



New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2019 Charter School Performance Framework

Health Sciences Charter School

Renewal Site Visit Dates: 11/1-11/2, 2023
Date of Final Draft Site Visit Report: April 11, 2024
Date of Final Site Visit Report: April 22, 2024

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Health Sciences Charter School
Board Chair	Andrew Davis
District of Location	Buffalo Public Schools
Initial Commencement of Instruction	Fall 2010
Charter Terms	<ul style="list-style-type: none"> • Initial Term: September 15, 2009 - June 30, 2014 • First Renewal: July 1, 2014 - June 30, 2017 • Second Renewal: July 1, 2017 - June 30, 2020 • Third Renewal: July 1, 2020 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	Grades 9 - 12/ 480 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9 - 12 / 480 students
Comprehensive Management Service Provider	None
Facilities	1140 Ellicott Street, Buffalo, New York-Private Space
Mission Statement	<i>To provide high school age youth with an academically challenging learning environment that prepares them to communicate effectively, think and reason critically, value diversity, engage in service learning, pursue academic excellence, obtain sustainable and quality careers in the health care industry, and become productive and valued members of the community</i>
Key Design Elements	<ul style="list-style-type: none"> • Year-round instruction • State-of-the-art laboratory instruction • Industry-specific curriculum • Mentoring • Service learning • Internships • Individual career guidance • Hands-on instruction from leading industry and educational professionals • Dual college credit courses
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	None

Innovative and Noteworthy Programs: Health Sciences Charter School (HSCS) carries out its stated mission and key design elements through a coordinated work-based learning program and key community partnerships with health care providers, health equity advocates, and other community stakeholders, through which students participate in career exploration, internships, apprenticeships, dual-credit courses, and community service.

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

Renewal Outcomes: Reference the [Board of Regents Renewal Policy](#).

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2037	Year 4 2023 to 2024
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Approved Enrollment	480	480	480	480

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

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Proposed Enrollment	480	480	480	480	480

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**.

² This proposed chart was submitted by Health Sciences 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.

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 Health Sciences Charter School on November 1-2, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, work-based learning team, student support team, and academic performance committee.

The team conducted 27 classroom observations in Grades 9-12. The observations were approximately 15 minutes in length and conducted jointly with the principal, the assistant principals, and the director of curriculum and instruction. 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 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 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 each 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

- Health Sciences Charter School is in year thirteen of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** The school has made significant progress reimplementing its mission and key design elements following a return to in-person instruction, including integrating many of the school’s key design elements within a school-wide work-based learning program, expanded community partnerships, and strengthened board governance. The school has also significantly reformed its curriculum and assessment systems to accelerate academic achievement and improve mission alignment. Overall enrollment has also rebounded to historical averages within the expected range.
- **Summary of Challenges:** The school continues to fall below enrollment targets for subgroup populations and has developed targeted recruitment strategies to address these issues. Projected staffing cost increases and facility project demands may present budget difficulties for the school over the next charter term.

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 been consistent as a Meets.

Throughout the current charter term, the school has consistently out-performed NYS for 4-year graduation rates for all students, students with disabilities (SWD), and economically disadvantaged (ED) students.

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. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to current New York State learning standards.</p> <p>b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>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.</p> <p>d. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p> <p>c. The school differentiates instruction to ensure equity and access for all students.</p> <p>d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a system of formative, diagnostic, and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>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.</p> <p>d. The school uses multiple measures to assess student progress toward State learning standards.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</p> <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>

Element

Indicators

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 High School:

- The HSCS academic program is designed to prepare students to graduate with a Regents diploma or a Regents diploma with distinction while also exposing and preparing students for further education and/or career opportunities in the healthcare and adjacent sectors. The school has significantly overhauled its curriculum to expose students to Regents courses earlier.
- In recognition of gaps in student academic readiness upon entering the school at ninth grade, HSCS schedules all incoming freshmen students for additional “lab” periods in ELA, U.S. History, and Algebra that occur every other day.
- The school operates a work-based learning program to provide career exploration, internships and apprenticeships, and community service hours with community health care, health advocacy, and health adjacent community partners.
- All student athletes are required to participate in the after school academic support program.

Academic Program for SWD and English language learner(s) (ELL):

- HSCS offers integrated co-teaching (ICT) and resource room services to support students with disabilities.
- HSCS provides in-class support for ELL students from an English as a New Language (ENL) teacher.
- Additional support is provided to SWD and ELL via after school programming through a community partnership as well as by teacher assistants.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Curriculum:**

- **Indicator a:** The school uses curriculum aligned to New York State Learning Standards across all four major content areas, in addition to Career Development and Occupational Studies. The school employs New Visions Science and Explore Learning Gizmos, Delta Math and New Visions, and CommonLit curriculums, each of which is aligned to NYSLS, as well as Castle Learning for alignment with all New York State Regents courses. In addition to the core curriculum, the school provides a pathway to a Seal of Civic Readiness certification through a partnership with Erie1 BOCES, an Arts pathway through a partnership with Villa Maria College, and dual-credit course offerings through numerous partnerships. The school provides a Personal Trainer certification program and will soon offer a Certified Nursing Assistant and LPN certification.
- **Indicator b:** The leadership team, content area, and grade-level professional learning communities (PLCs) meet on a regular basis alongside interventionists and support specialists to ensure curriculum alignment vertically and horizontally, as well as ensure accommodations and support for students with additional needs.
- **Indicator c:** According to school leaders, lesson plans must include a section called Accommodations and Differentiation: SWAN (students with additional needs) and ELL. Lead

instructors coordinate with SWAN coordinators in lesson planning to ensure appropriate accommodations. The school has adopted a school-wide prioritization of literacy, adopting practices such as word walls to infuse literacy development across all courses. The school developed its own alternative education program to reduce long-term suspensions and expulsions, with 80 percent of students taking part in the program returning to the general education program.

- **Indicator d:** School leaders indicated that curriculum is comprehensively reviewed by the director of curriculum twice each year, while accompanying scope and sequencing of instruction is reviewed by the director of curriculum annually. The leadership team and PLCs annually review available courses and programs to identify areas of student need and demand for additional supplemental courses, certification pathways, and dual-credit course offerings. Expansion of curriculum offerings has been done deliberately to ensure multiple pathways for students: for example, the school's Personal Trainer certification was adopted to meet student demand, but also to expose students to advanced science courses.

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

- **Indicator a:** The school uses a common lesson planning system, observed in all classroom visits, that requires "students will"/"I can" statements to identify the core purpose of each lesson and the specific curriculum standards addressed in each lesson. While teachers of identical courses are given some autonomy in how they teach each lesson, the leadership team stated that it closely monitors course progression and requires common assessments. The school uses formal and informal observations from the leadership team and mentor teachers to drive high-quality instruction. The school has significantly overhauled its curriculum and course pacing to prioritize acceleration, rather than remediation, prioritizing exposing students to Regents-level assessments and expectations earlier and providing support through additional "lab" courses.
- **Indicator b:** The school is currently prioritizing increased explicit instruction from teachers, providing professional development and additional instructional resources to support this priority. This shift, away from more individual student-led coursework, has been prioritized both to address challenges the school perceived with a return to in-person instruction, as well as to align with the hands-on approach of the work-based learning program. The school has aggressively pursued additional certifications, graduation pathways, and dual-course options to ensure multiple career and college pathways as well as raise overall academic rigor.
- **Indicator c:** Lesson plans must include details for accommodation and differentiation to meet the needs of all students. Lead teachers closely coordinate with SWAN coordinators in lesson planning and implementing accommodations. Individual teachers, along with their PLC cohorts, regularly review performance data to inform instruction. The school administers a Summer Ramp Up program, which additionally provides the school and teachers with data to drive accommodations.
- **Indicator d:** Staff receive professional development annually each August, as well as throughout the year based on leadership team and PLC identified priorities. Staff also have the option to attend professional development independently offsite; the school particularly encourages SWD and ELL staff to seek out and participate in external development opportunities. The school participates in and helps coordinate shared learning with other local charter schools on priority areas including social emotional health, special education, and diversity and equity practices.

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

- **Indicator a:** The school uses numerous curriculum aligned formative and diagnostic assessments, such as iReady, as well as teacher and PLC developed assessments, to provide immediate

information and feedback to drive instruction. The school administers the PSAT and SAT five times each year to measure college and career readiness and relies on interim assessments developed from previous Regents assessments in relevant courses to ensure appropriate rigor, as well as to familiarize students with the format and expectations.

- **Indicator b:** The school utilizes the Summer Ramp Up program to collect comprehensive performance data for students leading into the school year to ensure appropriate accommodations and supports. Interim and summative assessments draw from state Regents exam questions to prepare students for the rigor and format, while all teaching staff participate in grading and analyzing this data to ensure school-wide understanding and prioritization. PLCs report on individual student outcomes and supports during quarterly meetings with the leadership team. The school has adopted a standards-based assessment system, evaluated through quarterly interim assessments, to closely monitor student progress and inform instruction and additional support.
- **Indicator c:** The school has adopted a standards-based assessment system school wide while also adopting Regents-based interim assessments to raise academic rigor. Data from the school's Summer Ramp Up program informs instruction by accurately identifying student's starting points and areas for greatest focus. The school has also revised its curriculum and course pacing to expose students to Regents-level assessments earlier, using data from the higher rigor assessments to more accurately understand student performance.
- **Indicator d:** The school uses former year Regents assessment questions for common interim and summative assessments, and all teaching staff participate in grading and analyzing this assessment data to ensure school-wide understanding of the expectations and alignment. The school also uses Castle Learning, a program aligned to NYSLS and Regents standards, to support students.

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

- **Indicator a:** According to school leaders, the school follows the standard process for identifying SWD and ELL students. The schools' Summer Ramp Up program and universal policy of additional "lab" periods for ninth grade students in ELA, U.S. History, and Algebra support the development of appropriate supports for each individual student. Since the return to in person learning, the school has intentionally adopted and implemented the Social Determinates of Health throughout the school, including teacher professional development, curriculum additions such as the mandatory Health Disparities course, integration into work-based learning courses, and new community partnerships.
- **Indicator b:** The school employs an integrated co-teaching (ICT) model as well as small-group instruction to support students with disabilities. The school provides additional support through after-school programming. The school prioritizes professional development support for SWD and ELL support staff.
- **Indicator c:** The school's SWAN Coordinator leads a team of six, which conducts weekly IEP reviews, formal and informal evaluations, participates and coordinates across PLCs, and communicates directly with families. The ICT model connects SWD and ELL support staff directly with instructional leaders. Through coordination of the student support team with content and grade level PLCs, the school takes a very individualized approach to student support. The school has internally developed an "ABC" tracking system that prioritizes attendance, behavior and coursework.

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. <i>Measures of Culture, Climate, and Student Engagement</i>	<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>
	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

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.

Element

Indicators

<p>2. <i>Behavior Management and Safety</i></p>	<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>
<p>3. <i>Family Engagement and Communication</i></p>	<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>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<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:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** In its renewal application, the school reports chronic absenteeism rates significantly lower than the district of location: for the 2021-2022 school year, the school had a chronic absentee rate of 65.7 percent, compared to the district of location (Buffalo Public Schools rate of 83.4 percent. To continue addressing absenteeism, the school created a Registrar position in 2022, to regularly review attendance data, and work directly with families to address issues. Since the return to in-person instruction, the school has maintained daily and weekly contact with parents and families, including home visits. The school also employs social workers to work directly with students and families to address additional factors impacting poor attendance rates.
- **Indicator b:** In its renewal application, the school reported an in-school suspension rate of 7.7 percent and an out-of-school suspension rate of 36.5 percent for the 2022-2023 school year. The school employs a zero-tolerance policy for school violence. The school has sought to reduce its suspension rate through the adoption of an alternative education program which requires daily attendance and targeted SEL instruction in addition to academic support. Previously the alternative education program occurred off site with a partner organization, however the school has since brought the program on site to ensure participating students remain “bought in” to the school and have access to extracurricular activities and other supports to maintain their relationship with the whole school. The school reported in its renewal application that over 80 percent of students participating in the alternative education program returned to regular instruction, with the remaining 20 percent not returning for a variety of reasons including moving out of the area or transferring to a more intensive alternative education program.
- **Indicator c:** The school conducted the ASCD Whole Child School Improvement Tool survey process in 2021, which highlighted staff needs for professional development and support initiatives. The school’s renewal application states it will conduct this survey again in 2023-2024, as well as conduct the U.S. Department of Education’s School Climate Surveys. The school’s student support team has developed an internal behavioral management tracking system which is used and collectively reviewed and monitored by the schools SEL support staff.

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

- **Indicator a:** 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 PowerSchool 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.
- **Indicator b:** The school utilizes a three-tier support and intervention system. Teachers address Tier 1 infractions in accordance with the written discipline policies. Tier 2 concerns are referred to the student support team, while Tier 3 concerns are referred directly to the principal and head

of school. The alternative education program has provided the school with an additional tool to address Tier 2 and Tier 3 level concerns, significantly reducing the use of long-term suspensions and expulsions.

- **Indicator c:** During the renewal site visit, the site visit team observed 27 classrooms: all classrooms appeared orderly, safe, and conducive to learning. The student support team focus group articulated a clear, school wide understanding of conduct expectations and systems for addressing disruptive behaviors.
- **Indicator d:** The school's written discipline policies and code of conduct appropriately address DASA requirements and staff receive annual training on anti-bullying and anti-harassment from the school's third-party human resources provider. The leadership team annually reviews DASA and VADIR reports. The school's assistant principal is the identified DASA coordinator and annually attends DASA trainings.
- **Indicator e:** The site visit team observed 27 classrooms, all of which were free of disruptions, conducive to learning, and engaging for students. A number of teachers were observed making connections for students, from ancient history, from one genre to another, and from universal kinds of conflicts. Students were seen working independently, in pairs, small groups, and as a whole class, while teachers checked for understanding frequently.

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

- **Indicator a:** The school recognized deficiencies in ELL enrollment and has intentionally focused communications and outreach efforts to ELL populations, including through partnerships with other charter schools, community events, and community organization partnerships. Staff are available to communicate with families in their preferred language.
- **Indicator b:** The school has increased use of various communication channels to parents and families, including virtually through emails, social media channels, and online parent portals, through increased community events and partnerships, and through direct communication by phone. The school has adopted a CREW model which ensures the school makes weekly calls to each family. The school has increased the number of community-focused events and activities, particularly focused on outreach to various ELL populations.
- **Indicator c:** The school uses a number of systems to collect feedback from parents and families, including surveys, community forums, participation logs, weekly phone calls, and other communications with families. Students are also surveyed, with additional feedback provided through extracurricular activity participation and more informal systems.
- **Indicator d:** The school's assistant principals and social workers serve as the primary point of contact for most complaints and other concerns. The school's complaint process is included in the code of conduct and the website was recently revised to include a complaint form. The Code of conduct language was revised to comply with NYSED requirements that complaints may be directly filed with the school's board of trustees.
- **Indicator e:** The school's renewal application indicates that the newly created registrar position is responsible for communicating academic data, including assessment outcomes, to parents and families. Additional academic data is presented to the board during publicly open meetings. The school provides annual reports on its website.
- **Indicator f:** State assessment participation data is presented to the board during publicly open meetings and is available through the school website.

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

- **Indicator a:** The school employs two full time counselors and one full time social worker, as well as providing additional support services from community partners, particularly through the recently added alternative education program. The school also partners with two external organizations to provide additional one-on-one counseling support, allowing the in-house counselors and social worker to develop different models of counseling, including various therapy groups. The school uses a CREW model, as well as a two-house system, to establish strong connections between students and staff members. The school has also developed its own social emotional learning curriculum internally and it offers teachers flexibility and autonomy to meet the needs of their students. The school has partnerships with community organizations, including the Buffalo Urban League and Community Action Organization, which provide after school programs to build social emotional learning. Lastly, the school's strong extracurricular and athletics programs have shown to produce positive impacts, with 100 percent of student athletes graduating over the past three years according to the school's renewal application.
- **Indicator b:** The school's CREW model and student support team are primary sources of collecting and analyzing social emotional needs. For students with additional needs, the school's SWAN coordinator and special education PLC coordinate on review of academic and non-academic measures. The renewal application identifies the use of E-School to track social emotional needs. The school has implemented its own developed social emotional learning (SEL) tracking system, which monitors attendance, behavioral issues, and coursework, which the student support team collectively reviews to identify students for additional support.
- **Indicator c:** The school significantly overhauled its SEL supports, including teacher professional development, mental health supports and partnerships, and tracking systems following the return to in-person learning. Data particularly drives identification of students for additional supports, ranging from counseling service referrals to additional after school academic support.
- **Indicator d:** The school adopted and implemented the CREW model and the two-house system specifically in response to a need to meet student SEL needs in a culturally responsive manner, developing the programs in coordination with, and receiving training from, the University at Buffalo School of Social Work's Institute of Trauma & Trauma-Informed Care. Additionally, the school provides professional development for new staff on the social determinates of health and their relation to student success. These metrics additionally drive wider school priorities: for example, recognizing that adequate transportation is a key determinant, the school has purchased two buses for its own use, which are used for athletics, transporting students to local college partners, and even for family programming.
- **Indicator e:** The school's McKinney-Vento coordinator is identified on the school's website, including contact information, student eligibility and students' rights. Both of the school's social workers share the responsibility, and each have received training specifically to work with homeless and displaced students.

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 been consistent as a 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 <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

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

Financial Condition

Health Sciences Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school’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. Health Sciences Charter School’s 2022-2023 composite score is 2.65.

**Composite Scores
2018-2019 to 2022-2023**

<i>Year</i>	<i>Composite Score</i>
2018-2019	1.14
2019-2020	1.15
2020-2021	2.35
2021-2022	2.51
2022-2023	2.65

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 been consistent as a 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 Health Sciences Charter School's 2022-2023 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 been consistent as a Meets.

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

- **Indicator a:** The board has recently contracted with SuperEval to assist in conducting its evaluation of the head of school, as well as facilitate the board’s self-evaluation. This evaluation tool, which was recommended by a board member, replaces a previous evaluation tool that the board found too burdensome.
- **Indicator b:** Consistent with its mission and key design elements, the board has strong representation from community partners in health care, health advocacy, and adjacent

organizations. The board has prioritized the need to strengthen and balance the board membership by creating a governance committee tasked with developing a board matrix and recruiting new board members to strengthen the board's collective expertise. The board currently has only one vacant seat, which is expected to be filled by the end of the school year by a representative from a key community partner.

- **Indicator c:** The board has a committee structure in place that ensures active oversight of the charter school's leadership team, including a recently added governance committee. The board has closely aligned board and committee goals and functions to the performance benchmarks, with committees having clear functions and expectations directly linked to each benchmark.
- **Indicator d:** The board's current strategic plan covers 2020 through 2025. The strategic plan and related goals are grounded in the performance framework benchmarks and focus on the school's mission and key design elements.
- **Indicator e:** The board has a system and committee structures for annually reviewing policies with the personnel committee, and, with support from the school's human resource department, reviews and revises policies on a three-year rotating cycle. All policy changes are provided to NYSED in accordance with the charter.
- **Indicator f:** The board has a partnership with Charter Board Partners for occasional professional development. The board recently created a governance committee which, in part, guides new board member onboarding, development and coordination of the board's annual retreat, and identifying board-wide professional development needs.
- **Indicator g:** The school's strategic plan appropriately places accountability on the board for oversight and the administration and staff for implementation of strategic priorities. The strategic plan is reviewed twice annually collectively by the board and the school's leadership team to further ensure appropriate assignment and understanding of roles and responsibilities. During the board focus group, board members clearly understood and articulated the appropriate roles and responsibilities of the board and the leadership team.
- **Indicator h:** The board has prioritized alignment of its strategic plan and committee goals to the school's performance framework benchmarks, particularly focusing on faithfully implementing the school's mission and key design elements. The renewal application identifies key board priorities and strategic goals, as well as their alignment to benchmarks. Evidence from the board focus group and the board strategic plan demonstrated clear understanding of the performance framework benchmarks.

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

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<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>
<p>2. <i>Professional Climate</i></p>	<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>

Element

Indicators

3. *Contractual Relationships (if applicable)*

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 been consistent as a Meets.

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

- **Indicator a:** The school’s renewal application details how the school’s leadership team grounds its communications and priorities from the school’s performance framework benchmarks. The leadership team utilizes a dynamic, collaborative team structure, with responsibilities and functions determined by individual skill sets and relationships rather than specific job titles, resulting in collective ownership of responsibility. Members of the leadership team individually meet with the head of school and principal on a weekly basis, and collectively every other week, with additional standing and as-needed meetings regularly occurring due to overlapping functions.
- **Indicator b:** The leadership team uses a number of communication systems, including a quarterly newsletter and increased use of the school’s website and social media accounts for parents, written reports and a data dashboard to the board, and a weekly memo to staff on Sunday evenings. The school uses the CREW model as well as a two-house system to facilitate communication and mission alignment across the school. Leadership team members regularly participate in grade, subject, and student support team PLCs, which also report quarterly to the principal; this quarterly report is used to drive school priorities and new program development.
- **Indicator c:** The school is prioritizing recruiting an instructional staff that reflects the school community but has struggled to recruit appropriately trained candidates. As such, the school has adopted a “grow your own” program to create pathways for paraprofessionals to complete teacher programs and certification. The school has negotiated a progressive discipline policy with the teachers’ union. With a comparatively young and inexperienced teaching staff, the school prioritizes targeted support and development of instructional staff, including informal observations and feedback and mentor teachers.
- **Indicator d:** The school’s strategic plan documents are grounded in the performance framework benchmarks, as are the goals and evaluation systems for the leadership team. The board has intentionally prioritized reestablishing the school’s key design elements, particularly its work-based learning program as the school has returned to in person learning. Evidence from the leadership focus group demonstrated a detailed understanding and prioritization of the performance framework benchmarks.

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

- **Indicator a:** The school has intentionally adopted a CREW model and a two-house system to clearly define and assign roles and responsibilities for staff across the school. The renewal application indicates the school will prioritize reviewing and revising leadership team roles to better meet performance standards, as well as to prioritize implementation of key design elements: one example is the comprehensive integration of work-based learning throughout the curriculum, community partnership priorities, and student supports.

- **Indicator b:** The school provides school-wide professional development each August, customized to the needs of individual staff; for example, new teachers are provided information to ground themselves in the school’s mission and culture, while more experienced teachers support leadership by delivering professional development and participating in additional training with community partners. The school also makes additional supplemental professional development available throughout the school year, guided by the needs and priorities of the school’s PLCs.
- **Indicator c:** At the time of the site visit, the school was fully staffed and did not expect 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:** All instructional staff participate in PLCs organized by grade level and subject area. The student support team similarly operates as a unit. The PLCs and SST unit have clear systems for communication and collaboration. The school’s adoption of a two-house system has also created clearer systems for communication and expectation setting.
- **Indicator e:** Leadership team members share responsibility to ensure all instructional staff are informally observed and evaluated regularly. The school is in the process of renegotiating its contract with the school’s teacher union, with revising the teacher evaluation system a priority item.
- **Indicator f:** The school uses several formal and informal methods of collecting teacher input, including surveys, quarterly meetings between the leadership team and PLCs, and informal conversations and one-on-one meetings with teachers. The leadership team regularly reports back to teachers through participation in PLCs, while also adopting collaborative systems, such as teacher committees, for larger scale challenges: for example, the school is currently establishing a committee to explore adopting a weekly schedule model of four class days with the fifth day reserved for work-based learning.

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

- **Indicator a:** n/a
- **Indicator b:** The school has formal partnerships with Grant Builders, an organization that supports the school by identifying and applying for grant funding, and Kirisits & Associates, which provides back-office support for administrative functions. Both contractual relationships are overseen and monitored by both school leadership and the relevant board committee to ensure alignment with school benchmarks. The school also partners with the Buffalo Urban League for after school programming, including tutoring programs and extracurriculars: there are additional opportunities to evaluate and monitor the effectiveness of this partnership, however the school’s renewal application notes that student athletes, who are required to participate in the after-school program, have a 100 percent graduation rate, supporting the effectiveness of the program.

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 been consistent as a Meets.

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

- **Indicator a:** Each board meeting includes a “Mission Moment” section, which showcases specific components of the school’s mission in action. The school has rebuilt key community partner relationships to reinforce and carry out its mission and key design elements, and all public advertising and marketing materials emphasize the school’s unique focus. The school has recently created an advisory group to further support the school in identifying opportunities for strengthening its mission. The school has fully integrated work-based learning throughout the curriculum and other programming and puts this focus central in external marketing and messaging.
- **Indicator b:** Over the current charter term, the school has refocused on implementing its key design elements, rebuilding many key community partnerships that had suffered during remote learning resulting from the COVID-19 pandemic. The school created a director of community and health equity position in 2021, which was instrumental in restoring many of these relationships, as well as expanding how the school approached its mission by also considering health equity and health advocacy partnerships. The school has also expanded its approach to its healthcare focused mission with additional partnerships around nutrition, community food access, and sports medicine. The school added new certification pathways in alignment with its mission and continues to explore additional pathways and opportunities for students. The school has made noteworthy progress toward each of the action items identified in its 2022-2023 Action Plan, including expanding strategic work-based learning partnerships, expanding dual-credit courses, and securing new community wellness partnerships.

The school’s nine key design elements are addressed in detail in the renewal application, including examples of strategies and initiatives that support implementation of each element:

- Year-round instruction
- State-of-the-art laboratory instruction
- Industry-specific curriculum

- Mentoring
- Service learning
- Internships
- Individual career guidance
- Hands-on instruction from leading industry and educational professionals
- Dual college credit courses
- Health and wellness

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 been consistent as an Approaches, due to a lack of sufficient progress in meeting the target enrollment of SWD and ELL.

1. Element: **Target are met:**

- **Indicator a:** The school’s aggregate enrollment for 2022-2023 is at 92 percent of their contracted enrollment and within the guidelines. The school has consistently enrolled ED students at a rate exceeding that of the district, with the only exception being the most recent year, 2022-2023, when, due to an error in reporting, the school reported 79 percent ED which is -3 percentage points below the DOL. The school has a 100 percent rate of retention for ELL students and is -5 percentage points below the DOL for overall and ED student retention.

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

- **Indicator a:** The school consistently enrolls a lower percentage of SWD and ELL students and, for 2022-2023, is -7 and -17 percentage points, respectively, below the DOL. The school’s retention rate for SWD is -47 percentage points below the DOL.
- **Indicator b:** The school has prioritized recruitment, enrollment and retention of ELL students through partnerships with other local charter schools and community organizations and increased

community activities targeting ELL populations. The school has built community partnerships and hosts recruitment events with community organizations serving the community's immigrant and refugee populations and conducted targeted door-to-door outreach. The school has additionally taken additional steps to improve ELL retention through additional support staff, literacy coaches, and a revised alternative education program to return students to the general education program.

- **Indicator c:** Focus groups with the school's board and leadership team provided evidence that the school recognizes and continues to prioritize targeted recruitment of ELL and SWD students.

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 been consistent as a Meets.

1. Element: **Legal Compliance:**

- **Indicator a:** The school has a record of substantial compliance with all applicable State and federal laws and regulations, substantiated by the fact that there are no documented instances of the school being out of compliance.
- **Indicator b:** The school has undertaken appropriate corrective steps when required; the school is still working to appropriately address issues with its fingerprint clearance policies identified in the midterm site visit report and in the analysis of the 2022-2023 faculty/staff report submitted with the school’s Annual Report. Three staff members, hired during the 2022-2023 school year, began employment prior to receiving fingerprint clearance.
- **Indicator c:** The school has addressed concerns with teacher certification requirements identified in the 2020-2021 Midterm Site Visit Report and currently has all instructional staff certified or on a clear path toward certification. However, the school reported 16 uncertified teachers in 2022-2023, one above the statutory minimum.
- **Indicator d:** The school seeks Board of Regents and/or NYSED Charter School Office approval for all relevant revisions, such as an enrollment policy update in 2021.

- **Indicator e:** The school has addressed concerns over overall enrollment demand identified during the mid-term site visit. The school remains under a corrective action plan to raise enrollment, specifically regarding SWDs and ELLs.
- **Indicator f:** The school retains an attorney and seeks legal counsel as needed.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

HEALTH SCIENCES CHARTER SCHOOL

BEDS Code

140600860961

2022-2023 Enrollment

441

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:	9-12
Address:	1140 ELLICOTT ST, BUFFALO, NY, 14209
Website:	www.healthsciencescharterschool.org
RIC:	ERIE/WESTERN/WNYRIC
Regents Region:	WESTERN
Regent:	Catherine Collins
Active Date:	7/1/2010
Authorizer:	REGENTS
CEO:	MR. JAIME VENNING
CEO Phone:	716-888-4080
CEO Email:	jvenning@healthsciencescharterschool.org
BOT President:	MR. ANDREW DAVIS
BOT President Phone:	412-613-8848
BOT President Email:	adavis2@ecmc.edu
Institution ID:	800000065871

*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 - 06/30/24
2019-2020	Renewal
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

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

CSO Survey Results

	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

HEALTH SCIENCES CHARTER SCHOOL

Not applicable to this charter school

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

HEALTH SCIENCES CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	Health Sciences CS	NYS	Differential to NYS	Total Charter Tested	Health Sciences CS	NYS	Differential to NYS	Total Charter Tested	Health Sciences CS	NYS	Differential to NYS	Total Charter Tested	Health Sciences CS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	175	37%	66%	-29	16	13%	43%	-30	.	.	.	.	171	36%	59%	-23
	2019-2020	208	98%	93%	+5	12	100%	90%	+10	.	.	.	.	192	98%	92%	+6
	2020-2021	109	83%	97%	-14	.	.	.	.	7	71%	98%	-27	105	83%	97%	-14
	2021-2022	128	38%	63%	-25	.	.	.	.	.	.	.	.	114	38%	56%	-18
	2022-2023	113	42%	57%	-15	17	18%	35%	-17	.	.	.	.	93	43%	50%	-7
Algebra II (Common Core)	2018-2019	24	38%	83%	-45	.	.	.	.	.	.	.	.	22	36%	72%	-36
	2019-2020	35	100%	99%	+1	.	.	.	.	.	.	.	.	31	100%	99%	+1
	2020-2021	49	100%	100%	0	.	.	.	.	.	.	.	.	48	100%	100%	0
	2021-2022	62	6%	68%	-62	.	.	.	.	.	.	.	.	59	5%	54%	-49
2022-2023	7	43%	64%	-21	.	.	.	.	.	.	.	.	.	.	.	.
English Language Arts (Common Core)	2018-2019	127	68%	84%	-16	10	30%	61%	-31	7	57%	56%	+1	123	67%	78%	-11
	2019-2020	124	100%	96%	+4	13	100%	91%	+9	.	.	.	.	119	100%	94%	+6
	2020-2021	90	87%	99%	-12	.	.	.	.	.	.	.	.	89	87%	99%	-12
	2021-2022	87	68%	84%	-16	.	.	.	.	.	.	.	.	84	67%	78%	-11
2022-2023	86	55%	77%	-22	14	43%	52%	-9	.	.	.	.	67	54%	69%	-15	
Geometry (Common Core)	2018-2019	11	73%	70%	+3	.	.	.	.	.	.	.	.	11	73%	57%	+16
	2019-2020	32	100%	98%	+2	.	.	.	.	.	.	.	.	30	100%	97%	+3
	2020-2021	48	100%	100%	0	.	.	.	.	.	.	.	.	48	100%	100%	0
	2021-2022	37	0%	57%	-57	.	.	.	.	.	.	.	.	37	0%	44%	-44
Global History	2019-2020	86	100%	98%	+2	5	100%	95%	+5	.	.	.	.	83	100%	97%	+3
	2020-2021	28	100%	100%	0	5	100%	100%	0	.	.	.	.	28	100%	100%	0
	2021-2022	92	47%	81%	-34	.	.	.	.	.	.	.	.	88	47%	74%	-27
	2022-2023	94	49%	74%	-25	10	0%	44%	-44	.	.	.	.	76	46%	64%	-18
Global History Transition	2018-2019	158	27%	62%	-35	18	0%	34%	-34	5	40%	36%	+4	154	25%	51%	-26
	2019-2020	72	89%	84%	+5	9	89%	76%	+13	.	.	.	.	71	90%	80%	+10
Living Environment	2018-2019	129	32%	71%	-39	7	14%	45%	-31	.	.	.	.	127	31%	61%	-30
	2019-2020	224	96%	96%	0	14	100%	93%	+7	5	100%	94%	+6	209	97%	95%	+2
	2020-2021	105	76%	98%	-22	5	80%	97%	-17	7	71%	98%	-27	102	76%	98%	-22
	2021-2022	114	45%	76%	-31	.	.	.	.	.	.	.	.	103	47%	67%	-20
	2022-2023	107	36%	63%	-27	13	15%	36%	-21	.	.	.	.	92	33%	52%	-19
Physical Setting / Chemistry	2018-2019	17	47%	73%	-26	.	.	.	.	.	.	.	.	17	47%	60%	-13
	2019-2020	17	100%	98%	+2	.	.	.	.	.	.	.	.	16	100%	98%	+2
	2020-2021	20	100%	100%	0	.	.	.	.	.	.	.	.	19	100%	100%	0
	2021-2022	28	7%	62%	-55	.	.	.	.	.	.	.	.	26	4%	49%	-45
Physical Setting / Earth Science	2018-2019	86	8%	64%	-56	.	.	.	.	5	20%	37%	-17	82	9%	53%	-44
	2019-2020	51	80%	97%	-17	.	.	.	.	.	.	.	.	49	80%	96%	-16
	2020-2021	69	97%	98%	-1	.	.	.	.	.	.	.	.	68	97%	98%	-1
	2021-2022	44	7%	61%	-54	.	.	.	.	.	.	.	.	43	7%	50%	-43
	2022-2023	21	33%	60%	-27	.	.	.	.	.	.	.	.	16	25%	49%	-24
Physical Setting / Physics	2021-2022	10	0%	63%	-63	.	.	.	.	.	.	.	.	9	0%	52%	-52
US History and Government	2018-2019	110	44%	77%	-33	10	0%	51%	-51	.	.	.	.	107	43%	67%	-24
	2019-2020	235	99%	97%	+2	13	100%	93%	+7	6	83%	92%	-9	219	99%	95%	+4
	2020-2021	171	100%	100%	0	7	100%	100%	0	9	100%	100%	0	168	100%	100%	0
	2021-2022	108	100%	100%	0	.	.	.	.	.	.	.	.	96	100%	100%	0
	2022-2023	134	46%	82%	-36	17	29%	60%	-31	.	.	.	.	108	43%	74%	-31

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

HEALTH SCIENCES 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	Health Sciences CS	NYS	Differential to NYS	Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS	Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS	Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS
ELA	2015	123	83%	84%	-1	13	62%	55%	+7	7	86%	55%	+31	120	83%	79%	+4
	2016	95	93%	88%	+5	8	75%	66%	+9	5	100%	69%	+31	92	93%	84%	+9
	2017	98	97%	89%	+8	11	91%	69%	+22	.	.	.	.	98	97%	86%	+11
	2018	69	83%	87%	-4	.	.	.	.	.	.	.	.	64	83%	83%	0
	2019	91	69%	81%	-12	12	25%	56%	-31	.	.	.	.	72	69%	75%	-6
Global History	2015	123	63%	78%	-15	13	15%	43%	-28	7	71%	48%	+23	120	63%	70%	-7
	2016	95	82%	84%	-2	8	63%	60%	+3	5	60%	63%	-3	92	84%	80%	+4
	2017	98	96%	87%	+9	11	100%	66%	+34	.	.	.	.	98	96%	84%	+12
	2018	69	96%	86%	+10	.	.	.	.	.	.	.	.	64	97%	83%	+14
	2019	91	60%	82%	-22	12	25%	68%	-43	.	.	.	.	72	58%	79%	-21
Math	2015	123	82%	84%	-2	13	54%	51%	+3	7	86%	60%	+26	120	82%	78%	+4
	2016	95	93%	88%	+5	8	75%	64%	+11	5	100%	72%	+28	92	93%	85%	+8
	2017	98	97%	90%	+7	11	91%	69%	+22	.	.	.	.	98	97%	88%	+9
	2018	69	99%	91%	+8	.	.	.	.	.	.	.	.	64	98%	89%	+9
	2019	91	97%	90%	+7	12	83%	74%	+9	.	.	.	.	72	96%	87%	+9
Science	2015	123	72%	83%	-11	13	31%	51%	-20	7	86%	51%	+35	120	72%	76%	-4
	2016	95	91%	87%	+4	8	88%	64%	+24	5	100%	66%	+34	92	91%	83%	+8
	2017	98	95%	90%	+5	11	91%	70%	+21	.	.	.	.	98	95%	87%	+8
	2018	69	97%	91%	+6	.	.	.	.	.	.	.	.	64	97%	88%	+9
	2019	91	98%	90%	+8	12	92%	77%	+15	.	.	.	.	72	97%	88%	+9
US History	2015	123	78%	79%	-1	13	31%	48%	-17	7	100%	48%	+52	120	78%	71%	+7
	2016	95	92%	84%	+8	8	63%	61%	+2	5	80%	61%	+19	92	92%	79%	+13
	2017	98	98%	85%	+13	11	100%	66%	+34	.	.	.	.	98	98%	81%	+17
	2018	69	96%	84%	+12	64	95%	80%	+15
	2019	91	97%	80%	+17	12	100%	64%	+36	72	97%	76%	+21

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

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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	Health Sciences CS	NYS	Differential to NYS	Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS	Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS	Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS
2015 Cohort	4 Year	123	89%	83%	+6	13	85%	62%	+23	7	100%	58%	+42	120	88%	77%	+11
	5 Year	121	91%	87%	+4	13	85%	67%	+18	7	100%	68%	+32	118	91%	82%	+9
	6 Year	121	91%	88%	+3	13	85%	70%	+15	7	100%	70%	+30	118	91%	84%	+7
2016 Cohort	4 Year	95	93%	85%	+8	8	75%	63%	+12	5	100%	63%	+37	92	93%	80%	+13
	5 Year	95	93%	88%	+5	8	75%	69%	+6	5	100%	70%	+30	92	93%	83%	+10
	6 Year	95	93%	89%	+4	8	75%	72%	+3	5	100%	71%	+29	92	93%	85%	+8
2017 Cohort	4 Year	98	94%	86%	+8	11	73%	65%	+8	.	.	.	.	98	94%	81%	+13
	5 Year	98	95%	89%	+6	11	82%	72%	+10	.	.	.	.	98	95%	85%	+10
	6 Year	98	95%	90%	+5	13	85%	73%	+12	.	.	.	.	98	95%	86%	+9
2018 Cohort	4 Year	69	93%	87%	+6	.	.	.	.	.	.	.	.	64	92%	82%	+10
	5 Year	70	91%	89%	+2	5	100%	74%	+26	.	.	.	.	65	91%	85%	+6
2019 Cohort	4 Year	91	92%	86%	+6	12	75%	69%	+6	.	.	.	.	72	92%	82%	+10

*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%

Health Sciences 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
2016	102	53	52%	10	0	0%	5	0	0%	98	51	52%
2017	99	94	95%	11	11	100%	.	.	.	95	90	95%
2018	68	65	96%	.	.	.	.	.	.	67	64	96%
2019	96	92	96%	.	.	.	.	.	.	94	90	96%
2020	103	83	81%	11	6	55%	5	4	80%	83	67	81%

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

HEALTH SCIENCES CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Health Sciences CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	480	449	94%
2019-2020	480	381	79%
2020-2021	480	360	75%
2021-2022	480	385	80%
2022-2023	480	441	92%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Health Sciences CS	Buffalo Public Schools	Differential to District	Health Sciences CS	Buffalo Public Schools	Differential to District	Health Sciences CS	Buffalo Public Schools	Differential to District
2018-2019	9%	18%	-9	4%	19%	-15	100%	77%	+23
2019-2020	5%	19%	-14	2%	19%	-17	97%	77%	+20
2020-2021	4%	20%	-16	3%	18%	-15	100%	77%	+23
2021-2022	2%	19%	-17	3%	18%	-15	97%	77%	+20
2022-2023	13%	20%	-7	2%	19%	-17	79%	82%	-3

*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		
	Health Sciences CS	Buffalo Public Schools	Differential to District	Health Sciences CS	Buffalo Public Schools	Differential to District	Health Sciences CS	Buffalo Public Schools	Differential to District	Health Sciences CS	Buffalo Public Schools	Differential to District
2018-2019	74%	88%	-14	72%	84%	-12	100%	85%	+15	76%	87%	-11
2019-2020	72%	88%	-16	65%	85%	-20	89%	85%	+4	72%	86%	-14
2020-2021	81%	91%	-10	92%	89%	+3	100%	89%	+11	80%	90%	-10
2021-2022	89%	90%	-1	71%	87%	-16	100%	89%	+11	89%	89%	0
2022-2023	83%	88%	-5	40%	87%	-47	100%	88%	+12	83%	88%	-5

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

Health Sciences CS		All Students			SWD			ED		
		Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence
2015 Cohort	4-Year	110	64	58%	16	9	56%	89	50	56%
	5-Year	110	65	59%	16	9	56%	89	51	57%
	6-Year	110	65	59%	16	9	56%	89	51	57%
2016 Cohort	4-Year	92	52	57%	13	6	46%	75	44	59%
	5-Year	92	52	57%	13	6	46%	75	44	59%
	6-Year	92	52	57%	13	6	46%	75	44	59%
2017 Cohort	4-Year	105	57	54%	15	6	40%	92	48	52%
	5-Year	105	58	55%	15	7	47%	92	49	53%
	6-Year	105	58	55%	15	7	47%	92	49	53%
2018 Cohort	4-Year	75	39	52%	.	.	.	73	39	53%
	5-Year	75	39	52%	.	.	.	73	39	53%
2019 Cohort	4-Year	96	63	66%	.	.	.	83	52	63%

*See NOTES (2), (3), and (10) below.

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.*

