



**TO:** The Honorable the Members of the Board of Regents  
**FROM:** John L. D'Agati *John L. D'Agati*  
**SUBJECT:** Renewal Recommendations for Charter Schools Authorized by the Board of Regents  
**DATE:** May 1, 2020  
**AUTHORIZATION(S):** *Sharon L. Takee*

### SUMMARY

#### Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **Buffalo Academy of Science Charter School** (full-term, five-year renewal and a revision to increase the current grade span to include Grades 3 and 4 from the school's current kindergarten through Grade 2 and Grade 5 through Grade 12 configuration; and to increase authorized enrollment from 784 students to 928 students to be phased in by the 2021-2022 school year).
2. **Charter School for Applied Technologies** (full-term, five-year renewal).
3. **Genesee Community Charter School** (short-term, three-year renewal).
4. **Health Sciences Charter School** (short-term, four-year renewal).
5. **South Bronx Classical Charter School III** (full-term, five-year renewal and a revision to increase current grade span of the school to include Grades 6 to 8 from the school's current kindergarten through Grade 5; and to increase authorized enrollment from 372 students to 476 students by the 2022-2023 school year).
6. **Urban Choice Charter School** (short-term, one-year renewal).

#### Reason(s) for Consideration

Required by State statute.

## **Proposed Handling**

This issue will come before the Full Board for action at its May 2020 meeting.

## **Procedural History**

The New York State Education Department (the Department) made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR 119.7.

## **Background Information**

### **Performance Framework**

The Board of Regents Charter School Performance Framework, which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is designed to focus on performance outcomes, to preserve operational autonomy, and to facilitate transparent feedback to schools. It aligns with the Department's ongoing accountability and effectiveness work under the Every Student Succeeds Act (ESSA) and holds charter schools accountable to standards set forth in the Education Law, while providing the Regents with discretion. Generally, charter schools are required to demonstrate performance outcomes that exceed those of traditional public schools.

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

<b>Performance Benchmark</b>	
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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).
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the NYS 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.
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.

## Charter School Renewal Applications

In Article 56 of the Education Law, §2852(2) requires the chartering entity (in this case the Board of Regents) to make the following findings when considering a charter renewal application:

- (a) The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules, and regulations;
- (b) The applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty-one of this article; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year, (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school, or (ii) the school district in which the charter school will be located consents to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner (8 NYCRR 119.7(d)) were adopted by the Board of Regents and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

## Related Regents Items

### **Buffalo Academy of Science Charter School**

#### [December 2003 Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/January2004/0104emscvesidca2.htm)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/January2004/0104emscvesidca2.htm>)

#### [August 2006 Building/Location Revision](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/September2006/0906emscvesidca1.htm)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/September2006/0906emscvesidca1.htm>)

#### [November 2007 Program Revision](#)

(<https://www.regents.nysed.gov/meetings/2007Meetings/December2007/1207emscvesida1.htm>)

[December 2008 First Renewal](#)

(<https://www.regents.nysed.gov/meetings/2008Meetings/December2008/1208emsca1.htm>)

[March 2012 Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/March2012/312p12a1.pdf>)

[February 2015 Third Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/215p12a3.pdf>)

[February 2016 Enrollment and Grade Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/216p12a4.pdf>)

[June 2017 Enrollment and Grade Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/617p12a4.pdf>)

## **Charter School for Applied Technologies**

January 2001 Initial Charter (not available on NYSED website)

[January 2006 First Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/January2006/106emscvesida2.htm>)

[July 2008 Curriculum Revision](#)

(<https://www.regents.nysed.gov/meetings/2008Meetings/July2008/0708emsca9.htm>)

[December 2010 Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a1.pdf>)

[April 2014 Enrollment and Building Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/413p12a7Revised.pdf>)

[March 2015 Third Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a3.pdf>)

## **Genesee Community Charter School**

November 2000 Initial Charter (not available on NYSED website)

### [March 2004 Grade Expansion Revision](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/March2004/0304emscvesida2.htm>)

### [January 2005 First Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/January2005/0105emscvesida3.htm>)

### [December 2006 Enrollment Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesidca1.htm>)

### [December 2009 Second Renewal](#)

(<https://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca10.htm>)

### [May 2015 Third Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/meetings/May%202015/515p12a2.pdf>)

## **Health Sciences Charter School**

### [September 2009 Initial Charter](#)

(<http://www.regents.nysed.gov/meetings/2009Meetings/September2009/0909emsca1.htm>)

### [April 2011 Location Revision](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/April2011/411p12a3.pdf>)

### [April 2014 First Renewal](#)

([https://www.regents.nysed.gov/common/regents/files/413bra2\\_1.pdf](https://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf))

### [March 2017 Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

## **South Bronx Classical Charter School III**

### [November 2014 Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/1114p12a3.pdf>)

### [April 2016 Merger Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/416p12a3.pdf>)

### [May 2018 Merger Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/518p12a2.pdf>)

## **Urban Choice Charter School**

### [December 2004 Initial Charter](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/December2004/1204emscvesida1.htm>)

### [December 2009 First Renewal](#)

(<http://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca8.htm>)

### [February 2014 Second Renewal](#)

([http://www.regents.nysed.gov/common/regents/files/214p12a4%5B1%5D\\_0.pdf](http://www.regents.nysed.gov/common/regents/files/214p12a4%5B1%5D_0.pdf))

### [March 2017 Third Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

## **Recommendations**

### The State Education Department Renewal Recommendations

The attached Renewal Recommendation Reports provide summary information about the Renewal Applications before the Regents for action at the May 2020 meeting, as well as an analysis of the academic and fiscal performance of each of the schools over the charter term.

Pursuant to Education Law §2851(2)(p), charters may be renewed for a charter term of no more than five years. The Department typically makes renewal recommendations for a full term of five years or a short term of three years. The Department may also make recommendations for nonrenewal and has additional flexibility to make renewal recommendations for other charter term lengths.

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school.<sup>1</sup> The recommendations below were made after a full due-diligence process over the charter term, including review of the information presented by the schools in their Renewal Applications; specific fiscal reviews; a renewal site visit of up to two days, conducted by a Department team for each school; comprehensive analysis of achievement data; and consideration of public comment. Over

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<sup>1</sup> See [8 NYCRR §119.7](#) at <http://www.p12.nysed.gov/psc/aboutcharterschools/Financing/Regulations/csreg119.7.html>

the course of the charter term, the Department closely monitors all charter schools based on the Oversight Plan.<sup>2</sup>

### Renewal Recommendations

It is recommended that the Board of Regents take the following action:

VOTED: That the Board of Regents finds that the **Buffalo Academy of Science Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Buffalo Academy of Science Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that the **Charter School for Applied Technologies**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Charter School for Applied Technologies** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that the **Genesee Community Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Genesee Community Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2023**.

VOTED: That the Board of Regents finds that the **Health Sciences Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable

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<sup>2</sup> The [Oversight Plan for Board of Regents-Authorized Schools](http://www.p12.nysed.gov/psc/regentsoversightplan/OversightPlan.html) is located on the following webpage: <http://www.p12.nysed.gov/psc/regentsoversightplan/OversightPlan.html>



laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Health Sciences Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2024**.

VOTED: That the Board of Regents finds that the **South Bronx Classical Charter School III**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **South Bronx Classical Charter School III** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that the **Urban Choice Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Urban Choice Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2021**.

### **Timetable for Implementation**

The Regents action for the above-named charter schools will become effective immediately.

## Buffalo Academy of Science Charter School

In accordance with Education Law, Article 56, sections 2851(4) and 2852(2), Commissioners Regulations section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for the Buffalo Academy of Science Charter School (BASCS). The charter term would begin on July 1, 2020 and expire on June 30, 2025, and the school would be permitted to increase the current grade span to include Grades 3 and 4 from the school’s current kindergarten through Grade 2 and Grade 5 through Grade 12 configuration; and to increase authorized enrollment from 784 students to 1,172 students, to be phased in over the next five years.** In February 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) to increase enrollment of students with disabilities (SWDs) and English language learners (ELLs)/Multilingual learners (MLLs) to meet the proportions enrolled in the district of location. In the spring of 2020, the school was required to address these same enrollment issues. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO). The CAP will be closely monitored, and the Department will report to the Regents, as necessary.

BASCS is meeting nine of the ten benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

### Charter School Summary

<b>Name of Charter School</b>	Buffalo Academy of Science Charter School
<b>Board Chair</b>	Selcuk Acar
<b>District of Location</b>	Buffalo Public Schools
<b>Opening Date</b>	Fall 2004
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial Term: January 12, 2004 - January 11, 2009</li> <li>• First Renewal Term: January 12, 2009 - June 30, 2012</li> <li>• Second Renewal Term: July 1, 2012 - June 30, 2015</li> <li>• Third Renewal Term: July 1, 2015 - June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Approved Enrollment</b>	K - Grade 2, 5-12/784 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	K - Grade 12/928 students
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• 190 Franklin Street Buffalo, New York 14202 - Private Space</li> <li>• 89 Clare Street Buffalo, New York 14206 -Private Space</li> <li>• 100 Poplar Street, Buffalo, New York 14211- Private Space</li> </ul>
<b>Mission Statement</b>	<i>Buffalo Academy of Science Charter School (BASCS) is a tuition-free, public charter K-12 school in Buffalo, NY whose mission is to fulfill the high demands of Grades K-12 students, their parents, and the community as a whole.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• STEM focus</li> </ul>

	<ul style="list-style-type: none"> <li>• Data-Driven Decision Making</li> <li>• Six-Point Plan to Higher Student Achievement</li> <li>• Intervention and Special Programs</li> <li>• Triad Partnership: Students-Parents-Teacher</li> <li>• College Counseling and Preparation</li> <li>• Role Modeling and Character Education</li> <li>• Multicultural Themes and Competence</li> <li>• Student Exchange and International Field Trips</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• <b>Increase the current grade span to include Grades 3 and 4 from the school's current kindergarten through Grade 2 and Grade 5 through Grade 12 configuration;</b></li> <li>• <b>Increase authorized enrollment from 784 students to 928 students to be phased in over the next two years</b></li> </ul>

**Noteworthy:** BASCS leaders reported a recent shift toward sharpening its culture and focus toward college enrollment and persistence. In recent years, the focus was on graduation, but as the school has experienced its first Ivy league college acceptance of a student to Dartmouth, and graduates on average have earned \$4.5 million in scholarships each year, additional emphasis is being placed on college acceptance. The school has incorporated more Advanced Placement courses, and all high school seniors are required to submit at least five college applications. The College Path Course for seniors supports development and review of applications, information about FAFSA and scholarship opportunities, and students begin college and career exploration in the 11th grade. In addition to preparation for the SAT, students have access to college-level math courses.

**Innovative Programs:** BASCS has instituted a restorative justice program which focuses on “the needs of students, repairing harm and developing relationships.” A problem-solving room at each site is staffed with a coordinator, and each building has a social worker and counselors, in addition to the coordinator. Strategies employed to engage students include problem-solving circles and restorative conversations.

**Renewal Conditions:** BASCS shall devise and implement a weighted lottery in consultation with the NYSED CSO for students with disabilities and English language learners no later than the 2020-2021 school year.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	Grades 7 - 12	Grades 5, 7-12	K and Grades 5-12	K and Grades 1, 5-12	K and Grades 1-2, 5-12
<b>Total Approved Enrollment</b>	400	460	640	712	784

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K - Grades 3, 5-12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
<b>Total Proposed Enrollment</b>	856	928	928	928	928

\*The proposed chart was adapted from the chart submitted by the Buffalo Academy of Science Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – Elementary/Middle School Outcomes**

See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 1 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. **According to the 2018-2019 school year ESEA accountability designations, Buffalo Academy of Science Charter School is *In Good Standing*.**

**Academic Program for Elementary School/Middle School:**

BASCS currently serves K - Grade 2 and Grades 5-12 across three campuses. The school utilizes the *Understanding by Design* (UbD) framework to align curricula, horizontally and vertically, and as the basis for developing curriculum and scope and sequence of content areas. STEM-focused programming is incorporated in curriculum that offers embedded differentiation.

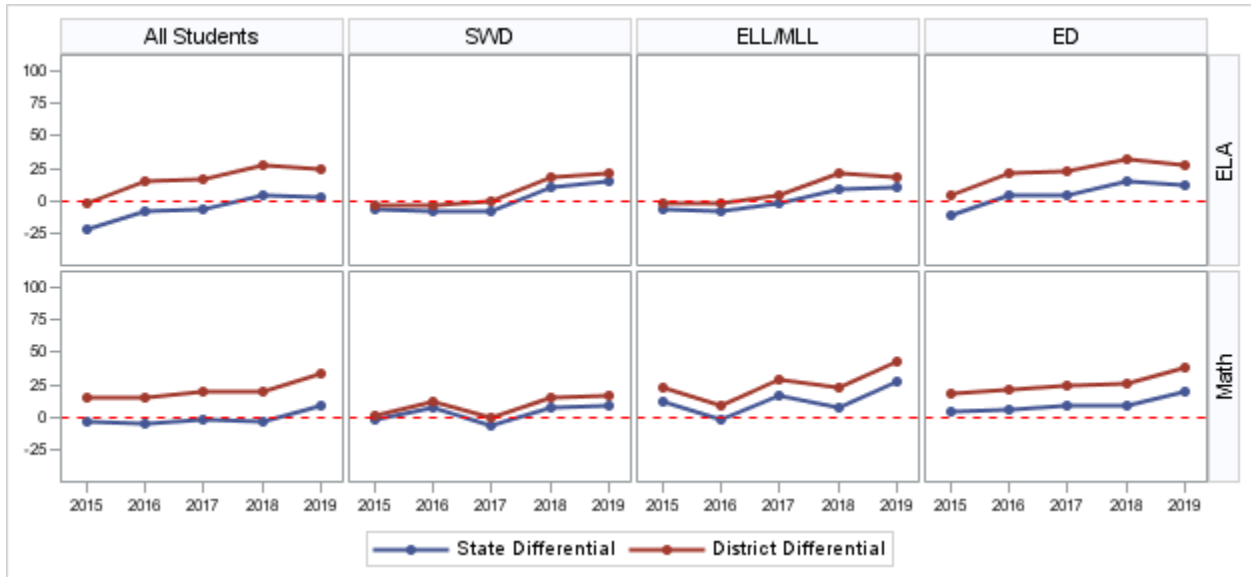
**Academic Program for Students with Disabilities and English Language Learners/Multilingual Learners:**

Weekly grade-level meetings at the elementary and middle schools are shared with special education teachers who suggest accommodations for individual students.

Weekly grade-level meetings at the elementary and middle-schools are shared with special education teachers who can suggest accommodations for individual students. Special education teachers at the high school are very involved with the graduation and college enrollment process. Counseling and special education services are integrated to ensure students are on the correct pathway toward post-secondary options. BASCS has established relationships with local and regional colleges that are successful in supporting students with higher-level needs.

ENL teachers make home visits at the beginning and middle of the school year, providing translators when necessary. Common planning with general education teachers and sharing of the New York State Identification Test for English Language Learners (NYSITELL) and the New York State English as a Second Language Achievement Test (NYSESLAT) testing results support development of lesson plans with appropriate adaptations for ELL/MLL students.

**Figure 1: Elementary/Middle School Outcomes Over Time  
Comparison with Buffalo Public Schools**



**Table 1: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		Buffalo Academy of Science CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	Buffalo Academy of Science CS	Buffalo Public Schools	Differential to District	NYS	Differential to NYS
All Students	2014-2015	11%	12%	-1	32%	-21	26%	10%	+16	29%	-3
	2015-2016	31%	16%	+15	38%	-7	27%	11%	+16	31%	-4
	2016-2017	35%	18%	+17	41%	-6	34%	14%	+20	36%	-2
	2017-2018	48%	21%	+27	43%	+5	38%	18%	+20	41%	-3
	2018-2019	46%	22%	+24	43%	+3	53%	19%	+34	43%	+10
SWD	2014-2015	0%	3%	-3	6%	-6	5%	3%	+2	7%	-2
	2015-2016	0%	3%	-3	8%	-8	15%	3%	+12	7%	+8
	2016-2017	4%	4%	0	11%	-7	4%	4%	0	10%	-6
	2017-2018	25%	6%	+19	14%	+11	21%	5%	+16	13%	+8
	2018-2019	29%	7%	+22	13%	+16	24%	7%	+17	14%	+10
ELL/MLL	2014-2015	0%	1%	-1	6%	-6	25%	2%	+23	12%	+13
	2015-2016	0%	1%	-1	8%	-8	11%	1%	+10	13%	-2
	2016-2017	6%	1%	+5	8%	-2	31%	2%	+29	14%	+17
	2017-2018	29%	8%	+21	20%	+9	30%	7%	+23	23%	+7
	2018-2019	30%	11%	+19	19%	+11	53%	10%	+43	25%	+28
ED	2014-2015	11%	7%	+4	21%	-10	25%	7%	+18	21%	+4
	2015-2016	32%	11%	+21	28%	+4	28%	7%	+21	22%	+6
	2016-2017	36%	13%	+23	31%	+5	35%	10%	+25	26%	+9
	2017-2018	49%	16%	+33	34%	+15	39%	13%	+26	30%	+9
	2018-2019	45%	17%	+28	33%	+12	53%	14%	+39	33%	+20

**Student Performance – High School Outcomes**

The school has demonstrated strong academic performance in the high school grades, outperforming the district of location and, in some grades and subjects, outscoring the State average. **The school’s four-year Regents cohort outcomes have been outperforming the State average and continue to trend upward.**

**Academic Program – High School**

The school has developed varied, multi-level interventions and supports for students, ranging from in-class intervention grouping to online learning via Khan Academy, with additional tutors and instructional accommodations integrated in general education classrooms. Special education teachers at the high school are very involved with the graduation and college enrollment process. Counseling and special education services are integrated to ensure students are on the correct pathway toward post-secondary options. BASCS has established relationships with local and regional colleges that are successful in supporting students with higher-level needs.

**Table 2: Regents 4-Year Cohort Outcomes**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	Buffalo Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Buffalo Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Buffalo Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Buffalo Academy of Science CS	NYS	Differential to NYS
ELA	2012 Cohort	55	91%	85%	+6	8	63%	53%	+10	.	.	.	.	52	90%	79%	+11
	2013 Cohort	54	98%	85%	+13	.	.	.	.	7	86%	41%	+45	52	98%	80%	+18
	2014 Cohort	63	79%	84%	-5	5	40%	54%	-14	9	44%	52%	-8	52	79%	78%	+1
	2015 Cohort	69	96%	84%	+12	.	.	.	.	5	40%	55%	-15	63	95%	79%	+16
Global History	2012 Cohort	55	87%	78%	+9	8	50%	42%	+8	.	.	.	.	52	87%	70%	+17
	2013 Cohort	54	94%	78%	+16	.	.	.	.	7	100%	35%	+65	52	94%	70%	+24
	2014 Cohort	63	73%	77%	-4	5	20%	42%	-22	9	33%	43%	-10	52	71%	69%	+2
	2015 Cohort	69	91%	78%	+13	.	.	.	.	5	100%	48%	+52	63	90%	70%	+20
Math	2012 Cohort	55	95%	86%	+9	8	63%	52%	+11	.	.	.	.	52	94%	81%	+13
	2013 Cohort	54	98%	85%	+13	.	.	.	.	7	100%	53%	+47	52	98%	80%	+18
	2014 Cohort	63	92%	83%	+9	5	60%	49%	+11	9	78%	59%	+19	52	90%	77%	+13
	2015 Cohort	69	100%	84%	+16	.	.	.	.	5	100%	60%	+40	63	100%	78%	+22
Science	2012 Cohort	55	93%	84%	+9	8	63%	51%	+12	.	.	.	.	52	92%	78%	+14
	2013 Cohort	54	98%	84%	+14	.	.	.	.	7	100%	42%	+58	52	98%	78%	+20
	2014 Cohort	63	87%	83%	+4	5	40%	52%	-12	9	67%	50%	+17	52	87%	76%	+11
	2015 Cohort	69	96%	83%	+13	.	.	.	.	5	100%	51%	+49	63	95%	76%	+19
US History	2012 Cohort	55	87%	81%	+6	8	50%	49%	+1	.	.	.	.	52	87%	74%	+13
	2013 Cohort	54	96%	81%	+15	.	.	.	.	7	86%	40%	+46	52	96%	74%	+22
	2014 Cohort	63	81%	80%	+1	5	40%	48%	-8	9	44%	50%	-6	52	81%	72%	+9
	2015 Cohort	69	90%	79%	+11	.	.	.	.	5	60%	48%	+12	63	90%	71%	+19

**Table 3: High School Graduation Rates by Cohort**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	Buffalo Academy of Science CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Buffalo Academy of Science CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Buffalo Academy of Science CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Buffalo Academy of Science CS	NYS Graduation Rate	NYS Differential
2011 Cohort	4 Year	51	88%	80%	+8	.	.	.	.	.	.	.	.	8	25%	73%	-48
	5 Year	51	92%	84%	+8	.	.	.	.	.	.	.	.	7	57%	79%	-22
	6 Year	51	92%	85%	+7	.	.	.	.	.	.	.	.	7	57%	81%	-24
2012 Cohort	4 Year	55	95%	82%	+13	8	88%	57%	+31	.	.	.	.	52	94%	75%	+19
	5 Year	55	95%	85%	+10	8	88%	62%	+26	.	.	.	.	51	94%	80%	+14
	6 Year	55	95%	86%	+9	8	88%	64%	+24	.	.	.	.	51	94%	82%	+12
2013 Cohort	4 Year	54	96%	82%	+14	.	.	.	.	7	100%	42%	+58	52	96%	76%	+20
	5 Year	54	96%	85%	+11	.	.	.	.	6	100%	50%	+50	44	95%	80%	+15
	6 Year	54	96%	86%	+10	.	.	.	.	6	100%	53%	+47	44	95%	82%	+13
2014 Cohort	4 Year	63	86%	83%	+3	5	80%	60%	+20	9	56%	54%	+2	52	87%	76%	+11
	5 Year	63	89%	86%	+3	5	100%	66%	+34	9	67%	62%	+5	51	90%	81%	+9
2015 Cohort	4 Year	69	94%	83%	+11	.	.	.	.	5	80%	58%	+22	63	94%	77%	+17

**Key Performance Area: Organizational Viability**

**Financial Condition**

BASCS appears to be in a strong financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.<sup>3</sup>

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 strong financial health. BASCS’s composite score for 2018-2019 is 1.51. Table 4 shows the school’s composite scores from 2015-2016 to 2018-2019.

<sup>3</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.



**Table 4: Buffalo Academy of Science Charter School’s Composite Scores  
2015-2016 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2015-2016	1.09
2016-2017	2.24
2017-2018	1.76
2018-2019	1.51

**Financial Management**

The Charter School Office reviewed Buffalo Academy of Science 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

**Key Performance Area: Faithfulness to the Charter and Law**

**Enrollment, Recruitment, and Retention**

Admission to BASCS shall comply with Section 2854(2) of the Education Law and all applicable laws. All children who would be eligible for enrollment in public schools in New York State in the available grades will be eligible to enroll in the charter school, subject to availability and the process set forth below. BASCS will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. The lottery and admission priorities will be as follows: first preference will be given to students returning to the charter school; second preference will be given to siblings of students enrolled in the charter school; and third preference will be given to students residing in the Buffalo Public School district. BASCS will also use dynamic sibling priority, which allows siblings of newly accepted students with completed registration to move to the top of the waitlist in their grade level. Separate wait lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission also will serve to place students in preferential order on these wait lists.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is coming close to, but not yet meeting, its targets for all of the special population subgroups – economically disadvantaged (EDs), SWDs, and ELLs/MLLs (Table 5).

The school is making good faith efforts to recruit, serve, and retain at-risk students.<sup>4</sup> Recruitment efforts include extensive literature distribution through traditional paper-based flyers and brochures, but also

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<sup>4</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so. Education Law §2852(9-a)(b)(i) requires that all charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed

through the use of websites and social media, lawn signs and sidewalk advertising, all translated into numerous languages. Focusing on the effectiveness of a personal touch, school representatives make presentations at schools and community centers, at community events, in-person visits and phone calls. BASCS has added weighting to its recruitment efforts, to enhance the opportunities for ELL/MLL students and SWDs. BASCS has established checkpoints throughout the recruiting season to identify the number and types of applicants. Efforts also include conducting surveys of current ELL/MLL populations to ascertain priorities and appealing features, and creating individual retention plans to meet student- and family-specific needs.

**Table 5: Student Demographics Comparison to Buffalo Public Schools**

	SWD			ELL/MLL			ED		
	Buffalo Academy of Science CS	Buffalo Public Schools	Differential to District	Buffalo Academy of Science CS	Buffalo Public Schools	Differential to District	Buffalo Academy of Science CS	Buffalo Public Schools	Differential to District
<b>2015-2016</b>	12%	20%	<b>-8</b>	10%	14%	<b>-4</b>	88%	77%	<b>+11</b>
<b>2016-2017</b>	12%	21%	<b>-9</b>	10%	15%	<b>-5</b>	94%	76%	<b>+18</b>
<b>2017-2018</b>	11%	23%	<b>-12</b>	12%	20%	<b>-8</b>	86%	80%	<b>+6</b>
<b>2018-2019</b>	13%	23%	<b>-10</b>	10%	21%	<b>-11</b>	90%	82%	<b>+8</b>

**Table 6: Retention - Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Buffalo Academy of Science Charter School	Buffalo Public Schools	Differential to District	Buffalo Academy of Science Charter School	Buffalo Public Schools	Differential to District	Buffalo Academy of Science Charter School	Buffalo Public Schools	Differential to District	Buffalo Academy of Science Charter School	Buffalo Public Schools	Differential to District
2016-2017	81%	86%	<b>-5</b>	82%	83%	<b>-1</b>	71%	83%	<b>-12</b>	89%	86%	<b>+3</b>
2017-2018	84%	88%	<b>-4</b>	90%	86%	<b>+4</b>	85%	86%	<b>-1</b>	88%	87%	<b>+1</b>
2018-2019	84%	88%	<b>-4</b>	86%	87%	<b>-1</b>	86%	87%	<b>-1</b>	88%	88%	<b>0</b>

### Legal Compliance

BASCS operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

### Summary of Public Comment

The required public hearing was held by the Buffalo Public Schools on September 25, 2019. Two people attended, and two spoke. Both were in favor of the renewal, including the revision, and none were opposed.

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its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

## Charter School for Applied Technologies

In accordance with Education Law, Article 56, sections 2851(4) and 2852(2), Commissioners Regulations section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for the Charter School for Applied Technologies (CSAT). The charter term would begin on July 1, 2020 and expire on June 30, 2025.** In April 2020, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to increase enrollment of students with disabilities (SWDs) and English language learners (ELLs)/Multilingual learners (MLLs). The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO). The CAP will be closely monitored, and the Department will report to the Regents, as necessary.

CSAT is meeting nine out of the ten benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

### Charter School Summary

<b>Name of Charter School</b>	Charter School for Applied Technologies
<b>Board Chair</b>	David Quackenbush
<b>District of Location</b>	Kenmore-Town of Tonawanda Union Free School District
<b>Opening Date</b>	Fall 2001
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial term: January 10, 2001-January 9, 2006</li> <li>• First Renewal Term: January 10, 2006- January 9, 2011</li> <li>• Second Renewal Term: January 10, 2011- June 30, 2015</li> <li>• Third Renewal Term: July 1, 2015-June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Approved Enrollment</b>	K - Grade 12 / 2,365 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K- Grade 12 / 2,365 students
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• 2303 Kenmore Avenue, Buffalo NY – Private Space</li> <li>• 2245 Kenmore Avenue, Buffalo, NY – Private Space</li> <li>• 24 Shoshone Street, Buffalo, NY – Private Space</li> </ul>
<b>Mission Statement</b>	<i>CSAT prepares students to attain family-sustaining careers by integrating career exploration and a lifelong learning culture.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A focus on learning</li> <li>• A school organized for every student’s success</li> <li>• A better use of time</li> <li>• A rich and challenging curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Professional development in the context of the team</li> <li>• Assessment that provides accountability</li> <li>• A professional environment for teachers</li> <li>• A focus on Applied Technologies</li> <li>• A partnership with families</li> <li>• A school tailored to the community</li> </ul>
<b>Recommended Material Revisions</b>	None

**Noteworthy:** A focus on careers with the theme of “Every day is career day” permeates the school on displays throughout the school, in the curriculum and in instruction. The philosophy of a school-to-career transition organization is exhibited through programmatic initiatives that support this design; for example, career exploration is embedded in each curriculum, and teachers carry out classroom and outside activities that support this theme.

Charter School for Applied Technologies (CSAT) staff have secured and maintain four ASPCA Paws for Life-certified therapy dogs to support students’ social and emotional learning needs and literacy development. In addition to therapeutic check-ins to reduce student stress and anxiety and improve school attendance, students read to the therapy dogs individually and in small groups to build confidence and engagement.

**Innovative Programs:** CSAT is unique in the way in which its mission is executed by preparing students to attain family-sustaining careers via comprehensive career exploration. The career readiness program augments traditional student experiences beginning in kindergarten with career exposures which progress into more unique coursework, to include a multitude of municipal and private business interactions. In addition to a multi-tiered support system to enhance the quality and timeliness of targeted academic interventions, specific times are set aside to nurture positive relationships among school stakeholders.

**Renewal Conditions:** CSAT shall devise and implement a weighted lottery in consultation with the NYSED CSO for students with disabilities and English language learners no later than the 2020-2021 school year.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	K- Grade 12	K- Grade 12	K- Grade 12	K- Grade 12	K- Grade 12
<b>Total Approved Enrollment</b>	2045	2151	2257	2311	2365

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K- Grade 12	K- Grade 12	K- Grade 12	K- Grade 12	K- Grade 12
<b>Total Proposed Enrollment</b>	2365	2365	2365	2365	2365

\*The proposed chart was submitted by the Charter School for Applied Technologies in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

Note that 83 percent of students enrolled in CSAT in the 2019-2020 school year reside in the Buffalo Public School District. Therefore, academic and demographic comparisons are made to both that district as well as the school’s district of location.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – Elementary and Middle School Outcomes**

See Figures 1a and 1b regarding assessment proficiency in 3-8 math and ELA. See Tables 1a and 1b below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. The school’s performance for all students and subgroups for Grades 3-8 in math and ELA exceeds that of the Buffalo Public Schools (BPS), the district of residence of the majority of its students, but continues to perform slightly below that of its district of location, Kenmore-Tonawanda Union Free School District (Ken-Ton), and the State.

In each year of this charter term, CSAT has fallen short of its 75 percent target for students trending toward proficiency, in both the aggregate and subgroup levels of analysis. Between the 2017-2018 and 2018-2019 school years, performance did increase on this measure in every category in both ELA and math, with increases ranging from 4 to 13 percentage points in ELA and 13-19 percentage points in math. The elementary and middle school students have trended steadily upward from 2015-2016 through the 2018-2019 school year for all students and sub-groups in ELA and math.

**According to the 2018-2019 school year ESEA accountability designations, the Charter School for Applied Technologies is *In Good Standing*.**

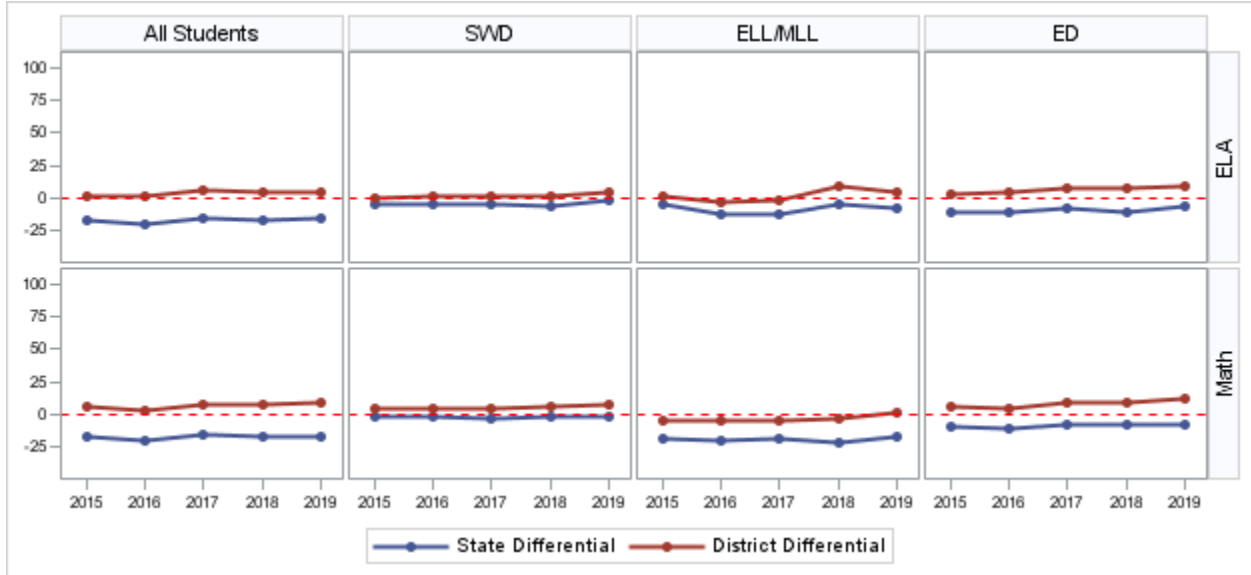
**Academic Program for Elementary School/Middle School/High School:**

CSAT currently serves students in K-Grade 12 through a school model that operationalizes its founders’ philosophy that “every day is career day.” This approach includes a robust array of courses, including specialized options in support of this component of the mission, extracurriculars, opportunities for developmentally appropriate career exploration, and supports catered to meet students’ needs, to instill the skills and habits of mind required to succeed in college and/or in a meaningful career.

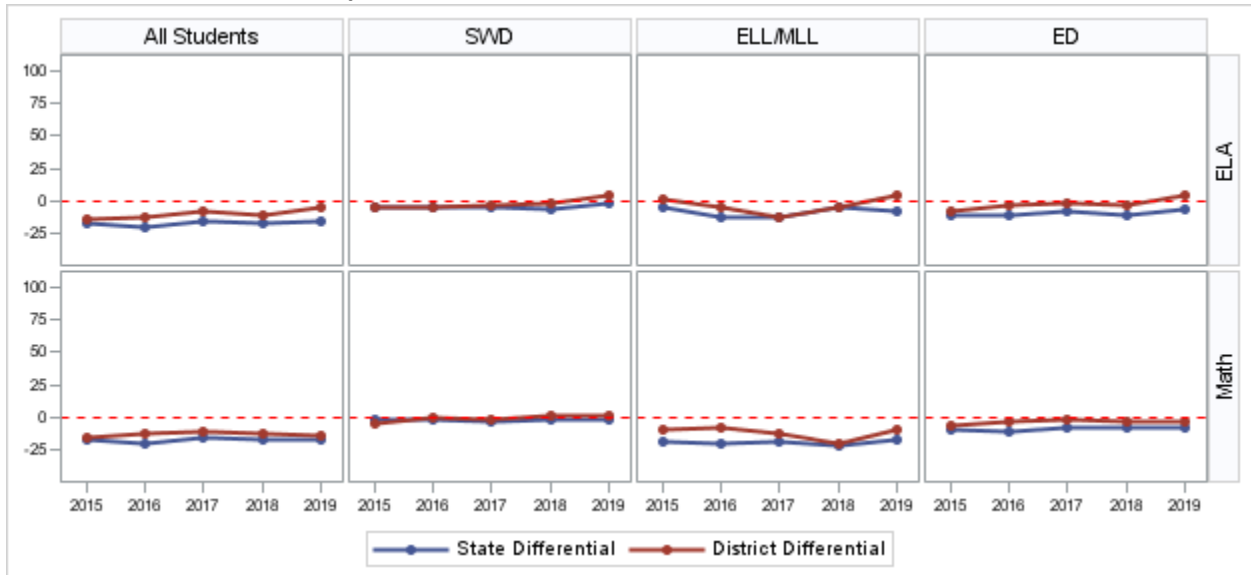
**Academic Program for Students with Disabilities and English Language Learners (ELLs)/Multilingual Learners:**

CSAT invests significant resources to maintain an inclusive learning environment for all students, including SWDs and ELLs/MLLs. The school employs numerous full-time special education and ELL/MLL teachers to provide push-in support in core content area classes and customized interventions in accordance with students' Individualized Education Programs (IEPs) and their level of English fluency.

**Figure 1a: Elementary/Middle School Assessment Proficiency Outcomes Over Time Comparison to Buffalo Public Schools**



**Figure 1b: Elementary/Middle School Assessment Proficiency Outcomes Over Time Comparison to Kenmore-Tonawanda Union Free School**



**Table 1a: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		CS for Applied Technologies	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Buffalo Public Schools	Differential to District	NYS	Differential to NYS
All Students	2014-2015	14%	12%	+2	31%	-17	21%	15%	+6	38%	-17
	2015-2016	18%	16%	+2	38%	-20	19%	16%	+3	39%	-20
	2016-2017	24%	18%	+6	40%	-16	24%	17%	+7	40%	-16
	2017-2018	28%	23%	+5	45%	-17	28%	21%	+7	45%	-17
	2018-2019	30%	25%	+5	45%	-15	30%	21%	+9	47%	-17
SWD	2014-2015	3%	3%	0	7%	-4	10%	6%	+4	12%	-2
	2015-2016	5%	4%	+1	9%	-4	11%	6%	+5	12%	-1
	2016-2017	6%	5%	+1	11%	-5	11%	7%	+4	14%	-3
	2017-2018	10%	9%	+1	16%	-6	15%	9%	+6	17%	-2
	2018-2019	14%	10%	+4	15%	-1	17%	10%	+7	18%	-1
ELL/MLL	2014-2015	5%	3%	+2	10%	-5	0%	5%	-5	19%	-19
	2015-2016	0%	3%	-3	13%	-13	0%	5%	-5	20%	-20
	2016-2017	0%	2%	-2	12%	-12	0%	4%	-4	19%	-19
	2017-2018	21%	11%	+10	25%	-4	7%	10%	-3	29%	-22
	2018-2019	18%	14%	+4	25%	-7	14%	12%	+2	31%	-17
ED	2014-2015	11%	8%	+3	21%	-10	18%	12%	+6	27%	-9
	2015-2016	16%	12%	+4	27%	-11	17%	12%	+5	28%	-11
	2016-2017	21%	13%	+8	29%	-8	22%	13%	+9	29%	-7
	2017-2018	26%	19%	+7	36%	-10	26%	16%	+10	34%	-8
	2018-2019	30%	20%	+10	36%	-6	30%	17%	+13	37%	-7

**Table 1b: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	14%	28%	-14	31%	-17	21%	36%	-15	38%	-17
	2015-2016	18%	30%	-12	38%	-20	19%	32%	-13	39%	-20
	2016-2017	24%	32%	-8	40%	-16	24%	34%	-10	40%	-16
	2017-2018	28%	38%	-10	45%	-17	28%	41%	-13	45%	-17
	2018-2019	30%	35%	-5	45%	-15	30%	44%	-14	47%	-17
SWD	2014-2015	3%	7%	-4	7%	-4	10%	15%	-5	12%	-2
	2015-2016	5%	10%	-5	9%	-4	11%	11%	0	12%	-1
	2016-2017	6%	9%	-3	11%	-5	11%	12%	-1	14%	-3
	2017-2018	10%	11%	-1	16%	-6	15%	14%	+1	17%	-2
	2018-2019	14%	10%	+4	15%	-1	17%	15%	+2	18%	-1
ELL/MLL	2014-2015	5%	4%	+1	10%	-5	0%	9%	-9	19%	-19
	2015-2016	0%	5%	-5	13%	-13	0%	7%	-7	20%	-20
	2016-2017	0%	12%	-12	12%	-12	0%	13%	-13	19%	-19
	2017-2018	21%	25%	-4	25%	-4	7%	27%	-20	29%	-22
	2018-2019	18%	14%	+4	25%	-7	14%	23%	-9	31%	-17
ED	2014-2015	11%	18%	-7	21%	-10	18%	24%	-6	27%	-9
	2015-2016	16%	19%	-3	27%	-11	17%	20%	-3	28%	-11
	2016-2017	21%	22%	-1	29%	-8	22%	23%	-1	29%	-7
	2017-2018	26%	29%	-3	36%	-10	26%	29%	-3	34%	-8
	2018-2019	30%	25%	+5	36%	-6	30%	33%	-3	37%	-7

**Student Performance – High School Outcomes**

Regents exam passing rates demonstrate some inconsistency from year to year, particularly in ELA and science subject areas. However, in some grades and subjects, the school outcores the State average. The school’s four-year **Regents cohort outcomes have consistently outperformed the State, most by double digits. Four-year graduation rates have consistently outperformed the State, currently standing at 96 percent for 2019, close to the rate for the past five years.**



**Table 2: Regents 4-Year Cohort Outcomes**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS
ELA	2012 Cohort	105	95%	85%	+10	9	67%	53%	+14	.	.	.	.	91	96%	79%	+17
	2013 Cohort	125	89%	85%	+4	19	58%	55%	+3	.	.	.	.	112	90%	80%	+10
	2014 Cohort	136	84%	84%	0	17	35%	54%	-19	.	.	.	.	109	83%	78%	+5
	2015 Cohort	157	92%	84%	+8	14	50%	55%	-5	9	100%	55%	+45	124	94%	79%	+15
Global History	2012 Cohort	105	94%	78%	+16	9	56%	42%	+14	.	.	.	.	91	95%	70%	+25
	2013 Cohort	125	89%	78%	+11	19	63%	42%	+21	.	.	.	.	112	88%	70%	+18
	2014 Cohort	136	90%	77%	+13	17	71%	42%	+29	.	.	.	.	109	89%	69%	+20
	2015 Cohort	157	92%	78%	+14	14	86%	43%	+43	9	100%	48%	+52	124	92%	70%	+22
Math	2012 Cohort	105	97%	86%	+11	9	67%	52%	+15	.	.	.	.	91	98%	81%	+17
	2013 Cohort	125	91%	85%	+6	19	68%	50%	+18	.	.	.	.	112	93%	80%	+13
	2014 Cohort	136	96%	83%	+13	17	82%	49%	+33	.	.	.	.	109	95%	77%	+18
	2015 Cohort	157	95%	84%	+11	14	71%	51%	+20	9	100%	60%	+40	124	95%	78%	+17
Science	2012 Cohort	105	96%	84%	+12	9	67%	51%	+16	.	.	.	.	91	97%	78%	+19
	2013 Cohort	125	91%	84%	+7	19	58%	52%	+6	.	.	.	.	112	92%	78%	+14
	2014 Cohort	136	90%	83%	+7	17	53%	52%	+1	.	.	.	.	109	89%	76%	+13
	2015 Cohort	157	92%	83%	+9	14	64%	51%	+13	9	89%	51%	+38	124	93%	76%	+17
US History	2012 Cohort	105	94%	81%	+13	9	78%	49%	+29	.	.	.	.	91	95%	74%	+21
	2013 Cohort	125	90%	81%	+9	19	58%	49%	+9	.	.	.	.	112	91%	74%	+17
	2014 Cohort	136	90%	80%	+10	17	71%	48%	+23	.	.	.	.	109	89%	72%	+17
	2015 Cohort	157	89%	79%	+10	14	86%	48%	+38	9	100%	48%	+52	124	90%	71%	+19

**Table 3: High School Graduation Rates by Cohort**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	CS for Applied Technologies	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CS for Applied Technologies	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CS for Applied Technologies	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CS for Applied Technologies	NYS Graduation Rate	NYS Differential
2011 Cohort	4 Year	117	97%	80%	+17	13	92%	54%	+38	.	.	.	.	99	100%	73%	+27
	5 Year	118	97%	84%	+13	13	100%	60%	+40	.	.	.	.	100	99%	79%	+20
	6 Year	118	98%	85%	+13	13	100%	62%	+38	.	.	.	.	100	100%	81%	+19
2012 Cohort	4 Year	105	96%	82%	+14	9	78%	57%	+21	.	.	.	.	91	97%	75%	+22
	5 Year	104	98%	85%	+13	8	88%	62%	+26	.	.	.	.	91	98%	80%	+18
	6 Year	104	98%	86%	+12	8	88%	64%	+24	.	.	.	.	91	98%	82%	+16
2013 Cohort	4 Year	125	95%	82%	+13	19	95%	58%	+37	.	.	.	.	112	96%	76%	+20
	5 Year	126	97%	85%	+12	19	100%	64%	+36	.	.	.	.	113	98%	80%	+18
	6 Year	126	97%	86%	+11	19	100%	66%	+34	.	.	.	.	113	98%	82%	+16
2014 Cohort	4 Year	136	94%	83%	+11	17	100%	60%	+40	.	.	.	.	109	94%	76%	+18
	5 Year	134	96%	86%	+10	17	100%	66%	+34	.	.	.	.	108	96%	81%	+15
2015 Cohort	4 Year	157	96%	83%	+13	14	93%	62%	+31	9	100%	58%	+42	124	96%	77%	+19

## Key Performance Area: Organizational Viability

### Financial Condition

In 2019, the Office of the NYS Comptroller (OSC) conducted an [audit of the school](http://www.osc.state.ny.us/localgov/audits/schools/2019/charter-school-applied-technologies-60.htm) (<http://www.osc.state.ny.us/localgov/audits/schools/2019/charter-school-applied-technologies-60.htm>) with the objective of determining whether student enrollment and billings to school districts of residence are accurate and supported for the period July 1, 2017 - January 16, 2019. The OSC audit findings include that policies and procedures were not followed on establishing proof of residency, and that the school billed districts of residence incorrectly in a number of instances. The OSC audit recommended that the school obtain proof of residency annually or whenever there is a change in residency, and that the school address and resolve any incorrect billings. The school agreed with and responded to the OSC audit findings stating that it would implement changes. The CSO is working with the charter school on a corrective active plan to address and improve this area.

Charter School for Applied Technologies appears to be in a strong financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>5</sup>

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 strong financial health. The Charter School for Applied Technologies' composite score for 2018-2019 is 2.97. The table below shows the school's composite scores from 2014-2015 to 2018-2019.

**Table 4: Charter School for Applied Technologies' Composite Scores  
2014-2015 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.00
2015-2016	2.66
2016-2017	2.84
2017-2018	2.72
2018-2019	2.97

### Financial Management

The Charter School Office reviewed The Charter School for Applied Technologies' 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.

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<sup>5</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

## Key Performance Area: Faithfulness to the Charter and Law

### Enrollment, Recruitment, and Retention

The Charter School for Applied Technologies will accept any child who is qualified under law for admission to a public school and who applies through a uniform application form, which shall be available in the languages predominantly spoken in the community in which the school is located, by April 1 of each year. If the number of applications exceeds the available seats, a public lottery shall be held, and the children's names shall be placed on a waiting list, with the following priorities: students returning to the school, students residing in the school district in which the school is located, and siblings of students in the school.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is coming close to, but not yet meeting, its targets for all of the special population subgroups - EDs, SWDs, or ELLs/MLLs. Enrollment of SWDs, as compared to the Buffalo Public Schools, from which most of the school's students are drawn, is trending down by about one percentage point per year, as is the ELL/MLL population. See Tables 5a and 5b below. The ED subgroup decreased by 13 percentage points over the past year when compared to the district. When compared with Ken-Ton, the district of location, a similar pattern is shown for SWDs. The ELL/MLL subgroup stays slightly above the district, while the EDs are over the district by 27 percentage points, but this has declined in recent years.

The school is making good faith efforts to recruit, serve, and retain at-risk students.<sup>6</sup> Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- Information about the school's open enrollment is distributed via paper, radio, television, and billboards targeted to certain populations and zip codes;
- Informational meetings are held at area preschool centers such as Head Start Programs and charter school recruitment fairs. Interpreters are provided for non-English speaking parents; and
- Grass roots efforts and word of mouth have proven most effective, and the school continues to use them.

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<sup>6</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so. Education Law §2852(9-a)(b)(i) requires that all charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

**Table 5a: Student Demographics Comparison to Buffalo Public Schools**

	SWD			ELL/MLL			ED		
	CS for Applied Technologies	Buffalo Public Schools	Differential to District	CS for Applied Technologies	Buffalo Public Schools	Differential to District	CS for Applied Technologies	Buffalo Public Schools	Differential to District
<b>2015-2016</b>	14%	22%	<b>-8</b>	3%	16%	<b>-13</b>	85%	82%	<b>+3</b>
<b>2016-2017</b>	14%	22%	<b>-8</b>	4%	16%	<b>-12</b>	88%	79%	<b>+9</b>
<b>2017-2018</b>	14%	23%	<b>-9</b>	6%	21%	<b>-15</b>	89%	82%	<b>+7</b>
<b>2018-2019</b>	13%	23%	<b>-10</b>	7%	22%	<b>-15</b>	77%	83%	<b>-6</b>

**Table 5b: Student Demographics Comparison to Kenmore-Tonawanda Union Free School District**

	SWD			ELL/MLL			ED		
	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District
<b>2015-2016</b>	14%	20%	<b>-6</b>	3%	3%	<b>0</b>	85%	43%	<b>+42</b>
<b>2016-2017</b>	14%	20%	<b>-6</b>	4%	4%	<b>0</b>	88%	43%	<b>+45</b>
<b>2017-2018</b>	14%	20%	<b>-6</b>	6%	5%	<b>+1</b>	89%	50%	<b>+39</b>
<b>2018-2019</b>	13%	21%	<b>-8</b>	7%	4%	<b>+3</b>	77%	50%	<b>+27</b>

**Table 6a: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Charter School for Applied Technologies	Buffalo Public Schools	Differential to District	Charter School for Applied Technologies	Buffalo Public Schools	Differential to District	Charter School for Applied Technologies	Buffalo Public Schools	Differential to District	Charter School for Applied Technologies	Buffalo Public Schools	Differential to District
2016-2017	88%	87%	<b>+1</b>	88%	87%	<b>+1</b>	89%	86%	<b>+3</b>	89%	88%	<b>+1</b>
2017-2018	87%	87%	<b>0</b>	88%	87%	<b>+1</b>	86%	88%	<b>-2</b>	88%	88%	<b>0</b>
2018-2019	84%	88%	<b>-4</b>	81%	88%	<b>-7</b>	90%	88%	<b>+2</b>	85%	88%	<b>-3</b>

**Table 6b: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Charter School for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	Charter School for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	Charter School for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	Charter School for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District
2016-2017	88%	91%	-3	88%	89%	-1	89%	84%	+5	89%	92%	-3
2017-2018	87%	91%	-4	88%	88%	0	86%	89%	-3	88%	92%	-4
2018-2019	84%	91%	-7	81%	89%	-8	90%	85%	+5	85%	88%	-3

**Legal Compliance**

Charter School for Applied Technologies operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law. NYSED is working with the school to update its policy documents.

**Summary of Public Comment**

The required public hearing was held by the Kenmore-Town of Tonawanda Union Free School District on October 8, 2019. No members of the public attended.

## Genesee Community Charter School

In accordance with Education Law, Article 56, sections 2851(4) and 2852(2), Commissioners Regulations section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for Genesee Community Charter School (GCCS). The charter term would begin on July 1, 2020 and expire on June 30, 2023.** In February 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) to increase enrollment of economically disadvantaged (EDs) and English language learners (ELLs)/Multilingual learners (MLLs). In the spring of 2020, the school was required by NYSED to provide a revised CAP to increase enrollment of students with disabilities (SWDs). The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO). The CAP will be closely monitored, and the school has already made progress in enrolling additional economically disadvantaged students.

GCCS is meeting seven out of the ten benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

### Charter School Summary

<b>Name of Charter School</b>	Genesee Community Charter School
<b>Board Chair</b>	Michele Hannagan
<b>District of Location</b>	Rochester City School District
<b>Opening Date</b>	Fall 2001
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial term: November 10, 2000-November 9, 2005</li> <li>• First Renewal Term: November 10, 2005-January 10, 2010</li> <li>• Second Renewal Term: July 1, 2010-June 30, 2015</li> <li>• Third Renewal Term: July 1, 2015-June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Approved Enrollment</b>	K- Grade 6/225 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	K- Grade 6/225 students
<b>Facilities</b>	657 East Avenue, Rochester New York 14607 – Private Space
<b>Mission Statement</b>	<i>The Genesee Community Charter School provides a rich educational experience that values intellectual rigor, respect for diversity and community responsibility. Our local history-based and globally connected program immerses our diverse population of children in investigation and discovery, extensively using cultural and natural resources of our community. Using the EL Education (formerly Expeditionary Learning) design, we nurture children’s natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers.</i>

<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• EL Education</li> <li>• Learning Expeditions</li> <li>• GCCS Curriculum Framework</li> <li>• Field Work and Experts</li> <li>• Rochester Museum and Science Center</li> <li>• Responsive Classroom and Character Development</li> <li>• Professional Development</li> <li>• Arts Integration</li> <li>• Family Participation and Involvement</li> <li>• Final products</li> </ul>
<b>Recommended Material Revisions</b>	None

**Noteworthy:** GCCS is a model EL Education school for the national network and is an exemplar on collaborative partnerships with district public schools. GCCS has a collaborative partnership with Roberto Clemente School #8 in the Rochester City School District to share effective ELA instructional practices.

**Innovative Programs:** GCCS uses expeditions, based on the history and culture of the Rochester area over hundreds of years, to provide meaningful curriculum to its students. K - Grade 6 students are immersed in Rochester’s development through time. Students learn from experts in the field, rather than from textbooks, and place their fingertips on primary source documents to feel their “history heartbeat.” Students create authentic products for the community. Some of their work is featured on the school website and in an article in the *Teaching Tolerance* magazine in the spring of 2019. As a museum school, the community is also committed to collaborating with the Rochester Museum and Science Center. Every few years, GCCS organizes a Site Seminar to invite teachers and leaders from around the country to observe classrooms in action and attend teacher-created workshops to learn more about our curriculum, instructional strategies, and culture building techniques.

**Renewal Conditions:** GCCS shall devise and implement a weighted lottery in consultation with the NYSED CSO for students with disabilities, English language learners, and economically disadvantaged students no later than the 2020-2021 school year.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	K- Grade 6	K- Grade 6	K- Grade 6	K- Grade 6	K- Grade 6
<b>Total Approved Enrollment</b>	225	225	225	225	225

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>
<b>Grade Configuration</b>	K- Grade 6	K- Grade 6	K- Grade 6
<b>Total Proposed Enrollment</b>	225	225	225

\*The proposed chart was submitted by the Genesee Community Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

Note that GCCS was authorized by the Board of Regents to serve the entire Monroe County community as well as to be an intentionally diverse-by-design school. Therefore, academic and demographic comparisons for the school are made to both Monroe County as well as the school’s district of location, Rochester.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – Elementary/Middle School Outcomes**

See Figures 1a and 1b regarding assessment proficiency regarding 3-8 math and ELA. See Tables 1a and 1b below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the county, district and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. **According to the 2018-2019 school year ESEA accountability designations, GCCS is *In Good Standing*.**

**Academic Program for Elementary School/Middle School:**

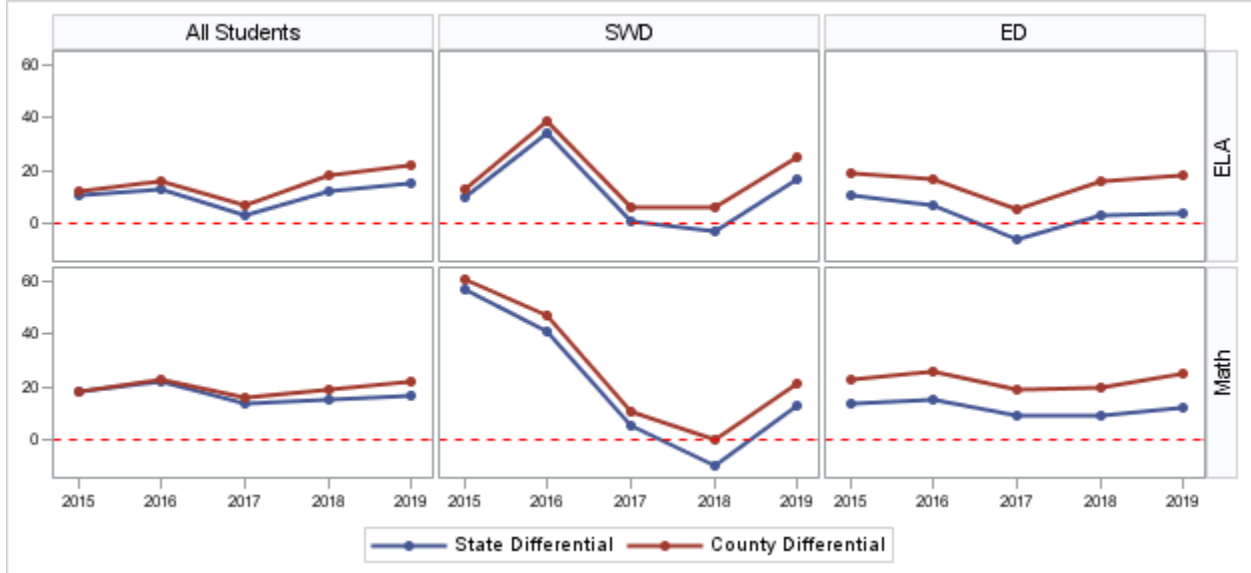
GCCS implements a project-based learning model grounded in EL Education. Students engage with the curriculum through interdisciplinary designed units embedded within projects from a historical and environmental focus. Curricular content is delivered through context of specific time periods, from early exploration in the Americas to the growth of the modern city, along a natural resource, the Genesee River and the City of Rochester. In each classroom, paired teaching teams facilitate learning through small group and direct instruction. Students are often grouped based on skill and ability level with differentiation incorporated through assignments and instructional strategies. Teachers loop for kindergarten and Grades 1-5.

**Academic Program for Students with Disabilities and English Language Learners/Multilingual Learners:**

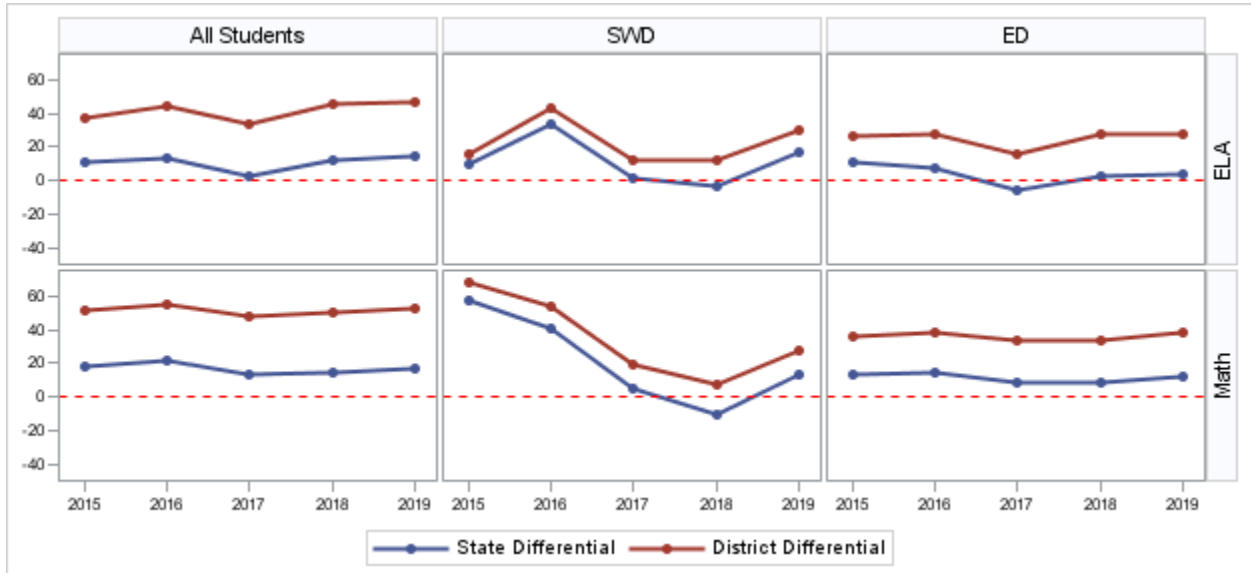
GCCS employs a part-time bilingual teacher/coordinator, who is responsible for assessing students with the New York State English as a Second Language Achievement Test (NYSESLAT) and providing ESOL services. The school’s Response to Intervention (RtI) program supports all students. Specific strategies are employed at each of the first three levels of intervention, increasing intensity from one level to the next. The children with the highest levels of need are referred for IEPs. The school employs two special education teachers and a part-time coordinator. There is one part-time special education coordinator and a part-time social worker. GCCS also has a partnership with the district of residence of most students to support students with emotional needs.



**Figure 1a: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to Monroe County**



**Figure 1b: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to Rochester City School District**



**Table 1a: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, County & NYS**

		ELA					Math				
		Genesee Community CS	Monroe County	Differential to County	NYS	Differential to NYS	Genesee Community CS	Monroe County	Differential to County	NYS	Differential to NYS
All Students	2014-2015	42%	30%	+12	31%	+11	60%	42%	+18	42%	+18
	2015-2016	51%	35%	+16	38%	+13	64%	41%	+23	42%	+22
	2016-2017	41%	34%	+7	38%	+3	58%	42%	+16	44%	+14
	2017-2018	58%	40%	+18	46%	+12	63%	44%	+19	48%	+15
	2018-2019	61%	39%	+22	46%	+15	67%	45%	+22	50%	+17
SWD	2014-2015	17%	4%	+13	7%	+10	71%	10%	+61	14%	+57
	2015-2016	44%	5%	+39	10%	+34	56%	9%	+47	15%	+41
	2016-2017	13%	7%	+6	12%	+1	21%	10%	+11	16%	+5
	2017-2018	14%	8%	+6	17%	-3	10%	10%	+0	20%	-10
	2018-2019	33%	8%	+25	16%	+17	33%	12%	+21	20%	+13
ED	2014-2015	32%	13%	+19	21%	+11	44%	21%	+23	30%	+14
	2015-2016	34%	17%	+17	27%	+7	46%	20%	+26	31%	+15
	2016-2017	22%	17%	+5	28%	-6	41%	22%	+19	32%	+9
	2017-2018	39%	23%	+16	36%	+3	45%	25%	+20	36%	+9
	2018-2019	40%	22%	+18	36%	+4	51%	26%	+25	39%	+12

**Table 1b: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	42%	5%	+37	31%	+11	60%	9%	+51	42%	+18
	2015-2016	51%	7%	+44	38%	+13	64%	9%	+55	42%	+22
	2016-2017	41%	8%	+33	38%	+3	58%	10%	+48	44%	+14
	2017-2018	58%	12%	+46	46%	+12	63%	13%	+50	48%	+15
	2018-2019	61%	14%	+47	46%	+15	67%	15%	+52	50%	+17
SWD	2014-2015	17%	1%	+16	7%	+10	71%	3%	+68	14%	+57
	2015-2016	44%	1%	+43	10%	+34	56%	2%	+54	15%	+41
	2016-2017	13%	1%	+12	12%	+1	21%	2%	+19	16%	+5
	2017-2018	14%	2%	+12	17%	-3	10%	3%	+7	20%	-10
	2018-2019	33%	3%	+30	16%	+17	33%	5%	+28	20%	+13
ED	2014-2015	32%	5%	+27	21%	+11	44%	8%	+36	30%	+14
	2015-2016	34%	6%	+28	27%	+7	46%	8%	+38	31%	+15
	2016-2017	22%	6%	+16	28%	-6	41%	8%	+33	32%	+9
	2017-2018	39%	11%	+28	36%	+3	45%	11%	+34	36%	+9
	2018-2019	40%	12%	+28	36%	+4	51%	13%	+38	39%	+12

**Key Performance Area: Organizational Viability**

**Financial Condition**

GCCS appears to be in a strong financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.<sup>7</sup>

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 strong financial health. GCCS’ composite score for 2018-2019 is 2.91. Table 2 below shows the school’s composite scores from 2014-2015 to 2018-2019.

<sup>7</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

**Table 2: Genesee Community Charter School’s Composite Scores  
2014-2015 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.03
2015-2016	2.47
2016-2017	2.91
2017-2018	2.42
2018-2019	2.91

**Financial Management**

The Charter School Office reviewed GCCS’ 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.

**Key Performance Area: Faithfulness to the Charter and Law**

**Enrollment, Recruitment, and Retention**

GCCS’ enrollment policies do not permit discrimination in admission based on ability, race, ethnic background, or religion. Preferences for admission include current enrollees, siblings of current enrollees, children of currently employed staff, and residents of the Rochester City School District. If there are more applicants than seats in a given category/grade level, names are placed on a list for a publicly conducted random lottery. Remaining names are placed on a waiting list.

Through efforts toward increasing the percentage of at-risk students enrolled, while there is still much work to be done, the school has increased its enrollment of economically disadvantaged students as compared to both the county and district of location. However, the school is not yet meeting its targets for all of the special population subgroups – EDs, SWDs, and ELLs/MLLs.

GCCS’ enrollment of ED students has increased slightly since the 2015-2016 school year; however, the percent of ELL/MLL students has remained the same, and SWDs have decreased by 4 percentage points when compared with the district and the county. See Tables 3a and 3b below.

The school is making good faith efforts to recruit, serve, and retain at-risk students.<sup>8</sup> Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

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<sup>8</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so. Education Law §2852(9-a)(b)(i) requires that all charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

- GCCS conducted a zip code analysis of its 2018-2019 enrolled students and identified the five city zip codes where poverty was most pronounced, and students least represented at the school, for targeted enrollment efforts;
- New enrollment strategies, including the use of social media, were put into place for the 2018-2019 school year and responses are tracked; and
- An agreement was made with a city district school, a school dedicated to serving refugee families and ELL/MLL students, to have families of students who have completed that program or for whom there is not space be informed about GCCS' opportunities for their children.

**Table 3a: Student Demographics Comparison to Monroe County**

	SWD			ELL/MLL			ED		
	Genesee Community CS	Monroe County	Differential to County	Genesee Community CS	Monroe County	Differential to County	Genesee Community CS	Monroe County	Differential to County
<b>2015-2016</b>	11%	14%	<b>-3</b>	1%	7%	<b>-6</b>	31%	52%	<b>-21</b>
<b>2016-2017</b>	14%	15%	<b>-1</b>	1%	6%	<b>-5</b>	31%	49%	<b>-18</b>
<b>2017-2018</b>	14%	15%	<b>-1</b>	0%	8%	<b>-8</b>	34%	53%	<b>-19</b>
<b>2018-2019</b>	11%	15%	<b>-4</b>	1%	8%	<b>-7</b>	36%	53%	<b>-17</b>

**Table 3b: Student Demographics Comparison to Rochester City School District**

	SWD			ELL/MLL			ED		
	Genesee Community CS	Rochester CSD	Differential to District	Genesee Community CS	Rochester CSD	Differential to District	Genesee Community CS	Rochester CSD	Differential to District
<b>2015-2016</b>	11%	21%	<b>-10</b>	1%	14%	<b>-13</b>	31%	93%	<b>-62</b>
<b>2016-2017</b>	14%	22%	<b>-8</b>	1%	15%	<b>-14</b>	31%	92%	<b>-61</b>
<b>2017-2018</b>	14%	22%	<b>-8</b>	0%	16%	<b>-16</b>	34%	92%	<b>-58</b>
<b>2018-2019</b>	11%	23%	<b>-12</b>	1%	17%	<b>-16</b>	36%	92%	<b>-56</b>

**Table 4: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Genesee Community Charter School	Rochester CSD	Differential to District	Genesee Community Charter School	Rochester CSD	Differential to District	Genesee Community Charter School	Rochester CSD	Differential to District	Genesee Community Charter School	Rochester CSD	Differential to District
2016-2017	95%	87%	+8	85%	89%	-4	100%	86%	+14	93%	87%	+6
2017-2018	93%	87%	+6	86%	90%	-4	100%	86%	+14	95%	87%	+8
2018-2019	95%	87%	+8	96%	90%	+6	100%	87%	+13	91%	87%	+4

**Legal Compliance**

The school has failed to implement changes to policy documents, specifically, the by-laws, as required by NYSED during the charter term, despite NYSED guidance dating back to the second renewal charter term. The school will work with the CSO to review, update, and finalize the bylaws, in accordance with law and regulation.

Nonmaterial revision requests were submitted to the Charter School Office related to the curriculum, staff attendance procedures, discipline policy, and the common application in July of 2019. They were subsequently approved by the CSO.

**Summary of Public Comment**

The required public hearing was held by the Rochester City School District on September 26, 2019. No comments were received either in favor of or opposition to the proposed renewal.

### Health Sciences Charter School

In accordance with Education Law, Article 56, sections 2851(4) and 2852(2), Commissioners Regulations section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of four years for Health Sciences Charter School (HSCS). The charter term would begin on July 1, 2020 and expire on June 30, 2024.** In February 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve enrollment of English language learners (ELLs)/Multilingual learners (MLLs). In the spring 2020, NYSED required that the CAP be extended as the target had not yet been reached, although progress had been noted. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO). The CAP will be closely monitored, and the Department will report to the Regents, as necessary.

Health Sciences Charter School is meeting six out of the ten benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

#### Charter School Summary

<b>Name of Charter School</b>	Health Sciences Charter School
<b>Board Chair</b>	Dr. Richard Hershberger
<b>District of Location</b>	Buffalo Public Schools
<b>Opening Date</b>	Fall 2010
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial term: September 15, 2009-June 30, 2014</li> <li>• First Renewal: July 1, 2014-June 30, 2017</li> <li>• Second Renewal: July 1, 2017-June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Approved Enrollment</b>	Grades 9 - 12/480 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	Grades 9 - 12/480 students
<b>Facilities</b>	1140 Ellicott Street, Buffalo New York 14209 – Private Space
<b>Mission Statement</b>	<i>To provide high-school age youth with an academically challenging learning environment that prepares them to communicate effectively, think and reason critically, value diversity, engage in service learning, pursue academic excellence, obtain sustainable and quality careers in the healthcare industry, and become productive and valued members of the community.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Year-round instruction</li> <li>• State-of-the-art laboratory instruction</li> <li>• Responsive Classroom</li> <li>• Industry-specific curriculum</li> <li>• Mentoring</li> <li>• Service learning</li> <li>• Internships</li> <li>• Individual career guidance</li> </ul>

	<ul style="list-style-type: none"> <li>• Hands-on instruction from leading industry and educational professionals</li> <li>• Wellness emphasized throughout all facets of classroom instruction</li> <li>• Dual college credit courses</li> </ul>
<b>Recommended Material Revisions</b>	None

**Noteworthy:** HSCS’s graduation rates tend to outperform the rates of schools with similar grade spans and demographics. The four-year graduation rate surpassed the NYS graduation rate until the 2014 cohort, which lagged one percentage point behind NYS. The 2015 cohort reached 89 percent for the four-year graduation rate, surpassing NYS by 6 percentage points in 2018-2019, and showing an increase of 10 percentage points over the prior year. The five-year graduation rate surpassed NYS for each of the three cohorts for which data is available.

**Innovative Programs:** The *Work Based Learning Curriculum* is infused throughout instruction and school culture. All Grade 9 students participate in an introduction to careers course to provide students with work readiness foundational knowledge to give them confidence to explore interests and develop personal career goals. On a parallel path, all students have the opportunity to tour state-of-the-art laboratories, observe medical procedures, and complete internships side-by-side with medical professionals, participate in STEM projects and robotic competitions, and complete industry-recognized certifications.

**Renewal Conditions:** HSCS shall devise and implement a weighted lottery in consultation with the NYSED CSO for students with disabilities and English language learners no later than the 2020-2021 school year.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2017 to 2018</b>	<b>Year 2 2018 to 2019</b>	<b>Year 3 2019 to 2020</b>
<b>Grade Configuration</b>	Grades 9-12	Grades 9-12	Grades 9-12
<b>Total Approved Enrollment</b>	480	480	480

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 202 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
<b>Total Proposed Enrollment</b>	480	480	480	480	480

\*The proposed chart was submitted by the Health Sciences Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.



## **Summary of Evidence for Renewal**

### **Key Performance Area: Educational Success**

#### **Student Performance – High School Outcomes**

The school has demonstrated mixed academic performance in the high school grades, outperforming the State on some Regents exams and underperforming on others. **The school's four-year Regents cohort outcomes have been higher than the State average for four of the past five years. According to the 2018-2019 school year ESEA accountability designations, Health Sciences Charter School is *In Good Standing*.**

#### **Academic Program for the High School**

- The HSCS academic program is designed to prepare students to graduate with a Regents diploma or a Regents diploma with distinction. HSCS students take core courses in ELA, math, science, and social studies aligned with the New York State Learning Standards (NYSLS). Additional courses include visual arts, physical education and either Spanish or French.
- In recognition of the gaps in students' academic readiness in prerequisite skills, the school scheduled ninth graders for a second "lab" period in ELA and math every other day starting this school year (2019-2020), resulting in seven class periods a week for these two core subjects.
- The school launched its Work-Based Learning Program in 2019-2020 by implementing a Career Awareness course for all ninth graders.
- The school eliminated the Math 9 remedial course used in prior years and enrolled all incoming freshmen in Algebra to allow students to have the opportunity to take college courses in their senior year once their graduation requirements are met.

#### **Academic Program for Students with Disabilities (SWDs) and English Language Learners/Multilingual Learners:**

- HSCS offers integrated co-teaching (ICT) and resource room services to support students with disabilities.
- ELLs/MLLs receive support in the classroom from an English as a New Language (ENL) teacher.
- Two students receive sustaining ELL/MLL support.
- Additional supports are offered to SWDs and ELLs/MLLs who participate in the after-school program.

**Table 1: Regents 4-Year Cohort Outcomes**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS	Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS	Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS	Charter Total Cohort	Health Sciences CS	NYS	Differential to NYS
ELA	2012 Cohort	102	85%	85%	0	8	63%	53%	+10	.	.	.	.	83	83%	79%	+4
	2013 Cohort	129	91%	85%	+6	14	64%	55%	+9	.	.	.	.	120	91%	80%	+11
	2014 Cohort	106	80%	84%	-4	14	64%	54%	+10	.	.	.	.	97	80%	78%	+2
	2015 Cohort	123	83%	84%	-1	13	62%	55%	+7	7	86%	55%	+31	120	83%	79%	+4
Global History	2012 Cohort	102	65%	78%	-13	8	38%	42%	-4	.	.	.	.	83	60%	70%	-10
	2013 Cohort	129	60%	78%	-18	14	14%	42%	-28	.	.	.	.	120	60%	70%	-10
	2014 Cohort	106	58%	77%	-19	14	29%	42%	-13	.	.	.	.	97	58%	69%	-11
	2015 Cohort	123	63%	78%	-15	13	15%	43%	-28	7	71%	48%	+23	120	63%	70%	-7
Math	2012 Cohort	102	96%	86%	+10	8	100%	52%	+48	.	.	.	.	83	95%	81%	+14
	2013 Cohort	129	90%	85%	+5	14	71%	50%	+21	.	.	.	.	120	91%	80%	+11
	2014 Cohort	106	81%	83%	-2	14	36%	49%	-13	.	.	.	.	97	81%	77%	+4
	2015 Cohort	123	82%	84%	-2	13	54%	51%	+3	7	86%	60%	+26	120	82%	78%	+4
Science	2012 Cohort	102	80%	84%	-4	8	50%	51%	-1	.	.	.	.	83	80%	78%	+2
	2013 Cohort	129	84%	84%	0	14	64%	52%	+12	.	.	.	.	120	84%	78%	+6
	2014 Cohort	106	75%	83%	-8	14	43%	52%	-9	.	.	.	.	97	75%	76%	-1
	2015 Cohort	123	72%	83%	-11	13	31%	51%	-20	7	86%	51%	+35	120	72%	76%	-4
US History	2012 Cohort	102	77%	81%	-4	8	38%	49%	-11	.	.	.	.	83	75%	74%	+1
	2013 Cohort	129	81%	81%	0	14	50%	49%	+1	.	.	.	.	120	81%	74%	+7
	2014 Cohort	106	75%	80%	-5	14	64%	48%	+16	.	.	.	.	97	75%	72%	+3
	2015 Cohort	123	78%	79%	-1	13	31%	48%	-17	7	100%	48%	+52	120	78%	71%	+7

**Table 2: High School Graduation Rates by Cohort**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	Health Sciences CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Health Sciences CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Health Sciences CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Health Sciences CS	NYS Graduation Rate	NYS Differential
2011 Cohort	4 Year	109	83%	80%	+3	20	70%	54%	+16	.	.	.	.	94	84%	73%	+11
	5 Year	108	88%	84%	+4	20	80%	60%	+20	.	.	.	.	89	90%	79%	+11
	6 Year	108	88%	85%	+3	20	80%	62%	+18	.	.	.	.	87	91%	81%	+10
2012 Cohort	4 Year	102	83%	82%	+1	8	75%	57%	+18	.	.	.	.	83	83%	75%	+8
	5 Year	99	86%	85%	+1	8	75%	62%	+13	.	.	.	.	77	84%	80%	+4
	6 Year	98	87%	86%	+1	8	75%	64%	+11	.	.	.	.	76	86%	82%	+4
2013 Cohort	4 Year	129	87%	82%	+5	14	71%	58%	+13	.	.	.	.	120	87%	76%	+11
	5 Year	128	90%	85%	+5	14	71%	64%	+7	.	.	.	.	119	90%	80%	+10
	6 Year	128	91%	86%	+5	14	79%	66%	+13	.	.	.	.	119	91%	82%	+9
2014 Cohort	4 Year	106	79%	83%	-4	14	79%	60%	+19	.	.	.	.	97	79%	76%	+3
	5 Year	103	86%	86%	0	14	86%	66%	+20	.	.	.	.	87	87%	81%	+6
2015 Cohort	4 Year	123	89%	83%	+6	13	85%	62%	+23	7	100%	58%	+42	120	88%	77%	+11

## Key Performance Area: Organizational Viability

### Financial Condition

In 2017, NYSED's Office of Audit Services (OAS) conducted an [audit of the school](http://www.oms.nysed.gov/oas/Audit_Report/documents/HSCSFinalReportCH-0816-02.pdf) (http://www.oms.nysed.gov/oas/Audit\_Report/documents/HSCSFinalReportCH-0816-02.pdf) with the objective of ensuring the adequacy and reliability of its internal controls, including the policies and procedures for collecting and reporting financial data for the period July 1, 2014 through March 31, 2017. The audit findings are as follows:

- Internal controls were not adequately established.
- There were minor billing errors in invoices to students' district of residence.

The school submitted a corrective action plan to address the findings of the audit. The terms of the corrective action plan were met, and the school's financial position has improved since the school's last renewal.

In 2019, the NYS Office of the State comptroller (OSC) conducted an [audit of the school](http://www.osc.state.ny.us/localgov/audits/schools/2019/health-sciences-charter-2019-99.htm) (http://www.osc.state.ny.us/localgov/audits/schools/2019/health-sciences-charter-2019-99.htm) with the objective of determining whether student enrollment and billings to school districts of residence were accurate and supported for the period July 1, 2017 to April 9, 2019. The audit finding resulted in minor billing errors in invoices to students' districts of residence. The school submitted a corrective action plan to address the findings of the audit.

In the fall of 2019, the CSO conducted a desk audit of the Health Sciences Charter School to review the school's term loans, sales tax, credit/debit card purchases, billings, payments, written policies and procedures, and fair value for services. The existing NYSED OAS and OSC audits, as well as the 2016-2017 and 2017-2018 financial audits conducted by the school's independent auditors, were used during the desk audit.

The desk audit review findings are as follows:

- The credit card was not always paid in a timely manner, resulting in penalties and interest assessed by the card issuer.
- There were 20 student records lacking emergency contact information.

The school's accounting firm submitted a draft credit card corrective action plan on January 24, 2020 that will be submitted to the board of trustees for review and approval. The accounting firm became aware of the records lacking contact information and stated the missing information was placed in the student records after the school became aware of the situation.

Health Sciences Charter School appears to be in a strong financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>9</sup>

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<sup>9</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

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 strong financial health. Health Sciences Charter School’s composite score for 2018-2019 is 1.13. The table below shows the school’s composite scores from 2014-2015 to 2018-2019.

**Table 3: Health Sciences Charter School’s Composite Scores  
2014-2015 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	-.3
2015-2016	.4
2016-2017	1.0
2017-2018	.4
2018-2019	1.13

### **Financial Management**

The Charter School Office reviewed Health Sciences 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. To achieve strong financial health, Heath Sciences brought on new staff in its business office and implemented the recommendations of the OSC audit.

### **Key Performance Area: Faithfulness to the Charter and Law**

#### **Enrollment, Recruitment, and Retention**

The school admits students and conducts all activities without regard to race, color, religion, gender, sexual orientation, national origin, disability, or any other protected classification. Applications are received up until April 1 of any given year. If applications exceed the available seats in any grade level, an impartial lottery process will take place, and a waiting list will be developed for the students not chosen. Enrollment preferences include returning students, siblings of enrolled students, and residents of the city of Buffalo.

Through efforts toward increasing the percentage of at-risk students enrolled, the school has increased the percentage of economically disadvantaged students and is exceeding its targets for that sub-group but has not met its targets for the enrollment of SWDs or ELLs/MLLs. See Table 4 below.

The school is making good faith efforts to recruit, serve, and retain at-risk students.<sup>10</sup> Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

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<sup>10</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i) requires that all charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

- HSCS created a new student recruitment and retention team made up of teachers, staff, and members of the leadership team, which created a three-year student recruitment plan outlining specific outreach and communication strategies.
- The school has targeted its outreach efforts for the specific SWD and ELL/MLL subgroups by using billboards and lawn signs, themed palm cards distributed at widely attended community events, and placing staff in the community to interact with the public. The presence of the director of student support services at recruitment events has enhanced recruitment efforts for SWDs.
- ELL/MLL students have been encouraged to conduct outreach activities with their peers, families, and communities.
- Recruitment efforts have had positive results in terms of student achievement: the SWD graduation rate exceeds the NYS average; all ELL/MLL seniors graduated in 2019, and one was the class valedictorian.

**Table 4: Student Demographics Comparison to Buffalo Public Schools**

	SWD			ELL/MLL			ED		
	Health Sciences CS	Buffalo Public Schools	Differential to District	Health Sciences CS	Buffalo Public Schools	Differential to District	Health Sciences CS	Buffalo Public Schools	Differential to District
<b>2015-2016</b>	13%	18%	<b>-5</b>	1%	14%	<b>-13</b>	42%	76%	<b>-34</b>
<b>2016-2017</b>	13%	18%	<b>-5</b>	1%	14%	<b>-13</b>	90%	72%	<b>+18</b>
<b>2017-2018</b>	14%	18%	<b>-4</b>	1%	19%	<b>-18</b>	92%	76%	<b>+16</b>
<b>2018-2019</b>	9%	18%	<b>-9</b>	4%	19%	<b>-15</b>	100%	77%	<b>+23</b>

**Table 5: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Health Sciences Charter School	Buffalo Public Schools	Differential to District	Health Sciences Charter School	Buffalo Public Schools	Differential to District	Health Sciences Charter School	Buffalo Public Schools	Differential to District	Health Sciences Charter School	Buffalo Public Schools	Differential to District
2016-2017	84%	86%	<b>-2</b>	84%	80%	<b>+4</b>	83%	81%	<b>+2</b>	90%	86%	<b>+4</b>
2017-2018	79%	88%	<b>-9</b>	80%	82%	<b>-2</b>	75%	83%	<b>-8</b>	81%	86%	<b>-5</b>
2018-2019	74%	88%	<b>-14</b>	72%	84%	<b>-12</b>	100%	82%	<b>+18</b>	76%	86%	<b>-10</b>

### Legal Compliance

Health Sciences Charter School generally operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. However, the school has not complied with several requirements of the Open Meetings Law, including public notice of committee meetings, posting of committee minutes, and attendance and voting by telephone. The school will work with the CSO to review, update, and finalize these policies. It is substantially in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act.

### Summary of Public Comment

The required public hearing was held by the Buffalo Public Schools on September 25, 2019. Five people attended, and two spoke. Both were in favor of the renewal and revision, and none were opposed.

### South Bronx Classical Charter School III

In accordance with Education Law, Article 56, sections 2851(4) and 2852(2), Commissioner’s Regulations section 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for South Bronx Classical Charter School III. The charter term would begin on July 1, 2020 and expire on June 30, 2025, and the school would be permitted to increase current grade span of the school to include Grades 6 to 8 from the school’s current kindergarten through Grade 5; and to increase authorized enrollment from 372 students to 476 students in year 4 of the renewal charter term.**

South Bronx Classical Charter School III (SBCCS III) is exceeding one and meeting an additional eight out of the ten benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is approaching meeting one benchmark. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

#### Charter School Summary

<b>Name of Charter School</b>	South Bronx Classical Charter School III
<b>Board Chair</b>	Ingrid Bateman
<b>District of Location</b>	NYC CSD 9
<b>Opening Date</b>	Fall 2015
<b>Charter Term(s)</b>	Initial Term: August 20, 2015 – June 30, 2020
<b>Current Term Authorized Grades/Approved Enrollment</b>	K – Grade 5/372 students
<b>Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment</b>	K – Grade 8/476 students
<b>Comprehensive Management Service Provider</b>	Classical Charter Schools
<b>Facilities</b>	3458 Third Avenue, Bronx, New York 10456--Private Space
<b>Mission Statement</b>	<i>South Bronx Classical Charter School III (SBCCS III) prepares K-8th grade students in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly-structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Classical Education Framework;</li> <li>• Rigorous and Organized Curriculum;</li> <li>• Effective Teaching;</li> <li>• Structured Learning Environment;</li> <li>• Development of Respectful, Compassionate, and Productive Citizens; and</li> <li>• Family Engagement/Family Advisory Council</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• <b>Increase current grade span of the school to include Grades 6 to 8 from the school’s current kindergarten through Grade 5; and</b></li> <li>• <b>Increase authorized enrollment from 372 students to 476 students by year 4 of the renewal charter term</b></li> </ul>

**Noteworthy:** SBCCS III has learning specialists for each grade, as well as multi-grade learning specialists, who serve as additional teachers to provide for increased small-group instruction and more targeted, individualized student support.

**Innovative Programs:**

- Innovative organizational structure: the school chooses its leadership to fully support the development of all staff and scholars and to empower teachers, parents and scholars with consistent support and development from highly trained leaders in their field.
- Focus on curriculum: the school focuses on curriculum and instruction, which involves a culture of researching best practices and innovations in the field.
- Focus on Teacher Development: through the ClassiCorps program, the school has been able to recruit a passionate and dedicated staff with a strong desire to grow and learn.
- Emphasis on data collection and analysis: the school is a data-driven organization. As a learning organization, the school bases decisions on deep and thoughtful data analysis
- Emphasis on individualized scholar support: additional teaching staff is hired to serve as learning specialists to provide scholars with small group instruction throughout the day in order to target scholars’ needs.

**Renewal Conditions:** SBCCS III shall devise and implement a weighted lottery in consultation with the NYSED CSO for students with disabilities no later than the 2020-2021 school year.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	K - Grade 1	K - Grade 2	K- Grade 3	K - Grade 4	K - Grade 5
<b>Total Approved Enrollment</b>	124	186	248	310	372

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K - Grade 5	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8
<b>Total Proposed Enrollment</b>	365	406	443	476	476

\*The proposed chart was submitted by South Bronx Classical Charter School III in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

## **Summary of Evidence for Renewal**

### **Key Performance Area: Educational Success**

#### **Student Performance – Elementary School Outcomes**

See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 1 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to NYC CSD 9 and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. In its two years of administering the NYS tests, SBCCS III has outperformed both the district of location and NYS in both ELA and math proficiency overall and in each of the special population subgroups. In the 2018-2019 school year, 99 percent of students scored proficient on the NYS ELA test and 100 percent of students scored proficient on the NYS math test. In the same school year, each of the three special population subgroups were 100 percent proficient in math, and all students with disabilities (SWDs) and English language learners/Multilingual learners (ELLs/MLLs) were proficient in ELA.

#### **Academic Program for Elementary School/Middle School:**

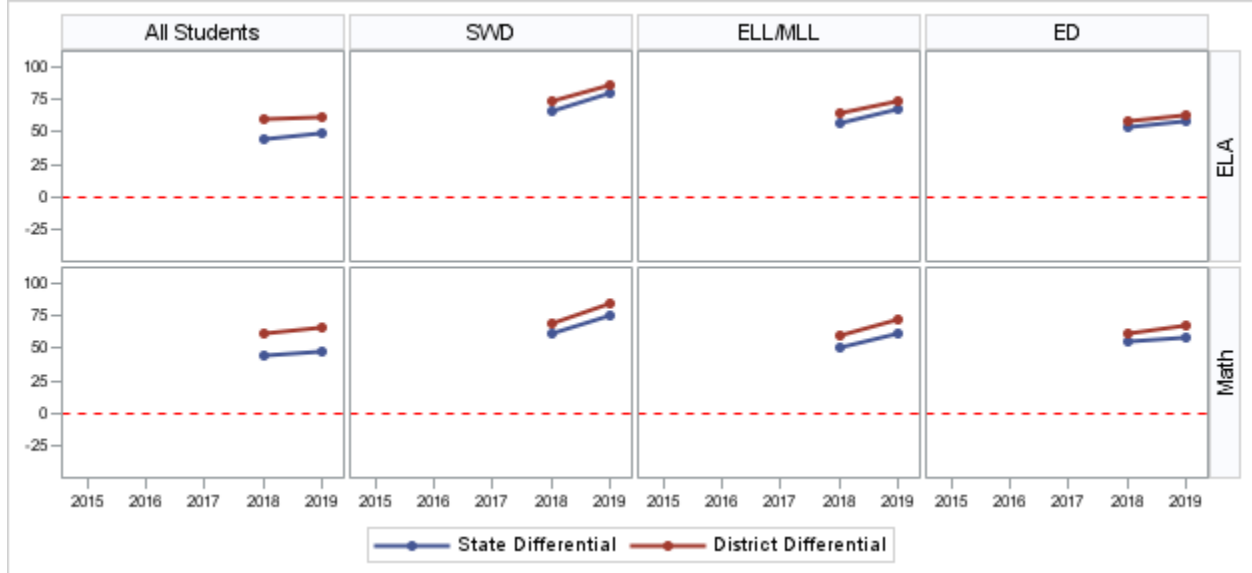
- In alignment with its key design of the classical framework, SBCCS III's academic program focuses on a core curriculum, the development of strong literacy skills along with numeracy skills, and the knowledge and understanding of elementary facts progressing sequentially until the students attain mastery of both skills and content.

#### **Academic Program for Students with Disabilities and English language learners/Multilingual Learners:**

- SBCCS III ensures that all SWDs receive a free and appropriate public education in the least restrictive environment possible. The school meets the students' individualized education programs (IEPs) within the regular education classroom as much as possible, through Special Education Teacher Support Services (SETSS). In order to ensure that all SWDs are able to reach the school's academic goals, the school works with the local school district's committee on special education (CSE) to ensure that all IEP-mandated services are provided.
- SBCCS III uses Structured English Immersion (SEI) for its ELLs/MLLs. The school utilizes analysis of students' data from the NYS Identification Test for English Language Learners (NYSITELL) and NYS English as a Second Language Achievement Test (NYSESLAT), as well as internal assessments, to inform differentiated instruction for ELLs/MLLs, such as visual supports, intervention targeting reading and vocabulary, and multi-sensory approaches to learning.



**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 9**



**Table 1: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		South Bronx Classical CS III	NYC CSD 9	Differential to District	NYS	Differential to NYS	South Bronx Classical CS III	NYC CSD 9	Differential to District	NYS	Differential to NYS
All Students	2017-2018	95%	35%	<b>+60</b>	51%	<b>+44</b>	98%	37%	<b>+61</b>	54%	<b>+44</b>
	2018-2019	99%	37%	<b>+62</b>	50%	<b>+49</b>	100%	34%	<b>+66</b>	52%	<b>+48</b>
SWD	2017-2018	89%	15%	<b>+74</b>	23%	<b>+66</b>	89%	20%	<b>+69</b>	28%	<b>+61</b>
	2018-2019	100%	14%	<b>+86</b>	20%	<b>+80</b>	100%	15%	<b>+85</b>	24%	<b>+76</b>
ELL/MLL	2017-2018	90%	25%	<b>+65</b>	33%	<b>+57</b>	90%	30%	<b>+60</b>	40%	<b>+50</b>
	2018-2019	100%	26%	<b>+74</b>	33%	<b>+67</b>	100%	27%	<b>+73</b>	39%	<b>+61</b>
ED	2017-2018	94%	35%	<b>+59</b>	40%	<b>+54</b>	98%	36%	<b>+62</b>	43%	<b>+55</b>
	2018-2019	99%	36%	<b>+63</b>	40%	<b>+59</b>	100%	33%	<b>+67</b>	42%	<b>+58</b>

## Key Performance Area: Organizational Viability

### Financial Condition

South Bronx Classical Charter School III is part of the Classical Charter Schools' education corporation. Classical Charter Schools appears to be in a strong financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>11</sup>

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/education corporation with a score between 1.5 and 3.0 is considered to be in strong financial health. Classical Charter Schools' 2018-2019 composite score is 2.84. Table 2 below shows the education corporation's composite scores from 2016-2017 to 2018-2019.

**Table 2: Classical Charter Schools' Composite Scores  
2016-2017 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2016-2017	2.97
2017-2018	3.00
2018-2019	2.84

### Financial Management

The Charter School Office reviewed Classical Charter Schools' 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.

However, NYSED CSO cannot clearly determine the school's compliance with the requirement that the dissolution escrow account has been raised to no less than \$100,000 for this specific school, as the reported dissolution escrow account is not reported by school in the consolidated audited financial statements.

The school's outside independent auditors report in the financial statements that the school has a policy of investing surplus cash in highly liquid securities and corporate bonds. This generates additional income to the benefit of the school. However, this policy results in the school not meeting the benchmark standard for its cash position (10.9 days versus the 60 days standard). Overall, however, based upon the school's composite scores, it is a school with strong finances.

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<sup>11</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

## Key Performance Area: Faithfulness to the Charter and Law

### Enrollment, Recruitment, and Retention

Any student who legally qualifies for admission into any New York State public school is also qualified for admission, without charge, to South Bronx Classical Charter School III. Admission of students to SBCCS III is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Admission is purely on a lottery basis.

The school’s enrollment policy provides for preferences for returning students, their siblings, new students who reside in the district, their siblings, then those outside the district. Children of employees of the school also receive a preference. An application form is required, as are a number of documents upon admission. If there are more applications than available seats, a public lottery will be conducted by a representative of an outside organization, and a waiting list is maintained from year to year for those not chosen.

Through efforts toward increasing the percentage of at-risk students enrolled, the school has continued to enroll a smaller percentage of SWDs, ELLs/MLLs, and EDs in all school years of its current charter term, as compared to NYC CSD 9. However, regarding its ELL/MLL population, the school has narrowed its differential to NYC CSD 9 by 16 percentage points to now be exactly the same as NYC CSD 9.

The school is making good faith efforts to recruit, serve, and retain at-risk students. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- Translate school information about the Special Education and ELL/MLL services provided by the school into Spanish, and send it out to local nursery schools, Head Start Programs, and day care centers;
- Attend the Collaborative for Inclusive Education conference to ensure using best practices;
- Attend the student recruitment fairs and have bilingual staff members present.

**Table 3: Student Demographics Comparison to NYC CSD 9**

	SWD			ELL/MLL			ED		
	South Bronx Classical CS III	NYC CSD 9	Differential to District	South Bronx Classical CS III	NYC CSD 9	Differential to District	South Bronx Classical CS III	NYC CSD 9	Differential to District
<b>2015-2016</b>	11%	19%	<b>-8</b>	12%	28%	<b>-16</b>	89%	92%	<b>-3</b>
<b>2016-2017</b>	12%	20%	<b>-8</b>	20%	28%	<b>-8</b>	88%	93%	<b>-5</b>
<b>2017-2018</b>	11%	23%	<b>-12</b>	28%	29%	<b>-1</b>	88%	95%	<b>-7</b>
<b>2018-2019</b>	12%	24%	<b>-12</b>	30%	30%	<b>0</b>	89%	95%	<b>-6</b>

**Table 4: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	South Bronx Classical Charter School III	NYC CSD 9	Differential to District	South Bronx Classical Charter School III	NYC CSD 9	Differential to District	South Bronx Classical Charter School III	NYC CSD 9	Differential to District	South Bronx Classical Charter School III	NYC CSD 9	Differential to District
2016-2017	89%	80%	+9	80%	78%	+2	81%	84%	-3	87%	80%	+7
2017-2018	87%	82%	+5	79%	83%	-4	88%	85%	+3	87%	82%	+5
2018-2019	90%	82%	+8	90%	83%	+7	89%	84%	+5	91%	82%	+9

**Legal Compliance**

South Bronx Classical Charter School III generally complies with applicable laws and regulations. However, several policy documents are inconsistent with the law and/or NYSED guidance and require significant revisions. The school is working with the CSO to address these issues.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 24, 2019. One person attended. No one spoke in opposition or in favor of the renewal including the revision.

## Urban Choice Charter School

In accordance with Education Law, Article 56, sections 2851(4) and 2852(2), Commissioner's Regulations section 119.7, and the Board of Regents Charter School Renewal Policy (November 2012), the New York State Education Department (NYSED) recommends a short-term renewal for a period of one year for **Urban Choice Charter School (UCCS)**. **The charter term would begin on July 1, 2020 and expire on June 30, 2021. This one-year renewal is to allow the school to begin the implementation of a strategic school turn-around in partnership with a comprehensive management service provider to be selected by the school and submitted to the Board of Regents for approval in a subsequent action.** In February 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance. A second CAP was required for the enrollment of students with disabilities (SWDs) and English language learners/Multilingual learners (ELLs/MLLs). In spring 2020, NYSED required the CAPs be extended, as the targets had not yet been reached. The school is currently implementing the specific strategies outlined in the CAPs and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO). The CAPs will be closely monitored, and the Department will report to the Regents, as necessary.

UCCS has not met the academic performance requirements set forth in the Charter Agreement with the Board of Regents, the NYSED Charter School Performance Framework for Board of Regents-authorized charter schools, or the Board of Regents Charter School Renewal Policy. At the end of the fourth charter term, and following two short three-year terms, the UCCS outcomes for Grades 3-8 ELA and math are far below the State average and Board of Regents expectations. Further, they have been trending downward over the last three years. There are significant board capacity issues, and replacement of 60 percent of the school's current board is a required condition for renewal. The school has not met the mission and key design elements set forth in its charter. In addition, UCCS is not meeting subgroup enrollment targets for students with disabilities and English language learners/Multilingual learners.

UCCS has demonstrated persistent organizational instability, poor Board oversight and governance, inadequate enrollment, recruitment, and retention, and it has failed to demonstrate progress toward attaining the components of its charter mission and key design elements. While the school has implemented some programmatic changes and proposes changes that are described as designed to improve performance in future years, the possibility of future promise is insufficient to overcome the school's long declining trends, and failures to meet the standards set forth in the Charter School Performance Framework, and is not enough to support a recommendation to approve the renewal application, even for a short-term renewal, as per the Board of Regents' Charter School Renewal Policy.<sup>12</sup>

**However, after meticulous, thorough, and compassionate consideration of current and anticipated crisis conditions in the district of location due to the Coronavirus pandemic, the New York State Education Department is recommending a short-term one-year renewal, with specific conditions, set forth below, and imposed to maximize the potential for school improvement.**

UCCS is meeting three out of the ten benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the financial and legal components set forth in the charter.

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<sup>12</sup> See [renewal information](http://www.p12.nysed.gov/psc/OversightPlan.html) at the following website: <http://www.p12.nysed.gov/psc/OversightPlan.html>.

**Charter School Summary**

<b>Name of Charter School</b>	Urban Choice Charter School
<b>Board Chair</b>	Nelson Blish
<b>District of Location</b>	Rochester City School District
<b>Opening Date</b>	Fall 2005
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Term: January 11, 2005 - January 10, 2010</li> <li>• First Renewal Term: January 11, 2010 - June 30, 2014</li> <li>• Second Renewal Term: July 1, 2014 - June 30, 2017</li> <li>• Third Renewal Term: July 1, 2017 - June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/Maximum Authorized Enrollment</b>	K- Grade 8/400 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment</b>	K- Grade 8/400 students
<b>Facilities</b>	545 Humboldt Street, Rochester, New York 14610 - Private Space
<b>Mission Statement</b>	<i>To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed State achievement standards, and defy the demographic challenges of poverty.</i>
<b>Key Design Element</b>	<ul style="list-style-type: none"> <li>• Supportive Educational Environment</li> <li>• Rich, Rigorous and Engaging Curriculum Aligned to NYS Common Core</li> <li>• Extended Learning Opportunities</li> <li>• Authentic Family Involvement</li> <li>• Data-informed Instruction</li> <li>• Focused Professional Development</li> <li>• Authentic Family Involvement</li> <li>• School Culture</li> </ul>
<b>Revision History</b>	None
<b>Requested Revisions</b>	None

**Renewal Conditions:** The two major factors in determining the original recommendation for nonrenewal were the school’s poor academic performance and the lack of effective governance and leadership. With present circumstances eliminating the opportunity to demonstrate growth on State assessments, the New York State Education Department recommends the following stringent conditions for this short-term renewal

that focuses on the governance and leadership practices of the school, and is subject to approval and monitoring by the CSO:

1. By June 1, 2020: The school will identify a Comprehensive Management Service Provider (CMSP), and the school’s board must vote on a resolution signifying approval. UCCS will submit all relevant supporting information for a revision to partner with the CMSP based on [NYSED revision guidelines](http://www.p12.nysed.gov/psc/regentsoversightplan/policy/charrevguide.html) posted at <http://www.p12.nysed.gov/psc/regentsoversightplan/policy/charrevguide.html>, including the proposed management agreement contract. Board of Regents action to consider approval of the CMSP may occur thereafter;
2. By June 1, 2020: UCCS will submit a new one-year budget, reflecting a positive financial disposition, the new school site identified by UCCS, and the school’s partnership with the CMSP. UCCS will submit all relevant supporting information for a revision to relocate the school within the same school district based on [NYSED revision guidelines](http://www.p12.nysed.gov/psc/regentsoversightplan/policy/charrevguide.html) posted at <http://www.p12.nysed.gov/psc/regentsoversightplan/policy/charrevguide.html>;
3. By August 15, 2020: As part of the school’s renewal application, if the other conditions are met, UCCS will work with the CMSP to replace at least 60 percent of UCCS’s existing board members, following [NYSED guidelines](http://www.p12.nysed.gov/psc/regentsoversightplan/policy/addbotmember.html) for the approval of new board members posted at: <http://www.p12.nysed.gov/psc/regentsoversightplan/policy/addbotmember.html>. All current board officers will need to step down from their positions as officers, and no current board members will be able to serve as officers. New officers shall be selected from among the new board members selected in partnership with the CMSP and in compliance with the school’s charter agreement; and
4. UCCS shall devise and implement a weighted lottery in consultation with the NYSED CSO for students with disabilities and English language learners no later than the 2020-2021 school year.

The inability or unwillingness of the school to implement *all* of these conditions will disqualify the school from the ability to submit a 2020 renewal application.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2017 to 2018</b>	<b>Year 2 2018 to 2019</b>	<b>Year 3 2019 to 2020</b>
<b>Grade Configuration</b>	K- Grade 8	K- Grade 8	K- Grade 8
<b>Total Approved Enrollment</b>	400	400	400

**Proposed Renewal Term Grade Levels and Proposed Enrollment\***

	<b>Year 1 2020 to 2021</b>
<b>Grade Configuration</b>	K- Grade 8
<b>Total Proposed Enrollment</b>	400

\*The proposed chart was adapted from the renewal application submitted by Urban Choice Charter School. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

## Summary of Evidence for Renewal

### Key Performance Area: Educational Success

#### Student Performance – Elementary/Middle School Outcomes

See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 1 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. **According to the 2018-2019 school year ESEA accountability designations, UCCS is a school in need of Comprehensive Support and Improvement.**

Over the course of the current charter term, UCCS students have not demonstrated progress toward proficiency on the State tests, with only 30 percent of students maintaining or moving toward proficiency in ELA and 18 percent in math, well below the Performance Framework's 75 percent minimal expectation. Over the past five years, UCCS' students have demonstrated a gradual but steady decline in ELA proficiency, with only 18 percent of UCCS students proficient on the 2019 State assessment. A similar decline is evident in math, with 14 percent of UCCS students reaching proficiency in 2019. While UCCS performs slightly above the Rochester City School District, that gap is decreasing, with UCCS only 5 percent above the district in ELA and 1 percent above the district in math in 2019. UCCS students perform significantly below the State averages in both math and ELA. Over the charter term, UCCS averaged 23 percentage points below the NYS average in ELA and 28 percentage points below the State in math, with the gap increasing over time. Across the grade levels, student performance declined as students progressed from third grade to eighth grade. In 2016-2017, 40 percent of UCCS third graders were proficient in ELA, dropping to 20 percent in 2017-2018, and reaching only 16 percent on the 2019 State tests.

Math results are similar to ELA results and patterns show that, for the most part, fewer students in each group meet the State proficiency standard as they move through the grades. In 2014-2015, 28 percent of students who were third graders were proficient in math, dropping to 15 percent as fourth graders in 2015-2016, slightly rising to 17 percent as sixth graders, dropping down to 14 percent as fifth graders, and to 8 percent as sixth graders in 2019. In 2014-2015, 18 percent of the fourth-grade cohort scored proficient, dropping to 13 percent as fifth graders, and down to 5 percent in sixth grade. None of the students in both seventh and eighth grades reached the proficiency target on either the 2018 or 2019 State tests.

#### Academic Program for Elementary/Middle School

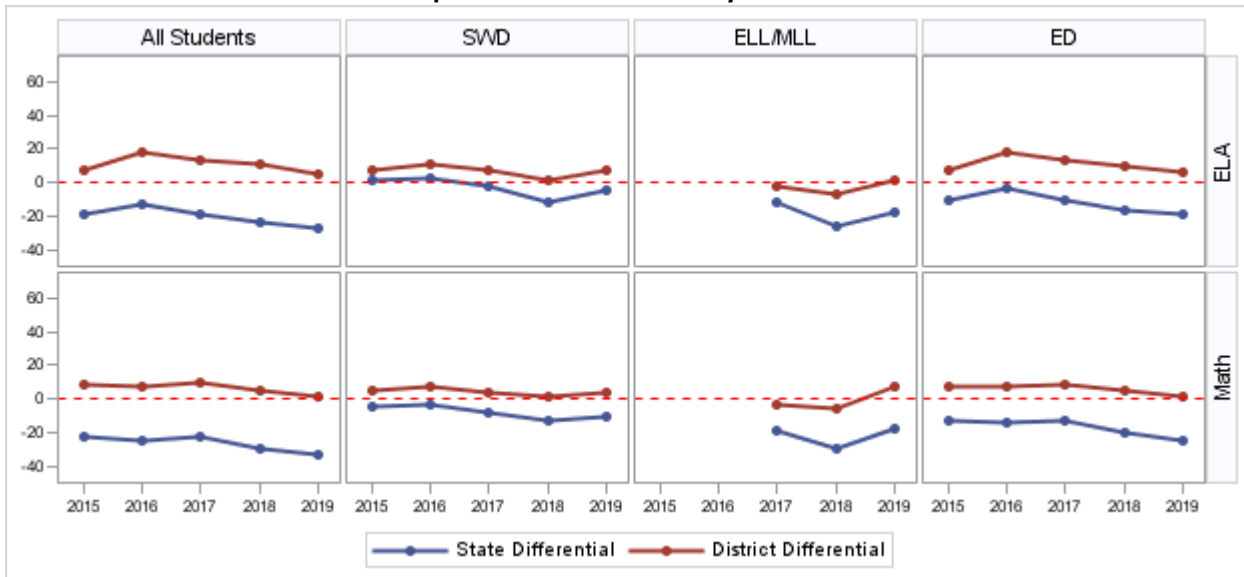
- UCCS staffs each K-Grade 5 classroom with a teacher and a teaching assistant. Middle school (Grades 6-8) teachers are grouped into three-person grade-level teams consisting of one teacher of social studies and ELA, a math teacher and a science teacher.
- In addition to the four core subjects of ELA, math, science, and social studies, students participate in physical education, music, art, health, and Spanish classes.
- In 2017-2018, the school adopted *Success for All (SFA)* as its core curriculum for ELA. For the 90-minute SFA period, students are divided into groups based on their SFA baseline scores and *iReady* assessment level. Teachers of all subjects lead the *SFA* lesson suited to the group's learning needs.
- Over the course of the current charter term, UCCS made two changes in its math curriculum. In 2018, UCCS adopted *Zearn Math* as its core program, replacing the *Engage NY* modules. In 2019, UCCS adopted *Ready Math* to replace *Zearn*. These changes were instituted in response to teacher dissatisfaction, e.g., "not suitable for UCCS students," rather than any well-researched rationale.



**Academic Program for Students with Disabilities/English Language Learners/Multilingual Learners**

- UCCS provides consultant teacher services for its 33 SWDs. The school employs three special educators with one current opening for an additional teacher. A part-time coordinator is responsible for compliance with special education regulations and serves as a liaison with the Rochester City School District. Monitoring day-to-day delivery of services is the responsibility of the CEO.
- Although the school serves far fewer ELL/MLL students as compared to RPS (only 4 percent of UCCS students are ELLs/MLLs), the school employs one English as a New language (ENL) teacher who both pushes into classrooms and pulls students out to work with the 14 ELLs/MLLs enrolled at the school.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to Rochester City School District**



**Table 1: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	12%	5%	+7	31%	-19	16%	7%	+9	38%	-22
	2015-2016	25%	7%	+18	38%	-13	15%	7%	+8	39%	-24
	2016-2017	21%	8%	+13	40%	-19	18%	8%	+10	40%	-22
	2017-2018	22%	11%	+11	45%	-23	16%	11%	+5	45%	-29
	2018-2019	18%	13%	+5	45%	-27	14%	13%	+1	47%	-33
SWD	2014-2015	8%	1%	+7	7%	+1	8%	3%	+5	12%	-4
	2015-2016	12%	1%	+11	9%	+3	9%	2%	+7	12%	-3
	2016-2017	9%	1%	+8	11%	-2	6%	2%	+4	14%	-8
	2017-2018	4%	2%	+2	16%	-12	4%	2%	+2	17%	-13
	2018-2019	11%	3%	+8	15%	-4	8%	4%	+4	18%	-10
ELL/MLL	2016-2017	0%	2%	-2	11%	-11	0%	3%	-3	18%	-18
	2017-2018	0%	7%	-7	26%	-26	0%	6%	-6	29%	-29
	2018-2019	8%	7%	+1	25%	-17	15%	8%	+7	32%	-17
ED	2014-2015	11%	4%	+7	21%	-10	14%	6%	+8	27%	-13
	2015-2016	24%	6%	+18	27%	-3	14%	6%	+8	28%	-14
	2016-2017	19%	6%	+13	29%	-10	16%	7%	+9	29%	-13
	2017-2018	20%	10%	+10	36%	-16	14%	9%	+5	34%	-20
	2018-2019	17%	11%	+6	36%	-19	13%	11%	+2	37%	-24

## Key Performance Area: Organizational Viability

### Financial Condition

In 2019, the Office of the State Comptroller (OSC) conducted an audit<sup>13</sup> of the school with the objective of determining whether school officials ensured credit card purchases were adequately supported and for appropriate purposes. The key findings were that credit card users did not always follow the school's internal control policies and that 40 percent of credit card purchases (10 transactions totaling \$265) were not adequately supported. The auditors recommended that school administrators ensure that all credit card users follow the school's internal control policies, including the preapproval of all purchases by using a purchase request form, and ensure that all credit card claims are adequately supported before payment.

The school's corrective action plan included retraining staff to ensure internal control policies are followed, having the bookkeeper and CEO meet regularly to examine supporting documentation for credit card purchases and making revisions to the electronic purchase request form to ensure proper security. The corrective action plan was submitted to OSC in a timely fashion and adequately addressed OSC's findings.

UCCS appears to be in a strong financial condition, as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>14</sup>

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 strong financial health. Urban Choice Charter School's composite score for 2018-2019 is 2.79. Table 2 below shows the school's composite scores from 2014-2015 to 2018-2019.

**Table 2: Urban Choice Charter School's Composite Scores  
2015-2016 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	1.99
2015-2016	2.38
2016-2017	2.69
2017-2018	2.59
2018-2019	2.79

<sup>13</sup> <https://www.osc.state.ny.us/localgov/audits/schools/2019/urban-choice-charter-2019-192.htm>

<sup>14</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

## Financial Management

The Charter School Office reviewed Urban Choice 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.

### Key Performance Area: Faithfulness to the Charter and Law

#### Enrollment, Recruitment, and Retention

If the number of applicants to the Urban Choice Charter School exceeds capacity, a random selection process conducted by an individual unaffiliated with the school will be used to assign spaces as described below. This lottery will be held in April. In the event of the need for a lottery, admission preference shall be granted to applicants in the following manner:

- First preference will be given to returning students, who will automatically be assigned a space within the school.
- Second preference will be given to siblings of students already enrolled in the school. For definition purposes, "siblings" are two or more children that are related either by birth by means of the same father or mother or by legal adoption.
- Third preference for admission is for students who reside in the school district of location.
- Students that identify as a student with a disability or an English language learner will be given two entries into the lottery.
- Any remaining slots shall be available to applicants residing outside the district of location.

In the event that a lottery process is necessary to determine enrollment, names will continue to be drawn after all available spaces have been filled in order to form a waiting list for each preference category for each grade level. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to the Urban Choice Charter School pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Through efforts toward increasing the percentage of at-risk students enrolled, the school has increased the percentage of economically disadvantaged students and is exceeding its targets for that sub-group but has not met its targets for the enrollment of SWDs or ELLs/MLLs. See Table 3 below.

The school is making good faith efforts to recruit, serve, and retain at-risk students.<sup>15</sup> Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

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<sup>15</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i) requires that all charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

- the use of a weighted lottery;
- increased interactions between the school’s family and community engagement coordinator; and
- targeted marketing to families and the outside agencies which serve them.

No observable results from these efforts are available, as the demographics of the school remain stable.

**Table 3: Student Demographics Comparison to Rochester City School District**

	SWD			ELL/MLL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
<b>2015-2016</b>	14%	21%	<b>-7</b>	2%	15%	<b>-13</b>	79%	92%	<b>-13</b>
<b>2016-2017</b>	14%	22%	<b>-8</b>	5%	16%	<b>-11</b>	92%	91%	<b>+1</b>
<b>2017-2018</b>	12%	22%	<b>-10</b>	5%	17%	<b>-12</b>	91%	92%	<b>-1</b>
<b>2018-2019</b>	12%	23%	<b>-11</b>	4%	17%	<b>-13</b>	90%	91%	<b>-1</b>

**Table 4: Retention - Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2016-2017	82%	86%	<b>-4</b>	84%	87%	<b>-3</b>	100%	85%	<b>+15</b>	82%	86%	<b>-4</b>
2017-2018	86%	86%	<b>0</b>	87%	89%	<b>-2</b>	94%	87%	<b>+7</b>	87%	87%	<b>0</b>
2018-2019	90%	86%	<b>+4</b>	88%	88%	<b>0</b>	83%	84%	<b>-1</b>	91%	86%	<b>+5</b>

### Legal Compliance

UCCS is substantially in compliance with applicable State and federal laws. The school contracts with specialized providers for legal, financial, and human resource services to ensure the fulfillment of relevant requirements. The school’s director of operations and finance is responsible for monitoring staff charged with the safety and maintenance of the facilities. The board’s finance committee, headed by a certified public accountant, monitors financial management to ensure agreement with generally accepted principles.

During this charter term, UCCS sought and received approval from NYSED CSO for changes to the language in its mission statement and for revision of its enrollment and admission policy to allow for weighting for SWDs and ELLs/MLLs. Board minutes include acknowledgement of the need for CSO approval of certain board actions, including the addition of new board members, revisions to internal policies, board by-laws, and the execution of a purchase and sale agreement for a new facility, detailed in the November 5, 2019 board minutes.

### Summary of Public Comment

The required public hearing was conducted on September 26, 2019 by the Rochester City School District. No speakers were present, and no comments were submitted.