



## New York State Education Department

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

#### **West Buffalo Charter School**

**Renewal Site Visit Dates: November 20-21, 2024**  
**Date of Final Draft Site Visit Report: March 20, 2025**  
**Date of Final Site Visit Report: March 27, 2025**

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## Table of Contents

<b>SCHOOL DESCRIPTION .....</b>	<b>3</b>
<b>METHODOLOGY .....</b>	<b>6</b>
<b>BENCHMARK ANALYSIS .....</b>	<b>7</b>
SUMMARY OF FINDINGS.....	9
BENCHMARK 1: STUDENT PERFORMANCES .....	10
BENCHMARK 2: TEACHING AND LEARNING.....	11
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT .....	16
BENCHMARK 4: FINANCIAL CONDITION .....	21
BENCHMARK 5: FINANCIAL MANAGEMENT .....	22
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE .....	23
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	25
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	28
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION .....	29
BENCHMARK 10: LEGAL COMPLIANCE .....	31
 <b>ATTACHMENT 1: 2025 NYSED CHARTER SCHOOL INFORMATION DASHBOARD</b>	
 <b>ATTACHMENT 2: 2024 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD</b>	

## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	West Buffalo Charter School (WBCS)
<b>Board Chair</b>	Robert Schreck
<b>District of Location</b>	Buffalo Public Schools
<b>Initial Commencement of Instruction</b>	Fall 2012
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Term: March 9, 2010 – March 8, 2015</li> <li>• First Renewal Term: March 9, 2015 – June 30, 2015</li> <li>• Second Renewal Term: July 1, 2015 – June 30, 2020</li> <li>• Third Renewal Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K – Grade 8 / 500 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K – Grade 8 / 500 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	113 Lafayette Avenue, Buffalo, New York 14213 – Private Space
<b>Mission Statement</b>	<i>Tomorrow's future leaders are sitting in our classrooms today. With small class sizes, a rigorous curriculum aligned with the NYS Next Generation Learning Standards, and high expectations, West Buffalo Charter School develops an exceptional foundation of literacy skills for <b>all</b> students in grades K-8. West Buffalo Charter School is a place where diversity is celebrated, individual differences are accepted, and student success is maximized.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A small, safe learning community;</li> <li>• High teacher-to-student ratio with small class sizes. K-4 approximately 20 students and 5-8 approximately 25 students;</li> <li>• An extended school day and afterschool enrichment opportunities;</li> <li>• Differentiated and intensive instruction in all academic areas;</li> <li>• Developing each student's language acquisition, literacy, and reading proficiency skills;</li> <li>• Building positive, respectful relationships between staff, students, families, and the community;</li> <li>• Integrating Art, Music, Physical Education, and STEAM to educate the whole child;</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Ongoing staff professional development focused on innovative teaching techniques and technology integration;</li> <li>• Partnering with Canisius College and other local organizations to support and enhance student learning;</li> <li>• Robust social-emotional learning program with two full-time social workers; and</li> <li>• Creating a school committed to excellence in education.</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)_	None

**Innovative and Noteworthy Programs:** West Buffalo Charter School (WBCS) believes it is important to introduce career exploration and practical skills development to prepare students for future opportunities. For one week each year, middle school students and teachers engage in an in-depth study of a specific subject involving off-campus research, which allows teachers and students to learn outside of the structure of traditional classroom instruction for a time of experiential learning.

### 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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Approved Enrollment</b>	500	500	500	500	500

#### Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Proposed Enrollment</b>	500	500	500	500	500

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<sup>2</sup> This proposed chart was submitted by the West Buffalo 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.

# METHODOLOGY

## Purpose of the Renewal Report

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

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

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

A two-day renewal site visit was conducted at West Buffalo Charter School (WBCS) on November 20 – 21, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, the school leadership team, faculty and staff, and students.

The team conducted nineteen classroom observations in K – Grade 7. The observations were approximately 20 minutes in length and conducted jointly with the principal and the director of administrative services. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

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

## BENCHMARK ANALYSIS

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

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

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

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

**New York State Education Department  
2019 Charter School Performance Framework Rating<sup>3</sup>**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> 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.	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

<sup>3</sup> 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

- WBCS is in year thirteen of operation and serves students in K – Grade 8. During its current charter term, the school is rated in the following manner: nine “Meets” and one “Approaches.” A summary of those ratings is provided below.
- **Strengths:** Student academic performance outcores the district for all students and subgroups in both English language arts (ELA) and math, with results for All Students, English language learners (ELL), and economically disadvantaged (ED) students double digits above the district. Classroom observations showed attention to individual student needs, addressing the “whole child” with specific instructional strategies. Students observed were universally engaged in their lessons, and no disruptions of any type were seen. Support systems for students and their families are strong and collaborative. The board is involved in all aspects of the school and well-equipped to oversee school operations.
- **Challenges:** Although on the right path, the school has not yet enrolled the percentage of students with disabilities (SWD) and ELL students as the Buffalo Public Schools (BPS). Preparing students for the computer-based State assessments is a priority going forward. This testing format requires somewhat different skills than the paper version previously used. School leaders indicated that implementation of computer testing ran smoothly but acknowledged that students could have been better prepared for the change in format.

### **Benchmark 1: Student Performances**

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

#### **Finding: Meets**

#### **Summative Evidence for Benchmark 1:**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets” due to the school’s achievement for proficiency and trending/growth rates on the New York State Testing Program (NYSTP) 3-8 Assessments for the past two testing periods (2023 and 2024).

The school’s 2024 New York State Testing Program (NYSTP) 3-8 Assessment overall results show that WBCS outperformed BPS, the district of location (DOL), by +20 percentage points in ELA, +27 in math, and +29 in science. When compared with New York State (NYS), the school is within two percentage points in ELA and one percentage point in math (-2 and -1 respectively) and exceeds NYS by +6 percentage points in science.

***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"><li>a. The school has a documented curriculum that is aligned to current New York State learning standards.</li><li>b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>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.</li><li>d. The curriculum is systematically reviewed and revised.</li></ul>
2. Instruction	<ul style="list-style-type: none"><li>a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li><li>c. The school differentiates instruction to ensure equity and access for all students.</li><li>d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.</li></ul>
3. Assessment and Program Evaluation	<ul style="list-style-type: none"><li>a. The school uses a system of formative, diagnostic, and summative assessments.</li><li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li><li>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.</li><li>d. The school uses multiple measures to assess student progress toward State learning standards.</li></ul>
4. Supports for Diverse Learners	<ul style="list-style-type: none"><li>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</li><li>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language</li></ul>

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/Middle School:**

- ES:
  - ELA: Science of Reading Research Documents, Next Generation Learning Standards, EL Education Modules, Leveled Literacy Intervention Kits, Fountas and Pinnell Benchmark Reading Assessments, Orton-Gillingham Reading Foundations Skills Block Lessons (K-Grade 2) and Language and Literacy Block Lessons (Grades 3-5)
  - Math: Next Generation Learning Standards, MathCounts curriculum (a WBCS-created curriculum that blends the Engage NY modules and EnVisions 2.0), Tiered Interventions including IXL and Fast Math fluency tasks
  - Science/Social Studies: Next Generation Learning Standards, Elevate Science curriculum, NYS Kindergarten-Grade 12 Social Studies Framework, New York State Learning Standards, MyWorld Interactive Social Studies curriculum, and non-fiction text selections for integration with ELA
- MS:
  - ELA: Science of Reading Research Documents, Next Generation Learning Standards, EL Education Modules
  - Math: Next Generation Learning Standards, MathCounts curriculum (a WBCS-created curriculum that blends the Engage NY modules and EnVisions 2.0), Tiered Interventions including IXL and Fast Math fluency tasks
  - Science/Social Studies: Next Generation Learning Standards, Elevate Science curriculum, NYS Kindergarten-Grade 12 Social Studies Framework, New York State Learning Standards, MyWorld Interactive Social Studies curriculum, and non-fiction text selections for integration with ELA

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

- SWDs:
  - Consultant teacher model – 4 teachers co-teaching curriculum as above
  - Teachers differentiate lessons based on the content, the process, and/or the product
  - Self-contained classrooms and resource room
- ELLs:
  - Five English as a new language (ENL) teachers are integrated into the regular classrooms to support ELL
  - Teachers differentiate lessons based on the content, the process, and/or the product
  - One-on-one tutoring by Buffalo State College students
  - Standalone model provides individual or small group instruction to ELL

**Summative Evidence for Benchmark 2:**

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

1. Element: **Curriculum:**

- **Indicator a:** Co-teaching is seen by school leaders as a springboard to growth, behavior control, and relationship building. The curriculum design is pushing students to be active participants in their learning, while remaining aligned with the New York State Learning Standards (NYSLS). The school is utilizing the principles of the science of reading, using cycles to teach phonics, phonemic awareness, etc. Grades 3-5 focus is on word work, such as grammar, vocabulary, and writing skills, mostly conducted in small groups. Teachers reported that the curriculum is focused and encourages active student participation. To this end, teachers use a gradual release of responsibility technique. Teachers reported that curriculum and other resources are modified for differentiation.
- **Indicator b:** Horizontal alignment is assured by weekly grade level meetings in which teachers discuss curriculum, among other topics. The site visit team observed a meeting of the vertical alignment process by teachers of Grades 1 and 2, one of several held each year for each pair of grades. Under the guidance of the curriculum and instruction coordinator, teachers discussed the increased demand for vocabulary this year. Participants identified teacher expectations from grade to grade. Surveys show these meetings are considered valuable by teachers.
- **Indicator c:** Teachers, in their focus group, spoke of assessments driving differentiation. Mandated skills blocks address weaknesses demonstrated on assessments.
- **Indicator d:** Curriculum review is ongoing, with teachers suggesting adaptations at any time, according to school leaders. For example, teachers created a streamlined MathCounts curriculum as a response to too many different resources being utilized.

2. Element: **Instruction:**

- **Indicator a:** The site visit team observed a total of 19 classes, from K through Grade 7, including all content areas and social-emotional learning (SEL) and life skills. Each team member was accompanied by an administrative leader, the principal, the director of curriculum and instruction, or the director of administrative services. Sixteen classes had multiple adults in them and only two had more than twenty students. Almost all classes demonstrated full implementation of the key metrics that the CSO uses, such as organizational, instructional, and behavior components. Lesson plans were provided for all classes and instruction followed them. Lessons began with 10 minutes of class instruction prior to breaking into small groups or other configurations to turn and talk. Teachers said this strategy is used to get students engaged immediately in the class and it is referenced throughout the lesson. Teachers reported this strategy to be “extremely successful” and beneficial to students. School leaders confirmed this observation. Classes observed by the site visit team demonstrated participation rates and student engagement rates that were very high. Opportunities for student voice, especially in small groups, abounded. “I can” statements were read, establishing targets, and were posted in every classroom. Expectations were realistic; and consistency in lesson plans was clear. Students in primary grades all have iPads; those in the upper grades have Chromebooks.
- **Indicator b:** Students were universally engaged and there were no disruptions of learning in any observed classroom. True student engagement was seen, not only compliant behavior. Teachers took advantage of “teachable moments” that arose during class.
- **Indicator c:** Support systems are strong for students, families, and staff who meet frequently and in various configurations. Classroom observations showed attention to individual student needs, addressing the whole child with strategies such as small group and partnering instruction, scaffolding, and differentiation. Differentiation occurs with content, process, or product to make

it meaningful, according to school leaders, and confirmed by board members in their focus group. Lesson plans use authentic learning strategies. Small group instruction and differentiation are the primary reasons for the high level of engagement, according to school leaders. A holistic approach to learning is evident throughout the school.

- **Indicator d:** There are weekly meetings for two hours on Mondays, as reported by school leaders, for administration. There are weekly meetings for two hours on Wednesdays for the instructional leadership team and administration. Common planning time takes place each day with two days reserved for instructional specialists.. Teachers reported having collaborative planning sessions with English as a new language (ENL) and SWD specialists across content areas. Grade level teams are very collaborative, according to school leaders. The school's administration determines professional development needs, with the support of a teacher committee that informs leadership of their needs. Some outside consultants are used, according to school leaders, for such topics as trauma-informed practice, cultural relevance, and antiracist initiatives. Monthly faculty meetings focus on successful practices as stated by school leaders. Two academic coaches provide support to teachers for ELA onsite and for math remotely, focusing on curriculum and instruction. Resident teachers are those holding certification or on a path to certification, but without experience. They function as instructional aides. This practice serves as a means to "grow your own" teachers. Buffalo Urban Teaching Fellows are non-teachers matched with local colleges and universities such as Canisius University, and hosted by the charter school. They function as additional instructional support personnel.

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

- **Indicator a:** The school uses a system of assessments, including diagnostic, formative, and summative. Each type serves a distinct purpose, and they work together to demonstrate a clear picture of student academic growth. The school provided a list of assessments, including grade levels for which they are used and details about their administration and use.
- **Indicator b:** The school creates individual student goals, which are updated three times each year. These are displayed on student goal sheets and presented at parent-teacher conferences. Board members, school leaders, and teachers all emphasized that the school is "data driven" in its decisions about students and their progress.
- **Indicator c:** The school holds a data meeting following each assessment administration to discuss results and determine needs and/or changes for the curriculum, instruction, and individual students. School leaders stated that student-focused conversations among teachers during February and March sometimes lead to difficult recommendations regarding retention. The timing is deliberate in order to alert parents of the possibility of retention and the rationale behind it.
- **Indicator d:** The school uses a standards-based report card for K – Grade 4 and a traditional format for Grades 5 – 8. Common language is used in the criterion-based reporting process to standardize communication with parents, according to teachers. The school's website provides a link to eSchool where parents and students may view report cards from home. Teachers also stated that parents responded positively to tangible, demonstrable results displayed on report cards. The one to four point grading system for students in K – Grade 4 are presented at parent-teacher conferences.

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

- **Indicator a:** School leaders confirmed that the school follows NYSED-approved processes for identification of SWD and ELL students. The teachers in their focus group reported that there are

four consultant teachers and five ENL teachers who meet with grade level teams for planning purposes. The student support team also provides opportunities for collaboration, such as quarterly meetings of multi-tiered systems of supports (MTSS) providers. They share test-taking strategies now that all students are using computers for this purpose and because some students experienced difficulties with this new mode of testing. Teachers understand how to differentiate by content, process, or product to make content meaningful to students, according to school leaders.

- **Indicator b:** Students speak a total of twenty-four languages and, to meet their needs, the school leaders focus group indicated that they employ five ENL teachers in their support. These staff members benefit all students. School leaders described the two self-contained classes for students with special needs as sustainable, given the school's population. To avoid negative labeling, school leaders have changed this classroom descriptor from "self-contained" to "special learning environment."
- **Indicator c:** In response to ELA data, teachers stated that student schedules were changed to give SWD more time in the classroom as compared with resource room support. A one-hour mandated skills block of time has been scheduled to address specific gaps in learning for all students, including ED students. Classroom teachers, specialists, and teacher assistants meet weekly to plan the instructional program for their students. To provide additional support for SWD, teacher assistants sit with students to help them focus and provide guidance in preparation for computer-based testing. These one-on-one strong relationships build trust and confidence. This produces a "ripple effect" of confidence for the whole class. Assessments drive instruction according to teachers, including checks for understanding and exit tickets in their lesson plans. Flexible small groups are used and students familiar with the classroom routines move quickly from one setting to the next. This was confirmed through classroom observations by the site visit team.

### 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. <sup>4</sup></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. <sup>5</sup></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>

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

<sup>5</sup> 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](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.
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### Summative Evidence for Benchmark 3:

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

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

- **Indicator a:** According to board members in their focus group, absenteeism is not a serious problem at the school. When a student is absent, according to the student focus group, the nurse calls families to determine the cause. The eSchool app is used to track attendance and is available to students and parents. Home visits have been successful in combatting absenteeism when it occurs. An additional effective strategy, although absenteeism is not its sole target, is the provision of an interscholastic sports programs, which specifically requires attendance and grade maintenance to participate. The school uses accountability sheets to certify students have met the tasks of the day, thus transforming students to “athletes.” The school offers soccer, basketball, volleyball, and track and field. There are Grades 5 – 6 and Grades 7 – 8 teams. Students in their focus group spoke highly of the sports program and their coaches. There are sports clubs for younger students, which also provide an opportunity for mixed age activities. Social skills practice is included.
- **Indicator b:** A win-win philosophy was frequently cited as a school theme. A colorful flyer explaining the benefits of this philosophy in action was shared with the site visit team. Win-win helps to sustain positive relationships, which are seen as a deterrent to the need for suspensions.
- **Indicator c:** Surveys are used in Grades 6 – 8 four to five times each year for students to express their opinions on such topics as classroom climate relevant to learning. Teachers indicated that they reflect on the results and take them back to the class for discussion and to show that student voices are heard and their opinions matter. School leaders reported that few students expressed dissatisfaction.

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

- **Indicator a:** The school has an approved discipline policy incorporated in the student-parent handbook, which is distributed each year to families and students. Expectations are displayed in classrooms where they are reinforced verbally and posted, as observed in classroom visits.
- **Indicator b:** The art therapist and the social worker provide assistance to students in need of social emotional supports through play/painting to provide a different kind of support, as stated in the school leaders focus group. Curriculum interventionists work with students individually who may ultimately need Individualized Education Programs (IEPs).
- **Indicator c:** Students in their focus group were unanimous in stating that the school is safe. They understood the reason for holding various drills and expressed support for the practice.
- **Indicator d:** Students reported that if bullying were to occur, it would be reported to a teacher and addressed immediately. Board members described recent steps taken to ensure the school is safe. These include the addition of bullet-resistant glass in reception areas, tightened sign-in procedures, and blue warning lights for use in emergencies.
- **Indicator e:** Classrooms observed by the site visit team were universally conducive to learning, as students were thoroughly engaged in their lessons. No disruptions were seen.

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

- **Indicator a:** School communications with parents who do not speak English are carried out in the home languages of the families. School Status Connect is an online communication platform that allows families to communicate in their preferred language. A family liaison can translate into four of the most prevalent languages.
- **Indicator b:** Board members reported a high level of family engagement. Family involvement opportunities, as per the student focus group, include a multicultural night and fun nights that feature food and dancing. The very diverse population allows students to experience many cultures. There are also winter and spring concerts by chorus and band, as well as an extensive annual celebration of the arts, which has been attended by members of the site visit team. Students reported participation in student-led parent conferences, where they share progress reports and goals. They can email their teachers at any time, so they always know where they stand academically. The Family Group, described by the board members, combines fund raising with educational information designed for parents. Administrators participate in activities such as sales events, including book sales, a shopping closet that provides school supplies for needy families while maintaining dignity and respect, and many other activities sponsored by the school.
- **Indicator c:** Family satisfaction is measured in several ways. Surveys are administered to students and their families. The Family Group meetings provide a forum for parents to address school administrators directly with their concerns and accolades in a safe setting. Parents know that their concerns will be addressed as they see the responses carried out in practice. Parents are also appreciative of an afterschool program led by volunteer teachers, which is an extension of the school day. Recently school leaders now charge for the program, \$20 for 3:10 – 4:30 PM for an eight to ten-week session. Offerings by existing WBCS teachers have included interest-based activities intended to build skills, academic and otherwise.
- **Indicator d:** The school leaders reported prompt action is taken regarding any family or community concerns that are identified. The school has made a commitment to promptly address any such concerns.
- **Indicator e:** Report card data is shared through presentations to the broader school community, including the family group, faculty, and community partners. Community events and school visits provide another opportunity to share school-level data.
- **Indicator f:** The school provides written notification of upcoming NYS assessments and the importance of participation to families; the participation rate is shared subsequent to the administration of the assessment.

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

- **Indicator a:** Teachers reported a focus on social-emotional learning is facilitated by the fact that they know their students well. A whole-child approach is in place to meet students' needs. If a student has a problem, there are professionals to reach out to, such as the behavior interventionist and the social worker, who are available to provide additional support, as reported in the student focus group. Students know that their job is to prepare for high school. They discussed the process for choosing a high school as one supported by staff. Students included shadowing as one method of coming to a decision.
- **Indicator b:** The school leaders reported in their focus group that their approach is to educate the "whole child," and this includes students' social-emotional needs. A multi-tiered system of support similar to the MTSS used for students with disabilities is implemented. Student progress in response to specific strategies is tracked on a regular basis.

- **Indicator c:** Board members described partnerships the school has with outside providers, such as recreational, medical, dental, musical, immigration, and mental health agencies designed to bring the community into the school. For example, one such partnership provides dental screenings and referrals to dental services. An annual dental education assembly reinforces the need for regular dental care.
- **Indicator d:** Teachers and other staff members are provided with professional development during monthly faculty meetings as described by school leaders. Weekly instructional meetings and daily grade level common planning times supplement the more formal professional development program where school leaders identify needs based on input from a teacher committee. Coaching provides individual support. The recent focus of this professional development has been trauma-informed solution-focused care, culturally relevant teaching, and anti-racism.
- **Indicator e:** The school has an identified McKinney-Vento coordinator who supports those students who are temporarily homeless.

#### **Benchmark 4: Financial Condition**

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

#### **Finding: Meets**

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

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**

West Buffalo 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. A score between 1.00 and 1.40 is considered adequate. West Buffalo Charter School’s 2023-2024 composite score is 3.00.

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

<b><i>Year</i></b>	<b><i>Composite Score</i></b>
2019-2020	1.67
2020-2021	2.70
2021-2022	2.96
2022-2023	3.00
2023-2024	3.00

### **Benchmark 5: Financial Management**

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

#### **Finding: Meets**

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

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

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

#### **Summative Evidence for Benchmark 5:**

NYSED CSO reviewed West Buffalo 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. Remained consistent as “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.*

#### Finding: Meets

##### Element

##### Indicators

#### 1. *Board Oversight and Governance*

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

#### Summative Evidence for Benchmark 6:

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

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

- **Indicator a:** The board reported that it had researched various tools for school leader evaluations and chose NYSED-approved *Principal Evaluation Rubrics* by Kim Marshall. In addition to monthly board meetings where the school leader reports directly to the board, individual board members conduct informal walkthroughs with the school leader to gauge the effectiveness of daily operations and culture. There is a self-evaluation component which the school leader completes

with input from individual board members. The board conducts an annual self-evaluation based on individual feedback and ratings, including setting goals for the next school year.

- **Indicator b:** Current board members represent a range of expertise, including higher education, small business, community representatives, and legal expertise. For example, following the addition of one new member who made security recommendations, the school added enhanced security measures. At the time of the site visit, the board was seeking additional members with expertise in marketing and public relations.
- **Indicator c:** The board is involved in all aspects of the school and is very knowledgeable, according to their focus group. With the board's assistance, the school transitioned smoothly to reorganize its operational services following the departure of the former financial and operations officer.
- **Indicator d:** The board of trustees, through its strategic planning process, has demonstrated awareness of trends in enrollment and staffing, while maintaining the positive culture and climate that has become integral to the school.
- **Indicator e:** The board tracks updates and changes to its required policy documents, obtaining approval at the school level and from the authorizer. School leaders recently requested clarification of weather emergency guidelines, which the CSO provided to the school.
- **Indicator f:** The New York State Charter School Association presents opportunities for board professional development, either directly or through a representative in attendance. Board members are welcome to participate in any professional development activities offered by the school, but it was not clear how often they take advantage of this.
- **Indicator g:** Discussion in the board focus group made it clear that board members are aware of their specific governance responsibilities and their legal obligations as a charter school and demonstrated knowledge of the charter, its mission, and key design elements.
- **Indicator h:** Board members indicated knowledge of the *CSO Performance Framework*, which they use as a guide for framing conversations at the board monthly 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>

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 remained consistent as “Meets.”

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

- **Indicator a:** All current school administrators, with the exception of the school leader, were teachers at the school at one time and thus are very familiar with the culture and operational priorities at the school, including the mission and goals; they also had prior relationships with most staff and the board. Their familiarity with the school’s mission is shared with staff at summer professional development sessions and reinforced during the school year at the monthly staff sessions which are linked back to the mission.
- **Indicator b:** There is a strong communication system among staff members and a positive working relationship, according to school leaders. Meetings are meaningful and valuable as they share critical information regarding students.
- **Indicator c:** The school is fully staffed with 44 teachers. School leaders reported that the teacher retention rate is high. The board implements a hiring policy of “grow your own,” according to the renewal application. Resident teachers are part of the path to certification strategy.
- **Indicator d:** School leaders, in the focus group, referred to the *Performance Framework* in the context of relevant initiatives ongoing at the school; in particular, student performance, enrollment, the mission, and key design elements, and the board.

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

- **Indicator a:** The K – Grade 8 principal regularly interacts with students, teachers, and families. Teachers reported, in their focus group, that one-on-one relationships with students are strong. Students spoke of “great” teachers who are flexible and truly care about students. The board’s action plan clearly delineates the roles of teachers, students, and coaches in meeting schoolwide goals.
- **Indicator b:** According to school leaders, all 44 teachers currently employed in the 2024-2025 school year at the school are certified. Administration designs the overall professional development calendar with input from a staff committee as to needs and/or desired trainings. Monthly staff meetings have a professional development component. External professional development opportunities are pursued as appropriate, with relevant turnkey training occurring on completion.
- **Indicator c:** The new financial configuration includes the finance office, human resources/payroll/budgeting, which works closely with registration. School leaders reported no current staffing vacancies at the school.
- **Indicator d:** The special education coordinator meets monthly with teachers and works with the Committees on Special Education (CSEs) of the districts. There is strong collaboration between the SWD and ELL staff, as they view some of their best practices and strategies are the same. The consultant teacher model requires a high level of grade level content knowledge, according to

school leaders. Grade level planning occurs daily. Collaboration among teachers is supported by grade level and vertical and horizontal curriculum meetings.

- **Indicator e:** Formal evaluation of teachers is conducted by the school leader and the directors, as they carry out a comprehensive teacher evaluation process including two formal observations and an annual professional performance review. Individual teachers have opportunities for input in this process.
- **Indicator f:** Teacher and staff feedback is solicited by leadership in several ways. Opportunities to serve on school committees promote teacher/leadership roles. Staff satisfaction surveys are administered on a regular basis and individuals have access to leadership at any time, as stated in the teacher focus group.

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

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

## Benchmark 8: Mission and Key Design Elements

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

### Finding: Meets

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

### Summative Evidence for Benchmark 8:

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

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

- **Indicator a:** Teachers reported a schoolwide mindset centered on a push for growth toward mastery. When asked how the school could improve, students in their focus group suggested additional sports programs, offering sports to younger students, lengthening the sports program time, and adding a high school, more foreign languages, and outdoor activities.
- **Indicator b:** The school's key design elements were observed to be implemented through classroom observations and focus group discussions. For example:
  - The CSO site visit team confirmed that the extended school day and afterschool enrichment opportunities key design element occurs from 3:10 to 4:30 PM daily for 8 to 10 weeks. This program is focused on skills-building and is driven by student interests.
  - Another key design element, building positive, respectful relationships between staff, students, families, and the community, was demonstrated in several ways. For example, students in their focus group described a yearbook elective that provides an opportunity to form bonds with their teachers and sports activities that give coaches, students, and parents an opportunity to interact and build positive relationships. In addition to relationships built in classrooms, these other opportunities strengthen the connections between students and adults. Students spoke highly of their teachers, saying they truly care about their students. Teachers also described strong relationships with students.

### 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>	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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.

#### Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to under-enrollment of SWD.

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

- **Indicator a:** The school is fully enrolled and is currently, 2023-2024, at 101 percent of its contracted enrollment. WBCS consistently enrolls ELL and ED students at rates closely approaching or exceeding the DOL and is currently -2 percentage points below and +5 above, respectively. The school’s retention rates overall and for each subgroup have been consistent throughout the charter term, either closely approaching, equal to, or exceeding the rates of the DOL.

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

- **Indicator a:** The school is making annual progress toward meeting the targets for subgroup enrollment, but SWD are still under-enrolled compared to BPS by -7 percentage points.
- **Indicator b:** The school employs numerous strategies to attract students in the subgroups; they also enjoy a high retention rate, equal to or higher than the district by several percentage points. The school participates in many community events, such as visits to community centers, early

childhood day care centers, and summer lunch locations, and conducts a social media blitz with billboards and advertisements throughout the school year.

- **Indicator c:** School leaders indicated that, based on increases in the target populations, recruitment efforts will continue without significant change; if future evaluation shows that strategies are ineffective, they will be adjusted or discontinued.

***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>	<ol style="list-style-type: none"><li>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.</li><li>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.</li><li>The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.</li><li>The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.</li><li>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.</li><li>The school seeks guidance from its legal counsel when updating documents and handling issues that arise.</li></ol>

### Summative Evidence for Benchmark 10:

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

#### 1. Element: **Legal Compliance:**

- Indicator a:** WBCS has a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter. The school reaches out to its authorizer for guidance when needed. No formal complaints were received during the current charter term. While the school has a history of allowing staff to begin working prior to receiving fingerprint clearance, they have updated their hiring process to ensure that new staff are not hired prior to confirming fingerprint clearance to do so.
- Indicator b:** The school has undertaken corrective action when needed and specifically with regard to the Notice of Deficiency issued in February 2019 for under-enrollment of SWD. One strategy that the school employed was to add two self-contained classrooms to provide extra support for some special education students, which has helped in attracting students in this subgroup.

- **Indicator c:** The director of administrative services is responsible for monitoring certification for existing teachers and new ones. Certification expiration dates are monitored as are the requirements status for new teachers. CSO guidelines for exemptions are monitored. Currently, all teachers are appropriately certified or exempt according to law.
- **Indicator d:** The school has regularly requested approval from the CSO for revisions.
- **Indicator e:** The school has maintained at least 100 percent enrollment during the term of this charter.
- **Indicator f:** In addition to several board members who are attorneys, the school contracts with a charter-knowledgeable law firm for review of new policies or potential conflicts of interest.



# 2025 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

WEST BUFFALO CHARTER SCHOOL

### BEDS Code

140600860986

### 2023-2024 Enrollment

504

### 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-8
Address:	113 LAFAYETTE AVE, BUFFALO, NY, 14213
Website:	www.westbuffalocharter.org
RIC:	ERIE/WESTERN/WNYRIC
Regents Region:	WESTERN
Regent:	Catherine Collins
Active Date:	7/1/2012
Authorizer:	REGENTS
CEO:	MS. ANDREA TODORO
CEO Phone:	716-923-1534
CEO Email:	atodoro@westbuffalocharter.org
BOT President:	MR. ROBERT SCHRECK
BOT President Phone:	716-435-5367
BOT President Email:	robert.schreck@thebarnesfirm.com
Institution ID:	800000067492

\*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

WEST BUFFALO CHARTER SCHOOL

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

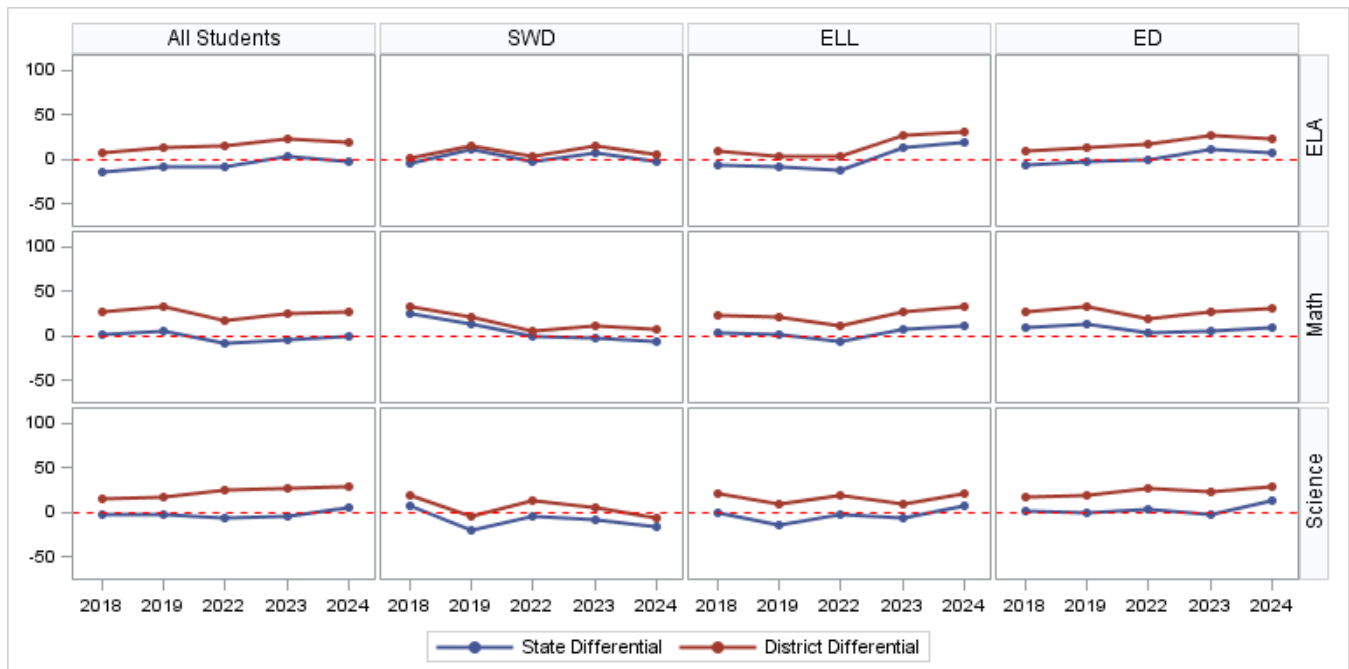
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

West Buffalo CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2017-2018	43%	43%	48%	41%	54%	52%	48%	51%
2018-2019	42%	32%	21%	39%	61%	40%	31%	58%
2021-2022	51%	18%	36%	48%	20%	0%	4%	18%
2022-2023	60%	31%	46%	58%	59%	41%	52%	57%
2023-2024	59%	37%	62%	58%	59%	32%	56%	58%

\*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 West Buffalo CS and Buffalo Public Schools



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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		West Buffalo CS	Buffalo Public Schools	District Differential	NYS	NYS Differential	West Buffalo CS	Buffalo Public Schools	District Differential	NYS	NYS Differential	West Buffalo CS	Buffalo Public Schools	District Differential	NYS	NYS Differential
All Students	2018	33%	25%	+8	46%	-13	50%	23%	+27	48%	+2	86%	70%	+16	89%	-3
	2019	38%	25%	+13	45%	-7	55%	22%	+33	49%	+6	83%	66%	+17	86%	-3
	2022	39%	24%	+15	47%	-8	32%	15%	+17	39%	-7	64%	38%	+26	69%	-5
	2023	51%	27%	+24	48%	+3	47%	22%	+25	51%	-4	44%	16%	+28	48%	-4
	2024	45%	25%	+20	47%	-2	51%	24%	+27	52%	-1	41%	12%	+29	35%	+6
SWD	2018	14%	12%	+2	18%	-4	46%	12%	+34	20%	+26	83%	64%	+19	75%	+8
	2019	27%	12%	+15	15%	+12	33%	11%	+22	19%	+14	50%	54%	-4	69%	-19
	2022	13%	9%	+4	16%	-3	13%	7%	+6	14%	-1	42%	29%	+13	46%	-4
	2023	26%	11%	+15	19%	+7	21%	10%	+11	23%	-2	17%	11%	+6	24%	-7
	2024	16%	11%	+5	18%	-2	20%	13%	+7	25%	-5	0%	6%	-6	15%	-15
ELL	2018	22%	12%	+10	27%	-5	35%	12%	+23	32%	+3	75%	54%	+21	75%	0
	2019	18%	15%	+3	26%	-8	34%	13%	+21	32%	+2	60%	51%	+9	73%	-13
	2022	18%	15%	+3	29%	-11	20%	8%	+12	25%	-5	47%	28%	+19	50%	-3
	2023	43%	16%	+27	29%	+14	42%	14%	+28	34%	+8	17%	7%	+10	22%	-5
	2024	45%	14%	+31	26%	+19	49%	15%	+34	37%	+12	27%	6%	+21	20%	+7
ED	2018	30%	20%	+10	36%	-6	47%	19%	+28	37%	+10	85%	67%	+18	84%	+1
	2019	33%	20%	+13	35%	-2	52%	18%	+34	38%	+14	81%	62%	+19	81%	0
	2022	37%	19%	+18	37%	0	31%	11%	+20	28%	+3	63%	35%	+28	59%	+4
	2023	49%	22%	+27	38%	+11	45%	17%	+28	40%	+5	38%	14%	+24	40%	-2
	2024	44%	20%	+24	37%	+7	51%	20%	+31	42%	+9	40%	10%	+30	26%	+14

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		West Buffalo CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	West Buffalo CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	West Buffalo CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS
Grade 3	2018	39%	33%	+6	51%	-12	63%	31%	+32	54%	+9	.	.	.	.	.
	2019	53%	33%	+20	52%	+1	62%	28%	+34	55%	+7	.	.	.	.	.
	2022	35%	24%	+11	46%	-11	60%	23%	+37	48%	+12	.	.	.	.	.
	2023	38%	27%	+11	45%	-7	38%	24%	+14	54%	-16	.	.	.	.	.
	2024	26%	22%	+4	43%	-17	43%	26%	+17	54%	-11	.	.	.	.	.
Grade 4	2018	43%	24%	+19	48%	-5	63%	20%	+43	48%	+15	86%	70%	+16	89%	-3
	2019	41%	28%	+13	48%	-7	64%	22%	+42	51%	+13	83%	66%	+17	86%	-3
	2022	50%	19%	+31	42%	8	54%	15%	+39	43%	+11	81%	52%	+29	80%	+1
	2023	66%	26%	+40	49%	+17	64%	24%	+40	54%	+10	.	.	.	.	.
	2024	52%	26%	+26	47%	+5	63%	27%	+36	58%	+5	.	.	.	.	.
Grade 5	2018	23%	16%	+7	37%	-14	40%	18%	+22	44%	-4	.	.	.	.	.
	2019	24%	18%	+6	38%	-14	54%	20%	+34	46%	+8	.	.	.	.	.
	2022	22%	16%	+6	38%	-16	17%	14%	+3	37%	-20	.	.	.	.	.
	2023	54%	24%	+30	45%	+9	50%	19%	+31	50%	0	.	.	.	.	.
	2024	40%	20%	+20	44%	-4	53%	19%	+34	49%	+4	39%	13%	+26	35%	+4
Grade 6	2018	24%	25%	-1	49%	-25	27%	23%	+4	44%	-17	.	.	.	.	.
	2019	51%	26%	+25	47%	+4	54%	22%	+32	47%	+7	.	.	.	.	.
	2022	52%	36%	+16	57%	-5	34%	17%	+17	39%	-5	.	.	.	.	.
	2023	47%	28%	+19	46%	+1	42%	25%	+17	48%	-6	.	.	.	.	.
	2024	50%	24%	+26	44%	+6	63%	27%	+36	51%	+12	.	.	.	.	.
Grade 7	2019	19%	18%	+1	40%	-21	33%	16%	+17	44%	-11	.	.	.	.	.
	2022	35%	23%	+12	48%	-13	12%	11%	+1	36%	-24	.	.	.	.	.
	2023	49%	27%	+22	48%	+1	46%	24%	+22	52%	-6	.	.	.	.	.
	2024	57%	32%	+25	50%	+7	50%	30%	+20	57%	-7	.	.	.	.	.
Grade 8	2022	39%	28%	+11	50%	-11	9%	12%	-3	26%	-17	43%	17%	+26	50%	-7
	2023	52%	32%	+20	56%	-4	41%	13%	+28	43%	-2	44%	16%	+28	48%	-4
	2024	51%	26%	+25	52%	-1	32%	13%	+19	41%	-9	45%	11%	+34	34%	+11

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

WEST BUFFALO CHARTER SCHOOL

#### 1.a.i. Aggregate Enrollment:

##### Aggregate Enrollment: Reported vs Contracted - Target = 100%

West Buffalo CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	500	509	102%
2020-2021	500	525	105%
2021-2022	500	511	102%
2022-2023	500	500	100%
2023-2024	500	504	101%

#### 1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	West Buffalo CS	Buffalo Public Schools	Differential to District	West Buffalo CS	Buffalo Public Schools	Differential to District	West Buffalo CS	Buffalo Public Schools	Differential to District
2019-2020	13%	25%	-12	22%	23%	-1	91%	84%	+7
2020-2021	12%	24%	-12	24%	23%	+1	89%	83%	+6
2021-2022	12%	24%	-12	22%	23%	-1	89%	78%	+11
2022-2023	16%	25%	-9	21%	24%	-3	90%	85%	+5
2023-2024	19%	26%	-7	23%	25%	-2	92%	87%	+5

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

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

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	West Buffalo CS	Buffalo Public Schools	Differential to District	West Buffalo CS	Buffalo Public Schools	Differential to District	West Buffalo CS	Buffalo Public Schools	Differential to District	West Buffalo CS	Buffalo Public Schools	Differential to District
2019-2020	91%	89%	+2	90%	91%	-1	90%	89%	+1	91%	88%	+3
2020-2021	94%	90%	+4	88%	91%	-3	93%	91%	+2	94%	90%	+4
2021-2022	88%	88%	0	91%	89%	+2	85%	90%	-5	90%	88%	+2
2022-2023	91%	88%	+3	93%	89%	+4	88%	89%	-1	91%	88%	+3
2023-2024	91%	88%	+3	89%	89%	0	94%	89%	+5	92%	89%	+3

\*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

### WEST BUFFALO CHARTER SCHOOL

2019 20	2020 21	2021 22	2022 23	2023 24
K-8	K-8	K-8	K-8	K-8
K-8	K-8	K-8	K-8	K-8
500	500	500	500	500
500	500	500	500	500
511	530	514	504	507

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

#### ASSETS

##### Current Assets

Cash and Cash Equivalents	1,731,632	1,946,600	2,282,075	2,314,794	2,325,562
Grants and Contracts Receivable	230,308	-	862,463	1,138,341	1,198,309
Prepaid Expenses	-	-	-	48,363	89,838
Other Current Assets	323,530	846,760	134,344	-	-
<b>Total Current Assets</b>	<b>2,285,470</b>	<b>2,793,360</b>	<b>3,278,882</b>	<b>3,501,498</b>	<b>3,613,709</b>

##### Non-Current Assets

Property, Building and Equipment, net	12,688,358	12,273,425	11,928,627	11,602,146	11,422,325
Restricted Cash	-	-	-	-	-
Security Deposits	4,745	-	4,745	4,745	-
Other Non-Current Assets	-	4,745	142,826	454,147	893,650
<b>Total Non-Current Assets</b>	<b>12,693,103</b>	<b>12,278,170</b>	<b>12,076,198</b>	<b>12,061,038</b>	<b>12,315,975</b>
<b>Total Assets</b>	<b>14,978,573</b>	<b>15,071,530</b>	<b>15,355,080</b>	<b>15,562,536</b>	<b>15,929,684</b>

#### LIABILITIES AND NET ASSETS

##### Current Liabilities

Accounts Payable and Accrued Expenses	893,712	875,573	967,548	52,239	1,089,263
Accrued Payroll and Payroll Taxes	-	-	-	926,443	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	171,596	-	-
Other Current Liabilities	408,630	362,679	463,130	535,029	524,681
<b>Total Current Liabilities</b>	<b>1,302,342</b>	<b>1,238,252</b>	<b>1,602,274</b>	<b>1,513,712</b>	<b>1,613,944</b>

##### Long-Term Liabilities

Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	10,422,323	7,879,818	6,313,023	5,802,942	5,295,373
<b>Total Long-Term Liabilities</b>	<b>10,422,323</b>	<b>7,879,818</b>	<b>6,313,023</b>	<b>5,802,942</b>	<b>5,295,373</b>
<b>Total Liabilities</b>	<b>11,724,665</b>	<b>9,118,070</b>	<b>7,915,297</b>	<b>7,316,653</b>	<b>6,909,317</b>

#### NET ASSETS

Unrestricted	3,203,908	5,854,460	7,366,783	8,245,883	9,020,367
Restricted	50,000	99,000	73,000	-	-
<b>Total Net Assets</b>	<b>3,253,908</b>	<b>5,953,460</b>	<b>7,439,783</b>	<b>8,245,883</b>	<b>9,020,367</b>
<b>Total Liabilities and Net Assets</b>	<b>14,978,573</b>	<b>15,071,530</b>	<b>15,355,080</b>	<b>15,562,536</b>	<b>15,929,684</b>

#### OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed	6,793,143	6,820,987	6,701,001	6,671,121	7,143,905
State and Local Per Pupil Revenue - SPED	370,873	417,438	516,969	601,117	565,467
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	287,884	627,103	1,034,727	1,137,135	1,237,674
State and City Grants	162,909	115,372	4,220	16,000	10,040
Other Operating Income	90,616	881,421	153,363	48,941	94,090
<b>Total Operating Revenue</b>	<b>7,705,425</b>	<b>8,862,321</b>	<b>8,410,280</b>	<b>8,474,314</b>	<b>9,051,176</b>

#### EXPENSES

##### Program Services

Regular Education	2,752,810	2,614,104	3,044,436	3,160,242	3,161,453
Special Education	1,309,572	1,088,730	1,258,470	1,305,460	1,313,498
Other Expenses	1,641,569	1,559,493	1,805,479	1,881,008	1,883,013
<b>Total Program Services</b>	<b>5,703,951</b>	<b>5,262,327</b>	<b>6,108,385</b>	<b>6,346,710</b>	<b>6,357,964</b>

##### Supporting Services

Management and General	1,315,683	1,379,168	1,552,819	1,632,825	1,838,664
Fundraising	-	-	-	-	-
<b>Total Supporting Services</b>	<b>1,315,683</b>	<b>1,379,168</b>	<b>1,552,819</b>	<b>1,632,825</b>	<b>1,838,664</b>

##### Total Expenses

7,019,634	6,641,495	7,661,204	7,979,535	8,196,628
685,791	2,220,826	749,076	494,779	854,548

#### SUPPORT AND OTHER REVENUE

Interest and Other Income	-	429,726	763,247	311,321	-
Contributions and Grants	50,000	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	(624,755)	-	-	-	(80,064)
<b>Total Support and Other Revenue</b>	<b>(574,755)</b>	<b>429,726</b>	<b>763,247</b>	<b>311,321</b>	<b>(80,064)</b>
<b>Change in Net Assets</b>	<b>111,036</b>	<b>2,650,552</b>	<b>1,512,323</b>	<b>806,100</b>	<b>774,484</b>
<b>Net Assets - Beginning of Year</b>	<b>3,142,872</b>	<b>3,253,908</b>	<b>5,953,460</b>	<b>7,439,783</b>	<b>8,245,883</b>
<b>Net Assets - End of Year</b>	<b>3,253,908</b>	<b>5,904,460</b>	<b>7,465,783</b>	<b>8,245,883</b>	<b>9,020,367</b>

#### REVENUE & EXPENSE BREAKDOWN

##### Revenue - Per Pupil

Operating	15,079	16,721	16,362	16,814	17,852
Support and Other Revenue	(1,125)	811	1,485	618	(158)
<b>Total Revenue</b>	<b>13,954</b>	<b>17,532</b>	<b>17,847</b>	<b>17,432</b>	<b>17,695</b>

##### Expenses - Per Pupil

Program Services	11,162	9,929	11,884	12,593	12,540
Management and General, Fundraising	2,575	2,602	3,021	3,240	3,627
<b>Total Expenses</b>	<b>13,737</b>	<b>12,531</b>	<b>14,905</b>	<b>15,833</b>	<b>16,167</b>
% of Program Services	81.3%	79.2%	79.7%	79.5%	77.6%
% of Management and Other	18.7%	20.8%	20.3%	20.5%	22.4%
% of Revenue Exceeding Expenses	1.6%	39.9%	19.7%	10.1%	9.4%

#### FINANCIAL COMPOSITE SCORE

Composite Score	1.67	2.70	2.96	3.00	3.00
<b>BENCHMARK and FINDING:</b> Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

#### WORKING CAPITAL

Net Working Capital	983,128	1,555,108	1,676,608	1,987,787	1,999,765
Working Capital (Current) Ratio	1.8	2.3	2.0	2.3	2.2

#### BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

#### DEBT TO ASSET

Debt to Asset Ratio	0.8	0.6	0.5	0.5	0.4
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

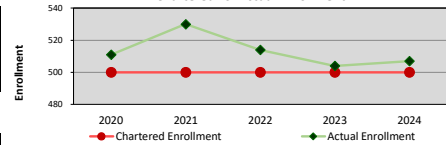
#### CASH POSITION

Days of Cash	90.0	107.0	108.7	105.9	103.6
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

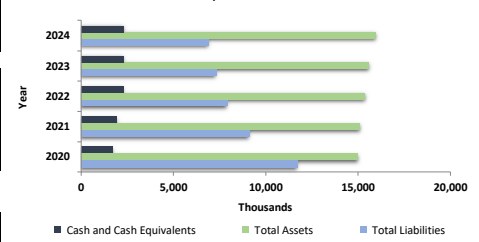
#### TOTAL MARGIN

Total Margin Ratio	0.0	0.3	0.2	0.1	0.1
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

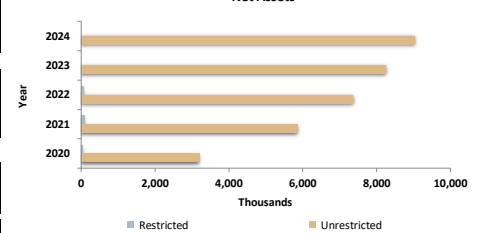
#### Chartered vs. Actual Enrollment



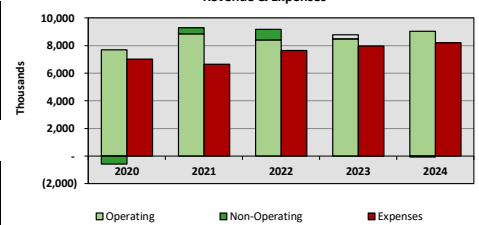
#### Cash, Assets and Liabilities



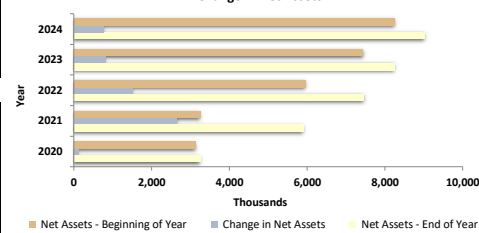
#### Net Assets



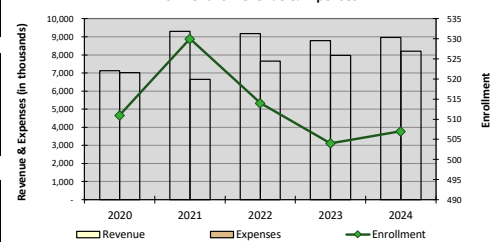
#### Revenue & Expenses



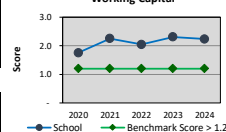
#### Change in Net Assets



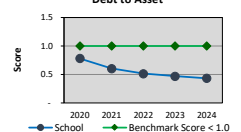
#### Enrollment vs. Revenue & Expenses



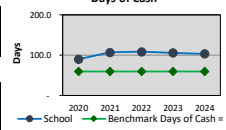
#### Working Capital



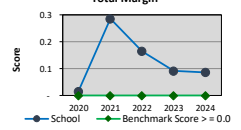
#### Debt to Asset



#### Days of Cash



#### Total Margin



## AUDITED FINANCIALS

## STATEMENT OF FINANCIAL POSITION

## RATIOS, BENCHMARKS and FINDINGS

## FISCAL ANALYSIS