



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 II

Renewal Site Visit Dates: November 13-14, 2024
Date of Final Draft Site Visit Report: February 13, 2025
Date of Final Site Visit Report: February 24, 2025

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
CharterSchools@nysed.gov
518-474-1762

Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	5
BENCHMARK ANALYSIS	6
SUMMARY OF FINDINGS.....	8
BENCHMARK 1: STUDENT PERFORMANCE.....	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT	14
BENCHMARK 4: FINANCIAL CONDITION	19
BENCHMARK 5: FINANCIAL MANAGEMENT	21
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	22
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	24
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	27
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	29
BENCHMARK 10: LEGAL COMPLIANCE	30
 ATTACHMENT 1: 2025 NYSED CHARTER SCHOOL INFORMATION DASHBOARD	
 ATTACHMENT 2: 2024 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD	

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Buffalo Academy of Science Charter School II (BASCS II)
Board Chair	Ismet Mamnoon
District of Location	Buffalo Public Schools
Initial Commencement of Instruction	Fall 2020
Charter Terms	<ul style="list-style-type: none"> Initial Term: August 28, 2020 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5, Grades 9 – 12 / 720 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 12 / 936 students
Comprehensive Management Service Provider	None
Facilities	335 Doat Street, Buffalo, NY 14211 – Private Space (K – Grade 5) 24 Agassiz Circle, Buffalo NY 14202 – Private Space (Grades 9 – 12)
Mission Statement	<i>Buffalo Academy of Science Charter School II is a tuition-free, college preparatory public charter school whose mission 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.</i>
Key Design Elements	<ul style="list-style-type: none"> STEM-infused Data-driven decision making and continuous improvement Challenging curriculum Closing the gaps Character development Teacher training Parents as partners College for all
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> To increase its grade span to include Grades 6 – 8 thereby completing the school's grade continuum from Grades K–12,; and to make a corresponding increase to its authorized enrollment from 720 students to 936 students by year four of the renewal charter term.

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

Innovative and Noteworthy Programs: The Buffalo Academy of Science Charter School II's (BASCS II) focus on continuous improvement is reflected in the academic performance of its students, the culture of the school, and the stability of staff.

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 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
Grade Configuration	K – Grade 1	K – Grade 2, Grade 9	K – Grade 3, Grades 9 – 10	K – Grade 4, Grades 9 – 11	K – Grade 5, Grades 9 – 12
Total Approved Enrollment	88	248	432	576	720

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

	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 6, Grades 9 – 12	K – Grade 7, Grades 9 – 12	K – Grade 12	K – Grade 12	K – Grade 12
Total Proposed Enrollment	792	864	936	936	936

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,

² This proposed chart was submitted by the Buffalo Academy of Science Charter School II 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.

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 II on November 13 – 14, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, teachers, special populations staff, parents, and students.

The team conducted twenty-four classroom observations in K – Grade 5 and Grades 9 – 12. The observations were approximately 20 minutes in length and conducted jointly with the principal and chief academic officer (CAO). 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, and CSO site visit memos.

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 II is in year five of operation and serves students in K – Grade 5 and Grades 9 – 12. This charter school has received check-in site visits only since opening. Therefore, there are no previous benchmark ratings with which to compare the school’s progress. The school is currently rated in the following manner: nine “Meets” and one “Approaches.” A summary of those ratings is provided below.
- **Strengths:** The school’s academic performance is strong, with the exception of the students with disabilities (SWD) subgroup. There is a pervading sense of community throughout the school, according to all stakeholders interviewed. Administration is described as being supportive of staff and families, focusing on continuous improvement for all students. The board is knowledgeable and engaged with school operations.
- **Challenges:** The school has not met all of the subgroup enrollment targets, although overall enrollment is within the required parameters.

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:

This relatively new school has had testing grades for two school years, 2022-2023 and 2023-2024. 2023-2024 New York State Testing Program (NYSTP) 3-8 assessment data shows that the school's proficiency for All Students exceeded the district of location (DOL), Buffalo Public Schools (BPS), by +15 percentage points in English language arts (ELA) and +19 percentage points in math. English language learners (ELL) and economically disadvantage (ED) students achieved even greater ELA differentials of +35 and +19, respectively; and +44 and +23 in math, respectively. The school's SWD student subgroup lagged the other subgroups with differentials of -5 for ELA and -9 for math.

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.
4. Supports for Diverse Learners	<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.b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
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.

Academic Program for Elementary School/High School:

- Elementary School
 - The school provides a comprehensive curriculum that includes a double block for both ELA and mathematics. Curriculum materials include: *Foundations* (ELA), *Phonics First* (ELA), *Wit and Wisdom* (ELA), *Geodes* (ELA), *Fountas and Pinnell* (ELA), *Eureka Math*, *Bridges Intervention* (math), *Foss* (science), *Houghton Mifflin* (social studies) and *SPARK* (physical education and health)
- High School:
 - Curriculum and textbook materials include: *Actively Learn* (ELA), *Eureka Math*, *Larson 10th Edition* (math), *Holt Modern Biology* (science), *New York State Learning Standards (NYSLS)* (science, fine and performing arts, world languages, and computer science), *New Visions for Public Schools* (social studies), *SPARK* (physical education and health) and *College Board* Advanced Placement (AP) curriculum (United States history, pre-calculus, calculus)

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

- SWD: The school offers one class per grade level of integrated co-teaching (ICT) as well as resource room services to support SWD with dedicated staff at each grade level. Two directors of special education are employed and oversee special education and related services for the school.
- ELL: The school provides in-class support for ELL students from an English as a new language (ENL) teacher. The school employs multiple teachers and teacher aides to support ELL students, often in their native languages.

Summative Evidence for Benchmark 2:

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

- **Indicator a:** The school uses curriculum aligned to New York State Learning Standards (NYSLS) across all four major content areas including dual credit and AP opportunities for students. The school's process for determining, selecting, and/or developing curriculum is based on the Understanding by Design® (UbD) framework/approach using the NYSLs for all content areas along with New York Bilingual Common Core and released assessment items to collaboratively backward map units of instruction and lesson plans.
- **Indicator b:** The teachers, specialists, school principal, and administrators meet regularly to ensure vertical and horizontal curriculum alignment, as well as accommodations for students with additional needs.
- **Indicator c:** BASCS II uses UbD in direct alignment with the NYSLs, including New York Bilingual Common Core progressions. UbD includes planning for the unique needs of students and

intervention/acceleration strategies to ensure all students access and attain grade-level content and knowledge. Using differentiated instruction, all students, regardless of identified needs, have equitable access to grade-level knowledge. The CSO site visit team's review of lesson plans and classroom observations confirmed that these practices are in place.

- **Indicator d:** The BASCS II academic team uses a 5-year cycle, intentionally timed with charter renewal applications, to comprehensively and systematically review curriculum to ensure continued academic rigor and standards alignment. The CAO ensures that curriculum remains current and is implemented during instruction with fidelity. Teachers indicated that their input and recommendations are considered when changes to the curriculum are proposed.

2. Element: ***Instruction:***

- **Indicator a:** The school uses six high-quality teaching strategies and five high-quality teaching techniques. High-quality teaching strategies include mastery of practice; planning and preparation; learning environment; instruction; professional responsibilities; and observation/evaluation. High-quality teaching techniques include teaching and classroom management; checking for understanding; academic ethos; rationale; and principles of classroom culture. School principals and the CAO are responsible for reviewing and assessing whether the strategies and techniques are being implemented effectively. Teachers use a common lesson plan format that incorporates key elements such as learning objectives/standards, differentiation strategies, introductory/closing activities, and links to the resources that will be used.
- **Indicator b:** The lesson plan template provided to the site visit team and used during observations indicated differentiation and activities to foster engagement for all students. Most observed instruction was teacher-centered with limited use of small group instruction or student-led activities.
- **Indicator c:** During class visits, the site visit team observed that co-teachers and ENL staff provided support and differentiation to specific student populations throughout the lessons. Lesson plans provided few details on how differentiation of instruction was to take place. The CAO shared that ability grouping is used throughout the day to provide teachers with opportunities to differentiate their instruction in a small group setting. On occasion, teachers across a grade level will regroup students according to needed skills for specific instruction, as reported in the teachers focus group.
- **Indicator d:** The school's professional development (PD) annual plan aims to deliver rigorous learning opportunities, provide respectful classroom environments, equip students with 21st-century skills for college and career readiness, ensure comprehensive school safety, and support students' social-emotional and physical development. The plan aligns with the school's mission of providing an excellent K – Grade 12 academic experience and the vision of eliminating historical urban academic and income disparities. The teachers involved in the teacher focus group indicated that the PD and opportunities to pursue graduate coursework are school strengths.

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

- **Indicator a:** BASCS II uses a system of formative, diagnostic, and summative assessments, including school-developed quarterly benchmark assessments. Many of the BASCS II formative assessments are purchased from reliable publishers with experience in the subjects being assessed, as reported in the school leader focus group.
- **Indicator b:** Once benchmark assessments have been administered and scored, teachers conduct an item analysis and a standards analysis of their assessment(s) with the CAO. The assessment

data is utilized to adjust instruction to improve student learning focused on individual student needs.

- **Indicator c:** School leaders articulated a clear understanding of student performance and its relationship to the continuity of instruction. School leaders noted that dips in aggregate student performance are often related to events such as grade-level transitions or an influx of students who did not begin at BASCS II as kindergartners. The CAO reported that six of nine Regents exam performance results saw cohort gains, with some having double digit improvement. The school continues to struggle with Living Environment and Algebra I Regents performance results that are below targets set for the school.
- **Indicator d:** The school uses quarterly benchmark assessments aligned with the NYSLS.

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

- **Indicator a:** The school has developed processes and procedures to identify SWD and ELL students prior to and during the school year. During the focus group session, school leaders shared that student disabilities are sometimes masked in students who are learning the English language. During the board of trustees focus group, a board member indicated that there are cultural challenges with some families in recognizing that their children may have a disability and need additional services.
- **Indicator b:** The school's population is diverse and includes many ELL students who are supported by classroom and other personnel. BASCS II provides plans and resources for teachers, board members, and staff in the support of SWD and ELL students. The school employs an ICT model. Multiple teachers and teacher aides assist ELL students, often in their native languages..
- **Indicator c:** The school monitors the implementation of students' Individualized Education Programs (IEP) on an ongoing basis through two directors of special education and special educators at each grade level. The directors of special education provide oversight and coordination as they work with principals, other administrators, and outside providers to ensure the effective programming for SWD.

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>
	<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</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_351-360-361-370AttendanceAbsenceandDayCalRptGuiderev3.6.18.pdf.

<i>Element</i>	<i>Indicators</i>
2. <i>Behavior Management and Safety</i>	<p>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> <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</p>

	educational program. The school has a McKinney-Vento Coordinator that staff can identify.
--	---

Summative Evidence for Benchmark 3:**1. Element: *Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** BASCS II has a lower chronic absenteeism rate than BPS. Data provided in the charter renewal application shared that 53.3 percent of all BASCS II students are chronically absent compared to 62.9 percent of BPS students. Intervention strategies used to improve student attendance include contacting families, guidance and social worker contacts, incentives, and rewards. The elementary school principal shared during a focus group meeting that attendance rates for the first two months of the 2024 -2025 school year at the elementary school are reported to be 94 percent and 95 percent, respectively.
- **Indicator b:** The school uses counseling, restorative justice, Saturday and summer school, and social worker support for families to reduce the out-of-school suspension rate. BASCS II is developing a system to better track in-school and out-of-school suspension rates.
- **Indicator c:** A fall-spring school quality survey is administered each year by the school. BASCS II is in the process of developing a school climate and culture survey. The 2024-2025 Parent Engagement Satisfaction Survey indicated 89.8 percent of parents felt good or excellent regarding inclusivity and respect. Additionally, 80.7 percent of parents are satisfied or highly satisfied with the level of communication from the school.

2. Element: *Behavior Management and Safety:*

- **Indicator a:** The teachers, parents, and students shared that the success of the behavioral program plan and educational success is built upon the concept of the triad of students, parents, and teachers, one of the school's key design elements. The phrase "1 Band, 1 Sound" was repeated throughout the visit by various stakeholder groups as an expression of unity. The school has a clear written discipline policy and code of conduct that adopts a focused approach to behavioral management, with clearly defined behavioral expectations and consequences. Staff implement these policies through tracking software, which logs behavioral matters alongside attendance and academic metrics. The student support team utilizes this data and additional information from grade-level team meetings to track and identify students for additional support. The school uses a tiered system for tracking and addressing behavioral needs similar to the system used for academic intervention. The three tiers represent the level of intensity of the interventions.
- **Indicator b:** A response to intervention strategy is used to assess and intervene in student behavior issues. The use of restorative justice, problem-solving rooms, social workers, and Teach Like a Champion® teaching/classroom management strategies enable students to avoid suspension and build peaceable interactions, thoughts, and behaviors.
- **Indicator c:** Processes and procedures are in place to communicate with stakeholders the priority of a safe learning environment. During this charter term, the school added a director of social-emotional learning who has become key in overseeing the integration of positive social-emotional health and mental health throughout the learning environment. Each stakeholder focus group shared that they feel physically, emotionally, socially, and psychologically safe at BASCS II.

- **Indicator d:** Processes and procedures are in place to support the priorities outlined in the Dignity for All Students Act (DASA). Each school has two full time hall monitors, a dean of students, a restorative justice specialist, problem-solving room specialist, a school social worker at each school, social work interns, additional controls through visitor regulations, and teacher hall monitoring between classes.
- **Indicator e:** The site visit team observed twenty-four classrooms and toured the entire facility, during which all areas were observed to be free of disruptions, conducive to learning, and engaging for students. Students were seen working independently, in pairs, small groups, and as a whole class, while teachers frequently checked for understanding.

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

- **Indicator a:** During the renewal visit, focus groups with parents and the board of trustees confirmed that efforts are made to communicate with parents and potential families in their native language. There are several multilingual members of the staff, and translation software is available for both written and spoken word to assist in communication.
- **Indicator b:** Teachers communicate through multiple tools such as 24/7 SchoolTool, phone calls, letters, ParentSquare, email, social media, Class Dojo, and Google Classroom platforms. Several community events, such as math and literacy night, Bingo, and cultural celebrations, were described by the focus groups.
- **Indicator c:** Formal parent surveys are administered annually. Informal opportunities to determine student and family satisfaction occur during in-person conversations with parents during Parent-Teacher-Student Association (PTSA) meetings, assembly attendance, capstone student showcase attendance, and through other informal/formal meetings. Parents are given time to voice any comments or concerns.
- **Indicator d:** Concerns may be identified internally or externally. Those originating from school-level feedback and surveys are discussed by the administrative or academic teams. Those originating in community-based activities are discussed in administration and academic team meetings, as well as shared with the board of trustees strategic planning committee. Actions to address concerns are finalized with the board. BASCS II board-approved complaint and grievance policies are part of the student handbook that parents read and sign each year.
- **Indicator e:** The school shares *NYSED School Report Card* data with parents, staff, and the school community and posts the data on its website as a public feature. In addition, school-level academic data and school climate survey results are shared on 24/7 SchoolTool, in/during public outreach presentations and public meetings, during end-of-year student/parent assemblies, on school social media sites, in community newsletters/emails, in meetings with community organizations, and in collaboration meetings with community partner organizations.
- **Indicator f:** School exam data, including participation rates, is shared with the public through outreach and stakeholder engagement activities, along with comparisons to BPS, other charter schools in Buffalo, and NYS. This includes graduation rates as well as student subgroup performance.

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

- **Indicator a:** The school provides students with the right to receive a high-quality education promoting social-emotional learning (SEL) and trauma-informed care that is aligned to its mission. Mental health resources are made available to students and families. Advisories, morning meetings, social workers, and specialists provide support for students, families, and staff.

- **Indicator b:** BASCS II uses data, including chronic absenteeism and suspension data, to help determine the social-emotional needs of its students. Information from services provided to students is tracked by the school social worker and reviewed to integrate recommendations for accommodations and modifications during weekly grade-level team meetings. Social workers work closely with teachers, administrators, outside agencies, families, and the students themselves to address concerns of chronic absenteeism and suspensions.
- **Indicator c:** The school gathers data regarding behavior, attendance, and academic achievement and benchmarks student growth and performance as described in the renewal application and confirmed by the focus groups.
- **Indicator d:** Staff participate in PD opportunities based on the staff member's role and responsibilities. These opportunities include suicide prevention, trauma-informed care, and SEL. Staff members are encouraged to attend training and conferences to increase their knowledge and skills.
- **Indicator e:** A McKinney-Vento coordinator is responsible for ensuring that homeless students and youth are not delayed enrolling in school, their education is not restricted, and they continue to participate in the educational program.

Benchmark 4: Financial Condition

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

Finding: Meets

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 II 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	---
2020-2021	2.17
2021-2022	2.20
2022-2023	0.76
2023-2024	1.51

Effective FY23, the education corporation is subject to ASC 842 lease accounting principles 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, the Buffalo Academy of Science

Charter School transferred a substantial amount of assets to BRASS Foundation in 2022-23 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

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:

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

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

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<p>a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.</p> <p>f. The board engages in ongoing professional development.</p> <p>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.</p> <p>h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>

Summative Evidence for Benchmark 6:

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

- **Indicator a:** The board of trustees president verified that annual evaluations of the executive director take place. Ensuring the effective attainment of benchmarks in the NYSED Charter School Performance Framework and a board self-evaluation were included in the charter application and verified by the board president during the focus group conversation.
- **Indicator b:** Current board members represent several fields critical to the successful functioning of the board, including legal expertise, higher education, community leadership, finance, and community health. A multi-step process of appointing new board members is in place. These steps include a search, invitation and introduction, service as an advisory member, election, and other

recommendations. Three board members left the board during this term and were replaced using this process.

- **Indicator c:** The board of trustees demonstrates active oversight over the school through regular board meetings, reports from the school leadership team, and regular interactions at the schools through attendance at school events, such as their diversity dinners. During the focus group session, board members shared their interactions with family members and understanding of the social and cultural needs of the students served by the school.
- **Indicator d:** The board of trustees includes a standing strategic planning committee. One of the primary purposes of this committee is to strive toward continuous improvement. During the focus group conversation, the board members present shared that they are actively involved in the strategic planning process and future of the school. A primary strategic issue facing the board is the rate at which the school is growing and its ability to meet the financial needs of additional properties and ensure the quality of instruction provided to all students.
- **Indicator e:** Board policies are reviewed by the board of trustees at the education corporation level for revisions or other changes on an annual basis.
- **Indicator f:** The board is provided PD during their annual retreats, including training as related to school mission, key design elements, school goals, legal updates, policy development, and additional board training as identified by the board. One board member attends the Western New York Charter School Association events and regularly shares pertinent information.
- **Indicator g:** During the board of trustees focus group, board members present demonstrated awareness of their governance role and legal obligations to school.
- **Indicator h:** The board of trustees is deeply committed to the NYSED Charter School Performance Framework as evidenced by their responses during the focus group session and in the charter renewal application. The board uses the Performance Framework as the basis for its self-evaluation, adding evidence for each benchmark. The board places a priority on developing rising leaders in-house and provides support for teachers in the form of tuition reimbursement. Student recruitment efforts are a topic for discussion in board meetings.

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:

- Element: **School Leadership**: The BASCS II school leadership team includes the 1) executive director, 2) chief financial officer, 3) chief talent officer, 4) chief academic officer, 5) chief of operations, 6) director of special education, 7) ELL coordinator, 8) data and intervention coordinator, and 9) school principals. The leadership team meets on a regular basis to maintain regular communication and collaboration related to the operation of the school.
 - Indicator a**: BASCS II has a clearly defined set of roles and responsibilities for the leadership team members as noted in the charter renewal application and observed during focus groups on site. The descriptions include job responsibilities specific to each role. School leaders shared a three-year strategic plan to support the attainment of their goals with the site visit team.
 - Indicator b**: Communication strategies and activities on how the leadership team solicits feedback, student performance, and initiatives from staff, parents/families, and other stakeholders is comprehensive. Strategies include meetings, celebrations, regular reporting of performance and community engagement activities. The school leader and board focus groups indicated that these strategies are working well from the parent and teacher perspectives.
 - Indicator c**: As included in the charter renewal application, BASCS II adheres to its board-approved *Personnel Hiring Policies and Procedures Manual*. Teachers and administrators, in their focus groups, shared a general satisfaction with the leadership and support of the school. Retention rates and satisfaction surveys indicate this to be generally true as shared in the focus groups.
 - Indicator d**: School leadership is familiar with NYSED Charter School Performance Framework standards and charter renewal criteria, as evidenced in the focus group discussion.
- Element: **Professional Climate**:
 - Indicator a**: Roles and responsibilities for leaders, staff, management, and board of trustees are clearly defined and known to all. The charter renewal application provides a school leader responsibilities table and accompanying narrative summarizing the responsibilities for general education, intervention/special programs, student/parent support, administration/governance, and fiscal leaders.
 - Indicator b**: The school ensures that staff have the requisite skills and expertise and that professional development takes place. The *Personnel Hiring Policies and Procedures Manual* includes a collaborative approach to teacher selection and support for the school leadership and teachers. PD opportunities are embedded throughout the school year and communicated through an annual planning calendar.
 - Indicator c**: At the time of the site visit, the school was fully staffed and school leaders did not anticipate any vacancies for the current school year. The school is proactive in developing talent pipelines, both in developing a “grow your own” program as well as attracting non-traditional teachers and supporting their development toward certification.

- **Indicator d:** BASCS II uses the UbD framework, which includes collaboration among teachers and administrators. Professional learning communities allow for study groups, inquiry, and collective implementation of professional strategies.
 - **Indicator e:** The monitoring responsibilities of the principal/school leader, CAO, dean of students/assistant principals, and data coordinator in the areas of teacher supervision and support, professional development, and continuous improvement are documented and adhered to.
 - **Indicator f:** The school has mechanisms in place to solicit teacher and staff feedback and gauge their satisfaction, including beginning-of-year and mid-year surveys, post-observation conferences, year-end conferences, school climate surveys, and annual public outreach surveys as means to solicit teacher and staff feedback.
3. Element: ***Contractual Relationships***: BASCS is not managed by any charter management organization or comprehensive service provider.
- **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:

1. Element: ***Mission and Key Design Elements***: The school has fully implemented the key design elements in the approved charter and in subsequent approved revisions. This is supported in part through teacher observations, focus groups, and data presented to the visiting team.
 - **Indicator a:** A shared understanding of the school's mission was evident throughout the visit in focus group conversations, classroom observations and individual conversations with school personnel. The elements of the mission and key design elements were mentioned and stressed numerous times.
 - **Indicator b:** The BASCS II master schedule indicates 50 hours of science instruction per year in K – Grade 4. The high school offers coursework in mathematics, living environment, earth science, chemistry, physics, and “tech.” The elementary school is in the process of building a science, technology, engineering, and mathematics (STEM) lab, robotics programs, and coding classes. The school has used several quantitative and qualitative data sets to help guide its decision making. The use of surveys, formative and summative assessments, and benchmarking strategies are in place. Screening, diagnostic, formative, progress and interim, and summative assessments, including the NYS Common Core Learning Standards (NYSCCLS) performance-based assessments, NYS Identification Test for English Language Learners (NYSITELL), NYS English as a Second Language Achievement Test (NYSESLAT), NYSTP 3-8 ELA and math assessments, and Regents assessments are included as part of the system. The school offers a Regents curriculum that can lead to a Regents diploma with advanced designations, as well as four AP courses and the opportunity for students to earn a Regents Seal of Biliteracy. Elementary students are challenged to achieve success in the classroom and school community. The school has built in opportunities for students to close the achievement gap that include double period ELA and mathematics; 504 stand-alone classes, as well as instruction integrated into traditional classrooms; coach teachers (experienced teachers who take on the role of coach in support of their peers); and a ninth period intervention program. Teachers provide several supports to students, such as a response to intervention program, differentiated instruction, and individualized instruction. Title I, special education, and ELL services, as well as restorative practices and problem-solving rooms are also utilized to support students. School social workers work closely with the leadership team and instructional staff to implement character development, social-emotional-physical well-being, and healthy lifestyles programs such as Second Step into the school's curriculum. Ongoing teacher

PD, coaching and mentorships, and professional learning communities support all teachers to be highly qualified/highly competent. Consistent support from the CAO, an annual professional development calendar and plan, and an annual summer institute are offered to the teachers. Focus groups with the administrative, instructional, and support staff indicated a high level of satisfaction and support for PD. Focus group conversations with parents indicated a high level of satisfaction and support for the school and its support of students and families. Families expressed appreciation for the engagement activities. During the site visit, it was noted that the school is exploring alternative pathways to graduation; the “college for all” key design element will be revisited as these alternatives are explored.

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:

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

- **Indicator a:** Following the initial year of instruction, the school has consistently exceeded 85 percent of approved enrollment.

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

- **Indicator a:** BASCS II's enrollment of SWD has not made progress toward meeting the DOL percentages; 2023-2024 data shows the gap has increased over the charter term to a low of -15 percentage points. However, ELL and ED enrollment continued to exceed the DOL with 2023-2024 percentage point differentials of +2 and + 4, respectively.
- **Indicator b:** The school has employed a range of recruitment strategies and outreach efforts with a focus on the programmatic offerings the school has in place for students in the subgroup populations. The school touts its record of close to 100 percent on-time graduation, close to zero dropouts, and 100 percent acceptance to four-year colleges. Local community organizations are provided numerous marketing materials in many languages, and campaigns are made directly to organizations and agencies that assist these typically under-served populations.
- **Indicator c:** Evaluation of the effectiveness of the recruitment efforts is directly tied to analyses of the enrollment numbers for the subgroups and the retention numbers.

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:

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. Annual audits have not identified any material items from these reviews, attesting to the soundness of the school's financial practices. No formal complaints have been filed against the school during its first charter term.
- **Indicator b:** The school has undertaken appropriate corrective action when required. No notices of deficiency have been issued to the school.
- **Indicator c:** The school monitors teacher certification status, and when an uncertified teacher must be hired, provides support for that teacher to place them on a pathway to certification.
- **Indicator d:** The school has sought approval for revisions from its authorizer. For example, the school was issued a Provisional Consent to Commence Instruction for the Doat Street facility on September 16, 2021, and a Temporary Certificate of Occupancy was put in place. However, follow up to obtain the required Certificate of Occupancy from the NYSED Office of Facilities Planning (OFP) did not occur, and the school operated for four years without the required approvals. The

CSO has been working with the school to remedy this situation. During the past year, the school moved its high school grades to a shared campus that was formerly the Medaille College, meeting the requirements for the Certificate of Occupancy prior to commencing instruction at that site.

- **Indicator e:** The school has maintained sufficient enrollment during the term of its charter to meet the required targets as stated in its charter.
- **Indicator f:** All policies and updates, as well as new federal and State laws, rules, and regulations, are reviewed by legal counsel prior to final approval by the board of trustees and, when required, the authorizer.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL II

BEDS Code

140600861185

2023-2024 Enrollment

507

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-4, 9-11
Address:	335 DOAT ST, BUFFALO, NY, 14211
Website:	www.buffsci.org
RIC:	ERIE/WESTERN/WNYRIC
Regents Region:	WESTERN
Regent:	Catherine Collins
Active Date:	7/1/2020
Authorizer:	REGENTS
CEO:	MR. JOSEPH B 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:	800000091548

*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	Midterm
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 II

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

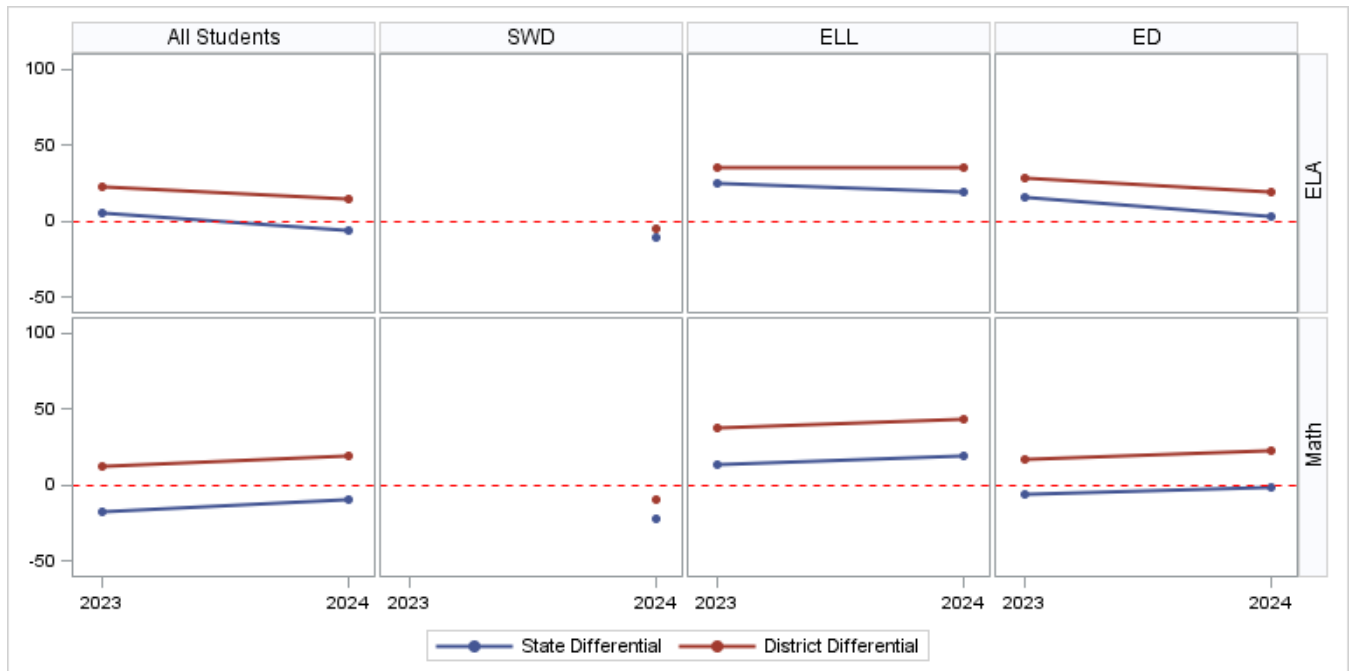
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Buffalo Academy of Science CS II	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2023-2024	71%	40%	78%	74%	62%	20%	82%	64%

*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 Academy of Science CS II 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				
		Buffalo Academy of Science CS II	Buffalo Public Schools	District Differential	NYS	NYS Differential	Buffalo Academy of Science CS II	Buffalo Public Schools	District Differential	NYS	NYS Differential
All Students	2023	50%	27%	+23	45%	+5	36%	24%	+12	54%	-18
	2024	39%	24%	+15	45%	-6	46%	27%	+19	56%	-10
SWD	2024	8%	13%	-5	19%	-11	8%	17%	-9	30%	-22
ELL	2023	54%	18%	+36	29%	+25	53%	15%	+38	40%	+13
	2024	48%	13%	+35	29%	+19	63%	19%	+44	44%	+19
ED	2023	50%	21%	+29	34%	+16	36%	19%	+17	42%	-6
	2024	38%	19%	+19	35%	+3	45%	22%	+23	46%	-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				
		Buffalo Academy of Science CS II	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	Buffalo Academy of Science CS II	Buffalo Public Schools	Differential to District	NYS	Differential to NYS
Grade 3	2023	50%	27%	+23	45%	+5	36%	24%	+12	54%	-18
	2024	33%	22%	+11	43%	-10	40%	26%	+14	54%	-14
Grade 4	2024	48%	26%	+22	47%	+1	53%	27%	+26	58%	-5

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL II

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 II	NYS	Differential to NYS	Total Charter Tested	Buffalo Academy of Science CS II	NYS	Differential to NYS	Total Charter Tested	Buffalo Academy of Science CS II	NYS	Differential to NYS	Total Charter Tested	Buffalo Academy of Science CS II	NYS	Differential to NYS
Algebra I	2023-2024	66	42%	53%	-11	7	14%	33%	-19	6	17%	34%	-17	59	46%	44%	+2
Algebra I (Common Core)	2021-2022	60	60%	63%	-3	9	22%	42%	-20	.	.	.	.	59	61%	56%	+5
	2022-2023	64	64%	57%	+7	8	50%	35%	+15	5	40%	40%	0	56	63%	50%	+13
	2023-2024	8	.	31%	-31	.	.	.	.	.	.	.	.	.	.	.	.
Algebra II (Common Core)	2023-2024	20	85%	74%	+11	.	.	.	.	.	.	.	.	16	88%	61%	+27
English Language Arts (Common Core)	2023-2024	44	80%	78%	+2	6	50%	57%	-7	.	.	.	.	39	77%	71%	+6
Geometry (Common Core)	2022-2023	22	55%	53%	2	.	.	.	.	.	.	.	.	20	55%	39%	16
	2023-2024	19	37%	57%	-20	.	.	.	.	.	.	.	.	16	31%	43%	-12
Global History	2022-2023	46	72%	74%	-2	6	50%	44%	6	.	.	.	.	44	70%	64%	6
	2023-2024	63	73%	77%	-4	7	29%	50%	-21	7	57%	54%	+3	49	71%	68%	+3
Living Environment	2021-2022	56	66%	76%	-10	8	25%	53%	-28	.	.	.	.	55	65%	67%	-2
	2022-2023	55	62%	63%	-1	7	43%	36%	+7	.	.	.	.	48	63%	52%	+11
	2023-2024	75	56%	59%	-3	5	40%	33%	+7	8	50%	32%	+18	65	58%	47%	+11
Physical Setting / Chemistry	2023-2024	9	78%	65%	+13	.	.	.	.	.	.	.	.	7	71%	51%	+20
Physical Setting / Earth Science	2022-2023	28	100%	60%	40	.	.	.	.	.	.	.	.	26	100%	49%	51
	2023-2024	17	71%	62%	+9	.	.	.	.	.	.	.	.	14	64%	51%	+13
US History and Government	2023-2024	45	89%	79%	+10	6	50%	56%	-6	.	.	.	.	38	87%	71%	+16

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL II

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Buffalo Academy of Science CS II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2020-2021	88	61	69%
2021-2022	248	232	94%
2022-2023	432	376	87%
2023-2024	576	507	88%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Buffalo Academy of Science CS II	Buffalo Public Schools	Differential to District	Buffalo Academy of Science CS II	Buffalo Public Schools	Differential to District	Buffalo Academy of Science CS II	Buffalo Public Schools	Differential to District
2020-2021	10%	21%	-11	21%	21%	0	90%	81%	+9
2021-2022	13%	23%	-10	19%	21%	-2	87%	68%	+19
2022-2023	12%	24%	-12	24%	22%	+2	93%	84%	+9
2023-2024	10%	25%	-15	25%	23%	+2	91%	87%	+4

*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 II	Buffalo Public Schools	Differential to District	Buffalo Academy of Science CS II	Buffalo Public Schools	Differential to District	Buffalo Academy of Science CS II	Buffalo Public Schools	Differential to District	Buffalo Academy of Science CS II	Buffalo Public Schools	Differential to District
2021-2022	77%	87%	-10	83%	88%	-5	54%	89%	-35	80%	87%	-7
2022-2023	79%	87%	-8	76%	88%	-12	82%	87%	-5	80%	86%	-6
2023-2024	81%	87%	-6	73%	88%	-15	86%	88%	-2	83%	88%	-5

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Notes

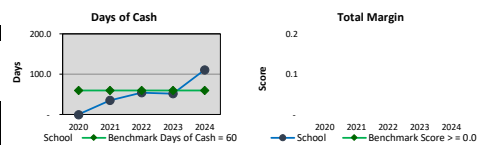
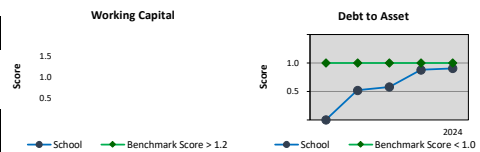
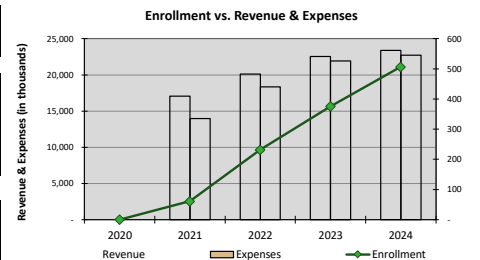
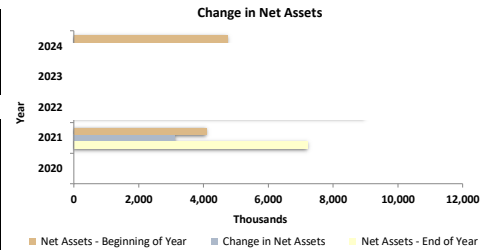
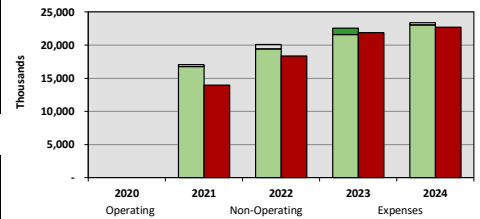
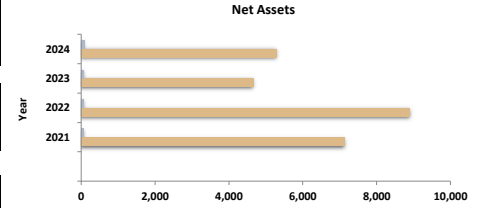
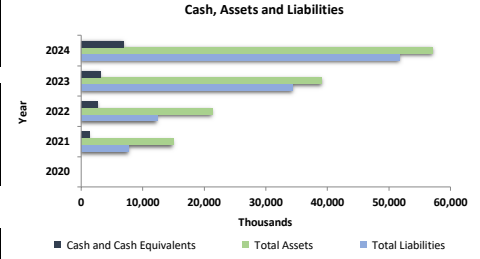
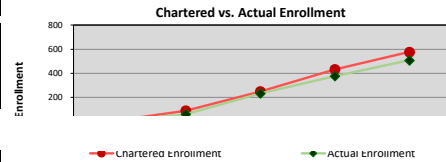
- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups 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 II

	2019 20	2020 21	2021 22	2022 23	2023 24
Grades Served	-	K-1	K-2, 9	K-3, 9-10	K-4, 9-11
Maximum Chartered Grades Served	-	K-4, 9-11	K-4, 9-11	K-4, 9-11	K-4, 9-11
Chartered Enrollment	-	88	248	432	576
Maximum Chartered Enrollment	-	576	576	576	576
Actual Enrollment	-	61	232	376	507



AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

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

Cash and Cash Equivalents	-	1,357,718	2,735,799	3,123,834	6,901,012
Grants and Contracts Receivable	-	1,541,675	1,020,493	1,505,392	1,936,873
Prepaid Expenses	-	87,399	104,574	17,912	20,414
Other Current Assets	-	128,272	1,774	858,901	-
Total Current Assets	-	3,115,064	3,862,640	5,506,039	8,858,299
Non-Current Assets	-	-	-	-	-
Property, Building and Equipment, net	-	11,572,861	16,224,916	33,418,092	46,890,987
Restricted Cash	-	232,064	3,436	-	206,981
Security Deposits	-	3,158	23,158	-	1,115,000
Other Non-Current Assets	-	76,173	1,226,914	201,352	-
Total Non-Current Assets	-	11,884,256	17,478,424	33,619,444	48,212,968
Total Assets	-	14,999,320	21,341,064	39,125,483	57,071,267
LIABILITIES AND NET ASSETS	-	-	-	-	-
Current Liabilities	-	-	-	-	-
Accounts Payable and Accrued Expenses	-	383,534	300,432	356,032	1,022,309
Accrued Payroll and Payroll Taxes	-	840,518	1,429,757	1,644,975	1,903,122
Due to Related Parties	-	-	500,000	-	153,140
Refundable Advances	-	-	-	2,547	-
Other Current Liabilities	-	762,746	388,617	1,581,246	2,464,919
Total Current Liabilities	-	1,986,798	2,618,806	3,584,800	5,543,490
Long-Term Liabilities	-	-	-	-	-
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	5,808,667	9,753,046	30,803,361	46,149,407
Total Long-Term Liabilities	-	5,808,667	9,753,046	30,803,361	46,149,407
Total Liabilities	-	7,795,465	12,371,852	34,388,161	51,692,897
NET ASSETS	-	-	-	-	-
Unrestricted	-	7,128,061	8,893,418	4,661,528	5,288,370
Restricted	-	75,794	75,794	75,794	90,000
Total Net Assets	-	7,203,855	8,969,212	4,737,322	5,378,370
Total Liabilities and Net Assets	-	14,999,320	21,341,064	39,125,483	57,071,267

STATEMENT OF ACTIVITIES

OPERATING REVENUE	-	-	-	-	-
State and Local Per Pupil Revenue - Reg. Ed	-	12,602,071	15,089,886	16,761,109	19,437,567
State and Local Per Pupil Revenue - SPED	-	482,652	603,456	1,078,670	1,353,081
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	-	2,127,869	3,547,300	3,650,983	2,067,338
State and City Grants	-	267,001	167,769	59,066	202,664
Other Operating Income	-	1,268,025	-	60,613	-
Total Operating Revenue	-	16,747,618	19,408,411	21,610,441	23,060,650
EXPENSES	-	-	-	-	-
Program Services	-	-	-	-	-
Regular Education	-	10,508,937	12,113,899	13,192,417	15,447,909
Special Education	-	355,573	1,120,413	1,124,639	867,616
Other Expenses	-	441,815	1,261,695	3,396,596	2,792,941
Total Program Services	-	11,306,325	14,496,007	17,713,652	19,108,466
Supporting Services	-	-	-	-	-
Management and General	-	2,657,818	3,845,400	4,195,989	3,619,659
Fundraising	-	-	-	-	-
Total Supporting Services	-	2,657,818	3,845,400	4,195,989	3,619,659
Total Expenses	-	13,964,143	18,341,407	21,909,641	22,728,125
Surplus/Deficit from Operations	-	2,783,475	1,067,004	(299,200)	332,525
SUPPORT AND OTHER REVENUE	-	-	-	-	-
Interest and Other Income	-	-	36,776	-	-
Contributions and Grants	-	338,200	661,577	690,813	109,398
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	(2,000)	-	246,322	199,125
Total Support and Other Revenue	-	336,200	698,353	937,135	308,523
Change in Net Assets	-	3,119,675	1,765,357	637,935	641,048
Net Assets - Beginning of Year	-	4,084,180	7,203,855	8,969,212	4,737,322
Net Assets - End of Year	-	7,203,855	8,969,212	9,607,147	5,378,370

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil	-	-	-	-	-
Operating	-	274,551	83,657	57,475	45,485
Support and Other Revenue	-	5,511	3,010	2,492	609
Total Revenue	-	280,063	86,667	59,967	46,093
Expenses - Per Pupil	-	-	-	-	-
Program Services	-	185,350	62,483	47,111	37,689
Management and General, Fundraising	-	43,571	16,575	11,160	7,139
Total Expenses	-	228,920	79,058	58,270	44,829
% of Program Services	0.0%	81.0%	79.0%	80.8%	84.1%
% of Management and Other	0.0%	19.0%	21.0%	19.2%	15.9%
% of Revenue Exceeding Expenses	0.0%	22.3%	9.6%	2.9%	2.8%

FINANCIAL COMPOSITE SCORE

Composite Score	-	2.17	2.20	0.76	1.51
BENCHMARK and FINDING:	-	Strong	Strong	Needs Monitoring	Strong
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	-	-	-	-	-

WORKING CAPITAL

Net Working Capital	-	1,128,266	1,243,834	1,921,239	3,314,809
Working Capital (Current) Ratio	-	1.6	1.5	1.5	1.6
BENCHMARK and FINDING:	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or greater than 1.2	-	-	-	-	-

DEBT TO ASSET

Debt to Asset Ratio	-	0.5	0.6	0.9	0.9
BENCHMARK and FINDING:	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or less than 1.0	-	-	-	-	-

CASH POSITION

Days of Cash	-	35.5	54.4	52.0	110.8
BENCHMARK and FINDING:	-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard
Ratio should be equal to or greater than 60 days	-	-	-	-	-

TOTAL MARGIN

Total Margin Ratio	-	0.2	0.1	0.0	0.0
BENCHMARK and FINDING:	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or greater than 0.0	-	-	-	-	-

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS