



New York State Education Department

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

Western New York Maritime Charter School

Renewal Site Visit Dates: October 28-29, 2024
Date of Final Draft Site Visit Report: March 3, 2025
Date of Final Site Visit Report: March 19, 2025

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Western New York Maritime Charter School (WNYMCS)
Board Chair	Barbara Tompkins
District of Location	Buffalo Public Schools
Initial Commencement of Instruction	January 2004
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 12, 2004 – January 11, 2009 • First Renewal: January 12, 2009 – June 30, 2012 • Second Renewal: July 1, 2012 – June 30, 2015 • Third Renewal: July 1, 2015 – June 30, 2020 • Fourth Renewal: July 1, 2020 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	Grades 5-12 / 510 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 5-12 / 510 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 2219 South Park Avenue, Buffalo, New York 14220 (High School) – Private Space • 102 Buffum Street, Buffalo, New York 14210 – (Middle School) – Private Space
Mission Statement	<i>Western New York Maritime Charter School's mission is to develop cadets in mind, body and character, to prepare them for further education, and to prepare them to be effective leaders and responsible citizens.</i>
Key Design Elements	<ul style="list-style-type: none"> • Academic Excellence • Character Development • Physical Development • Leadership Development
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

Innovative and Noteworthy Programs: Western New York Maritime Charter School (WNYMCS) adopts military practices and principles to create an educational program that aims to support students' development of self-discipline, self-control, loyalty, and community service. Participation in the National Junior Reserve Officer Training Corps (NJROTC) supplements the academic program with character and life skills lessons to build future leaders and responsible citizens.

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

Renewal Outcomes

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

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	Grades 5-12	Grades 5-12	Grades 5-12	Grades 5-12	Grades 5-12
Total Approved Enrollment	510	510	510	510	510

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

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	Grades 5-12	Grades 5-12	Grades 5-12	Grades 5-12	Grades 5-12
Total Proposed Enrollment	510	510	510	510	510

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

² This proposed chart was submitted by the Western New York Maritime 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.

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 WNYMCS on October 28 – 29, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, high school and middle school student support teams, and student leaders.

The team conducted twenty-four classroom observations in Grades 5 – 12. The observations were approximately 20 minutes in length and conducted jointly with the commandant, deputy vice commandant, and curriculum support specialist. 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, 2022-2023 annual report, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

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

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

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

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

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

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

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

Summary of Findings

- WNYMCS is in year twenty of operation and serves students in Grades 5 – 12. During its current charter term, the school is rated in the following manner: five “Meets,” three “Approaches,” and two “Falls Far Below.” A summary of those ratings is provided below.
- **Strengths:**
 - School leaders and staff demonstrate concern for individual students by adjusting and adapting programs and practices to meet the students “where they are” and help them progress academically and socially.
 - School leaders and staff take on multiple roles and responsibilities to ensure students and families are provided with needed supports.
 - The school demonstrates a growing level of consistency in classroom management practices that contribute to safe, orderly, and productive learning environments.
- **Challenges:**
 - Over the charter term, WNYMCS has enrolled fewer than 80 percent of its chartered maximum and has not met targets for the enrollment of students with disabilities (SWD), English language learners (ELL), and economically disadvantaged (ED) students.
 - The school’s retention rate is below that of the Buffalo Public Schools (BPS), the district of location.
 - Recently planned changes in curriculum and teacher planning time have yet to be fully implemented and their effectiveness in improving student performance remains to be seen. The process for making these curricular decisions was not clear.
 - The board has not provided knowledgeable oversight or careful stewardship of the school’s operations and has not established and monitored performance goals that ensure the academic success of all students.

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: Falls Far Below

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has declined from “Approaches” to “Falls Far Below” due to low proficiency rates on the 2024 New York State Testing Program (NYSTP) Grade 5-8 assessments, low rates for the On-track to Graduate metric, and graduation rates lower than New York State (NYS).

In the 2023-2024 school year, WNYMCS students in Grades 5-8 scored -18 percentage points below BPS and -40 percentage points below NYS in English language arts (ELA). In math, students scored -14 percentage points below the district and -42 percentage points below the State. Over the course of the charter term, the percent of WNYMCS students in Grades 5-8 who have demonstrated proficiency on the NYS tests has varied with the most recent results declining from previous years.

Graduation rates have also been trending down over the course of the charter term. The 2020 Cohort 4-year graduation rate was 80 percent, 6 percentage points below NYS. The overall On-Track to Graduate rate for the 2021 cohort was 41 percent, below the target rate of 75 percent. Subgroup rates, SWD, ELL, and ED students were also below the target: 27, 0, and 47 percent, respectively.

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: Approaches

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

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School:

- Reading/ English Language Arts (ELA): *Fishtank* (newly adopted 2024)
- Mathematics: *Fishtank; Elevate K-12* (newly adopted 2024)
- Science: *Nitty Gritty Science/Science Bits* (research-backed Science program newly adopted 2024)
- Social Studies: *New Visions; Houghton Mifflin Harcourt Social Studies*

Academic Program for High School:

- Reading/ English Language Arts (ELA): *NYS Next Generation ELA and Literacy Standards*
- Mathematics : *NYS Next Generation Mathematics Learning Standards*
- Science: *NYS P-12 Science Learning Standards; New Visions P-12 Science Curriculum; Science Bits* (research-backed newly adopted 2024)
- Social Studies: *New Visions; NYS Social Studies Learning Standards; New Visions Social Studies Curriculum*
- Maritime Careers: Technical Trades Standards/STEM and CTE Curriculum

Academic Program for Students with Disabilities (SWD) and English language learners (ELL):

- SWD:
 - Middle School:
 - ELA: *Newsela; IXL*
 - Math: *IXL; Math Bits* (research-backed Math curriculum)
 - Science: *Nitty Gritty Science; New Visions Science Curriculum; Science Bits* (research-backed Science Curriculum)
 - Social Studies: *New Visions; Houghton Mifflin Harcourt Social Studies*
 - High School:
 - ELA: *Newsela*
 - Math: *IXL; Math Bits* (research-backed Math Curriculum)
 - Science: *NYS P-12 Science Learning Standards; New Visions Science Curriculum; Science Bits* (research-backed Science Curriculum)
 - Social Studies: *New Visions; NYS Social Studies Learning Standards*
 - Marine Careers: Technical Trades Standards/STEM and CTE Curriculum
- ELL:
 - Middle School:
 - ELA: *Brain Pop; Google Translate*
 - Math: *Brain Pop; Google Translate; Spire Learning; Math Bits* (research-backed Math Curriculum)
 - Science: *Nitty Gritty Science; New Visions Science Curriculum; Science Bits* (research-backed Science Curriculum)
 - Social Studies: *New Visions; Houghton Mifflin Harcourt Social Studies*

- High School
 - ELA: *CommonLit; Brain Pop; Spire Learning*
 - Math: *Brain Pop; Spire Learning; Math Bits (research-backed Math Curriculum)*
 - Science: *NYS P-12 Science Learning Standards; New Visions Science Curriculum; Science Bits (research-backed Science Curriculum)*
 - Social Studies: *New Visions; NYS Social Studies Learning Standards*
 - Marine Careers: Technical Trades Standards/STEM and CTE Curriculum

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has declined from “Meets” to “Approaches” due to lack of a coherent and documented curriculum and instructional practices that do not foster consistent high levels of student engagement, thinking, and achievement.

1. Element: **Curriculum:**

- **Indicator a:** In the renewal application, the school lists general guidelines for the academic curriculum including the use of Universal Design for Learning (UDL) and the Danielson frameworks. The application mentions curriculum maps for ELA and social studies and notes that they are piloting the Lucy Calkins readers/ writers workshop approach for literacy. During the site visit, the curriculum list above was provided by school leaders indicating some changes. For the middle school curriculum, school leaders reported they have started using *Fishtank* in ELA and math and *Nitty Gritty Science*. For grades 9-12, school leaders list the *New York State Next Generation Learning Standards* as the curriculum but did not offer details on the classroom materials and resources that teachers use to meet the standards or the scope and sequence of learning activities for each of the Regents and non-Regents courses offered at WNYMCS. On the school’s website, the document titled *2023-2024 WNYMCS Syllabus for Students and Parents* lists grading policies and expectations for extra credit but does not provide content outlines or topic sequences that define the school’s academic program.
- **Indicator b:** In the focus groups, school leaders and staff reported that weekly grade level and department meetings provide the opportunity to align the curriculum across classrooms. They indicated that meetings with the curriculum support specialists are used to vertically align content across grade levels. In the focus group, school leaders and curriculum support specialists said that teachers are expected to know grade-to-grade articulation in the middle school, but acknowledged that those cross-grade level conversations are just starting. At the high school, subject area departments meet periodically with the curriculum support specialists to coordinate curriculum within and across related content areas.
- **Indicator c:** According to focus group interviews, WNYMCS relies on online learning technology and commercial materials to differentiate curriculum. The lesson plan template provided to the site visit team includes a section for differentiation strategies. In the focus groups, school leaders and staff noted that the standards-aligned commercial curriculum recently adopted for the middle school includes options for differentiation based on student needs. School leaders also reported that the online program, *IXL*, individualizes lessons based on real-time student responses to learning activities.
- **Indicator d:** In the renewal application, the school states that curriculum is regularly reviewed and revised. However, in the focus group interviews, school leaders explained that review of State test scores last year led to a decision to change the middle school curriculum to provide teachers with guidance and tools to improve student outcomes. School leaders did not elaborate on the research behind the decision to choose the new program. As noted above, the school lists the *NYS*

Next Generation Learning Standards as the high school curriculum but does not describe which class materials or resources are used or whether the school reviews or revises those materials or instructional strategies to evaluate their impact on student learning.

2. Element: **Instruction:**

- **Indicator a:** In the renewal application, the school lists the use of instructional technology, online learning, scaffolding, and project-based learning as components of high-quality instruction. On the school's website, an *Essential Teaching Practices* document outlines students' responsibilities as learners, and lists classroom management and instruction as the school's "best practices." In the focus group, school leaders listed engagement and participation as indicators of high-quality instruction. School leaders accompanying the site visit team during classroom visits listed expected management practices including "do now" and *Teach Like a Champion* strategies as key elements in high-quality instruction. School leaders noted that academic language is a focus for the year, and the site visit team noted a vocabulary/academic language component in lessons. Across the 24 classes visited on the site visit, the team observed several examples of an opening "do now" activity and *Teach Like a Champion* classroom management strategies.
- **Indicator b:** While students were obedient and polite in the classrooms visited by the site visit team, there was little evidence they were actively engaged in the content of the lesson. Across the 24 classes visited, the team noted that 20 were dominated by teacher talk, with few instances where students were asked or expected to initiate a comment or pose a question, offering few opportunities to observe engaged students. Students were compliant and, with a few exceptions, responded only when called on. As observed by the team, student work required filling in blanks on a worksheet or in a notebook or copying information from the screen. In each class, all students were expected to complete the same task at the same pace with few examples of the differentiation strategies listed on the lesson plans, except in one case when certain students were provided materials in Spanish. Teachers in many classes used timers to maintain a brisk pace, but not all students completed their tasks in the allotted time.
- **Indicator c:** According to the renewal application, the school uses online learning platforms, consultant teachers, and after school, weekend, and summer programming to ensure equity and access to the academic program for all students. In the focus group, school leaders noted that the adoption of *IXL*, an online learning program, customizes instruction in reading and math to ensure a gradual progression of content to support student success. In several classes observed by the site visit team, consultant teachers circulated to monitor and assist students to complete their online assignments. In the Battalion Enrichment Time (BET), an intervention and enrichment period in the high school daily schedule, students were working on individual tasks, including two who were engaged in an online college course. In the focus groups, school leaders and staff explained that while Saturday school is used for behavior infractions, students may come for extra help to work with a teacher to recover missed assignments or attempt to improve a poor grade. School leaders added that summer school is often used for credit recovery and Regents re-takes. Students in the focus group added that the pre-opening "boot camp" for students new to WNYMCS helps to establish a common set of expectations for students of all backgrounds and abilities before the school year begins.
- **Indicator d:** In the focus groups, school leaders and staff described the use of twice monthly faculty meetings and weekly team meetings to provide professional development opportunities that promote best practices. Focus group participants explained that the school is in the second year of an effort to build teachers' skills in classroom management, using *Teach Like a Champion* tactics. Curriculum support specialists follow a common agenda with grade level teams and high school teachers that include reflections on recent lessons and sharing of instructional and

intervention strategies. School leaders noted that each teacher prepares a personal learning plan that may include attendance at workshops and conferences offered by professional organizations. The school leader remarked that teachers are asked to bring their professional learning back to the school to be shared with other staff members.

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

- **Indicator a:** According to the renewal application and focus groups, WNYMCS administers the *Measure of Academic Progress* (MAP) assessment three times per year to diagnose student strengths and gaps. Curriculum-based assessments, including the “do now,” exit tickets, classwork, and quizzes, serve as formative measures of student progress toward the curriculum standards. Unit tests are summative assessments and high school teachers include Regents items in their tests and quizzes to familiarize students with that testing format. School leaders mentioned that staff are including more computer-based assessments to prepare students for the State tests, which are now administered online.
- **Indicator b:** In the focus group, school leaders explained that teachers review classroom assessments, State test results, and diagnostic data to inform their lesson planning. As noted above, curriculum support specialists meet with grade level and content area teams to review MAP data at the beginning of the year to identify curriculum standards that students have not yet mastered. Teachers use formative data to track student progress and learn which concepts and skills might need reteaching. According to focus group participants, the new IXL computer-based learning program tracks student responses and adapts lesson rigor to move students toward mastery.
- **Indicator c:** In addition to quantitative data from the MAP and classroom assessments, school leaders mentioned in the focus group that they use observations during walk-throughs and discussions in grade level or content area team meetings to assess whether the academic program is meeting the needs of individual students as well as subgroups. School leaders also indicated they consider attendance as a measure of student engagement and use that data as another indicator of the quality of the academic program. As noted previously, the school recently adopted a new curriculum at the middle school in response to State tests results being below expectations, an example of their program review and evaluation process.
- **Indicator d:** In the renewal application, the school reported using a data-driven process to monitor student progress toward State learning standards. In the focus group, school leaders explained that administrators take a high-level view of assessment data and plan to train classroom teachers in the analysis of data to inform instructional decisions. School leaders reported they meet weekly to consider the impact of interventions on identified “students of concern” based on attendance, behavior, and classroom data.

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

- **Indicator a:** During the student support focus group, the site visit team learned that WNYMCS follows the process adopted by BPS, the district of location, to identify students who may have special educational needs. To identify ELL students, the school administers the home language survey and tracks student progress using the New York State English as a Second Language Achievement Test (NYSESLAT).
- **Indicator b:** During the renewal site visit, school leaders provided the site visit team with a template for instructional planning as one support to meet the diverse needs of students. That template includes a prompt for listing how teachers plan to accommodate the various needs of the students in the class. While differentiation strategies were not always listed on the lesson plans for the classes visited by the site visit team, some plans noted strategies such as checks for

understanding, allowing extra time, and providing material translated into Spanish for certain students. However, most lessons were teacher-led with all students expected to do the same task at the same pace with little evidence of differentiation. In the student support focus group, school leaders and staff explained that the BET class at the high school led by regular classroom teachers serves as an intervention and enrichment class period for all students during which teachers are expected to use a variety of technology resources and online learning systems to provide individualized instruction customized for each student.

- **Indicator c:** In the focus group, school leaders and staff stated that the small size of the school facilitates frequent communication among all staff, including classroom teachers and support team members. According to the participants in the student support focus group, consultant teachers meet with classroom teachers at the end of the school day to plan lesson accommodations for students. The school does not employ separate academic intervention specialists, instead assigning teachers an additional class to provide remediation and enrichment to select groups of students and those teachers meet with their grade level or content area colleagues during the weekly curriculum support meetings to discuss student progress and instructional strategies.

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

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

Finding: Meets

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

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

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRptGuiderev3.6.18.pdf.

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

	educational program. The school has a McKinney-Vento Coordinator that staff can identify.
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Summative Evidence for Benchmark 3:

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

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

- **Indicator a:** Members of the focus groups provided details on the status of chronic absenteeism at WNYMCS. In the school leaders and student support team focus groups, staff members explained that the number of chronic absentees has decreased over the past couple of years and provided internal data showing that decrease. Members of the student support team reported that eight students were chronically absent in October 2024 compared with 15 students in October 2023. Support staff described their strategy to improve attendance is focused on holding students accountable for their presence. For those absentees identified as “students of concern,” a staff member is assigned to make contact with the student regularly to check on their social-emotional well-being. Participants in the focus groups credited this personal accountability approach with improving attendance at all grade levels.
- **Indicator b:** In the focus groups, school leaders and staff detailed the school’s approach to in-school and out-of-school suspensions. They credited the adoption of a restorative justice approach with reducing the number of suspensions. In addition to the guidance counselors, two performance counselors monitor discipline referrals submitted by teachers in the student information system and engage students in conversations aimed at helping them identify the causes of their misbehavior and brainstorm possible resolutions. According to support staff, one aim of the restorative approach is to remedy any damaged relationships with teachers or other students. In the student leaders focus group, one student recalled discipline issues he caused in his first years at the school and credited the conversation with school leaders and counselors with giving him the tools to better deal with triggers that led to his misbehavior. School leaders described a process similar to that used for chronic absentees of identifying students of concern and assigning an adult mentor to build a positive relationship with the student and their family to keep students in school. In the focus group, student support staff explained they provide alternative instruction for suspended students using Google classroom and similar resources.
- **Indicator c:** Measures of school climate and culture described by focus group participants included observations of student behavior and communication among staff. School leaders reported that they monitor participation in events and extracurricular activities as an indirect measure of a positive school climate. In the focus groups, school leaders and staff noted that the small size of the school allows frequent interactions between school leaders, students, and staff that provide an informal but generally accurate indicator of the climate across the school. Student leaders in the focus group reported that any student can attend the monthly Advisory Council at the high school to voice their concerns, interests, requests, or preferences.

2. Element: *Behavior Management and Safety:*

- **Indicator a:** The approach to behavior management at WNYMCS includes a discipline policy and code of conduct posted on the school’s website that defines the infractions and consequences for which students will be held accountable. In the focus group, school leaders said that suspensions have been reduced due to the adoption of restorative practices and performance counseling.

School leaders provided internal data for the first two months of the school year listing 45 short term suspensions in 2023-2024 compared with 33 short term suspensions in 2024-2025. The nature of the infractions for which students have been disciplined was not clear.

- **Indicator b:** According to the renewal application, the WNYMCS approach to behavior interventions that support student social-emotional development begins with an Academic Review Board (ARB). School leaders in the focus group explained that the ARB has been modified to incorporate restorative strategies rather than punitive ones. They explained that student support staff and school leaders monitor attendance and behavior data to identify students of concern. In the focus group, student support staff described the recent adoption of a process of performance counseling to work with students referred for behavior infractions as a vehicle to teach skills to improve self-monitoring and self-control. Guidance counselors noted that they refer students to area mental health agencies when school support is insufficient. The school's Naval Science curriculum for students in grades 9-12 incorporates components that focus on character development, teamwork, and positive behavioral supports. In the focus groups, school leaders and staff referred to negative behavior and attendance as indicators of social emotional issues and concerns.
- **Indicator c:** WNYMCS employs several strategies to maintain a safe environment. Entry to both the middle and high school buildings requires video checks by the office staff. Visitors sign in to the building, and classroom doors are locked while classes are in session. At the high school, the site visit team observed student arrival procedures that include bag checks by security staff. According to the renewal application, students must have passes to be in the halls during class time and the site visit team observed generally quiet hallways.
- **Indicator d:** According to the renewal application, WNYMCS investigates allegations of bullying, harassment, and discrimination promptly. The school provides training to staff on the Dignity for All Students Act (DASA) prior to the start of the school year with periodic reviews during faculty meetings as noted on the schedule provided to the site visit team. The DASA coordinator is listed in the student handbook and focus group participants were aware of that position. In addition, at the high school, Naval Science classes include anti-harassment training as part of the curriculum.
- **Indicator e:** In the majority of the classes visited by the site visit team, the classroom environment was conducive to learning and generally free from disruption. Students were polite and respectful, obeying the teachers' instructions and attentive to their tasks. In a few classes, students took advantage of unstructured time or unclear instructions to behave inappropriately.

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

Indicator a: In the renewal application, the school reports using an all-call system to notify parents of activities, school closures, and important dates. Parents receive progress reports every five weeks and the school hosts two parent conferences each year. In the focus group, school leaders said they have staff members who serve as translators when needed. The school's website has a translate option for Spanish-speaking families to access the school's documents in their preferred language.

- **Indicator b:** In focus group interviews, school leaders and staff reported communicating with parents frequently by email, text, and phone. The on-call system allows parents to translate the message into their preferred language. In focus groups, school leaders and student support staff referred to the parent portal accessible through the school's website as a tool for families to monitor their child's grades and attendance in real time. The agenda for the weekly curriculum support meetings includes a reminder to log parent contacts in the school's information system. The site visit team did not learn how often the portal is used or how many parents have completed registering for access. In the renewal documents, quarterly parent workshops are listed as a tool

for engaging parents in the school community. The site visit team did not meet with the staff person defined as the family liaison to determine the topics or attendance for the family workshops.

- **Indicator c:** According to the renewal application, the school surveys parents to monitor satisfaction and gather feedback on school practices. The family survey provided to the site visit team asked parents why they chose the school and how they heard about WNYMCS, and responses were received from newly enrolled or inquiring families. The family survey did not solicit feedback from families of enrolled students to determine satisfaction with the school's programs. The events calendar on the website did not list community forums and school leaders did not describe using specific procedures for gauging family satisfaction. As shown in Attachment 1, the school has not met the targets for overall enrollment or the retention of students, an indicator of concern. In the focus group, board members said they did not review the results of the family survey and expressed surprise at the attrition rate data.
- **Indicator d:** As required, the school posts a complaint policy and procedures on its website that describes the process for responding to family or community concerns. In the focus group, board members said that no family or community complaints have been received in the current school year.
- **Indicator e:** The WNYMCS website includes a link to the New York State Report Card to promote transparency and accountability to parents and the school community. Focus group participants did not indicate whether the school provides additional analysis or details of schoolwide performance for stakeholders and the wider community. Board members noted that a parent representative on the board receives data reports on the school's performance as part of the monthly meetings.
- **Indicator f:** While the school includes a link to the latest available New York State Report Card data on its website, the school does not provide information about its participation rate compared with its district of location, BPS.

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

- **Indicator a:** In the focus group, school leaders and student support staff described a range of strategies for supporting the social-emotional and mental health needs of students. As noted previously, school leaders and support staff meet weekly to identify and monitor students of concern, assigning a staff member to serve as a "mentor" for each of the identified students. Mentors meet regularly with students to build a relationship with the student as a means of supporting their social-emotional and mental health needs. At the time of the site visit, school leaders reported that seven high school students and five middle school students are being mentored for a variety of behavioral and attendance concerns. School leaders and staff did not report any programs or curricula that applies to all students to support their social-emotional well-being in either the renewal application or focus group interviews.
- **Indicator b:** As noted previously, school leaders and student support staff take advantage of the school's small size to communicate regularly to track the social-emotional needs of students. In the focus group, school leaders and student support staff said the weekly meeting agenda includes discussions about student behavior and attendance, with particular attention to those students of concern who require targeted support. According to focus group interviews, the school uses behavior and attendance as indicators of social-emotional well-being of all students, including those in subgroups.
- **Indicator c:** The school does not have a defined program aimed at supporting the social-emotional health of all students beyond the targeted support for identified students of concern. At the high

school, the Naval Science curriculum incorporates lessons that address student social and emotional health, but school leaders did not explain which data are examined to determine the effectiveness of those lessons. According to focus group participants, both qualitative (observations) and quantitative (attendance, behavior referrals, academics) data is examined as a proxy measure of the overall climate of the school but only students of concern receive regular support through the mentor process.

- **Indicator d:** In the renewal application, WNYMCS reports that teachers receive professional development to support the social-emotional and mental health of students at monthly faculty meetings and also in weekly grade level and content area meetings. The agendas for the curriculum support meetings focus primarily on student academic progress but may include social-emotional needs as well. On the proposed professional development calendar provided to the site visit team, sessions related to social-emotional well-being are part of the faculty meetings, including motivational speakers and discussions of culturally responsive teaching. School leaders noted that some staff have participated in BOCES training on social-emotional and mental health needs. School leaders did not describe a plan to measure the effectiveness of professional development activities in either the renewal application or focus group interviews.
- **Indicator e:** In the focus groups, school leaders and staff reported serving 11 students eligible for McKinney-Vento supports. The school reported it partners with the Goodness Project to ensure families are provided with household essentials while unhoused. WNYMCS staff noted that they provide gift cards and vouchers for transportation so students can maintain their attendance. The school has a designated McKinney-Vento coordinator, a member of the guidance staff, responsible for monitoring and responding to McKinney-Vento students' needs.

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

Western New York Maritime 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. Western New York Maritime Charter School’s 2023-2024 composite score is 2.04.

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

<i>Year</i>	<i>Composite Score</i>
2019-2020	1.34
2020-2021	2.55
2021-2022	2.92
2022-2023	2.07
2023-2024	2.04

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 Western New York Maritime Charter School’s 2023-2024 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Approaches

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has declined from "Meets" to "Approaches" due to inadequate oversight and monitoring of the effectiveness of school programs to ensure they are leading to academic success for all students.

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

- **Indicator a:** According to the renewal application, board members complete an annual self-evaluation of their governance performance and contribution to the oversight of the school. In the focus group, board members stated they use a long-standing form to conduct an annual

evaluation of the school leader. Board members could not cite the specific performance standards applied to their own evaluation and could not recall specific standards used to evaluate the commandant's performance.

- **Indicator b:** According to renewal documents and the annual report, the WNYMCS board has been stable over the charter term with only one addition in that time. The roster lists 7 members who have served multiple terms, ranging from 2 to 17 terms. The renewal application states that board members demonstrate knowledge of community relationships, military knowledge, finance, and student recruitment. None of the current board members have expertise or experience in the fields of law or education. The strategic plan lists board development as a goal but does not specify details on the timeline or action steps being taken to meet that goal.
- **Indicator c:** According to the renewal application, the board oversees the school's management through monthly reports from school leaders covering academics, enrollment, and operational systems. Board minutes posted on the school's website list the topics presented for discussion and decisions. In the focus group, board members expressed highly positive descriptions of the school's academic and enrollment status, different from the actual data posted on the New York State Report Card. Board members seemed to be unfamiliar with the school's low retention rates and expressed surprise when the data from Attachment 1 were presented. Board members commented that they accept the reports of school leaders on academic and operational issues because they are not educators. The school's 2023-2024 Annual Report lists five board committees: executive, academics, student recruitment, finance, and scholarships. In the focus group, board members did not mention how the committees are used to monitor and oversee school management, whether or when they meet, and how they coordinate with school leaders to ensure accurate and transparent reporting of critical measures of school performance.
- **Indicator d:** While WNYMCS submitted a board strategic plan with the renewal documents, participants in the focus group acknowledged they do not regularly review or update the plan or track progress toward the plan's goals. The plan is undated, with one strategy noting a completion date of 2015. The plan includes four goals: succession planning for school leaders; facilities for programs; adequate funds for programs and staffing; and recruiting board members. In the focus group, when asked if the strategic plan was an active guiding document, board members acknowledged they do not examine the plan regularly and commented that the goals are valuable and worth continuing. During the interview, board members did not indicate they were actively recruiting new board members nor planning for school leader succession. They noted that one goal is to acquire a site with facilities to bring all grades to the same campus but did not elaborate on their action steps or timeline to move toward that goal.
- **Indicator e:** Board minutes for the recent year list a review of policies at various times over the school year. The renewal application notes that the commandant recommends policy updates to the board for their discussion and approval, and board members reported they submit policy revisions to NYSED as required. Board members said they consult with their legal counsel when needed to review policies. None of the current board members have legal expertise and it is unclear how the board decides that legal advice is needed. Board members reported that they recently hired a human resources firm to review personnel policies and keep them up to date. Board members were uncertain whether the firm had experience with charter school requirements and regulations, but they expressed confidence that the firm will comply with legal and regulatory rules.
- **Indicator f:** Board minutes over the recent year include notations of professional development sessions on various topics including Open Meetings Law and DASA. In the focus group, board members mentioned an online course required for all board members about their governance role and noted that the school leader invites the board to staff training sessions if it might be

helpful. The board did not elaborate on the impact or usefulness of its professional development sessions or how they decide whether board training is needed on particular topics.

- **Indicator g:** According to the renewal application, board members are aware of their governance role and the requirements of the school's charter. However, in the focus group, board members expressed surprise when informed that the school's enrollment and retention levels are below State targets, suggesting limited familiarity with these critical measures of the school's status. Board members explained that they rely on school leaders to make academic and operational decisions and depend on monthly reports to learn about decisions made by the school's managers, but they refrain from overstepping their governance role. The site visit team found that the board appeared somewhat removed from the operations of the school. None of the current board members have legal or educational expertise, limiting the board's ability to critically evaluate academic and regulatory decisions and ensure accurate reporting and avoid data errors from two years ago that persist in the State database. Board members did not indicate an active effort to recruit new members who can bring that knowledge to the board.
- **Indicator h:** Board minutes for the recent year use the Charter School Performance Framework as an organizing structure for the agenda. While the minutes list the broad Performance Framework benchmarks as a guide, board members in the focus group did not demonstrate awareness of the detailed indicators and standards used to measure the school's progress within each benchmark. Other than the outdated strategic plan submitted with the renewal documents, the board did not reference a plan to ensure that the school meets each of the indicators within the Performance Framework or the overall goals stated in their mission. Much of what was discussed in focus groups was in transition, starting soon, expectations and assumptions, including curricular changes, reconfiguration of teachers' common planning time, and expansion of dual credits.

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:** WNYMCS has a leadership group that communicates a consistent mission and goals focused on four pillars (key design elements): academic excellence, character development, physical development, and leadership development. On the organizational chart, the commandant is the single point of contact between the school and the board of trustees and serves as the conduit for information to and from the governing body and school personnel. In their focus groups, school leaders and support staff described meeting in different “teams” to address topics related to student behavior, academics, or teacher professional learning. In focus group comments, the site visit team learned that individual school leaders and staff take on different responsibilities at different times to meet student and school needs.
- **Indicator b:** In the renewal application, WNYMCS reports that it follows a military style chain of command for decision making. As noted previously, in the focus groups, school leaders and staff noted that one benefit of the school’s small size is the ability to communicate frequently with students, staff, and school leaders. A schedule (“battle rhythm”) of meetings among teachers, staff, and school leaders allows information to move through all levels of the organization. According to staff in the focus groups, the school has initiated common “standard operating procedures” to promote consistency in meeting norms and procedures.
- **Indicator c:** According to renewal documents, most administrative and instructional positions at WNYMCS are staffed with qualified and certified personnel. In the focus group, school leaders reported that the vice commandant position, responsible for overseeing student services, instructional support, guidance staff, and high school faculty, has been vacant for several months. Responsibilities under that role have been distributed to the commandant and director of administrative services. As noted under Benchmark 6, the board has hired a human relations firm to manage personnel issues. The site visit team did not learn how responsibilities will be distributed between the outside firm and existing administrative staff listed on the organizational chart. Over the charter term, the school has experienced a degree of teacher turnover that impacts the consistent implementation of the school’s programs. In the renewal application, the school explains that the high rate of teacher turnover is due to the inability to provide salaries comparable to the suburban schools. In the focus groups, school leaders and board members indicated that WNYMCS salaries are competitive for the first three years of teaching service but less so after that. According to the renewal application and focus group interviews, the school pays tuition for teachers to pursue certification, but not all choose to complete that coursework and some who do are recruited to work in higher paying schools. School leaders reported that 11 instructional staff are new to WNYMCS for 2024-2025. School leaders reported that the supply of teachers is limited in the Buffalo area and is particularly limited in science and math. At the time of the site visit, a middle school math position was vacant and is being covered by the building substitute teacher. As a solution to staffing shortages, the school plans to adopt *Elevate K-12*, a

commercial product that offers real-time math instruction by an experienced teacher via video connection with an in-person coach for students in the class. The school leader indicated they plan to hire a teaching assistant to serve as the in-person coach for math and provide training in the use of the *Elevate K-12* application.

- **Indicator d:** Documents provided to the site visit team list the Charter School Performance Framework benchmarks as an organizing structure for planning staff meetings. Board minutes also show the Performance Framework benchmarks used as an agenda outline. Both meeting materials and board minutes reference the broad benchmarks but participants in the focus groups did not demonstrate familiarity with the individual indicators and standards used to measure the school's attainment of each benchmark. The renewal application does not address each indicator as requested in the guidance document for preparation of the application.

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

- **Indicator a:** In the renewal application, WNYMCS lists roles and responsibilities for the board and several administrative roles. The application notes that the employee handbook lists roles and responsibilities; however, that handbook could not be located on the school's website. During the site visit, the school listed several staff positions not shown on the organizational chart or defined in the renewal application, including assessment coordinator, alumni coordinator, curriculum support specialist, retention/engagement officer, and performance counselor. In most cases, the individuals filling those roles were also assigned other titles and sets of responsibilities at the school. Coordination among the multiple teams and personnel serving multiple roles was difficult to discern.
- **Indicator b:** In the focus group, school leaders reported that WNYMCS adopted hiring policies that ensure certified teachers are in classrooms. The school provides tuition support for teachers to obtain certification while they are on staff. Teachers receive professional development in bi-weekly faculty meetings and during weekly meetings with the curriculum support specialists. In addition to the common professional training sessions, school leaders explained that each teacher defines personal learning goals that may include attendance at professional conferences or BOCES trainings. In the focus groups, school leaders and staff said that two topics, academic language and classroom management (*Teach Like a Champion*), are the focal points for professional development this school year.
- **Indicator c:** According to renewal documents and focus group interviews, the vice commandant (chief academic officer) position and a middle school math teacher position were vacant as of the date of the site visit. A noted under Benchmark 6, the board recently hired a human resources firm to assist with personnel issues. The director for administrative services is listed as responsible for communications and finance operations.
- **Indicator d:** According to the renewal application and focus group interviews, collaboration among teachers on academic issues is facilitated by two curriculum support specialists. The specialists meet with grade level teams at the middle school to develop lesson plans and discuss instructional strategies. At the high school, the application notes that the commandant meets with department leaders every week. In the focus group, leaders of the student support team noted that consultant teachers responsible for SWD support meet with their grade level team or subject area colleagues at the end of the school day to incorporate learning accommodations into lesson plans. The two curriculum support specialists at the school shared a schedule of weekly curriculum meetings with grade level teams at the middle school and content area teams at the high school. These meetings follow a common agenda, including building procedure reminders, discussions of curriculum resources, and academic progress data.

- **Indicator e:** In the renewal application and focus group interviews, school leaders reported using the Danielson tools to evaluate teachers. School leaders conduct two formal evaluations yearly for all teaching staff. In addition, the school monitors instructional quality informally through frequent walk-throughs by the curriculum support specialists. In the focus group, school leaders indicated that over the previous year some teachers were asked to develop improvement plans to strengthen their professional skills.
- **Indicator f:** According to the renewal application, regular meetings of teachers in grade level or content area teams provide an opportunity to gather teacher feedback and gauge satisfaction. In the board focus group, members noted that the recent hiring of the human resources firm was in part to address staff complaints raised over the past year. The school provided a survey of staff administered in May 2024 and responses indicated positive feedback on the school's leadership and collegial relationships.

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

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

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

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

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

- **Indicator a:** The WNYMCS mission is, "to develop cadets in mind, body and character, to prepare them for further education, and to prepare them to be effective leaders and responsible citizens. There are four cornerstones to this mission: 1) Academic Excellence; 2) Character Development; 3) Physical Development; and 4) Leadership Development." In the focus groups, school leaders and staff described the tools used to track their graduates and listed some of the careers pursued by WNYMCS alumni. Students in the student leader focus group said they are taking steps to attend college or enter military service when they graduate.
- **Indicator b:** WNYMCS has implemented its four key design elements.
 - **Academic Excellence:** In the school's 2022-2023 Annual Report, academic excellence is defined as, "To provide cadets with educational challenges and experiences that prepare them to be successful in the information age and in further study at the college level." When asked in the focus groups for examples that demonstrate that academic excellence is being implemented, school leaders and staff cited the goal to move toward a "mastery mindset." High school students are encouraged to aim for more than simply passing their Regents exams by scoring above 85. Students can take online courses through Arizona State University to advance their preparation for college. The process used to identify students of concern also serves as a strategy to identify students who may not stay on track to graduate. In the student leadership focus group, participants pointed to their badges and insignia awarded for academic achievement to emphasize the school's focus on academic excellence. School leaders noted that the school has earned the Distinguished Unit designation through the NJROTC program in part based on academic performance. In the focus group, board members cited the high graduation rate as demonstration that the school is implementing its academic excellence key design element. However, the graduation rate has been decreasing slightly each year during this renewal term, and the most recent (2020) cohort graduation rate is -6 percentage points below NYS.
 - **Character Development:** The school's annual report states that the character development key design element is intended "to instill in cadets the highest sense of morality and ethics, with

emphasis on intellectual honesty, integrity, discipline, honor, service to others and to the community.” While the renewal application does not offer any evidence to show that the school has fully implemented this key design element, focus group participants listed fewer behavior infractions and fewer suspensions as indicators that the school is taking active steps to foster integrity and discipline. Character development is a component of the Naval Science curriculum.

- **Physical Development:** The school’s annual report states the purpose of the physical development key design element is “to enhance cadets’ health, self-confidence, and physical abilities, and to instill a lifelong appreciation for wellness and a healthy lifestyle.” The renewal application cites students’ successful performance in competitive events with other NJROTC cadets as evidence of the school’s full implementation of this component of the school’s design. In the focus group, the athletic director described an expanding list of opportunities for students to participate in intramural as well as interscholastic teams including flag football, soccer, and cheerleading.
- **Leadership Development:** According to the school’s annual report, implementation of the leadership development key design element is intended “to provide cadets a distinct military structure in the best maritime tradition to enhance their sense of personal responsibility, self-discipline and citizenship.” Military structures and elements are prevalent throughout the high school, and touches of military procedures are in place at the middle school. Military terminology, uniforms at the high school, and battalion formation to start the school day establishes a culture of orderliness and discipline. The renewal application describes every high school students’ participation in NJROTC as an opportunity for “cadets” to learn about and build leadership skills. In the student leader focus group, students offered examples of student leadership opportunities in clubs, community service projects, and athletics. Each high school student takes a sequence of Naval Science classes covering military history as well as lessons on self-discipline and character development.

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: Falls Far Below

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has declined from “Approaches” to “Falls Far Below” due to a lack of progress toward meeting overall enrollment goals and failure to meet enrollment and retention targets.

1. Element: **Targets are met:** *n/a*

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

- **Indicator a:** Over the course of the charter term, WNYMCS has not met the enrollment levels outlined in its charter. The school has enrolled 90 percent (2020-2021), 91 percent (2021-2022), 72 percent (2022-2023), and, currently, the school is at 78 percent (2023-2024) of the contracted enrollment of 510 students. WNYMCS has also struggled to retain the students it has enrolled, with a consistent overall retention differential of at least –10 percentage points compared to BPS and currently, the school’s rate is -15 percentage points below BPS. The retention rates for all subgroups: SWD, ELL, and ED are below the district of location, -16, -19, and -15 percentage points, respectively. WNYMCS has not met the targets for enrollment of SWD and ELL comparable to the district of location. WNYMCS currently, 2023-2024, enrolls SWD at a rate -4 percentage points below the district of location and ELL, -8 below. While WNYMCS has had challenges in the

reporting of ED students in the past (in 2021-2022 the school reported zero ED students), the school currently reports on 32 percent ED students and is -54 percentage points below the district of location.

- **Indicator b:** In the school's renewal application and 2023 Annual Report, WNYMCS lists a number of recruiting strategies to increase enrollment including the enrollment of SWD, ELL, and ED. In the focus groups, school leaders and staff explained that the newly defined role of recruitment/engagement coordinator is charged with implementing strategies to increase interest in the school. Focus group participants explained that the school attends open house nights at area charter schools that do not offer a high school program and hosts an interest night open to the community in December. School staff said that demonstrations by the drill team at community events and the expanded athletic programs publicized on the website are helpful attractions. In addition to in-person presentations at schools and area recruitment fairs, school personnel distribute flyers and handouts and ensure an active social media presence to recruit new students. However, data shows that these efforts have not resulted in gains in overall enrollment close to the chartered maximum or gains in enrollment of SWD and ELL.
- **Indicator c:** In the focus groups, school leaders and staff noted that they ask families to report how they heard about WNYMCS when they complete the enrollment forms. The school uses this information to evaluate its recruitment strategies. Data from the most recent enrollment period show that word of mouth from alumni, current students, and their families yields the most inquiries from prospective students. It was not clear if the school had a plan to optimize the impact of the word-of-mouth referrals to increase enrollment closer to the chartered maximum.

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: Approaches

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has decreased from “Meets” to “Approaches” due to persistent enrollment issues and certain compliance issues.

1. Element: **Legal Compliance:**

- **Indicator a:** WNYMCS has a record of partial compliance with State and federal laws and regulations. Concerns about fingerprint clearances and discipline policies earlier in the charter term have been corrected. Board by-laws list a minimum of nine regular meetings although they are required to hold twelve each year. The site visit team could not confirm compliance with the public notice requirement of the Open Meetings Law.
- **Indicator b:** The school has taken some corrective action when notified of compliance concerns. The school’s spring 2019 response to a notice of deficiency for under-enrollment of SWD and ELL has not yielded sufficient improvement in enrollment numbers.
- **Indicator c:** According to participants in the focus groups, the school recruits certified teachers and provides tuition assistance for those completing certification requirements. However, an

analysis of the school's 2023-2024 staff roster showed that the school employed 17 uncertified teachers – 2 more than permitted.

- **Indicator d:** According to the renewal documents and the school's 2023-2024 Annual Report, the school had no requests for charter revisions this charter term.
- **Indicator e:** The school has been unable to maintain sufficient enrollment to meet the chartered maximum for the past two years. WNYMCS' enrollment has been below 80 percent of the chartered maximum for 2022-2023 and 2023-2024.
- **Indicator f:** In the focus group, board members said they seek legal counsel when needed, particularly when revising policies. Board members indicated that the newly hired human resources firm will handle personnel issues including updating staff policies.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

WESTERN NEW YORK MARITIME CHARTER SCHOOL

BEDS Code

140600860863

2023-2024 Enrollment

397

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:	5-12
Address:	2219 S PARK AVE, BUFFALO, NY, 14220
Website:	www.wnymcs.org
RIC:	ERIE/WESTERN/WNYRIC
Regents Region:	WESTERN
Regent:	Catherine Collins
Active Date:	7/1/2004
Authorizer:	REGENTS
CEO:	DR. AMI ALDERMAN
CEO Phone:	716-842-6289
CEO Email:	a_alderman@wnymcs.com
BOT President:	MS. BARBARA TOMPKINS
BOT President Phone:	716-878-6800
BOT President Email:	barbara.tompkins3@gmail.com
Institution ID:	800000057456

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

BoR Charter School Office Information

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

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

WESTERN NEW YORK MARITIME CHARTER SCHOOL

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

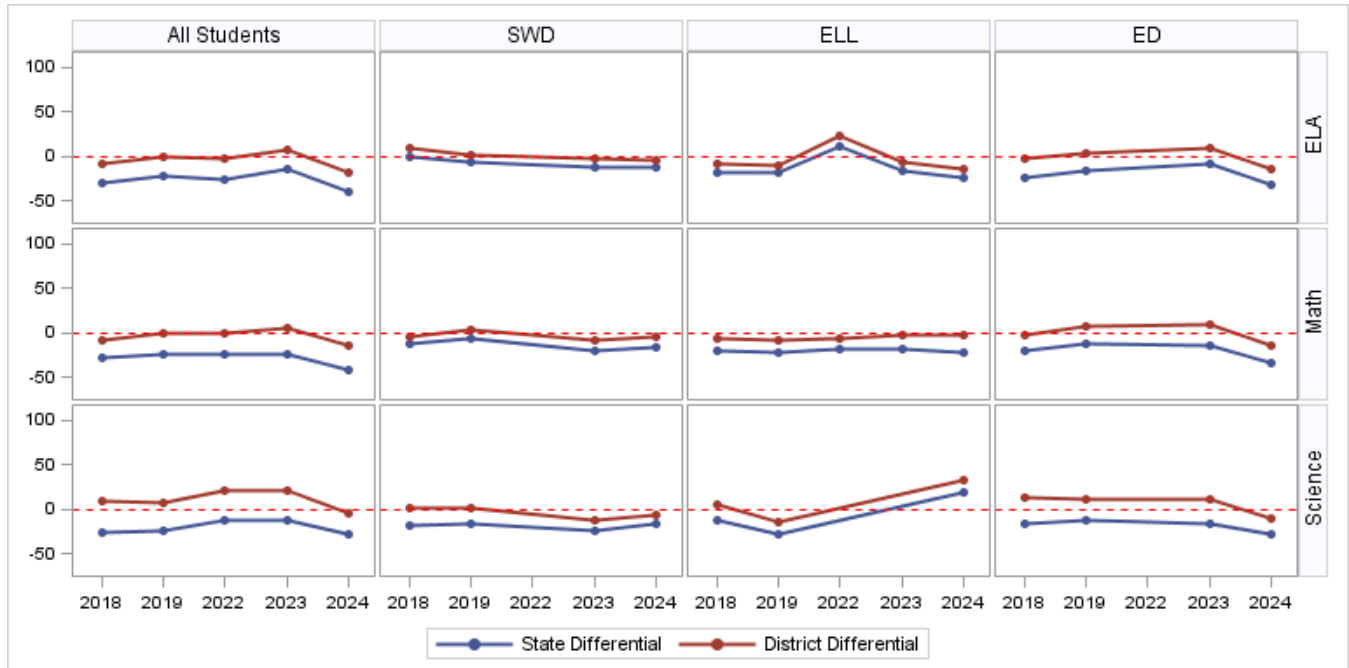
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Western New York Maritime CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2017-2018	23%	13%	9%	19%	20%	7%	9%	19%
2018-2019	37%	15%	30%	39%	36%	8%	9%	42%
2021-2022	38%	.	40%	.	12%	.	14%	.
2022-2023	43%	8%	20%	42%	38%	18%	33%	38%
2023-2024	15%	29%	0%	19%	13%	6%	13%	16%

*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 WNY Maritime 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				
		Western New York Maritime CS	Buffalo Public Schools	District Differential	NYS	NYS Differential	Western New York Maritime CS	Buffalo Public Schools	District Differential	NYS	NYS Differential	Western New York Maritime CS	Buffalo Public Schools	District Differential	NYS	NYS Differential
All Students	2018	15%	22%	-7	44%	-29	10%	17%	-7	37%	-27	44%	34%	+10	69%	-25
	2019	23%	23%	0	44%	-21	17%	17%	0	40%	-23	44%	37%	+7	67%	-23
	2022	23%	26%	-3	48%	-25	12%	13%	-1	35%	-23	39%	17%	+22	50%	-11
	2023	35%	27%	+8	49%	-14	25%	20%	+5	49%	-24	37%	16%	+21	48%	-11
	2024	7%	25%	-18	47%	-40	8%	22%	-14	50%	-42	8%	12%	-4	35%	-27
SWD	2018	13%	4%	+9	14%	-1	0%	4%	-4	11%	-11	18%	16%	+2	35%	-17
	2019	7%	5%	+2	13%	-6	7%	4%	+3	12%	-5	13%	12%	+1	29%	-16
	2023	7%	10%	-3	18%	-11	0%	7%	-7	20%	-20	0%	11%	-11	24%	-24
	2024	6%	10%	-4	18%	-12	6%	10%	-4	22%	-16	0%	6%	-6	15%	-15
ELL	2018	0%	7%	-7	18%	-18	0%	5%	-5	19%	-19	20%	15%	+5	31%	-11
	2019	0%	9%	-9	17%	-17	0%	7%	-7	21%	-21	0%	14%	-14	27%	-27
	2022	40%	17%	+23	29%	+11	0%	6%	-6	18%	-18	.	.	.	.	.
	2023	9%	15%	-6	25%	-16	11%	13%	-2	29%	-18	.	.	.	.	.
	2024	0%	14%	-14	23%	-23	10%	13%	-3	32%	-22	40%	6%	+34	20%	+20
ED	2018	12%	15%	-3	35%	-23	8%	11%	-3	28%	-20	41%	27%	+14	56%	-15
	2019	20%	17%	+3	35%	-15	19%	12%	+7	31%	-12	41%	29%	+12	53%	-12
	2023	32%	22%	+10	40%	-8	25%	16%	+9	38%	-13	25%	14%	+11	40%	-15
	2024	9%	23%	-14	40%	-31	7%	20%	-13	41%	-34	0%	10%	-10	28%	-28

*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				
		Western New York Maritime CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	Western New York Maritime CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	Western New York Maritime CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS
Grade 5	2022	8%	16%	-8	38%	-30	8%	14%	-6	37%	-29	.	.	.	.	.
	2023	33%	24%	+9	45%	-12	7%	19%	-12	50%	-43	.	.	.	.	.
	2024	0%	20%	-20	44%	-44	15%	19%	-4	49%	-34	8%	13%	-5	35%	-27
Grade 6	2022	20%	36%	-16	57%	-37	0%	17%	-17	39%	-39	.	.	.	.	.
	2023	17%	28%	-11	46%	-29	10%	25%	-15	48%	-38	.	.	.	.	.
	2024	10%	24%	-14	44%	-34	18%	27%	-9	51%	-33	.	.	.	.	.
Grade 7	2018	12%	19%	-7	40%	-28	19%	19%	0	42%	-23	.	.	.	.	.
	2019	18%	18%	0	40%	-22	21%	16%	+5	44%	-23	.	.	.	.	.
	2022	26%	23%	+3	48%	-22	5%	11%	-6	36%	-31	.	.	.	.	.
	2023	34%	27%	+7	48%	-14	27%	24%	+3	52%	-25	.	.	.	.	.
	2024	0%	32%	-32	50%	-50	4%	30%	-26	57%	-53	.	.	.	.	.
Grade 8	2018	17%	25%	-8	48%	-31	3%	14%	-11	30%	-27	44%	25%	+19	59%	-15
	2019	28%	27%	+1	48%	-20	13%	17%	-4	34%	-21	44%	27%	+17	56%	-12
	2022	30%	28%	+2	50%	-20	25%	12%	+13	26%	-1	39%	17%	+22	50%	-11
	2023	42%	32%	+10	56%	-14	37%	13%	+24	43%	-6	37%	16%	+21	48%	-11
	2024	11%	26%	-15	52%	-41	2%	13%	-11	41%	-39	8%	11%	-3	34%	-26

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

WESTERN NEW YORK MARITIME CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	Western New York Maritime CS	NYS	Differential to NYS	Total Charter Tested	Western New York Maritime CS	NYS	Differential to NYS	Total Charter Tested	Western New York Maritime CS	NYS	Differential to NYS	Total Charter Tested	Western New York Maritime CS	NYS	Differential to NYS
Algebra I	2023-2024	76	30%	62%	-32	14	7%	33%	-26	8	38%	34%	+4	31	32%	51%	-19
Algebra I (Common Core)	2019-2020	119	95%	95%	0	36	89%	90%	-1	12	92%	90%	+2	96	95%	94%	+1
	2020-2021	68	75%	97%	-22	12	75%	96%	-21	7	43%	98%	-55	56	70%	96%	-26
	2021-2022	67	40%	69%	-29	.	.	.	.	8	38%	46%	-8	.	.	.	.
	2022-2023	108	39%	65%	-26	19	26%	35%	-9	17	18%	40%	-22	65	37%	55%	-18
	2023-2024	29	17%	31%	-14	6	.	17%	-17	.	.	.	.	10	30%	28%	+2
Algebra II (Common Core)	2019-2020	37	100%	99%	+1	.	.	.	.	.	.	.	.	26	100%	99%	+1
	2020-2021	31	100%	100%	0	.	.	.	.	.	.	.	.	21	100%	100%	0
	2021-2022	26	23%	68%	-45	.	.	.	.	.	.	.	.	.	.	.	.
	2022-2023	15	13%	64%	-51	.	.	.	.	.	.	.	.	6	17%	48%	-31
	2023-2024	19	26%	74%	-48	.	.	.	.	.	.	.	.	6	50%	61%	-11
English Language Arts (Common Core)	2019-2020	82	96%	96%	0	17	94%	91%	+3	.	.	.	.	68	96%	94%	+2
	2020-2021	118	87%	99%	-12	24	88%	98%	-10	13	77%	98%	-21	96	86%	99%	-13
	2021-2022	90	50%	84%	-34	.	.	.	.	8	25%	58%	-33	.	.	.	.
	2022-2023	54	61%	77%	-16	11	55%	52%	+3	8	38%	40%	-2	31	55%	69%	-14
	2023-2024	65	62%	78%	-16	14	36%	57%	-21	7	29%	42%	-13	15	47%	71%	-24
Geometry (Common Core)	2019-2020	48	98%	98%	0	.	.	.	.	.	.	.	.	37	97%	97%	0
	2020-2021	52	100%	100%	0	12	100%	100%	0	8	100%	100%	0	37	100%	100%	0
	2021-2022	23	17%	57%	-40	.	.	.	.	.	.	.	.	.	.	.	.
	2022-2023	28	18%	53%	-35	.	.	.	.	.	.	.	.	11	27%	39%	-12
	2023-2024	38	5%	57%	-52	.	.	.	.	.	.	.	.	15	7%	43%	-36
Global History	2019-2020	148	97%	98%	-1	44	93%	95%	-2	18	94%	95%	-1	128	96%	97%	-1
	2020-2021	96	100%	100%	0	15	100%	100%	0	14	100%	100%	0	76	100%	100%	0
	2021-2022	68	65%	81%	-16	.	.	.	.	5	60%	63%	-3	.	.	.	.
	2022-2023	112	37%	74%	-37	21	29%	44%	-15	27	11%	48%	-37	43	30%	64%	-34
	2023-2024	40	23%	77%	-54	8	.	50%	-50	7	29%	54%	-25	5	60%	68%	-8
Global History Transition	2019-2020	50	24%	84%	-60	18	11%	76%	-65	.	.	.	.	48	25%	80%	-55
Living Environment	2019-2020	134	88%	97%	-9	41	73%	93%	-20	13	77%	94%	-17	113	86%	96%	-10
	2020-2021	71	80%	99%	-19	13	77%	97%	-20	7	57%	98%	-41	61	77%	98%	-21
	2021-2022	77	43%	76%	-33	.	.	.	.	7	43%	51%	-8	.	.	.	.
	2022-2023	81	31%	66%	-35	16	19%	36%	-17	16	.	35%	-35	43	23%	55%	-32
	2023-2024	117	22%	62%	-40	26	27%	33%	-6	20	15%	32%	-17	38	21%	51%	-30
Physical Setting / Chemistry	2019-2020	43	95%	98%	-3	.	.	.	.	.	.	.	.	33	94%	98%	-4
	2020-2021	30	100%	100%	0	.	.	.	.	.	.	.	.	20	100%	100%	0
	2021-2022	35	9%	62%	-53	.	.	.	.	.	.	.	.	.	.	.	.
	2022-2023	21	10%	65%	-55	.	.	.	.	.	.	.	.	9	11%	50%	-39
	2023-2024	26	.	65%	-65	.	.	.	.	.	.	.	.	8	.	51%	-51
Physical Setting / Earth Science	2019-2020	55	93%	97%	-4	5	80%	95%	-15	.	.	.	.	40	95%	96%	-1
	2020-2021	57	93%	98%	-5	12	92%	98%	-6	9	78%	99%	-21	42	90%	98%	-8
	2021-2022	46	20%	61%	-41	.	.	.	.	.	.	.	.	.	.	.	.
	2022-2023	53	13%	60%	-47	9	.	37%	-37	6	.	31%	-31	24	4%	49%	-45
	2023-2024	68	16%	62%	-46	9	11%	39%	-28	.	.	.	.	18	33%	51%	-18
US History and Government	2019-2020	195	100%	97%	+3	45	100%	93%	+7	7	100%	92%	+8	161	100%	95%	+5
	2020-2021	101	100%	100%	0	27	100%	100%	0	11	100%	100%	0	86	100%	100%	0
	2021-2022	91	100%	100%	0	.	.	.	.	7	100%	100%	0	.	.	.	.
	2022-2023	39	59%	82%	-23	9	44%	60%	-16	.	.	.	.	24	58%	74%	-16
	2023-2024	54	39%	79%	-40	11	18%	56%	-38	6	33%	57%	-24	12	42%	71%	-29

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

WESTERN NEW YORK MARITIME CHARTER SCHOOL

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS	Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS	Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS	Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS
ELA	2016	81	93%	88%	+5	13	85%	66%	+19	.	.	.	.	65	94%	84%	+10
	2017	84	93%	89%	+4	16	75%	69%	+6	.	.	.	.	69	91%	86%	+5
	2018	108	85%	87%	-2	6	67%	71%	-4	16	69%	68%	+1	6	50%	83%	-33
	2019	75	56%	81%	-25	9	11%	56%	-45	.	.	.	.	35	54%	75%	-21
	2020	71	65%	80%	-15	8	63%	52%	+11	7	57%	44%	+13	15	67%	74%	-7
Global History	2016	81	81%	84%	-3	13	62%	60%	+2	.	.	.	.	65	80%	80%	0
	2017	84	96%	87%	+9	16	88%	66%	+22	.	.	.	.	69	96%	84%	+12
	2018	108	96%	86%	+10	6	83%	72%	+11	16	88%	68%	+20	6	67%	83%	-16
	2019	75	89%	82%	+7	9	100%	68%	+32	.	.	.	.	35	97%	79%	+18
	2020	71	83%	74%	+9	8	88%	45%	+43	7	100%	42%	+58	15	93%	65%	+28
Math	2016	81	94%	88%	+6	13	77%	64%	+13	.	.	.	.	65	94%	85%	+9
	2017	84	92%	90%	+2	16	63%	69%	-6	.	.	.	.	69	90%	88%	+2
	2018	108	91%	91%	0	6	67%	76%	-9	16	75%	78%	-3	6	50%	89%	-39
	2019	75	71%	90%	-19	9	67%	74%	-7	.	.	.	.	35	77%	87%	-10
	2020	71	58%	84%	-26	8	13%	61%	-48	7	43%	62%	-19	15	67%	79%	-12
Science	2016	81	89%	87%	+2	13	54%	64%	-10	.	.	.	.	65	88%	83%	+5
	2017	84	90%	90%	0	16	56%	70%	-14	.	.	.	.	69	88%	87%	+1
	2018	108	94%	91%	+3	6	83%	77%	+6	16	69%	73%	-4	6	83%	88%	-5
	2019	75	80%	90%	-10	9	100%	77%	+23	.	.	.	.	35	86%	88%	-2
	2020	71	72%	87%	-15	8	63%	71%	-8	7	57%	60%	-3	15	73%	83%	-10
US History	2016	81	94%	84%	+10	13	85%	61%	+24	.	.	.	.	65	95%	79%	+16
	2017	84	92%	85%	+7	16	75%	66%	+9	.	.	.	.	69	90%	81%	+9
	2018	108	92%	84%	+8	6	83%	69%	+14	16	69%	67%	+2	6	50%	80%	-30
	2019	75	83%	80%	+3	9	78%	64%	+14	.	.	.	.	35	83%	76%	+7
	2020	71	77%	74%	+3	8	50%	47%	+3	7	71%	48%	+23	15	80%	66%	+14

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS	Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS	Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS	Charter Total Cohort	Western New York Maritime CS	NYS	Differential to NYS
2016 Cohort	4 Year	81	94%	85%	+9	13	85%	63%	+22	.	.	.	.	65	95%	80%	+15
	5 Year	81	95%	88%	+7	13	92%	69%	+23	.	.	.	.	65	97%	83%	+14
	6 Year	81	95%	89%	+6	12	92%	72%	+20	.	.	.	.	64	97%	85%	+12
2017 Cohort	4 Year	84	92%	86%	+6	16	69%	65%	+4	.	.	.	.	69	90%	81%	+9
	5 Year	84	94%	89%	+5	14	79%	72%	+7	.	.	.	.	63	94%	85%	+9
	6 Year	84	94%	90%	+4	14	79%	73%	+6	.	.	.	.	63	94%	86%	+8
2018 Cohort	4 Year	108	91%	87%	+4	6	83%	69%	+14	16	63%	70%	-7	6	50%	82%	-32
	5 Year	107	93%	89%	+4	6	83%	74%	+9	15	73%	74%	-1	8	63%	85%	-22
	6 Year	107	93%	90%	+3	6	83%	75%	+8	15	73%	76%	-3	8	63%	86%	-23
2019 Cohort	4 Year	75	80%	86%	-6	9	78%	69%	+9	.	.	.	.	35	86%	82%	+4
	5 Year	75	84%	89%	-5	9	89%	73%	+16	.	.	.	.	34	88%	85%	+3
2020 Cohort	4 Year	71	80%	86%	-6	8	63%	69%	-6	7	71%	64%	+7	15	80%	81%	-1

*See NOTES (2) and (3).

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

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

Western New York Maritime CS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2017	87	79	91%	18	13	72%	5	3	60%	75	68	91%
2018	108	97	90%	27	24	89%	16	11	69%	88	78	89%
2019	75	59	79%	.	.	.	5	3	60%	.	.	.
2020	71	52	73%	9	3	33%	8	4	50%	33	24	73%
2021	70	29	41%	15	4	27%	6	0	0%	15	7	47%

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

WESTERN NEW YORK MARITIME CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Western New York Maritime CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	425	452	106%
2020-2021	510	461	90%
2021-2022	510	465	91%
2022-2023	510	368	72%
2023-2024	510	397	78%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Western New York Maritime CS	Buffalo Public Schools	Differential to District	Western New York Maritime CS	Buffalo Public Schools	Differential to District	Western New York Maritime CS	Buffalo Public Schools	Differential to District
2019-2020	22%	21%	+1	8%	19%	-11	81%	78%	+3
2020-2021	20%	22%	-2	11%	21%	-10	81%	79%	+2
2021-2022	2%	22%	-20	9%	21%	-12	0%	80%	-80
2022-2023	18%	22%	-4	15%	21%	-6	58%	84%	-26
2023-2024	18%	22%	-4	13%	21%	-8	32%	86%	-54

*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		
	Western New York Maritime CS	Buffalo Public Schools	Differential to District	Western New York Maritime CS	Buffalo Public Schools	Differential to District	Western New York Maritime CS	Buffalo Public Schools	Differential to District	Western New York Maritime CS	Buffalo Public Schools	Differential to District
2019-2020	77%	88%	-11	81%	87%	-6	71%	86%	-15	76%	87%	-11
2020-2021	80%	90%	-10	74%	90%	-16	84%	90%	-6	79%	90%	-11
2021-2022	77%	89%	-12	78%	88%	-10	84%	89%	-5	77%	89%	-12
2022-2023	58%	88%	-30	38%	88%	-50	59%	88%	-29	.	.	.
2023-2024	74%	89%	-15	71%	87%	-16	69%	88%	-19	74%	89%	-15

*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

WESTERN NEW YORK MARITIME CHARTER SCHOOL

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

2019-20	2020-21	2021-22	2022-23	2023-24
7-12	5-12	5-12	5-12	5-12
5-12	5-12	5-12	5-12	5-12
425	510	510	510	510
510	510	510	510	510
452	462	465	368	397

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

531,011	1,517,917	3,583,322	2,744,636	2,917,410
582,700	1,136,554	912,159	601,491	466,287
89,396	39,480	46,007	71,923	60,769
-	-	-	-	-
1,203,107	2,693,951	4,541,488	3,418,050	3,444,466
3,282,511	5,004,102	4,789,270	4,420,024	4,027,990
-	100,000	-	-	-
-	-	-	-	-
1,088,277	-	-	-	-
4,370,788	5,104,102	4,789,270	4,420,024	4,027,990
5,573,895	7,798,053	9,330,758	7,838,074	7,472,456

LIABILITIES AND NET ASSETS

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

531,085	163,253	224,787	227,031	297,424
778,236	794,878	744,342	783,072	872,771
-	-	-	-	-
-	-	-	-	-
613,785	1,522,148	692,069	180,317	156,061
1,923,106	2,480,279	1,661,198	1,190,420	1,326,256

Long-Term Liabilities

-	-	-	-	-
1,605,192	1,470,032	3,329,786	3,164,232	3,055,840
1,605,192	1,470,032	3,329,786	3,164,232	3,055,840
3,528,298	3,950,311	4,990,984	4,354,652	4,382,096

NET ASSETS

2,042,857	3,845,735	4,337,767	3,481,415	3,086,867
2,740	2,007	2,007	2,007	3,493
2,045,597	3,847,742	4,339,774	3,483,422	3,090,360
5,573,895	7,798,053	9,330,758	7,838,074	7,472,456

OPERATING REVENUE

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

5,704,108	5,908,783	5,640,359	4,894,513	5,304,362
755,321	782,573	880,936	697,054	587,457
-	-	-	-	-
382,764	1,785,738	711,107	670,356	1,331,533
-	-	214,848	252,943	200,645
316,210	253,093	393,135	326,982	353,673
7,158,403	8,730,187	7,840,385	6,841,848	7,777,670

Total Program Services
Supporting Services

4,452,984	4,369,887	4,564,087	4,431,039	4,446,413
788,850	635,947	518,561	615,736	673,004
664,649	823,996	697,205	845,550	1,060,879
5,906,483	5,829,830	5,779,853	5,892,325	6,180,296
1,271,846	1,112,477	1,620,056	1,841,449	2,072,710
-	-	-	-	-
1,271,846	1,112,477	1,620,056	1,841,449	2,072,710
7,178,329	6,942,307	7,399,909	7,733,774	8,253,006
(19,926)	1,787,880	440,476	(891,926)	(475,336)

Net Assets - Beginning of Year
Net Assets - End of Year

-	-	-	-	-
11,440	2,792	3,121	2,782	2,782
3,750	2,825	16,793	9,114	19,686
-	-	31,971	23,339	59,806
3,750	14,265	51,556	35,574	82,274
(16,176)	1,802,145	492,032	(856,352)	(393,062)
2,061,773	2,045,597	3,847,742	4,339,774	3,483,422
2,045,597	3,847,742	4,339,774	3,483,422	3,090,360

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

15,837	18,897	16,861	18,592	19,591
8	31	111	97	207
15,845	18,927	16,972	18,689	19,798

Total Revenue

Expenses - Per Pupil

13,067	12,619	12,430	16,012	15,567
2,814	2,408	3,484	5,004	5,221
15,881	15,027	15,914	21,016	20,788
82.3%	84.0%	78.1%	76.2%	74.9%
17.7%	16.0%	21.9%	23.8%	25.1%
0.2%	26.0%	6.6%	11.1%	4.8%

1.34	2.55	2.92	2.07	2.04
Adequate	Strong	Strong	Strong	Strong

WORKING CAPITAL

(719,999)	213,672	2,880,290	2,227,630	2,118,210
0.6	1.1	2.7	2.9	2.6
Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio

0.6	0.5	0.5	0.6	0.6
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

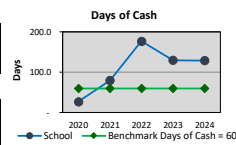
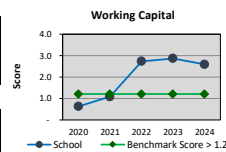
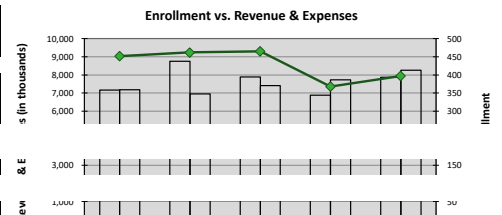
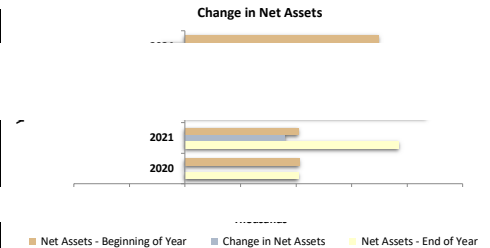
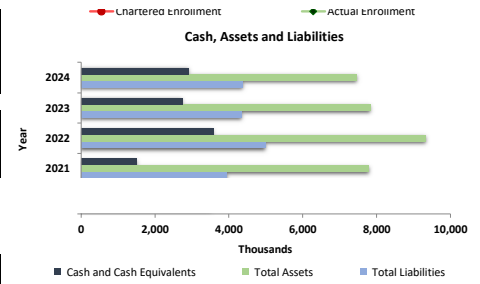
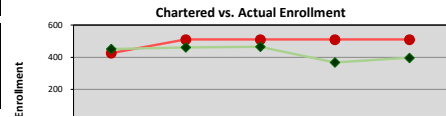
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

CASH POSITION

27.0	79.8	176.7	129.5	129.0
Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

(0.0)	0.2	0.1	(0.1)	(0.1)
Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard



AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

STATEMENT OF ACTIVITIES

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS