New York State Education Department

Renewal Site Visit Report
2019-2020

Western New York Maritime Charter School

Visit Date: October 8-9, 2019
Date of Report: January 30, 2020

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Western New York Maritime Charter School
Board Chair	Thomas C. O'Brien
District of location	Buffalo Public Schools
Opening Date	Fall 2004
Charter Terms	• Initial: 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
Current Term Authorized Grades/ Approved Enrollment	Grades 7-12/ 425 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 5-12/ 510 students
Comprehensive Management Service Provider	None
Facilities	• 266 Genesee Street, Buffalo, NY 14204 – Private Space • 102 Buffam Street, Buffalo, NY 14210 – Private Space
Mission Statement	*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. There are four cornerstones to this mission: 1) Academic Excellence; 2) Character Development; 3) Physical Development; and 4) Leadership Development.*
Key Design Elements	• Academic Excellence • Character Development • Physical Development • Leadership development
Requested Revisions	• Increase current grade span of the school to include Grades 5 and 6 from the school's current Grade 7 through Grade 12; • Increase the school's authorized enrollment from 425 to 510 students.

Noteworthy: In April 2019, Maritime's Navy Junior Reserve Officers Training Corps (NJROTC) was designated by the United State Navy as a "Distinguished Unit" for the fifth year in a row. Over the same timeframe, the school's NJROTC Cadets have participated in 835 separate school and community events, completing 46,537 service hours.

[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 with regard to its educational success but 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 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019	Year 5 2019 to 2020
Grade Configuration	Grades 7 - 12	Grades 7 - 12	Grades 7 - 12	Grades 7 - 12	Grades 7 - 12
Total Approved Enrollment	425	425	425	425	425

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[2]

	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 Proposed Enrollment	510	510	510	510	510

METHODOLOGY

A two-day renewal site visit was conducted at Western New York Maritime Charter School on October 8-9, 2019. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and special populations staff. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers and parents.

The team conducted 18 classroom observations in Grades 7-12. The observations were approximately 20 minutes in length and conducted jointly with the commandant, vice commandants, and directors of special education and student services.

The documents and data reviewed by the team before, during, and after the site visit included the following:

a. **Current organizational chart** showing all key staff positions, names of staff in those positions, and the school's reporting structure;
b. **A master school schedule** showing each class, grade or course, and teacher(s). Note what days are A, B, C days and which classrooms include ELLs/MLLs and SWDs;
c. **A map of the school** showing a basic floor plan, including classroom numbers, teacher names, and offices;

[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.

d. **Board materials**, strategic plan (if applicable), and a narrative describing the board's self-evaluation process;
e. Narrative describing the process used to evaluate school leadership;
f. Narrative describing the process school leadership uses to evaluate teachers;
g. Optional: (1) School administered teacher and parent/student surveys.
h. Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets *(including ELLs/MLLs, SWDs, EDs; if the school is not meeting its targets, describe the efforts made to do so, the evaluation of those efforts, and the results of the evaluation.)***;**
i. **Admissions and Waitlist**: Provide the (1) number of new students who submitted an application for enrollment for the 2019-2020 SY, (2) number of new students admitted for the 2019-2020 SY, (3) number of students currently on the wait list for the 2019-2020 SY, (4) Does the school have a backfill policy? If yes, please upload it to the portal. (5) Does the school have an enrollment preference, weighted lottery, and/or set aside? If yes, please upload it to the portal;
j. **Faculty/Staff Roster**: A template will be provided; please upload to the portal;
k. Corrective Action Plan documentation;
l. Prior CSO site visit reports and memos; and
m. School's Annual Reports.

BENCHMARK ANALYSIS

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

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 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
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are 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.

For the site visit conducted from October 8-9, 2019 at Western New York Maritime Charter School, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
Charter School Performance Framework Rating

	Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	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 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.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter &	**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.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

- The Western New York Maritime Charter School (Maritime) is in year fifteen of operation and serves students in Grades 7-12. During its current charter term, the school is rated in the following manner: exceeding zero benchmarks, meeting nine benchmarks, approaching one benchmark, and falling far below zero benchmarks. Additional details regarding those ratings are provided below.

Areas of Strength:

- Numerous on-site focus group interviews, the NYSED CSO's anonymous online parent and teacher survey results, and the team's observations over the course of the renewal visit confirm that Maritime's mission and key design elements are consistently implemented with fidelity and enthusiasm. To ensure this continues, the school utilizes veteran school staff and upper-class students as mentors to acculturate new hires and students into the school culture.

- Maritime's high school students consistently outperform the New York State (NYS) average on most Regents exams for all students, with differentials ranging from zero to 14 percentage points depending on content area. In each year and in each content area, SWDs exceed the average SWDs in NYS. In addition, the school's 2015 cohort four-year graduation rate for all students was 89%, exceeding the NYS graduation rate by 6 percentage points.

- During the renewal site visit, the CSO team observed generally high-quality instruction across classrooms. A recently adopted common lesson planning template ensures that all teachers plan ahead to address the needs of all learners through explicit differentiation strategies. Observed teachers clearly articulated lesson objectives, were well-prepared for learning activities, utilized a variety of question types and methods to check students' understanding of the material, and maintained high standards for classroom behavior as well as strong student engagement.

- Maritime's curriculum and array of course offerings provide its students with unique opportunities. School leaders and staff regularly integrate the *Naval Science Curriculum* into English language arts, global studies, and science courses to reinforce all content areas. In addition, the school offers boat-building courses to provide students with hands-on opportunities to apply mathematical and scientific reasoning skills, as well as early college credit courses at no cost for students who have satisfied general graduation requirements.

- Over the course of the current charter term, Maritime's board and school leadership sought and secured a permanent and more cost-effective facility to house the high school program. The additional space will allow for full implementation of the school's academic, NJROTC, and extracurricular activities, as well as net the school significant cost savings throughout the next charter term after its current lease expires in June 2020.

Areas in Need of Improvement:

- The CSO placed the school on corrective action in February 2019 due to low student proficiency levels in Grades 7-8. Student performance on the Grade 7 NYS ELA exam increased by six

percentage points from 2017-2018 to 2018-2019, reaching parity with the BCSD, and student performance on the Grade 8 NYS ELA exam increased by 11 percentage points, resulting in a differential of one percentage point over the school's district of location but remaining 20 and 22 percentage points below the NYS averages, respectively. Student performance on the Grade 7 math exam increased by two percentage points, effecting a differential of five percentage points over the Buffalo Public Schools, and student performance on the Grade 8 math exam increased by three percentage points, lagging the district by four percentage points and the state averages by 20 and 22 percentage points, respectively.

- Maritime's total student enrollment remains in compliance with the terms of its charter agreement; but the school's subgroup enrollment continues to lag its district of location slightly. Maritime's student with disabilities (SWDs) enrollment lags the district by one percentage point, English language learner (ELL)/Multilingual learner (MLL) student enrollment lags by eight percentage points, and economically disadvantaged (ED) student enrollment lags by one percentage point. Targeted outreach efforts have produced incremental success to date; but are not yet meeting the school's target.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Academic Program for Middle School and High School:

- Maritime currently serves students in Grades 7-12 through a school model focused on providing a robust array of courses, extracurriculars, and supports catered to meet students' academic, social-emotional, and behavioral needs.
- Maritime enrolls students who generally come into the school far below grade level. The academic intervention services provided to students yield strong academic growth for students throughout their tenure at Maritime and result in high school graduation rates that exceed the state average as well as the Performance Framework target.

Academic Program for Students with Disabilities (SWDs) and English language learner (ELLs)/Multilingual learners (MLLs):

- Maritime allots substantial resources to maintain an inclusive learning environment to serve its SWDs. The school employs two directors of special education/student services, full-time special education teachers to provide push-in support in core content area classes and customized interventions in accordance with students' Individualized Education Programs (IEPs).
- Maritime's ELL/MLL program supports students' language acquisition skills so that they can equitably partake in all school programs. To accomplish this, the school's ELL teacher meets ELL/MLL students' needs through a combination of push-in and pull-out supports that align with their level of English fluency. As needed, the school has also created standalone classes to benefit ELL/MLL students, such as practical writing.

Summative Evidence for Benchmark 1:

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 has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced 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.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
   - **Indicator a:** In its renewal application, the school described its process for creating and maintaining curricular maps for each core subject area that are aligned to the NYSLS and to student needs. Maritime faculty store this documentation in Planboard, an online system which provides easy and simultaneous access to all instructional staff.

- **Indicator b:** During the 2018-2019 school year, the school implemented a Danielson framework-informed common lesson planning template for all unit and lesson plans. The school's renewal application states that all lessons are designed with specific learning goals and standards in mind. During the renewal site visit, the CSO team evaluated sample lesson plans from all grade levels and subject areas and found that they unanimously introduce complex materials through clearly articulated objectives and activities to activate students' prior knowledge, stimulate higher order thinking through planned questioning, and proactively address potential misconceptions to build deep conceptual understanding and knowledge around specific content.
- **Indicator c:** In its renewal application, the school explained how instructional leaders and faculty ensure its curriculum is aligned both horizontally and vertically through ongoing co-planning among subject area and grade level teams. Teachers' responses to the NYSED CSO's anonymous online teacher survey confirmed this practice.
- **Indicator d:** During the special populations focus group, staff described how teachers differentiate the school's curriculum to provide opportunities for all students to master grade-level skills and concepts in multiple ways. These include modifying lesson content and materials, providing assistive technology as needed, adjusting students' learning environment and/or assessment methods, and attending to students' various learning styles and preferences.
- **Indicator e:** In its renewal application, school leaders described the process for systematically reviewing and revising curriculum frameworks and lesson materials. Instructional leaders and mentor teachers evaluate unit and lesson plans prior to execution through Planboard, and assessment data also informs curricular revision at regular intervals throughout the school year.

2. Element: ***Instruction***:
   - **Indicator a:** Maritime staff demonstrate a common understanding of high-quality instruction, which aims to build students' skills through intentional exposure to increasingly challenging content over time to develop their higher order thinking skills with decreasing reliance upon teachers to drive learning in order to prepare students for college and career success. During the renewal site visit, observed instructional practices aligned to this understanding; in particular, the school's articulated "essential teaching practices," are consistently reiterated through professional development activities, individualized pedagogical coaching, and referenced in lesson plan components for continuity across grade levels and content areas.
   - **Indicator b:** CSO staff observed uniformly safe, well managed, and productive learning environments that featured high levels of student engagement. Students were generally on-task during lesson activities. Teachers utilized a variety of questioning techniques to check students' understanding, make adjustments to instruction, and maintain the pace of lessons.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** In its renewal application, Maritime described its balanced system of formative, diagnostic and summative assessments. These include a range from informal to formal assessment strategies such as entry and exit tickets, weekly summative exams to measure unit mastery, benchmark exams, and diagnostic assessments such as the NWEA MAP administered three times each year to track overall growth.
   - **Indicator b:** The school stores all student assessment data within the eDoctrina online platform and uses qualitative and quantitative data to inform instruction and improve student

outcomes. Teachers administer regular benchmark assessments and refer to this data, in conjunction with state and MAP test scores, to inform curricular revisions, scheduling changes, and individualized support for students.

- **Indicator c:** During the onsite school leadership focus group interview, leaders described instances of utilizing qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifying the program accordingly. The entire leadership team, comprised of instructional and operations department heads and staff, meets weekly to share observations and monitor data to identify programmatic adjustments in both the near- and long-term, such as redeploying a staff member based on observed strengths or weakness, or adding an advanced science course to meet student demand.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** The school's renewal application detailed its array of programs to meet the academic needs for all students by utilizing special educators, the ELL/MLL teacher, and social workers in its instructional planning and delivery methods. Maritime's small, integrated classes with consultant teachers and purposeful lesson planning ensure that instruction offers sufficient differentiation and individualized attention to meet students' diverse needs. During the special populations staff focus group interview, staff indicated they follow all IEPs, 504s, New York State English as a Second Language Achievement Test, and MAP results to guide personalized supports inside classrooms, in small groups, and one-on-one.
    - **Indicator b:** During the school leadership focus group interview, Maritime staff described regularly scheduled departmental meetings that ensure teachers and interventionists have dedicated time to monitor progress, collaborate on teaching strategies that have proven effective, and inform ongoing supports to meet the needs of individual students.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. 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

Element	*Indicators*
1. Behavior Management and Safety	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. Family Engagement and Communication	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. Social-Emotional Supports	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

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

- **Indicator a:** In its renewal application, the school describes its clear approach to behavioral management, including a written discipline policy that is provided to students and their families prior to the start of each school year and consistently reinforced.
- **Indicator b:** Maritime appears safe and all school constituents can articulate how the school community maintains a safe environment. For example, the school utilizes security personnel to safeguard facility entrances, grounds, and hallways, particularly during times of student and visitor arrival, dismissal, and transitions between classes and events.

- **Indicator c:** The school's disciplinary policy ensures that the environment is free from harassment and discrimination through a zero-tolerance approach. Professional experts provide staff with annual training on workplace harassment and the Dignity for All Students Act (DASA). The majority of teachers' responses to the CSO's anonymous online teacher survey correctly identified the school's two DASA coordinators and acknowledged they had received recent training. During the school leadership focus group, leaders explained how the school's approach is reinforced through the NJROTC *Naval Science Curriculum* and coursework.
- **Indicator d:** Classroom environments are conducive to learning and generally free from disruption. As described in the school's renewal application, teachers utilize a "Military Muster" at the beginning of each class to establish a positive tone and remind students of academic and behavioral expectations. During classroom observations conducted on site during the renewal visit, the CSO team noted universally well-managed classrooms with no incidences of disruption to instruction.
- Each of Maritime's high school students participates in the NJROTC program, which aims "to install in Cadets the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment" through a combination of academic, character, and physical activities to develop each student's leadership potential.

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

- **Indicator a:** In its renewal application, the school described how it communicates with families through a variety of means, including an All Call system, a regular school newsletter, website updates, and social media to disseminate information about school events, important dates, emergency closures, and news about school achievements. The school also hosts events to nurture parental engagement with the school community, such as an annual open house so that families can meet their students' teachers, and two conference sessions over the course of the year.
- **Indicator b:** Teachers' responses to the CSO's anonymous online teacher survey report that Maritime's teachers communicate with parents to discuss students' strengths and needs on a regular basis. In addition to report cards and progress reports issued every five weeks, teachers enter all student grades into e-School weekly, utilize the "Remind" app to stay in frequent contact with parents and guardians, and call home as often as necessary to keep families apprised of both positive developments and academic or behavioral concerns.
- **Indicator c:** In its renewal application, the school explained how it assesses family and student satisfaction through surveys, informal conversations and phone calls, parent/teacher conferences, monitoring attendance rates, and disciplinary hearings with leadership. During the school leadership focus group, staff provided examples of using this data to inform schoolwide decisions. Parents have influenced adjustments to the school attendance policy and lunch selections, prompted a partnership with local food banks to provide students in need with additional sustenance over weekends, and requested a used uniform exchange. Leaders stated that the school's proposed expansion to serve students in Grades 5-6 is also in response to parental requests.
- **Indicator d:** During the on-site school leadership focus group, staff described the school's systematic process for responding to family or community concerns. Staff members amplify concerns to the directors of special education and/or student services, the commandant, or vice commandants as appropriate for swift resolution.

- **Indicator e:** The school's renewal application outlined its methods for sharing school-level academic data with the broader school community through website updates, posts to social media accounts, and publicly posting board meeting minutes to promote transparency and accountability among parents, students and other school constituents.

3. Element: ***Social-Emotional Supports***:
   - **Indicator a:** The school's renewal application describes Maritime's systems, programs, and the specialized staff in place to support the social-emotional needs of students. These include three school counselors and one social worker; these staff members provide a comprehensive and proactive guidance program for students who have experienced trauma or who are in, or at risk for, crisis. The school also develops students' social-emotional skills through a teacher-student mentoring program, the NJROTC curriculum's coursework in suicide awareness and being an "upstander," annual health and wellness fairs that focus on making healthy choices and stress management strategies, and other positive behavioral interventions.
   - **Indicator b:** Maritime's faculty, particularly teachers and the Dean of Students, collect and use data to track the socio-emotional needs of students. During daily mentoring check-ins, teachers informally assess students' emotional and physical well-being and inform the guidance department about home life issues as necessary to secure adequate supports.
   - **Indicator c:** School leaders collect data, such as academic growth and a decrease in disciplinary infractions or tardiness, to evaluate the impact and effectiveness of Maritime's social-emotional programming. This data, and collective trends over time, inform programmatic adjustments such as increasing the frequency or intensity of counseling offerings.

Benchmark 4: Financial Condition

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

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation (see Attachment 2).
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework.

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 *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. Western New York Maritime Charter School's 2018-2019 composite score is 1.57.

Composite Scores
2014-2015 to 2018-2019

Year	*Composite Score*
2014-2015	1.78
2015-2016	2.54
2016-2017	2.74
2017-2018	2.00
2018-2019	1.57

Benchmark 5: Financial Management

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

Finding: Meets

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

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. 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.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. 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:

The Charter School Office reviewed Western New York Maritime Charter School's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

In 2019, the Office of the NYS Comptroller (OSC) (http://www.osc.state.ny.us/localgov/audits/schools/2019/western-ny-maritime-charter-2019-176.htm) conducted an audit of the school with the objective of determining whether billings to school districts of residence are accurate and supported for the period July 1, 2017 through July 9, 2019. The audit findings referenced errors in tuition billings and errors in documenting student residency.

The school's contracted accounting services firm took appropriate steps to address the findings in this OSC audit.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

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

- **Indicator a:** In its renewal application the school reported that, while board membership has remained relatively stable over the course of the charter term, the board recruits and selects new board members with skills and expertise that meet the needs of the school when vacancies do arise. For example, upon the death of the board president two years ago, the board recruited a new trustee from within the community and professional groups such as Leadership Buffalo. When sourcing potential candidates, the board prioritizes diversity and specialized skills and expertise including military service, finance, student recruitment, and community relations.
- **Indicator b:** The Maritime board helps to maintain fidelity to the school's chartered mission by engaging in strategic and continuous improvement planning and setting purposeful priorities and goals. Over the course of this charter term, the board undertook two significant strategic initiatives for the long-term betterment and stability of the school: the grade-level expansion to serve students in Grades 7-8 and the purchase of additional property and facilities to house all of the school's programming at scale.
- **Indicator c:** The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals through regular review of the school's expenditures, balance sheet, student performance results, attendance, and disciplinary data ahead of and during its monthly meetings. During the on-site board focus group, trustees were unable to recall details of the school's academic performance with specificity.

- **Indicator d:** In its renewal application, Maritime described a new method for updating school policies. Relevant staff members will weigh in on potential changes to individual policies and present suggestions to the school's commandant, who presents them to the board for discussion, direction to external legal review as appropriate, and ultimate approval.
- **Indicator e:** The board utilizes a performance-based evaluation process for evaluating itself and the school's commandant on an annual basis. Each trustee completes a self-evaluation with eight components, including vision and planning and community relations. These results have not been used to date to inform specific training topics for trustees. The board reviews the commandant's performance each spring according to a variety of established criteria ranging from community relations to academic outcomes.
- **Indicator f:** The board participates in ongoing professional development to remain in compliance with governance best practices and demonstrate full awareness of its legal obligations to the school and stakeholders, such as open meetings law and complaint procedures. As necessary, the board consults with legal professionals for advice on school matters and/or changes in policy.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and 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

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ✓*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

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

- **Indicator a:** Under the leadership of Maritime's board and commandant, the school has an expanded and effective school leadership team comprised of two vice commandants, a senior naval science instructor, a director of student services, a director for administrative services, a director of special education, a director of guidance, a dean of students, an athletic director, and a director of information technology. This team maintains the school staff's commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning, with targeted focus on each specialized area.

- **Indicator b:** At Maritime, roles and responsibilities for all members of the school community are transparently and consistently defined. The board, leadership team, faculty, and other staff adhere to a "chain of command" philosophy with clear lines of reporting for maximum clarity.
- **Indicator c:** In its renewal application, the school described clear and well-established communication systems and decision-making processes for effective communication across the school. These include weekly huddles between administrative staff, meetings with the commandant and department heads, and monthly all-staff meetings to identify and address any issues that could inhibit student progress or success.
- **Indicator d:** In its renewal application, Maritime explained that the school's inability to offer competitive salaries relative to traditional public schools in the surrounding area has impacted its teacher retention rate. However, the school successfully recruits, hires, and promotes staff from within as often as possible when vacancies inevitably occur. When a staff member struggles to meet the school's performance expectations, their supervisor creates an action plan that includes individualized counseling and goals for improvement. If the staff member does not demonstrate satisfactory progress, their employment is terminated.

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

- **Indicator a:** During the onsite school leadership focus group interview, leaders described how the school has developed and maintains robust talent pipelines. These strategies include informal partnerships with local universities and schools of education, utilizing existing staff to recruit through word of mouth, and leveraging the professional networks of military staff to fully staff the school with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.
- **Indicator b:** Maritime's renewal application describes scheduled time for regular peer collaboration among teachers in its instructional schedule. Department heads, grade level teams, and new teachers all have regularly scheduled check ins and meetings to disseminate information, engage in collaborative problem solving, and receive support.
- **Indicator c:** Through its personalized approach to professional development, the school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. Teacher responses to the NYSED CSO's anonymous online teacher survey mentioned submitting personal learning goals to the commandant to inform annual professional development action plans that may include subject area study, attendance at a conference, and/or targeted mentoring to build skills in a specific area. Teachers are encouraged to subsequently share their learnings with other staff members.
- **Indicator d:** In its renewal application, the school described its systems for monitoring and improving organizational and instructional quality. Key components of this process are the two formal teacher evaluations per year, each of which includes a pre- and post-evaluation discussion, that identify strengths to be capitalized upon as well as areas for further development.
- **Indicator e:** Maritime's renewal application mentions several mechanisms to solicit teacher feedback and gauge teacher satisfaction. Teachers can provide feedback and discuss concerns at regularly scheduled meetings. In addition, the school has established a Faculty Senate as another lever for relaying staff perspectives to school leadership. Teachers' responses to the NYSED CSO's anonymous online teacher survey identified leaders' open-door policy to discuss questions or concerns, frequent meetings, and email communication as other means of providing feedback.

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

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

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

- **Indicator a:** On-site focus group interviews and the NYSED CSO's anonymous online parent and teacher surveys' responses confirm that Maritime stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the school's charter. Ninety-four percent percent of parent survey responses indicated strong agreement with the statement "I feel the school is fulfilling its mission."
- **Indicator b:** The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions, as demonstrated throughout its academic programming and comprehensive student supports.

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.

Finding: Meets

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

Summative Evidence for Benchmark 9:

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

- **Indicator a:** In its renewal application, the school presented evidence that it has maintained sufficient overall enrollment over the course of the charter term and also met or came close to meeting NYSED's enrollment and retention targets for its student subgroups, including students from economically disadvantaged backgrounds, students with disabilities, and ELLs/MLLs. To maintain these trends, the school will continue its current student recruitment strategies.
- The school's ELL/MLL population has increased three percentage points from -11 in 2017-2018 to -8 in 2018-2019. The ED students show a similar differential to the district. However, the SWD population is 8 percentage points below the district, but not at point where corrective action is required.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws 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; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

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

- **Indicator a:** The school has compiled a record of substantial compliance with applicable state and federal laws and 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; financial management and oversight; governance and reporting; and health and safety requirements. The CSO is currently reviewing policy documents for Maritime.
- **Indicator b:** The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.
- **Indicator c:** The school has sought Board of Regents and/or Charter School Office approval for significant revisions, such as its expansion to serving middle school grades.

Attachment 1: 2019-2020 Renewal Site Visit
Western New York Maritime Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

In ELA and math, Western New York Maritime Charter School students did not tend to outperform students in schools with similar grade spans and demographics. The graduation rate of Western New York Maritime Charter School did exceed schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

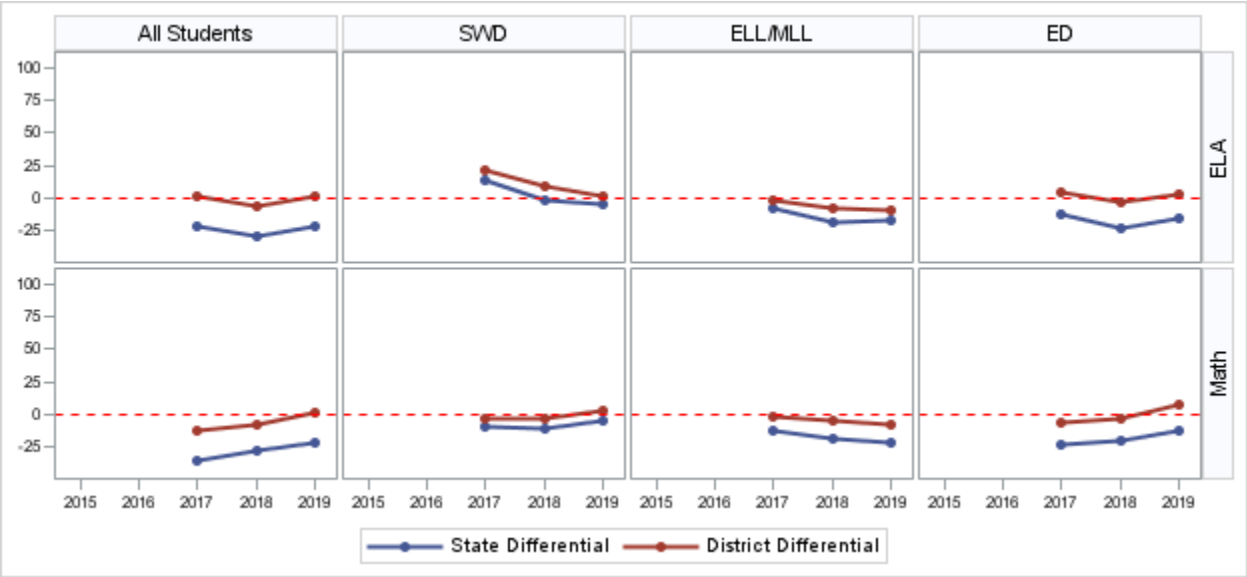
Table 1: Elementary/Middle School Trending Toward Proficiency – Minimum Expectation = 75%

		2016-2017	2017-2018	2018-2019
ELA	All Students	40%	21%	37%
	SWD	50%	14%	15%
	ELL/MLL	20%	9%	30%
	ED	41%	17%	39%
Math	All Students	4%	20%	36%
	SWD	0%	8%	8%
	ELL/MLL	0%	9%	9%
	ED	5%	19%	42%

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

2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



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

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		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
All Students	2016-2017	21%	20%	+1	42%	-21	3%	15%	-12	38%	-35
	2017-2018	15%	21%	-6	44%	-29	10%	17%	-7	37%	-27
	2018-2019	23%	22%	+1	44%	-21	17%	16%	+1	39%	-22
SWD	2016-2017	25%	4%	+21	11%	+14	0%	3%	-3	9%	-9
	2017-2018	13%	4%	+9	14%	-1	0%	3%	-3	11%	-11
	2018-2019	7%	5%	+2	12%	-5	7%	4%	+3	12%	-5
ELL/MLL	2016-2017	0%	1%	-1	8%	-8	0%	2%	-2	12%	-12
	2017-2018	0%	7%	-7	18%	-18	0%	5%	-5	19%	-19
	2018-2019	0%	9%	-9	17%	-17	0%	7%	-7	21%	-21
ED	2016-2017	18%	14%	+4	31%	-13	3%	9%	-6	26%	-23
	2017-2018	12%	15%	-3	35%	-23	8%	11%	-3	28%	-20
	2018-2019	20%	17%	+3	35%	-15	19%	12%	+7	31%	-12

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

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		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 7	2016-2017	21%	20%	+1	42%	-21	3%	15%	-12	38%	-35
	2017-2018	12%	18%	-6	40%	-28	19%	19%	0	41%	-22
	2018-2019	18%	18%	0	40%	-22	21%	16%	+5	43%	-22
Grade 8	2017-2018	17%	25%	-8	48%	-31	3%	14%	-11	30%	-27
	2018-2019	28%	27%	+1	48%	-20	13%	17%	-4	33%	-20

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

Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Tables 4a and 4b below.

Table 4a: Annual Regents Outcomes Pre-High School

		All Students				ED			
		Charter Total Tested	Western New York Maritime Charter School	NYS	Differential to State	Charter Total Tested	Western New York Maritime Charter School	NYS	Differential to State
Algebra I (Common Core)	2017-2018	11	100%	90%	+10	9	100%	81%	+19
	2018-2019	8	75%	89%	-14	6	67%	80%	-13
Living Environment	2017-2018	10	100%	86%	+14	8	100%	77%	+23
	2018-2019	8	100%	85%	+15	6	100%	76%	+24

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

Table 4b: Annual Regents Outcomes High School

		All Students				SWD				ELL/MLL				ED			
		Charter Total Tested	Western New York Maritime Charter School	NYS	Differential to State	Charter Total Tested	Western New York Maritime Charter School	NYS	Differential to State	Charter Total Tested	Western New York Maritime Charter School	NYS	Differential to State	Charter Total Tested	Western New York Maritime Charter School	NYS	Differential to State
Algebra I (Common Core)	2016-2017	89	78%	70%	+8	19	58%	46%	+12	10	40%	49%	-9	70	74%	63%	+11
	2017-2018	101	85%	64%	+21	17	82%	39%	+43	12	67%	46%	+21	86	83%	56%	+27
	2018-2019	98	78%	66%	+12	19	37%	43%	-6	9	89%	50%	+39	78	76%	59%	+17
Algebra II (Common Core)	2016-2017	29	72%	81%	-9	.	.	.	.	.	.	.	.	18	72%	70%	+2
	2017-2018	23	91%	82%	+9	.	.	.	.	.	.	.	.	16	88%	72%	+16
	2018-2019	24	88%	83%	+5	.	.	.	.	.	.	.	.	15	100%	72%	+28
English Language Arts (Common Core)	2016-2017	91	84%	84%	0	17	65%	59%	+6	.	.	.	.	70	80%	77%	+3
	2017-2018	91	76%	79%	-3	21	57%	52%	+5	13	54%	47%	+7	71	73%	70%	+3
	2018-2019	105	94%	84%	+10	21	81%	61%	+20	10	70%	56%	+14	84	93%	78%	+15
Geometry (Common Core)	2016-2017	46	67%	63%	+4	7	71%	34%	+37	.	.	.	.	33	61%	50%	+11
	2017-2018	51	69%	67%	+2	.	.	.	.	.	.	.	.	38	71%	54%	+17
	2018-2019	57	84%	70%	+14	.	.	.	.	.	.	.	.	42	86%	57%	+29
Global History	2016-2017	128	61%	68%	-7	32	47%	38%	+9	12	17%	39%	-22	100	58%	58%	0
	2017-2018	34	53%	39%	+14	8	25%	23%	+2	6	50%	29%	+21	27	44%	36%	+8
Global History Transition	2017-2018	98	54%	73%	-19	15	27%	45%	-18	13	38%	44%	-6	85	49%	62%	-13
	2018-2019	162	42%	62%	-20	35	20%	34%	-14	18	22%	36%	-14	131	37%	51%	-14
Living Environment	2016-2017	90	79%	72%	+7	17	65%	45%	+20	12	42%	37%	+5	75	75%	62%	+13
	2017-2018	78	77%	70%	+7	12	50%	44%	+6	5	40%	43%	-3	67	73%	60%	+13
	2018-2019	120	60%	71%	-11	27	26%	45%	-19	15	47%	43%	+4	97	54%	61%	-7
Physical Setting/Chemistry	2016-2017	46	24%	74%	-50	.	.	.	.	.	.	.	.	30	30%	61%	-31
	2017-2018	34	32%	72%	-40	.	.	.	.	.	.	.	.	22	18%	59%	-41
	2018-2019	25	60%	73%	-13	.	.	.	.	.	.	.	.	20	65%	60%	+5
Physical Setting/Earth Science	2016-2017	41	71%	64%	+7	.	.	.	.	.	.	.	.	30	67%	53%	+14
	2017-2018	63	71%	68%	+3	.	.	.	.	5	20%	42%	-22	53	70%	58%	+12
	2018-2019	62	77%	64%	+13	.	.	.	.	.	.	.	.	45	78%	53%	+25
US History and Government	2016-2017	83	76%	81%	-5	14	57%	55%	+2	.	.	.	.	67	75%	73%	+2
	2017-2018	87	92%	81%	+11	17	76%	56%	+20	7	71%	58%	+13	66	91%	73%	+18
	2018-2019	69	75%	77%	-2	9	44%	51%	-7	6	33%	47%	-14	56	73%	67%	+6

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

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes: See Table 5 below.

Table 5: Regents 4-Year Cohort Outcomes

		All Students				SWD				ELL/MLL				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	2012 Cohort	68	91%	85%	+6	9	78%	53%	+25	.	.	.	.	60	92%	79%	+13
	2013 Cohort	66	92%	85%	+7	15	80%	55%	+25	.	.	.	.	56	91%	80%	+11
	2014 Cohort	70	94%	84%	+10	9	89%	54%	+35	.	.	.	.	58	93%	78%	+15
	2015 Cohort	65	91%	84%	+7	18	89%	55%	+34	8	75%	55%	+20	46	87%	79%	+8
Global History	2012 Cohort	68	90%	78%	+12	9	67%	42%	+25	.	.	.	.	60	90%	70%	+20
	2013 Cohort	66	92%	78%	+14	15	80%	42%	+38	.	.	.	.	56	91%	70%	+21
	2014 Cohort	70	91%	77%	+14	9	67%	42%	+25	.	.	.	.	58	90%	69%	+21
	2015 Cohort	65	82%	78%	+4	18	67%	43%	+24	8	38%	48%	-10	46	74%	70%	+4
Math	2012 Cohort	68	90%	86%	+4	9	67%	52%	+15	.	.	.	.	60	90%	81%	+9
	2013 Cohort	66	91%	85%	+6	15	67%	50%	+17	.	.	.	.	56	93%	80%	+13
	2014 Cohort	70	97%	83%	+14	9	89%	49%	+40	.	.	.	.	58	97%	77%	+20
	2015 Cohort	65	91%	84%	+7	18	89%	51%	+38	8	75%	60%	+15	46	87%	78%	+9
Science	2012 Cohort	68	90%	84%	+6	9	78%	51%	+27	.	.	.	.	60	90%	78%	+12
	2013 Cohort	66	92%	84%	+8	15	87%	52%	+35	.	.	.	.	56	91%	78%	+13
	2014 Cohort	70	97%	83%	+14	9	100%	52%	+48	.	.	.	.	58	97%	76%	+21
	2015 Cohort	65	86%	83%	+3	18	72%	51%	+21	8	50%	51%	-1	46	80%	76%	+4
US History	2012 Cohort	68	85%	81%	+4	9	67%	49%	+18	.	.	.	.	60	85%	74%	+11
	2013 Cohort	66	91%	81%	+10	15	80%	49%	+31	.	.	.	.	56	93%	74%	+19
	2014 Cohort	70	93%	80%	+13	9	67%	48%	+19	.	.	.	.	58	91%	72%	+19
	2015 Cohort	65	77%	79%	-2	18	61%	48%	+13	8	25%	48%	-23	46	70%	71%	-1

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

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates: See Table 6 below.

Table 6: High School Graduation Rates by Cohort

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	Western New York Maritime CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Western New York Maritime CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Western New York Maritime CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Western New York Maritime CS	NYS Graduation Rate	NYS Differential
2011 Cohort	4 Year	59	97%	80%	+17	7	100%	54%	+46	.	.	.	.	49	98%	73%	+25
	5 Year	59	97%	84%	+13	7	100%	60%	+40	.	.	.	.	49	98%	79%	+19
	6 Year	59	97%	85%	+12	7	100%	62%	+38	.	.	.	.	49	98%	81%	+17
2012 Cohort	4 Year	68	91%	82%	+9	9	67%	57%	+10	.	.	.	.	60	92%	75%	+17
	5 Year	68	93%	85%	+8	9	78%	62%	+16	.	.	.	.	59	95%	80%	+15
	6 Year	68	93%	86%	+7	9	78%	64%	+14	.	.	.	.	59	95%	82%	+13
2013 Cohort	4 Year	66	94%	82%	+12	15	87%	58%	+29	.	.	.	.	56	93%	76%	+17
	5 Year	65	95%	85%	+10	15	93%	64%	+29	.	.	.	.	54	94%	80%	+14
	6 Year	65	95%	86%	+9	15	93%	66%	+27	.	.	.	.	54	94%	82%	+12
2014 Cohort	4 Year	70	94%	83%	+11	9	89%	60%	+29	.	.	.	.	58	93%	76%	+17
	5 Year	70	97%	86%	+11	9	89%	66%	+23	.	.	.	.	58	97%	81%	+16
2015 Cohort	4 Year	65	89%	83%	+6	18	89%	62%	+27	8	63%	58%	+5	46	87%	77%	+10

**See NOTES (2), (3), (5), and (7) below.*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup On-Track to Graduate: *See Table 7 below.*

Table 7: Third Year On-Track to Graduate – Target = 75%

Western New York Maritime Charter School	All Students			SWD			ELL/MLL			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
2012	65	56	86%	10	6	60%	.	.	.	56	48	86%
2013	71	63	89%	18	13	72%	.	.	.	63	55	87%
2014	80	69	86%	11	7	64%	.	.	.	60	51	85%
2015	69	54	78%	19	12	63%	10	6	60%	54	40	74%
2016	81	66	81%	14	7	50%	5	1	20%	61	48	79%

**See NOTES (2), (3), (7), and (9) below.*

3.b.v. and 3.b.vi. Graduation Outcomes – Aggregate and Subgroup Student Persistence: See Table 8 below.

Table 8: High School 4-Year Persistence Rates – Target = 85%

Western New York Maritime CS	All Students			SWD			ELL/MLL			ED		
	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance
2013 Cohort	105	46	44%	19	8	42%	.	.	.	91	40	44%
2014 Cohort	84	48	57%	18	7	39%	8	5	63%	64	36	56%
2015 Cohort	86	46	53%	23	12	52%	12	8	67%	73	37	51%

**See NOTES (2), (3), (4), (5), (7), and (10) below.*

Benchmark 9:

Table 9: Student Demographics

	SWD			ELL/MLL			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
2015-2016	20%	18%	**+2**	8%	14%	**-6**	86%	76%	**+10**
2016-2017	21%	19%	**+2**	7%	14%	**-7**	83%	74%	**+9**
2017-2018	20%	20%	**0**	9%	20%	**-11**	86%	78%	**+8**
2018-2019	19%	20%	**-1**	12%	20%	**-8**	78%	79%	**-1**

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

Table 10: Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	Western New York Maritime Charter School	Buffalo Public Schools	Differential to District	Western New York Maritime Charter School	Buffalo Public Schools	Differential to District	Western New York Maritime Charter School	Buffalo Public Schools	Differential to District	Western New York Maritime Charter School	Buffalo Public Schools	Differential to District
2016-2017	74%	86%	**-12**	63%	80%	**-17**	72%	82%	**-10**	73%	86%	**-13**
2017-2018	73%	89%	**-16**	68%	85%	**-17**	86%	85%	**+1**	71%	88%	**-17**
2018-2019	75%	88%	**-13**	68%	86%	**-18**	89%	86%	**+3**	73%	87%	**-14**

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

**NOTES:*
(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.
(2) For the students with disabilities and the ELL/MLL 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).

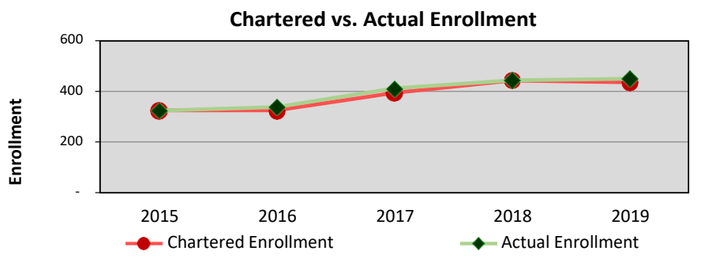
Charter School Fiscal Accountability Summary

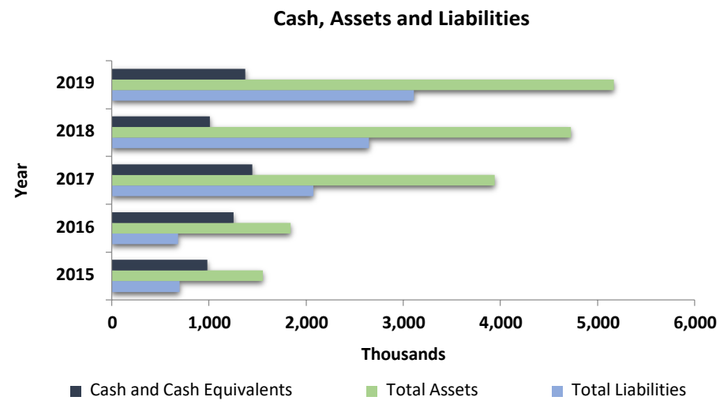
WESTERN NEW YORK MARITIME CHARTER SCHOOL

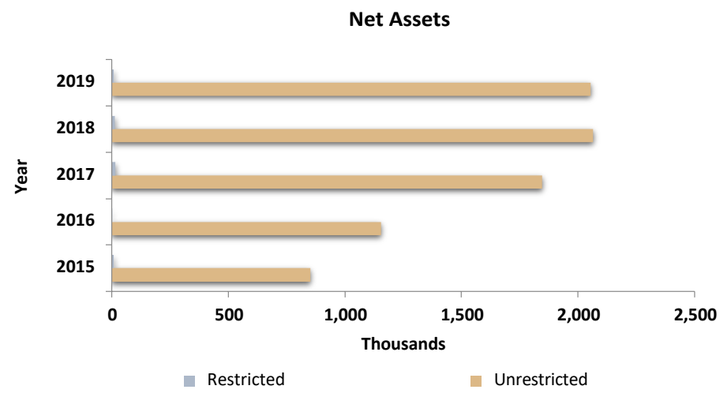
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	9-12	9-12	7, 9-12	7-12	7-12
Maximum Chartered Grades Served	9-12	9-12	9-12	9-12	9-12
Chartered Enrollment	325	325	394	443	435
Maximum Chartered Enrollment	325	325	325	325	325
Actual Enrollment	324	339	411	443	450
ASSETS					
Current Assets					
Cash and Cash Equivalents	983,028	1,252,704	1,446,728	1,008,238	1,372,908
Grants and Contracts Receivable	111,840	243,553	443,556	73,798	148,144
Prepaid Expenses	85,322	27,429	94,910	86,086	114,018
Other Current Assets	-	-	143,328	238,805	-
Total Current Assets					
Non-Current Assets					
Property, Building and Equipment, net	362,849	302,045	1,488,286	3,316,435	3,533,568
Restricted Cash	-	-	-	-	-
Security Deposits	13,833	13,433	-	-	-
Other Non-Current Assets	-	-	322,486	3,500	2,012
Total Non - Current Assets					
Total Assets					
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	625,268	640,667	452,213	718,499	787,810
Accrued Payroll and Payroll Taxes	-	-	556,093	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	32,278	25,269	49,199	113,182	609,865
Total Current Liabilities					
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	40,158	14,890	1,019,925	1,816,853	1,711,202
Total Long-Term Liabilities					
Total Liabilities					
NET ASSETS					
Unrestricted	850,833	1,155,717	1,846,328	2,064,132	2,052,611
Restricted	8,335	2,621	15,536	14,196	9,162
Total Net Assets					
Total Liabilities and Net Assets	1,556,872	1,839,164	3,939,294	4,726,862	5,170,650

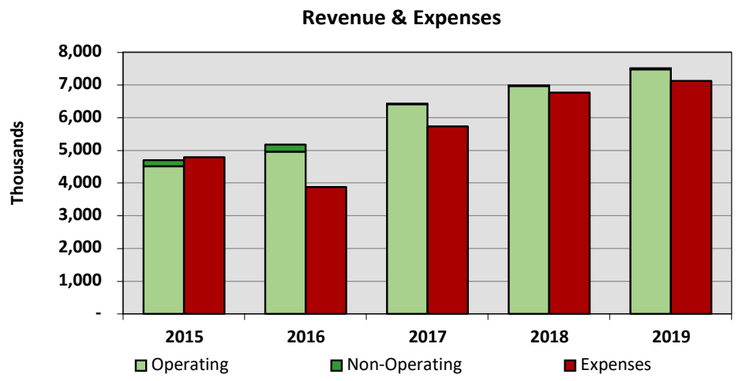


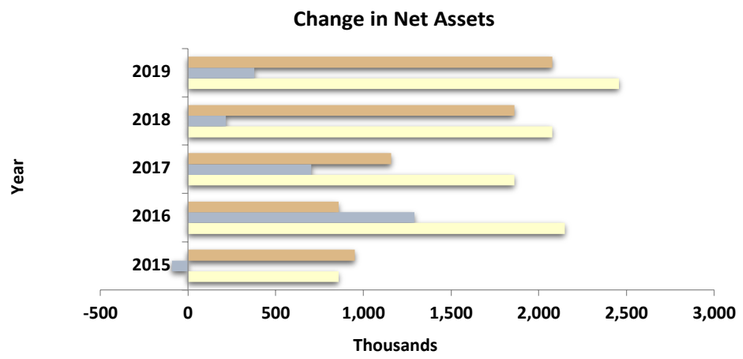




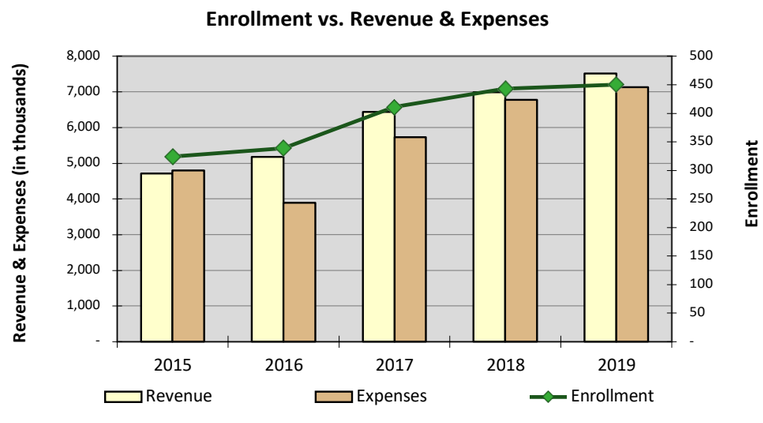
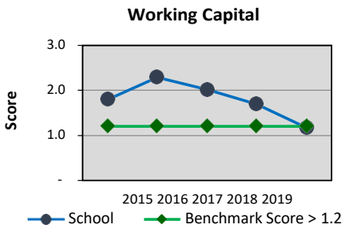
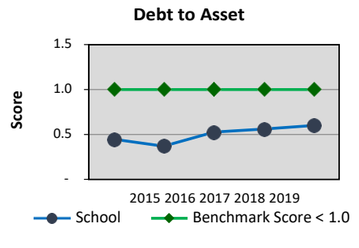
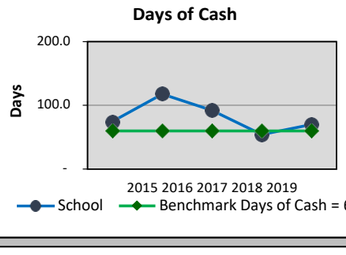
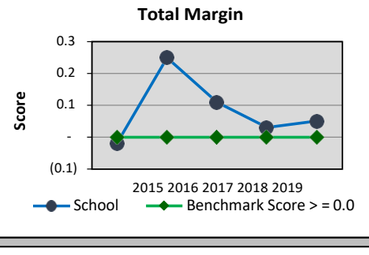
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	3,670,227	3,916,354	4,801,245	5,433,745	5,890,523
State and Local Per Pupil Revenue - SPED	519,964	685,185	748,153	768,811	710,855
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	161,881	167,517	553,373	410,261	432,473
State and City Grants	-	-	-	-	-
Other Operating Income	169,480	194,906	310,525	353,938	448,182
Total Operating Revenue					
EXPENSES					
Program Services					
Regular Education	2,897,425	3,053,605	3,532,654	4,354,078	4,533,198
Special Education	508,227	358,268	435,834	583,126	572,808
Other Expenses	416,873	471,306	560,490	583,171	735,933
Total Program Services					
Supporting Services					
Management and General	976,155	S	1,201,707	1,257,677	1,291,915
Fundraising	-	-	-	-	-
Total Support Services					
Total Expenses					
Surplus/Deficit from Operations					
SUPPORT AND OTHER REVENUE					
Interest and Other Income	47,392	64,211	-	-	-
Contributions and Grants	129,753	135,590	15,435	10,664	18,414
Fundraising Support	8,227	10,021	5,480	17,097	11,395
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue					
Change in Net Assets					
Net Assets - Beginning of Year	950,924	859,168	1,158,338	1,861,864	2,078,328
Net Assets - End of Year					





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	13,955	14,643	15,604	15,726	16,627
Support and Other Revenue	572	619	51	63	66
Total Revenue					
Expenses - Per Pupil					
Program Services	11,798	11,455	11,019	12,461	12,982
Mangement and General, Fundraising	3,013	-	2,924	2,839	2,871
Total Expenses	14,811				
% of Program Services	79.7%	100.0%	79.0%	81.4%	81.9%
% of Management and Other	20.3%	0.0%	21.0%	18.6%	18.1%
% of Revenue Exceeding Expenses	-1.9%				
FINANCIAL COMPOSITE SCORE					
Composite Score	1.78	2.54	2.74	2.00	1.57
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9					
WORKING CAPITAL					
Net Working Capital	522,644	857,750	1,071,017	575,246	237,395
Working Capital (Current) Ratio	1.8	2.3	2.0	1.7	1.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2					Partly Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.4	0.4	0.5	0.6	0.6
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0					
CASH POSITION					
Days of Cash	74.8	117.7	92.1	54.3	70.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days				Does Not Meet Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	(0.0)	0.2	0.1	0.0	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard