort | Buffalo Academy of Science CS | NYS | Differential to NYS |
| 2016 Cohort | 4 Year | 73 | 97% | 85% | +12 | 8 | 100% | 63% | +37 | 6 | 100% | 63% | +37 | 71 | 97% | 80% | +17 |
| | 5 Year | 73 | 97% | 88% | +9 | 8 | 100% | 69% | +31 | 6 | 100% | 70% | +30 | 71 | 97% | 83% | +14 |
| | 6 Year | 76 | 93% | 89% | +4 | 8 | 100% | 72% | +28 | 6 | 100% | 71% | +29 | 73 | 95% | 85% | +10 |
| 2017 Cohort | 4 Year | 64 | 94% | 86% | +8 | . | . | . | . | 7 | 86% | 70% | +16 | 60 | 95% | 81% | +14 |
| | 5 Year | 61 | 98% | 89% | +9 | . | . | . | . | 6 | 100% | 75% | +25 | 56 | 100% | 85% | +15 |
| | 6 Year | 61 | 98% | 90% | +8 | . | . | . | . | 6 | 100% | 76% | +24 | 56 | 100% | 86% | +14 |
| 2018 Cohort | 4 Year | 69 | 1% | 87% | -86 | 6 | 0% | 69% | -69 | 5 | 0% | 70% | -70 | 63 | 2% | 82% | -80 |
| | 5 Year | 68 | 96% | 89% | +7 | 6 | 100% | 74% | +26 | 5 | 100% | 74% | +26 | 63 | 95% | 85% | +10 |
| | 6 Year | 68 | 96% | 90% | +6 | 6 | 100% | 75% | +25 | 5 | 100% | 76% | +24 | 63 | 95% | 86% | +9 |
| 2019 Cohort | 4 Year | 68 | 93% | 86% | +7 | 10 | 90% | 69% | +21 | 6 | 83% | 68% | +15 | 67 | 94% | 82% | +12 |
| | 5 Year | 67 | 94% | 89% | +5 | 10 | 90% | 73% | +17 | 6 | 83% | 72% | +11 | 66 | 95% | 85% | +10 |
| 2020 Cohort | 4 Year | 73 | 95% | 86% | +9 | 8 | 100% | 69% | +31 | 7 | 86% | 64% | +22 | 73 | 95% | 81% | +14 |

*See NOTES (2) and (3).

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

| Buffalo Academy of Science CS | All Students | | | SWD | | | ELL | | | ED | | |
|-------------------------------|----------------------|----------------|----------|----------------------|----------------|----------|----------------------|----------------|----------|----------------------|----------------|----------|
| | Charter Total Cohort | Total On-Track | On-Track | Charter Total Cohort | Total On-Track | On-Track | Charter Total Cohort | Total On-Track | On-Track | Charter Total Cohort | Total On-Track | On-Track |
| 2017 | 65 | 63 | 97% | 7 | 6 | 86% | 8 | 7 | 88% | 61 | 60 | 98% |
| 2018 | 70 | 60 | 86% | 7 | 6 | 86% | 6 | 5 | 83% | 63 | 54 | 86% |
| 2019 | 70 | 66 | 94% | 11 | 11 | 100% | 5 | 4 | 80% | 65 | 61 | 94% |
| 2020 | 77 | 60 | 78% | 8 | 5 | 63% | 10 | 6 | 60% | 75 | 58 | 77% |
| 2021 | 66 | 54 | 82% | . | . | . | 8 | 5 | 63% | 65 | 54 | 83% |

*See NOTES (2), (3), and (9).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

| Buffalo Academy of Science CS | Contracted Enrollment | Reported Enrollment | Percent of Contracted Enrollment |
|-------------------------------|-----------------------|---------------------|----------------------------------|
| 2019-2020 | 784 | 769 | 98% |
| 2020-2021 | 856 | 905 | 106% |
| 2021-2022 | 928 | 933 | 101% |
| 2022-2023 | 928 | 877 | 95% |
| 2023-2024 | 928 | 902 | 97% |

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

| | SWD | | | ELL | | | ED | | |
|-----------|-------------------------------|------------------------|--------------------------|-------------------------------|------------------------|--------------------------|-------------------------------|------------------------|--------------------------|
| | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District |
| 2019-2020 | 13% | 23% | -10 | 11% | 21% | -10 | 90% | 81% | +9 |
| 2020-2021 | 12% | 22% | -10 | 13% | 21% | -8 | 83% | 81% | +2 |
| 2021-2022 | 12% | 22% | -10 | 11% | 22% | -11 | 90% | 78% | +12 |
| 2022-2023 | 14% | 23% | -9 | 13% | 22% | -9 | 95% | 84% | +11 |
| 2023-2024 | 15% | 24% | -9 | 13% | 23% | -10 | 92% | 87% | +5 |

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

| | All Students | | | SWD | | | ELL | | | ED | | |
|-----------|-------------------------------|------------------------|--------------------------|-------------------------------|------------------------|--------------------------|-------------------------------|------------------------|--------------------------|-------------------------------|------------------------|--------------------------|
| | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District | Buffalo Academy of Science CS | Buffalo Public Schools | Differential to District |
| 2019-2020 | 82% | 88% | -6 | 77% | 89% | -12 | 87% | 87% | 0 | 84% | 88% | -4 |
| 2020-2021 | 89% | 90% | -1 | 82% | 91% | -9 | 95% | 91% | +4 | 90% | 90% | 0 |
| 2021-2022 | 87% | 89% | -2 | 86% | 89% | -3 | 89% | 90% | -1 | 87% | 89% | -2 |
| 2022-2023 | 81% | 87% | -6 | 79% | 88% | -9 | 87% | 88% | -1 | 82% | 87% | -5 |
| 2023-2024 | 86% | 88% | -2 | 86% | 88% | -2 | 88% | 89% | -1 | 87% | 88% | -1 |

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.



Charter School Fiscal Accountability Summary

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

| 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|-----------|-----------|---------|---------|---------|
| K-2, 5-12 | K-3, 5-12 | K-12 | K-12 | K-12 |
| K-12 | K-12 | K-12 | K-12 | K-12 |
| 784 | 856 | 928 | 928 | 928 |
| 928 | 928 | 928 | 928 | 928 |
| 770 | 906 | 935 | 881 | 903 |

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

| | | | | |
|---------|-----------|-----------|-----------|-----------|
| 244,312 | 1,357,718 | 2,735,799 | 3,123,834 | 6,901,012 |
| 359,151 | 1,541,675 | 1,020,493 | 1,505,392 | 1,936,873 |
| - | 87,399 | 104,574 | 17,912 | 20,414 |
| 99,164 | 128,272 | 1,774 | 858,901 | - |
| 702,627 | 3,115,064 | 3,862,640 | 5,506,039 | 8,858,299 |

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

| | | | | |
|------------|------------|------------|------------|------------|
| 10,139,844 | 11,572,861 | 16,224,916 | 33,418,092 | 46,890,987 |
| - | 232,064 | 3,436 | - | 206,981 |
| 13,158 | 3,158 | 23,158 | - | 1,115,000 |
| 76,158 | 76,173 | 1,226,914 | 201,352 | - |
| 10,229,160 | 11,884,256 | 17,478,424 | 33,619,444 | 48,212,968 |
| 10,931,787 | 14,999,320 | 21,341,064 | 39,125,483 | 57,071,267 |

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 145,896 | 383,534 | 300,432 | 356,032 | 1,022,309 |
| 1,087,784 | 840,518 | 1,429,757 | 1,644,975 | 1,903,122 |
| - | - | 500,000 | - | 153,140 |
| - | - | - | 2,547 | - |
| 924,271 | 762,746 | 388,617 | 1,581,246 | 2,464,919 |
| 2,157,951 | 1,986,798 | 2,618,806 | 3,584,800 | 5,543,490 |

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities
Total Long-Term Liabilities
Total Liabilities

| | | | | |
|-----------|-----------|------------|------------|------------|
| - | - | - | - | - |
| 4,689,656 | 5,808,667 | 9,753,046 | 30,803,361 | 46,149,407 |
| 4,689,656 | 5,808,667 | 9,753,046 | 30,803,361 | 46,149,407 |
| 6,847,607 | 7,795,465 | 12,371,852 | 34,388,161 | 51,692,897 |

NET ASSETS

Unrestricted

Restricted

Total Net Assets

| | | | | |
|------------|------------|------------|------------|------------|
| 4,030,886 | 7,128,061 | 8,893,418 | 4,661,528 | 5,288,370 |
| 53,294 | 75,794 | 75,794 | 75,794 | 90,000 |
| 4,084,180 | 7,203,855 | 8,969,212 | 4,737,322 | 5,378,370 |
| 10,931,787 | 14,999,320 | 21,341,064 | 39,125,483 | 57,071,267 |

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income
Total Operating Revenue

| | | | | |
|------------|------------|------------|------------|------------|
| 10,171,589 | 12,602,071 | 15,089,886 | 16,761,109 | 19,437,567 |
| 291,453 | 482,652 | 603,456 | 1,078,670 | 1,353,081 |
| - | - | - | - | - |
| 341,566 | 2,127,869 | 3,547,300 | 3,650,983 | 2,067,338 |
| 277,423 | 267,001 | 167,769 | 59,066 | 202,664 |
| 42,004 | 1,268,025 | - | 60,613 | - |
| 11,124,035 | 16,747,618 | 19,408,411 | 21,610,441 | 23,060,650 |

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses
Total Program Services

| | | | | |
|-----------|------------|------------|------------|------------|
| 9,055,184 | 10,508,937 | 12,113,899 | 13,192,417 | 15,447,909 |
| 316,563 | 355,573 | 1,120,413 | 1,124,639 | 867,616 |
| 117,310 | 441,815 | 1,261,695 | 3,396,596 | 2,792,941 |
| 9,489,057 | 11,306,325 | 14,496,007 | 17,713,652 | 19,108,466 |

Supporting Services

Management and General
Fundraising
Total Support Services

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1,763,361 | 2,657,818 | 3,845,400 | 4,195,989 | 3,619,659 |
| - | - | - | - | - |
| 1,763,361 | 2,657,818 | 3,845,400 | 4,195,989 | 3,619,659 |

Total Expenses

Surplus/Deficit from Operations

| | | | | |
|------------|------------|------------|------------|------------|
| 11,252,418 | 13,964,143 | 18,341,407 | 21,909,641 | 22,728,125 |
| (128,383) | 2,783,475 | 1,067,004 | (299,200) | 332,525 |

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

| | | | | |
|----------|---------|---------|---------|---------|
| - | - | 36,776 | - | - |
| 259,845 | 338,200 | 661,577 | 690,813 | 109,398 |
| - | - | - | - | - |
| (17,963) | (2,000) | - | 246,322 | 199,125 |

Total Support and Other Revenue

Change in Net Assets

Net Assets - Beginning of Year

Net Assets - End of Year

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 241,882 | 336,200 | 698,353 | 937,135 | 308,523 |
| 113,499 | 3,119,675 | 1,765,357 | 637,935 | 641,048 |
| 3,970,681 | 4,084,180 | 7,203,855 | 8,969,212 | 4,737,322 |
| 4,084,180 | 7,203,855 | 8,969,212 | 9,607,147 | 5,378,370 |

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue
Total Revenue

| | | | | |
|--------|--------|--------|--------|--------|
| 14,447 | 18,485 | 20,758 | 24,529 | 25,538 |
| 314 | 371 | 747 | 1,064 | 342 |
| 14,761 | 18,856 | 21,505 | 25,593 | 25,879 |

Expenses - Per Pupil

Program Services
Management and General, Fundraising
Total Expenses

| | | | | |
|--------|--------|--------|--------|--------|
| 12,323 | 12,479 | 15,504 | 20,106 | 21,161 |
| 2,290 | 2,934 | 4,113 | 4,763 | 4,008 |
| 14,614 | 15,413 | 19,617 | 24,869 | 25,170 |

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses

| | | | | |
|-------|-------|-------|-------|-------|
| 84.3% | 81.0% | 79.0% | 80.8% | 84.1% |
| 15.7% | 19.0% | 21.0% | 19.2% | 15.9% |
| 1.0% | 22.3% | 9.6% | 2.9% | 2.8% |

FINANCIAL COMPOSITE SCORE

Composite Score

BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: -1.0 - 0.9

| | | | | |
|----------|--------|--------|------------------|--------|
| 0.98 | 2.17 | 2.20 | 0.76 | 1.51 |
| Adequate | Strong | Strong | Needs Monitoring | Strong |

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 1.2

| | | | | |
|------------------------|----------------|----------------|----------------|----------------|
| (1,455,324) | 1,128,266 | 1,243,834 | 1,921,239 | 3,314,809 |
| 0.3 | 1.6 | 1.5 | 1.5 | 1.6 |
| Does Not Meet Standard | Meets Standard | Meets Standard | Meets Standard | Meets Standard |

DEBT TO ASSET

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

| | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 0.6 | 0.5 | 0.6 | 0.9 | 0.9 |
| Meets Standard | Meets Standard | Meets Standard | Meets Standard | Meets Standard |

CASH POSITION

Days of Cash

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

| | | | | |
|------------------------|------------------------|------------------------|------------------------|----------------|
| 7.9 | 35.5 | 54.4 | 52.0 | 110.8 |
| Does Not Meet Standard | Does Not Meet Standard | Does Not Meet Standard | Does Not Meet Standard | Meets Standard |

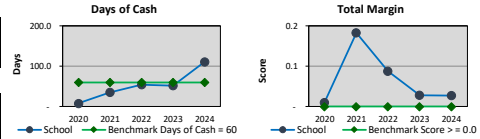
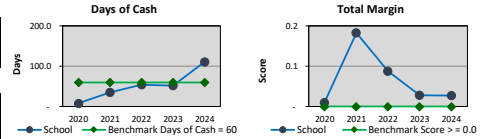
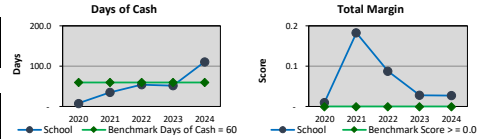
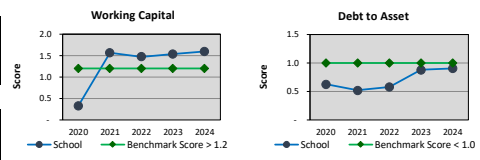
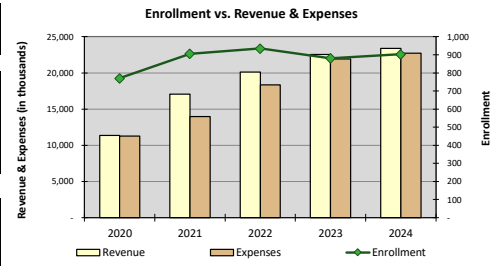
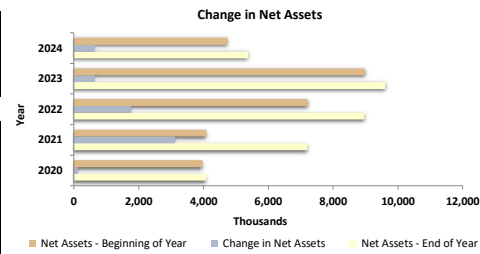
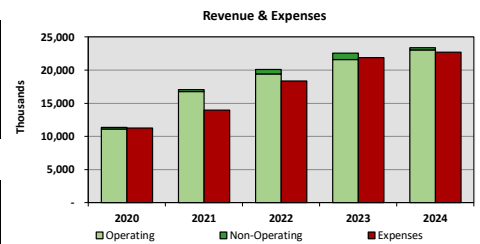
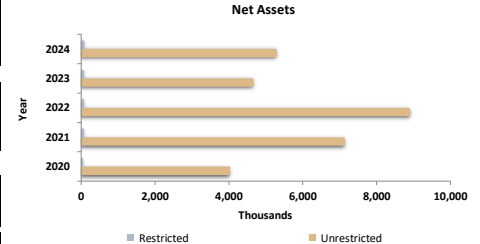
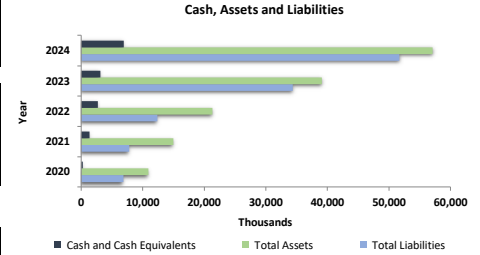
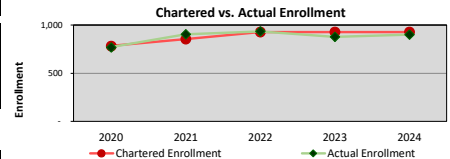
TOTAL MARGIN

Total Margin Ratio

BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

| | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 0.0 | 0.2 | 0.1 | 0.0 | 0.0 |
| Meets Standard | Meets Standard | Meets Standard | Meets Standard | Meets Standard |



AUDITED FINANCIALS

FISCAL ANALYSIS

STATEMENT OF FINANCIAL POSITION

STATEMENT OF ACTIVITIES

RATIOS, BENCHMARKS and FINDINGS