
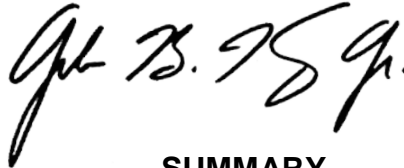




TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Renewal Decisions for Charter Schools Authorized by the Board of Regents:
Syracuse Academy of Science Charter School,
Buffalo Academy of Science Charter School, and
Western New York Maritime Charter School

DATE: March 9, 2012

AUTHORIZATION(S):


SUMMARY

Issue for Decision

Charter Renewal Applications for the following charter schools authorized by the Board of Regents:

1. Syracuse Academy of Science Charter School (Syracuse)
2. Buffalo Academy of Science Charter School (Buffalo)
3. Western New York Maritime Charter School (Buffalo)

Reason(s) for Consideration

Required by State Statute.

Proposed Handling

This issue will come before the Regents P-12 Education Committee for discussion and action and then before the Full Board for action at the March 2012 meeting of the Board of Regents.

Procedural History

1. **Syracuse Academy of Science Charter School**
Initial Charter issued by the Board of Regents in January 2003
(Charter Term: January 15, 2003, through January 14, 2008)
First Renewal Charter issued by the Board of Regents in December 2007
(Charter Term: January 15, 2008, through June 30, 2012)

2. **Buffalo Academy of Science Charter School:**
Initial Charter issued by the Board of Regents in January 2004
(Charter Term: January 12, 2004, through January 11, 2009)
First Renewal Charter issued by the Board of Regents in December 2008
(Charter Term: January 12, 2009, through June 30, 2012)

3. **Western New York Maritime Charter School**
Initial Charter issued by the Board of Regents in January 2004
(Charter Term: January 12, 2004, through January 11, 2009)
First Renewal Charter issued by the Board of Regents in December 2008
(Charter Term: January 12, 2009, through June 30, 2012)

Background Information

The Department continues to improve day-to-day charter school oversight and accountability work as staff to the Board of Regents, one of the two active charter authorizers in New York State. At the Board of Regents' meetings in June 2010 and June 2011, Department staff described significant improvements in charter school oversight and accountability work to implement a new charter school application review process. The Regents have now issued three Requests for Proposals for new public charter schools in New York State with rigorous criteria for charter approval that ensure that only founding groups with the demonstrated skill, will, and capacity to launch a high performing charter school win charter approval. In addition, during the last 18 months, Department staff has made revisions to the charter agreement, pre-opening process, performance oversight site visits, and school closure protocols.

To ensure that charter school quality is maintained across the Regents' portfolio for currently operating charter schools, the Regents and the Department must also establish fair and transparent processes for charter renewal and non-renewal decisions that are based on merit, inclusive evidence, and that uphold the highest standards for quality. As with all continuing improvements to charter authorizing and oversight work, the Department is committed to aligning practice with the National Association of Charter School Authorizer's *Principles and Standards for Quality Charter Authorizing*.

NACSA outlines the following standards related for charter renewal decisions:

A quality authorizer:

- Bases the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract.
- Grants renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.
- Does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.

The Department has already begun to implement new practices related to charter school renewals. In particular:

- All charter renewal terms are being “right-sized” and set to expire on June 30 of the final year of the charter term, rather than ending on dates in the middle of a school year.
- Similar to the revisions made in the new charter school application process, the charter school renewal application has been significantly streamlined to focus on evidence of performance over the prior charter term; and
- The Department is currently developing a Performance Framework for charter schools that clearly defines the specific performance goals and measures in the areas of academic success, school operations, governance, and fiscal management that each charter school agrees to meet in order to earn renewal of its charter. This Framework will be aligned with key elements of the Department’s pending ESEA Flexibility Waiver Request.

Department staff plans to complete the Performance Framework project no later than the end of the 2011 – 2012 school year. Staff will seek Board of Regents’ guidance on the development of charter renewal policy.

Three Renewal Recommendations

In developing the three renewal recommendations before you today, the Department adhered to NACSA’s standards for renewal decision-making. Each recommendation was made after a full due-diligence process including thorough review of the information presented by each school in its Renewal Application, including a specific fiscal review, a two-day renewal site visit conducted by a Department team in the fall of 2011, comprehensive analysis of achievement data, and consideration of public comments.

As with the approval of Initial Charter Applications, the Charter School Statute (Education Law §2852(2)) requires that in order to approve a Charter Renewal Application, the chartering entity (in this case the Board of Regents) must make the following findings:

(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 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.

Beyond the requirement to make these required findings, the Act leaves the decision to renew a charter to the sound discretion of the Board of Regents.

Staff recommends that one school, the Syracuse Academy of Science Charter School, receive a full five-year charter renewal. Staff recommends that due to concerns related to student academic performance, two schools, the Buffalo Academy of Science Charter School and Western New York Maritime Charter School, receive three-year charter renewal terms.

In addition to the three renewal recommendations before you today, there is a fourth Regents-authorized Charter School that has submitted a Renewal Application: Pinnacle Charter School in Buffalo. Pinnacle Charter School was originally chartered by the Regents in 2003. Based upon concerns related to student performance, the School received a short-term renewal in 2008 (one year and five months). When that renewal expired in 2009 the Regents granted the School another short-term renewal for three years, again because of continuing concerns about student performance. Staff is completing the due-diligence process for this school and will be bringing a recommendation to the Regents in April on Pinnacle Charter School.

Summary information about the three Renewal Applications before the Regents for action today and performance over the current charter term, including specific analyses of academic performance, is included in the attached Renewal Recommendation Reports. Also attached is information provided by Buffalo Academy of Science Charter School and Western New York Maritime Charter School, after Department staff conducted conference calls with members of the Boards of Trustees and School Leaders to discuss the Department staff recommendations for short-term renewals.

Recommendation

VOTED: That the Board of Regents finds that the **Syracuse 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) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will 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 Syracuse Academy of Science Charter School and that a second renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2017**.

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) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will 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 second renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2015**.

VOTED: That the Board of Regents finds that the **Western New York Maritime Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will 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 Western New York Maritime Charter School and that a second renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2015**.

Timetable for Implementation

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

Attachments



New York State Education Department Charter School Office

Charter School Renewal Recommendation Report

Syracuse Academy of Science Charter School
Application for 2nd Charter Renewal

March 5, 2012

Introduction

This report is the primary means by which the Charter School Office of the New York State Education Department (the “Department”) summarizes for the New York State Board of Regents its findings and recommendations regarding a charter school’s Renewal Application.

Charter School Summary

Name of Charter School	Syracuse Academy of Science Charter School
Lead Applicant(s)	Dr. Fehmi Damkaci, Board Chair
District of Location	Syracuse City School District
Districts Served	Baldwinsville, East Syracuse-Minoa, Fayetteville, Lafayette, Liverpool, Marcellus, Onondaga Central, North Syracuse, Solway, and West Genesee
Opening Date	Fall 2003
Charter Terms	January 15, 2003 through January 14, 2008 (Initial) January 15, 2008 through June 30, 2012 (First Renewal) <i>Proposed 2nd Renewal: July 1, 2012 through June 30, 2017</i>
Management Company	None
Partners	None
Facilities	Grades K-6: 4855 South Salina Street, Syracuse (lease with private landlord) Grades 7-12: 1001 Park Avenue, Syracuse (lease with private landlord)
Enrollment and Grade Span during Current Charter Term	360 students in grades 7-12 in 2008-2009 600 students in grades K-2, 5-12 in 2011-2012 <i>Proposed 2nd Renewal: Requested expansion to a maximum enrollment of 696 students in grades K-12 reached in 2014-2015 and maintained through 2016-2017</i>
Maximum Enrollment and Grade Span	Maximum enrollment of 696 students in grades K-12 maintained through 2016-2017
Mission Statement	“The Syracuse Academy of Science Charter School (SASCS) seeks to graduate men and women who think critically and creatively; have attained strong skills in mathematics, science, language, technology, history, and the arts; and are committed to a lifetime of learning and civic involvement. The school will empower students with high intellectual standards—building on their promise as they prepare for college, career and citizenship.”

Background

The Board of Regents granted an initial charter to the Syracuse Academy of Science Charter School (“SASCS” or the “School”) in January of 2003. SASCS opened in September 2003 with 200 students in grades 7-9. SASCS added grades 10, 11, and 12 in the subsequent three years, ending its first charter term with 350 students in grades 7-12. In December of 2007, the Board of Regents granted a first renewal charter to SASCS for five years. In May of 2010, the Board of Regents granted a revision to the SASCS charter to add grades K-2 and 5-6 during this first renewal term. During 2011-2012, SASCS serves 600 students in grades K-2 and 5-12. In the school’s second Renewal application, SASCS requests a full five-

year renewal charter term and to complete expansion to the full K-12 grade span, adding grade 3 in 2012-2013 and grade 4 in 2013-14 to serve a total of 696 students in grades K-12.

Recommendation and Required Findings

Recommendation: Five-year charter renewal from July 1, 2012, through June 30, 2017.

Based on the Department's review of the evidence submitted by SASCS and gathered by the Department, including, but not limited to, the school's second Renewal Application, evaluation visits conducted during the charter term, and the school's record of educational success based on NYS assessment data, the Department makes the following findings required by NYS Education Law Article 56, the Charter Schools Act (the "Act"):

- SASCS, as described in its Renewal Application, meets the requirements of the Act and all other applicable laws, rules and regulations;
- The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period;
- Approving the renewal application is likely to improve student learning and achievement and materially further the purposes set out in the Act in Education Law §2850(2); and
- Approving the renewal application would have a significant educational benefit to the students expected to attend SASCS.

Therefore, the Department recommends that the Board of Regents approve the Renewal Application of SASCS and **renew its charter for the term from July 1, 2012, through June 30, 2017**, with authority to provide instruction to students in Kindergarten through Grade 12 with a maximum enrollment of 696 students reached in 2014-2015 and maintained through 2016-2017, and consistent with the other terms set forth in the renewal charter agreement.

Summary of Evidence

Educational Success

In their 2011 Charter Renewal Application, SASCS reported performance against academic performance goals related to either their K-8 program or their high school program. These goals and reported performance include:

- A 5% growth each year in the number of students performing at proficiency Levels 3 and 4 on the NYS Grade 8 ELA and Math Assessments. SASCS reported that in 2007-08, 2008-09 and 2010-11, it met this goal for both Grade 8 Math and ELA, and, in fact exceeded it in each of those three years in Grade 8 Math. (In 2009-10, the State raised the achievement standards for the Grade 8 Exams, requiring higher scores to reach Levels 3 and 4. For that year SASCS did not meet its 5% growth performance goal however the School reports that in 2010-11 it once again met the 5% growth goal.)
- More students will reach the mastery level (a score of 85 or above) on Regents Exams. The School reports that 23% of students who took the June 2011 English Regents Exam achieved mastery level and 13% of students who took the June 2011 Geometry Regents Exam achieved mastery level.
- In their 2011 Annual Report, SASCS articulated a goal/objective of maintaining a low percentage of dropouts. While the specific percentage was not quantified, the school reported a drop out rate of 0% for 2010-2011.

In their 2011 Annual Report, SASC also articulated a goal/objective of maintaining a high attendance rate. While the School did not quantify “high,” they reported a 95.8% attendance rate for 2010-11

SASCS focused its process goals on increasing student performance through data analysis, increasing parent involvement and awareness of academic progress, exposing students to collegiate opportunities to motivate better academic performance, expose students to motivational speakers to encourage better academic performance, increase academic readiness for grade levels, and provide real world experiences for students to increase their cultural understanding. The school used measures including the number of college visits, field trips, speakers and benchmark and full length exam analysis to conclude that they met these goals.

Under New York State’s current Differentiated Accountability System, SASCS is currently in good standing. In addition, the School’s first ninth-grade cohort (large enough to generate a graduation rate) that started ninth-grade at the School in 2004 had a 4-year graduation rate of 54% (the percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008), which met state standards at the time. The 4-year graduation rate increased to 81% for the 2005 cohort (the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009), exceeding the state standard. Data for the 2006 cohort indicates that this improvement trend has continued for the next cohort.

In order to provide further context, the Department conducted additional analyses of performance on NYS assessments in grades 7 and 8 over the past three years, in English language arts and mathematics, in comparison to other public schools located in Syracuse and across the state. This was done in two ways.

- 1) **Uncontrolled: Comparison of percentage of students scoring at Level 3 and 4.** First, the percentage of students scoring at Level 3 and 4 at SASCS profiled in comparison to the other public middle schools in Syracuse, as well as the district and state average.
- 2) **Controlled: Multi-variate regression model predicted vs. actual performance.** Second, a multi-variate regression model¹ was used to predict the expected performance of a school, controlling for the demographic composition and prior performance on the grade 6 NYS assessment of students that attend the school. SASCS’s performance against this regression model, along with those of other public middle schools in Syracuse, is expressed as an effect size.² A positive effect size indicates that the school is performing higher than would be predicted using the regression model and a negative effect size indicates that the school is performing lower than would be predicted using the regression model.

In both comparisons, a confidence interval³ is calculated to indicate whether the calculated percentage or effect size may fall within a “margin of error.”

¹ All public schools, including charter schools, in New York State of the same type (in this case, middle schools that tested students in grades 7 and 8) are included in the regression model, and model accounts for the prior 6th grade NYS assessment performance, percentage of students identified as eligible for free- and reduced-price lunch income, English language learners, and students with disabilities at each school. The overall predicted proficiency rating is calculated as a weighted average by the number of students tested in a given grade.

² An “effect size” is determined by dividing the difference between the predicted and actual level of performance by the standard deviation. An effect size is calculated for each grade level and then an aggregate effect size is computed for the overall performance of the school, which is the measure being profiled. As rule of thumb, an effect size of 0.2 to 0.3 is generally considered to have a small effect, with 0.5 having a medium effect, and 0.8 or above having a large effect.

³ For the first set of comparisons of percentages of students scoring at Level 3 and 4, the confidence intervals are calculated using the formula for binomial proportion distributions. For the second comparisons based on the regression model, the confidence intervals are calculated using the standard errors of the prediction, which takes into account school random effects. Both sets of confidence intervals are calculated at 95% confidence level. This “margin of error” is represented visually in the Appendices by the vertical bars—the “whiskers”—above and below each plotted point.

The table below presents the uncontrolled percentage of SASCS students scoring at level 3 and 4 on the NYS assessments in ELA and mathematics over the past three years in comparison to other public middle schools testing grades 7 and 8 in the Syracuse City School District and the State.

Percentage of Students Scoring at Level 3 and 4 on the NYS assessments in Grades 7 and 8

School/District	Subject	2008-2009 ⁴	2009-2010	2010-2011
SASCS	ELA	70%	46%	54%
Syracuse CSD – Middle Schools	ELA	52%	27%	22%
State - ELA	ELA	78%	54%	52%
SASCS	Math	70%	35%	59%
Syracuse CSD – Middle Schools	Math	49%	19%	22%
State – Math	Math	85%	62%	65%

Graphic displays of this data, along with comparison to individual public schools in Buffalo and the State, both controlled and uncontrolled, are presented in *Appendix A: Middle School Comparative Performance Analysis, Controlled and Uncontrolled*. The results, in brief, can be summarized as follows: ***SASCS’s performance over the past three years based on NYS assessments in grades 7 and 8 is the best among public schools in Syracuse in both ELA and mathematics, comparable to the state average in ELA and approaching the state average in mathematics, and consistently at or better than predicted when controlled for student demographics and prior performance.***

At the high school level, a comparison of absolute passing rates was conducted for the Comprehensive English, Integrated Algebra, and Geometry Regents exams in 2010 and 2011. Graphic displays of this data, along with comparison to individual public high schools in Buffalo and the State, are presented in *Appendix B: High School Comparative Performance Analysis*. Similar to the results for middle school, ***SASCS’s performance over the past two years based on NYS high school Regents exams in English and mathematics is among the best of the public high schools in Syracuse in both ELA and mathematics, comparable to the state average in English and approaching the state average in mathematics. The School’s performance is at or better than predicted when controlled for student demographics.***

On November 1 and 2, 2011, a Department team conducted a renewal site visit at SASCS. During this visit, the team interviewed members of the board of trustees, school administrators, teachers, parents and students. Members of the team also conducted twenty classroom visits across the elementary, middle, and high school gradespan. Findings of the renewal site visit team regarding qualitative aspects of the School’s educational program include:

- SASCS has a well-defined process for identifying and supporting struggling students.
- The school has a clearly defined process for lesson and unit planning that is aligned to the New York State Learning Standards.
- The leadership team at SASCS works collaboratively to drive the improvement planning process in the school.
- The school has established a well-defined organizational structure with staff, systems, and procedures that allow the school to carry out its academic program.
- School leaders at SASCS have been diligent about building family and community partnerships to support teaching and learning.

⁴ Note that All NYS Assessment cut scores were recalibrated between the 2008-2009 and 2009-2010 tests.

- High quality instruction was not evident in all classes during the two day renewal visit.
- While SASCS is safe and orderly, school leaders have yet to establish a sound culture of learning and scholarship.
- School leaders at SASCS have a process for monitoring the efficacy of the academic program; however, it is not evident that the analysis being done is as robust and comprehensive as it should be.

While SASCS is performing well compared to other schools in Syracuse as measured by NYS assessment data, the renewal team determined that the school still has areas of improvement with respect to instructional rigor and use of data to drive instruction.

During that renewal visit, the team found that SASCS leaders are being strategic about making their mission and vision for the school real through the various initiatives that they put in place. There is ample evidence to show that they are working hard to maintain a strong science, math and technology focus at the school. SASCS's math and science focus is a successful practice that is worthy of dissemination among the charter and education community in general. SASCS is committed to sharing its successful practices with the general education community, and has established partnerships with two SUNY colleges for this purpose. A review of school documents and interviews with key stakeholders indicated that SASCS continues to make college preparatory a priority in the school. Interviews with teachers and school leaders in addition to a review of school documents indicated that SASCS has a clear process for addressing the instructional needs of struggling learners as well as students who need special education and/or English Language Learner support. SASCS provides a hybrid of push-in and pull-out for students with special needs. The school has hired a full time English as a Second Language (ESL) teacher to provide services. SASCS has on staff a school counselor who is responsible for helping students with social-emotional issues.

Organizational and Fiscal Soundness

For the current charter term, SASCS articulated a number of organizational goals. SASCS focused its organizational goals on creating partnerships with area universities, having teachers share best practices, employing qualified graduates, providing ongoing professional development, providing data analysis to drive instruction, and improving the athletic program. The school cited several examples for meeting each goal.

The Department team that visited SASCS for a renewal site visit in November of 2011 made findings about the school's organizational viability that included the following:

- The school board works collaboratively with school leaders to achieve the school's mission and provide oversight to the total educational program.
- Parent/Family and student satisfaction information presented by the School in the Renewal Application were echoed by parents during the renewal site visit interview, with parents commenting that the charter school providing a safe environment, discipline being handled fairly, availability of teachers, and the sharing of their child's data on time.

A review of board minutes for the 2010-2011 and current school year showed that the trustees provide clear and thorough oversight of the academic program at SASCS. The board conducts periodic assessment of its own effectiveness. The board of trustees works collaboratively with school leaders to achieve the school's mission and provide oversight to the total educational program.

The Department reviewed audited financial statements for the School for 2007-2008 through 2010-2011. During the current charter period of 01/15/08 to 06/30/12, the school has maintained the trend towards continued solvency and stability. The review showed that the school maintained a positive change in net assets each year resulting in an overall increase in the net asset balance from \$795,733 in 2007-2008 to \$2,763,630 in 2010-2011. Cash flow ending balances fluctuated but the ending balance in 2010-2011 was a positive \$1,690,550. The working capital ratio increased steadily each year and was over the threshold of 2.00. The Department also reviewed Reports on Internal Control over Financial Reporting issued with the annual independent audit. The 2007-2008 Report on Internal Control over Financial Reporting noted two significant deficiencies: segregation of duties over bank reconciliations and preparation of financial statements. Both issues were addressed and there were no internal control findings issued with the audited financial statements for years 2008-2009 through 2010-2011.

There is an effective structure in place for fiscal oversight by the board of trustees. There is a finance committee within the board of trustees, which reports directly to the full board. The treasurer of the finance committee reviews all fiscal matters with the school director and operations managers. Financial reports are reviewed monthly at board meetings. Long-term contracts and purchases over \$10,000 are reviewed by the full Board. The board hires an independent certified auditor each fiscal year to perform the annual audit and has adopted any recommendations issued in the audits.

In general, the Department has few concerns about the School's organizational and fiscal soundness.

Faithfulness to the Charter

Syracuse Academy of Science Charter School (SASCS) seeks to graduate men and women who think critically and creatively; have attained strong skills in mathematics, science, language, technology, history, and the arts; and are committed to a lifetime of learning and civic involvement. The school will empower students with high intellectual standards—building on their promise as they prepare for college, career and citizenship.”

Key design elements of the School's charter include:

- Core curriculum that will provide students with a rigorous program of studies in the areas of mathematics, science, social studies, and language arts. The school will have high expectations of all students and develop and monitor individual plans for them.
- Reinforcement of productive attitudes toward work, community, school, friends, and self; a willingness to sacrifice for the common good, as well as for personal fulfillment, deep respect for family, school, and community; and the capacity to appreciate the opportunities life affords.
- The importance and abilities of each individual student will be a focal point at all times. Each and every student will be regarded as a unique, valued, and vital member of the school community and provided extensive tutoring as fits their needs.
- The importance of college readiness is understood very well and several programs during school, after school, and summer have been developed to make sure that every student has an opportunity to attend a college.
- Community service learning embedded in the curriculum will perpetuate constructive participation by students, parents, staff, and citizens in the life of the school and the community and will directly carry the school experience into the real world, throughout higher education, work, family, and community and civic affairs.
- Educational reform is the initiating and guiding principle, with excellence as a standard, as well as the goal the school must achieve to remain in business. Accountability will be clear: just as business must adapt itself to new technologies, new demands from its consumers, and the invention of new or the obsolescence of old products to thrive, so must education.

The Department team that visited SASCS for a renewal site visit in November of 2011 made findings about the school's faithfulness to its charter that included the following:

- Syracuse Academy of Science Charter School is faithful to its mission and is implementing the key tenets outlined in its mission statement.
- The implemented academic program at SASCS reflects the educational philosophy defined in its charter.
- SASCS is committed to sharing its successful practices with the general education community.

Plans for the Next Charter Term

While SASCS will be adding grades 3 and 4 during this second renewal charter term, the School is not requesting any changes that are inconsistent with those approved in the current charter. To sustain student academic outcomes, SASCS is keeping data on students who participate in programs such as the Summer Science Immersion to see if it benefits them in terms of their performance and achievements in college and beyond. SASCS plans to hire an alumni coordinator within the next five years to assist with tracking this data, communicate with SASCS graduates, assist them with scholarships and employment, visit them in college in families are unable to do so, and bring them in as guest speakers to encourage current students to be college-ready. The coordinator will also be in close communication with the multicultural offices in colleges and with the Syracuse organization "OnPoint for College," whose goal it is to support first generation college attendees. SASCS administration and BoT look forward to hiring these graduates as teachers or paraprofessionals.

To enable each student to reach his or her highest potential, SASCS will pursue offering more college credit opportunities through the SUNY ESP program. SASCS will pursue additional internship and job shadowing opportunities to increase the number of students who are able to obtain real life experience and position them for greater success in universities and future employment. A SASCS goal for the next five years is to send students to Ivy League colleges and universities with scholarships.

If possible, SASCS would like to start a dormitory program across the street from the high school facility, to house a maximum of 30 make junior or senior students. Through the dormitory program, SASCS would be able to feed, house, tutor, and provide a safe harbor for at-risk students while they are preparing for college. SASCS board and administration is sharing this innovative idea with the local community and political leaders. While this is a very costly project, SASCS believes that it will have a positive return for individuals and the community for those students who need a nurturing environment without worrying about external disturbances and meeting their basic needs. Since the dormitory facility is located across the street from the high school, in addition to feeding and housing students, the facility staff would also utilize the school gymnasium and health center to provide positive, constructive outlets during free time. SASCS strongly believes in the advantages of such a program, and is seeking funding to run the program. SASCS has already been in contact with the church regarding renting the building. The Basilica of Sacred Heart Board has responded favorable to making the facility available when our funding and planning is ready.

SASCS has a goal of increasing its college readiness by 3% each year beginning in 2010. They established college readiness scores as the percentage of students who were able to attain both a score of 75 on ELA and a score of 80 on the math Regents. This measure is not currently required by the State.

Budgets were submitted for the five years of the proposed second renewal charter term. The budgets stated a positive increase in net assets for all five budget years. The first two budget periods stated an increase in revenue based on the increase in student enrollment. The last three periods had an increase of 1% based on anticipated increases in the per pupil tuition funding. Anticipated increases were budgeted

for variable expenses and fixed expenses. The school estimated billing at 97% of the charter enrollment and this is consistent with past attendance trends.

Plans to Meet Enrollment and Retention Targets of Special Populations

As required by Education Law Section 2851(4)(e), the School provided and the Department considered the a plan describing the means by which the charter school will meet or exceed enrollment and retention targets to be prescribed by the Board of Regents of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. According to the School, the percentage of SASCS students with free- and reduced-lunch eligibility has exceeded that of the Syracuse City School District (SCSD); with 77% vs. 75% in 2007-2008, 76% vs. 75% in 2008-2009, and 78% vs. 77% in 2009-2010. SASCS plans to continue its current practices of targeted mailings to all Syracuse residents who have school age children, media spots, including low profile and free news outlets to reach out to lower-socioeconomic populations, and an active recruitment in the refugee populations.

In order to further increase the ELL student population with regard to the refugee population, SASCS will disseminate informational materials regarding the school in several languages, such as Bosnian, Russian, and Spanish. This information will be available at the school, delivered through targeted mailings, and distributed by hand in refugee housing locations and community centers. In addition, the school is in the process of having its web application form in these languages. In order to increase its communication with these minority refugee populations, the school hired two Polish immigrants, one of its Bosnian graduates as part-time staff member, and two Russian parents as full time staff, one of whom also volunteers in the refugee community. The school intends to have staff members from different minority groups. SASCS is forming an advisory group that will include a former parent of a SASCS student with autism and ADHD. It will emphasize special education services in its flyers, informational meetings and show cases. They are preparing a school catalog which will include a section for special education services.

In order to retain its students from these populations, SASCS plans to continue to create a safe and supportive environment for the entire student body, and to provide necessary services needed to increase students' academic performance. They will employ a new strategy to gauge their retention success by color-coding parent surveys to assess parental satisfaction from the general student body, ELL, and special education populations. The board is in the process of developing a metrics-based dashboard system, which includes ELL, special education, and free- and reduced lunch student percentages. These numbers will be regularly reported to the board, and the board will develop annual goals in these areas, and achieving these goals in addition to other goals will determine the performance based discretionary salary increase for the School Director.

Summary of Public Comment

The Syracuse City School District (SCSD) held a hearing on January 17, 2012. Five people were in attendance; three from SASCS; one from the SCSD and one from Strategic Communications, LLC. There were no comments regarding the Renewal Application. The comments from the attendees focused on the positive SCSD and SASCS relationship. SCSD did not submit comments separate from the hearing. No other formal public comments were received.

Student Demographics⁵

	2008-2009		2009-2010		2010-2011	
	Percent of Charter Enrollment	Percent of Syracuse CSD Enrollment	Percent of Charter Enrollment	Percent of Syracuse CSD Enrollment	Percent of Charter Enrollment	Percent of Syracuse CSD Enrollment
Race/Ethnic Origin						
American Indian or Alaska Native	1	2	1	1	NA	NA
Black or African American	60	56	64	53	NA	NA
Hispanic or Latino	8	16	7	11	NA	NA
Asian or Native Hawaiian or Pacific Islander	2	3	1	5	NA	NA
White	26	22	23	29	NA	NA
Multiracial	3	2	4	0	NA	NA
Special Populations						
Eligible for Free Lunch	59	74	63	66	NA	NA
Eligible for Reduced-Price Lunch	17	8	15	9	NA	NA
Limited English Proficient	0	10	0	9	NA	NA
Students with Disabilities	8	20	6	20	NA	NA

⁵ Source: Source: Figures for 2008-2009 and 2009-2010 were taken from Department School Report Card, the Basic Education Data System (BEDS), Special Education School District Data Profile, and derived from data reported by the School in its Renewal Application. Note that data for the Syracuse CSD is for all students in the district (K-12).

Current Board of Trustees⁶

Name	Position on The Board	Committee affiliation(s)	Area of expertise, and/or additional role	Term information
Fehmi Damkaci	President	Academic Committee Lead	Professor of Chemistry SUNY Oswego	8/26/06 -8/08 8/08-8/11 8/11-8/14
Yildiray Yildirim	Vice President Treasurer	Financial Committee Led	Professor and Chair of Finance Department Syracuse University	8/03-8/06 8/06-8/09 8/09-8/12
Birol Ozturk	Secretary	Financial	Research Associate of Physics Northeastern University	8/09-8/12
Patricia Coban	Member	Academic	Former parent and community leader	8/03-8/05 8/05-8/08 8/08-8/11 8/11-8/14
Rev. Sherman Dunmore	Member	Academic	Former parent and community leader	9/06-8/07 8/07-8/10 8/10-8/13
Ehat Ercanli	Former president	Former Academic Committee Lead	Professor of Computer Engineering Syracuse University	8/03-8/06 8/06-8/09

School Leader History

Name	Term
Hakki Karaman	2003-2004 school year to 2007-2008 school year
Tolga Hayali	2008-2009 school year to current

⁶ Source: School Renewal Application and updates provided by the School.

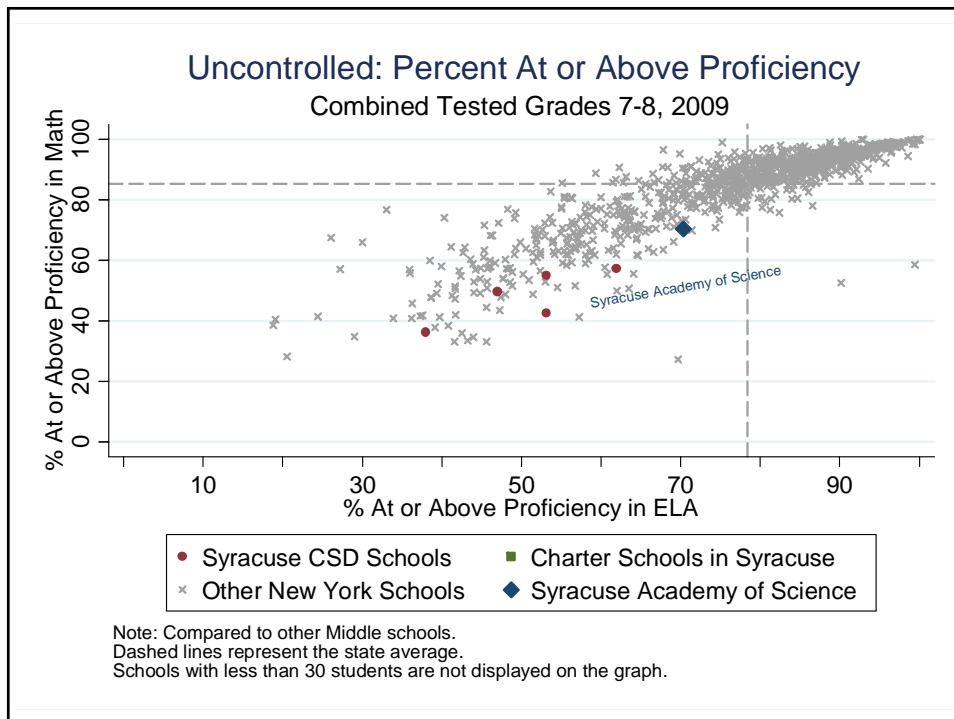


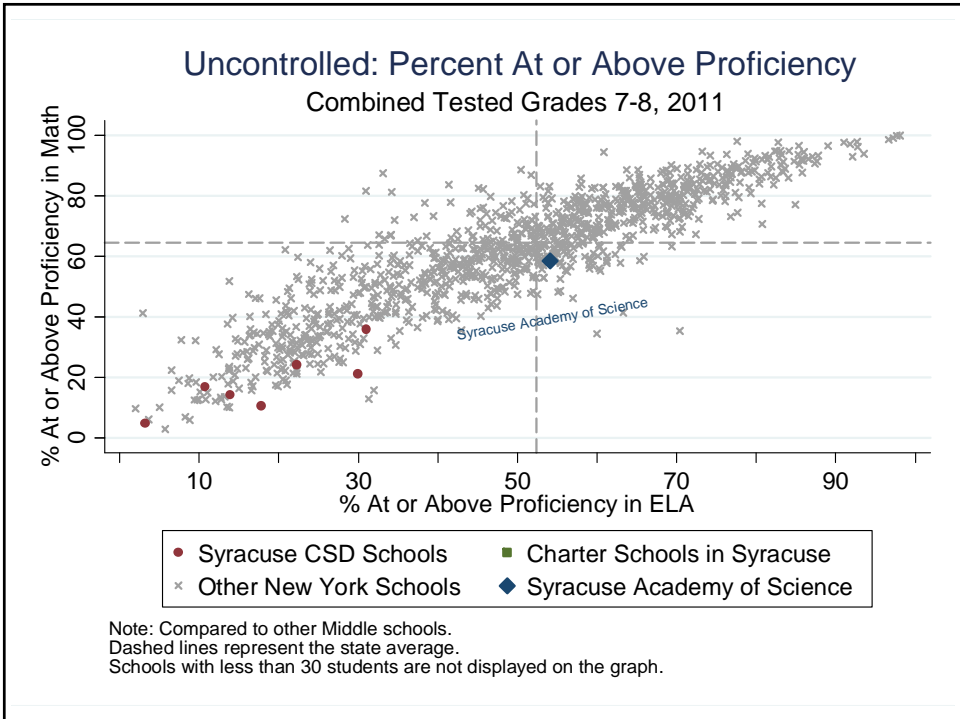
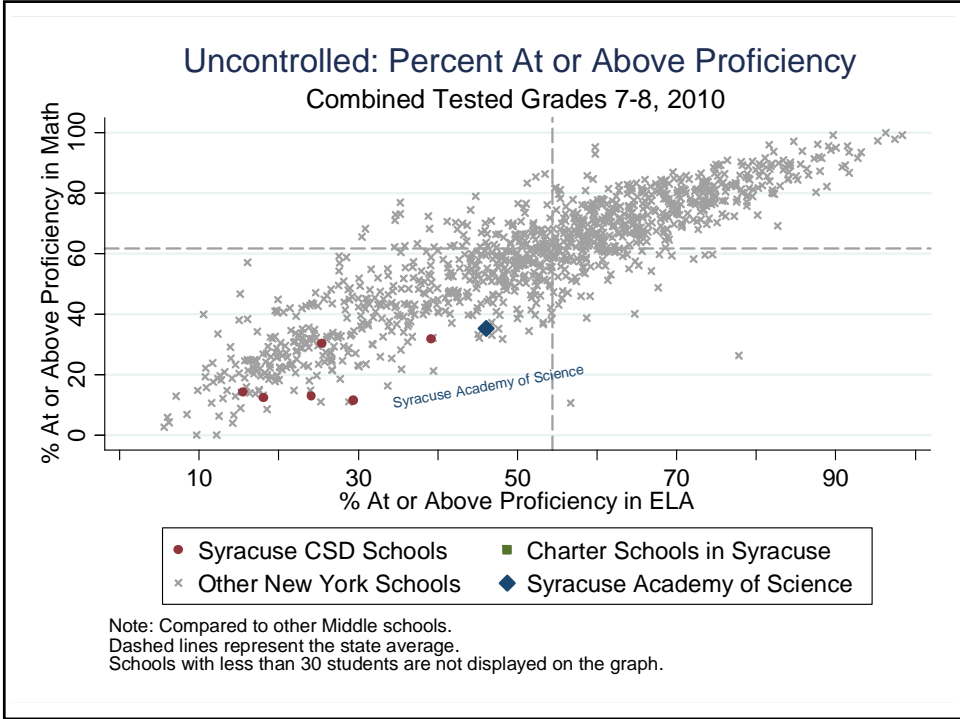
New York State Education Department

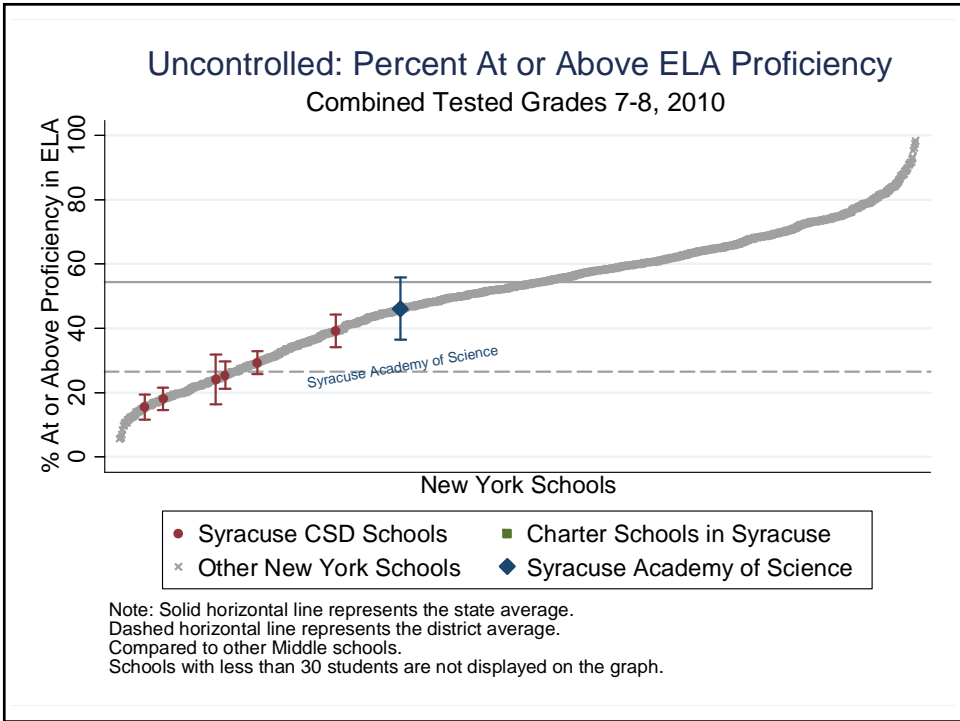
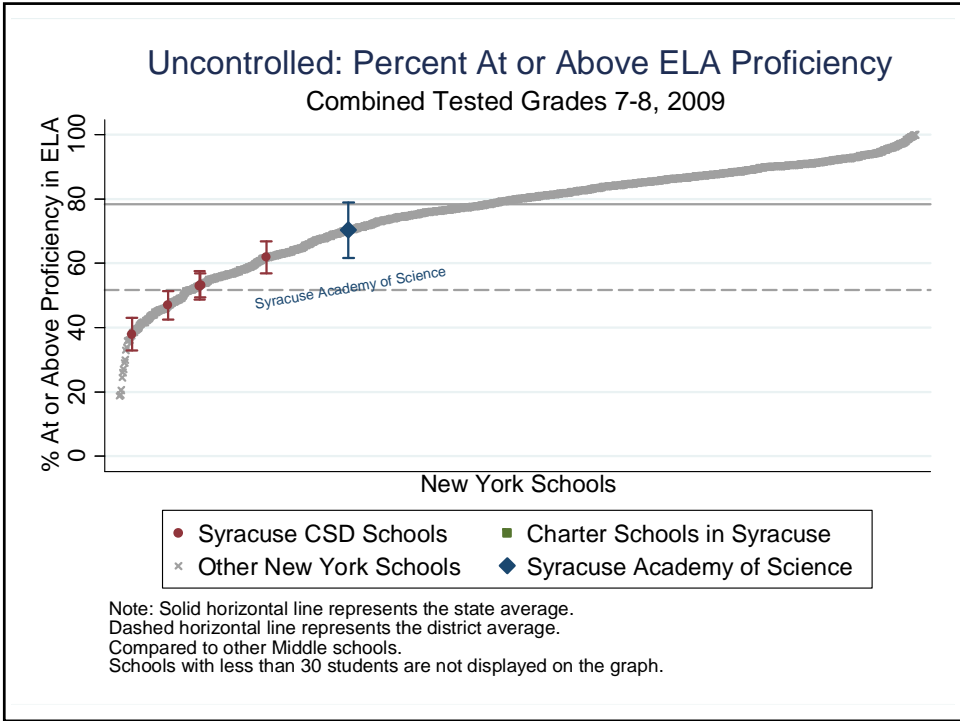
Charter School Renewal Recommendation Report Appendix A: Middle School Comparative Performance Analysis, Controlled and Uncontrolled

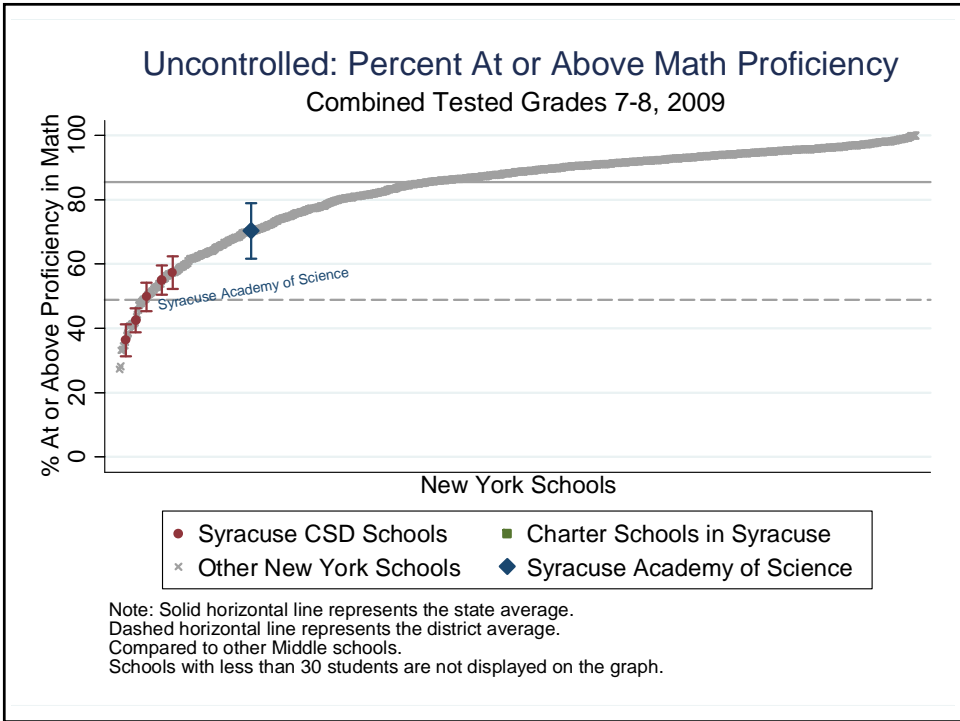
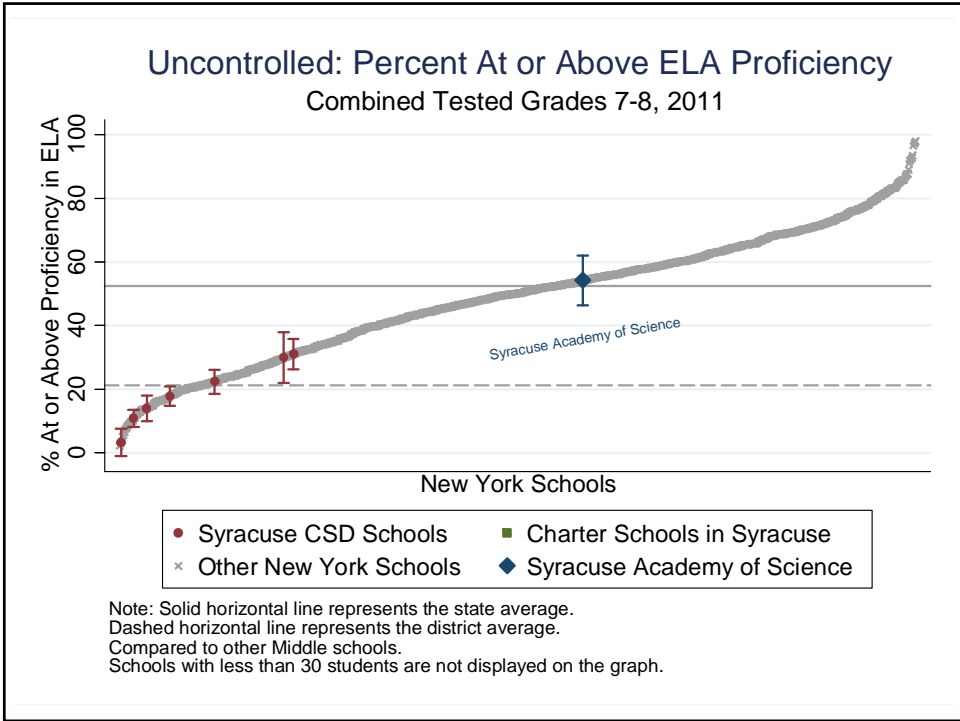
Syracuse Academy of Science Charter School *Application for 2nd Charter Renewal* March 2012

2009, 2010, and 2011 Performance on NYS Assessments in Grades 3 through 8 English
Language Arts and Mathematics
Compared to Other Public Middle Schools in Syracuse and in NYS who tested students
in Grades 7 through 8

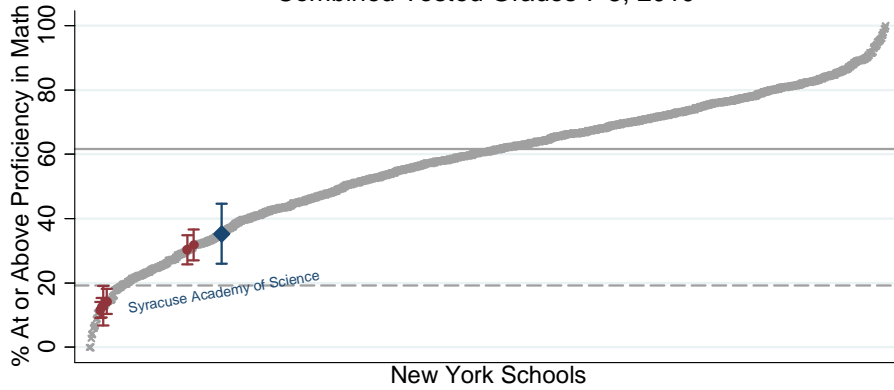








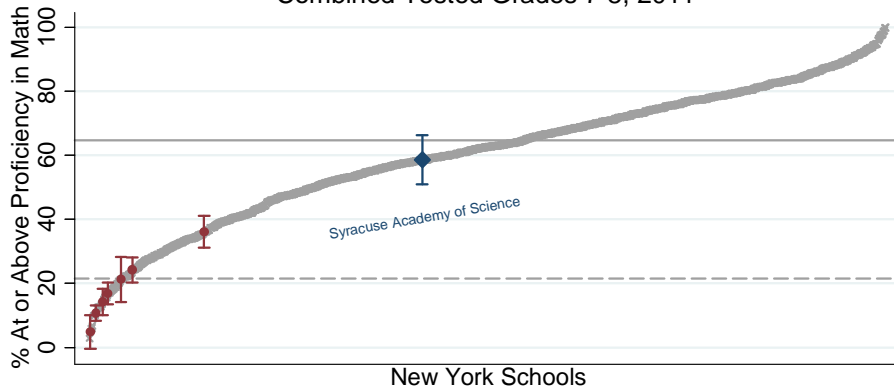
Uncontrolled: Percent At or Above Math Proficiency Combined Tested Grades 7-8, 2010



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other Middle schools.
Schools with less than 30 students are not displayed on the graph.

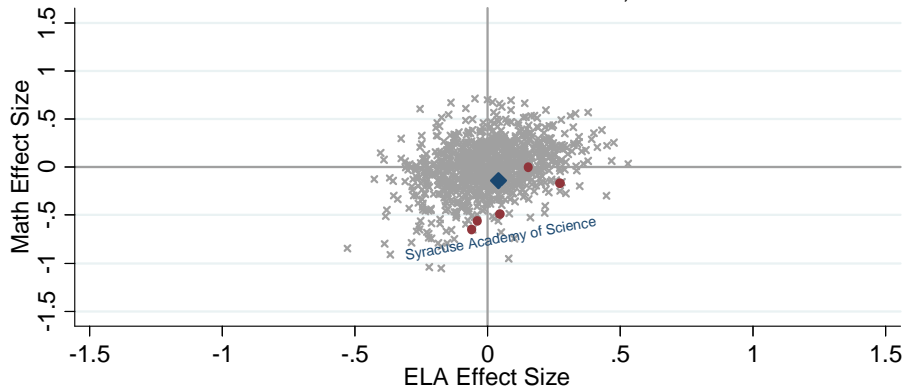
Uncontrolled: Percent At or Above Math Proficiency Combined Tested Grades 7-8, 2011



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other Middle schools.
Schools with less than 30 students are not displayed on the graph.

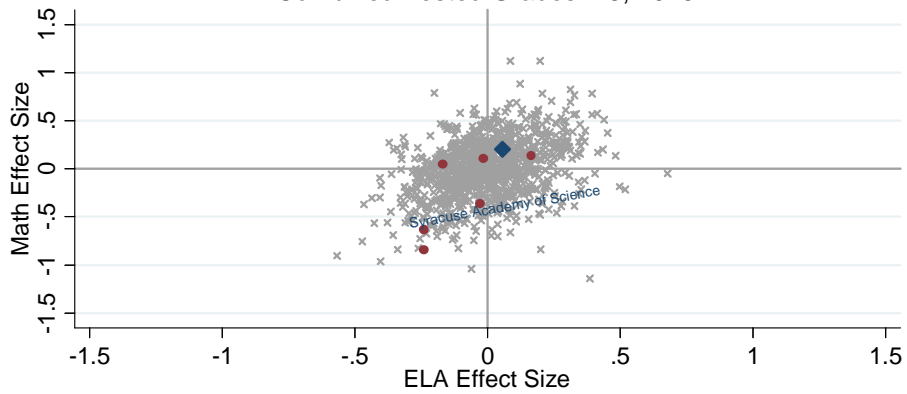
Controlled: Difference between Actual and Predicted Proficiency
 Combined Tested Grades 7-8, 2009



- Syracuse CSD Schools
- × Other New York Schools
- Charter Schools in Syracuse
- ◆ Syracuse Academy of Science

Note: Controlling for prior achievement and student demographic characteristics.
 Compared to other middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

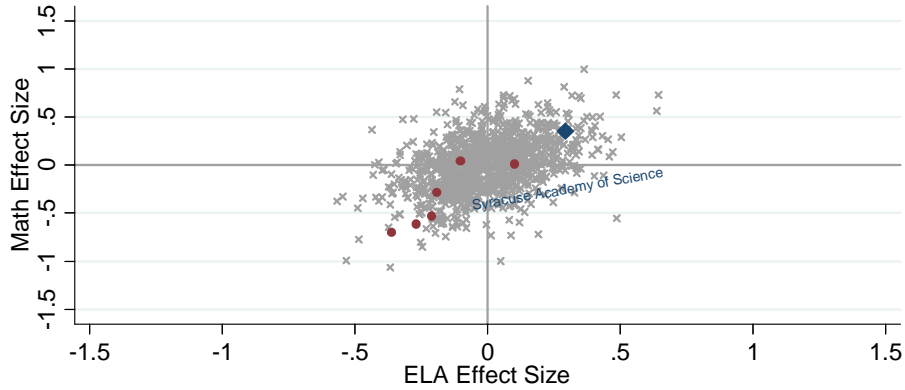
Controlled: Difference between Actual and Predicted Proficiency
 Combined Tested Grades 7-8, 2010



- Syracuse CSD Schools
- × Other New York Schools
- Charter Schools in Syracuse
- ◆ Syracuse Academy of Science

Note: Controlling for prior achievement and student demographic characteristics.
 Compared to other middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

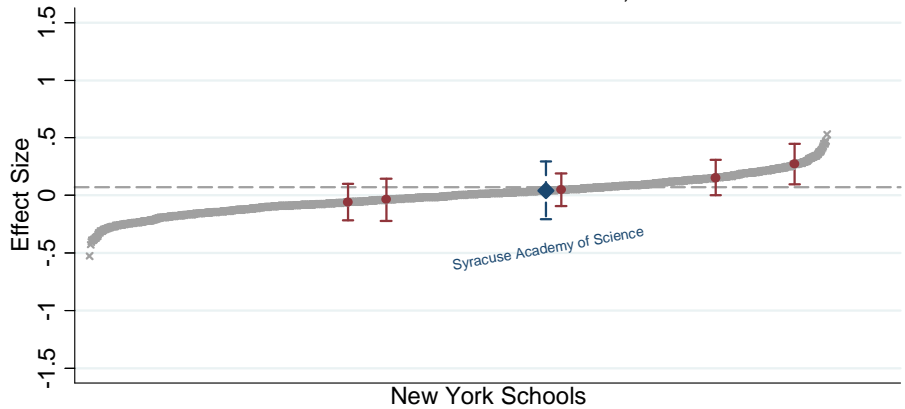
Controlled: Difference between Actual and Predicted Proficiency
 Combined Tested Grades 6-8, 2011



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Controlling for prior achievement and student demographic characteristics.
 Compared to other middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

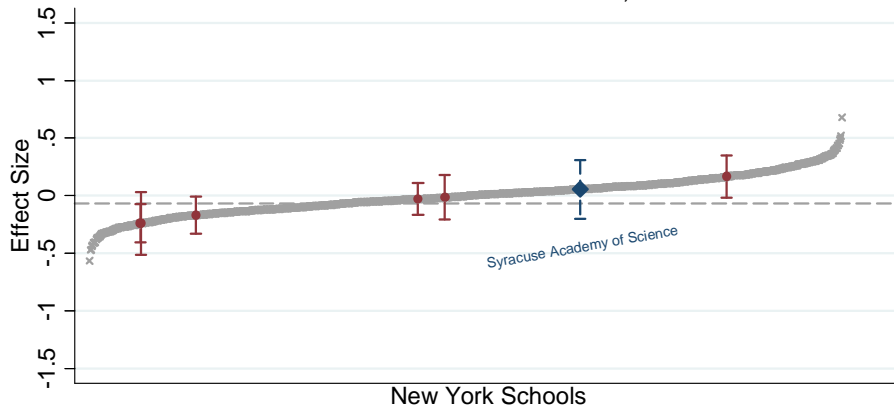
Controlled: Difference between Actual and Predicted ELA Proficiency
 Combined Tested Grades 7-8, 2009



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

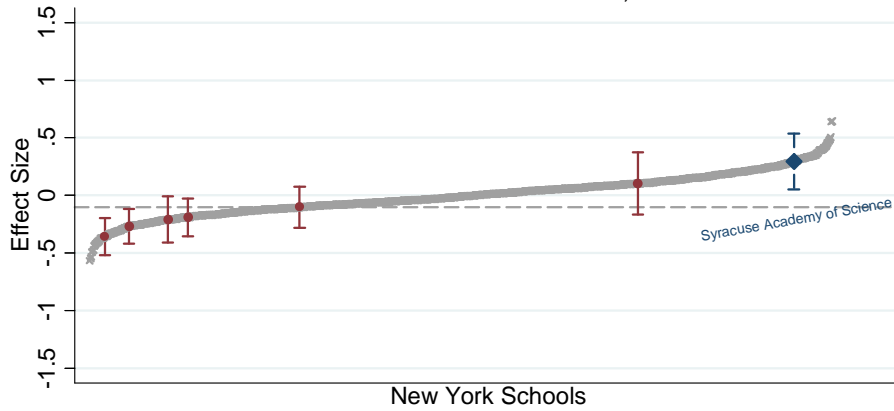
Controlled: Difference between Actual and Predicted ELA Proficiency
 Combined Tested Grades 7-8, 2010



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

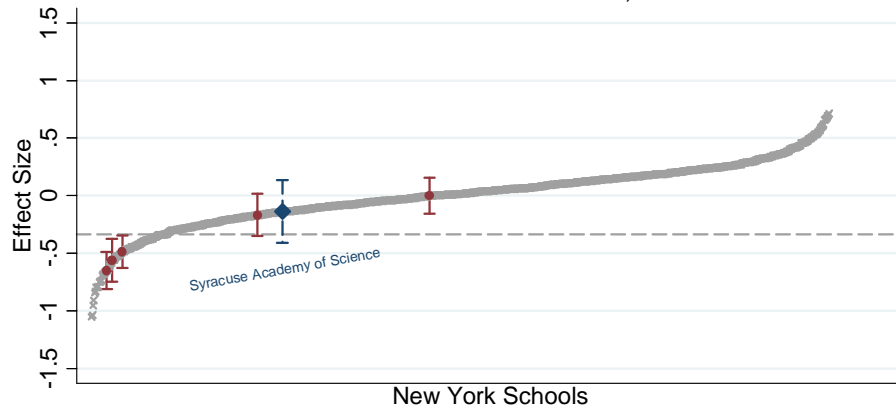
Controlled: Difference between Actual and Predicted ELA Proficiency
 Combined Tested Grades 6-8, 2011



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

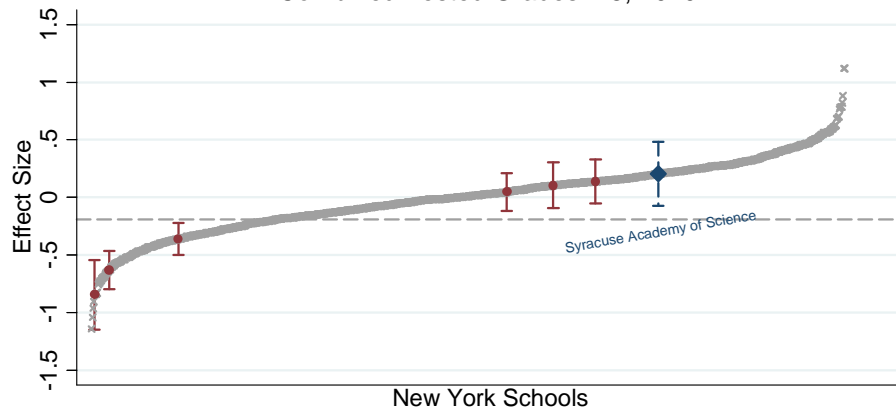
Controlled: Difference between Actual and Predicted Math Proficiency
 Combined Tested Grades 7-8, 2009



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

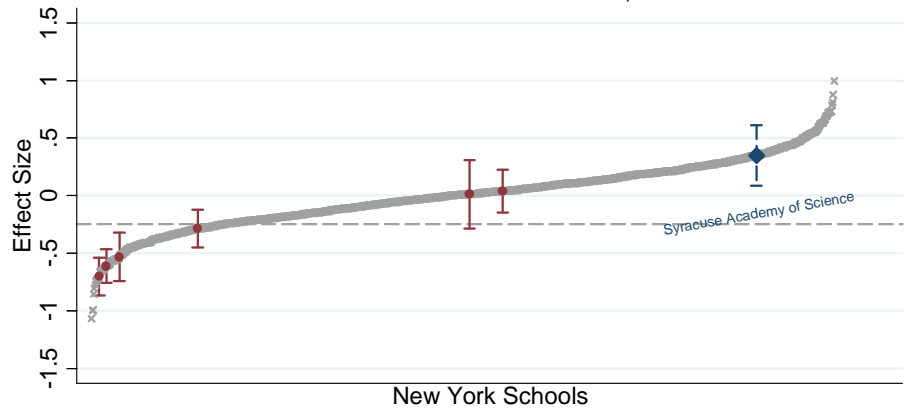
Controlled: Difference between Actual and Predicted Math Proficiency
 Combined Tested Grades 7-8, 2010



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

Controlled: Difference between Actual and Predicted Math Proficiency
 Combined Tested Grades 6-8, 2011



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

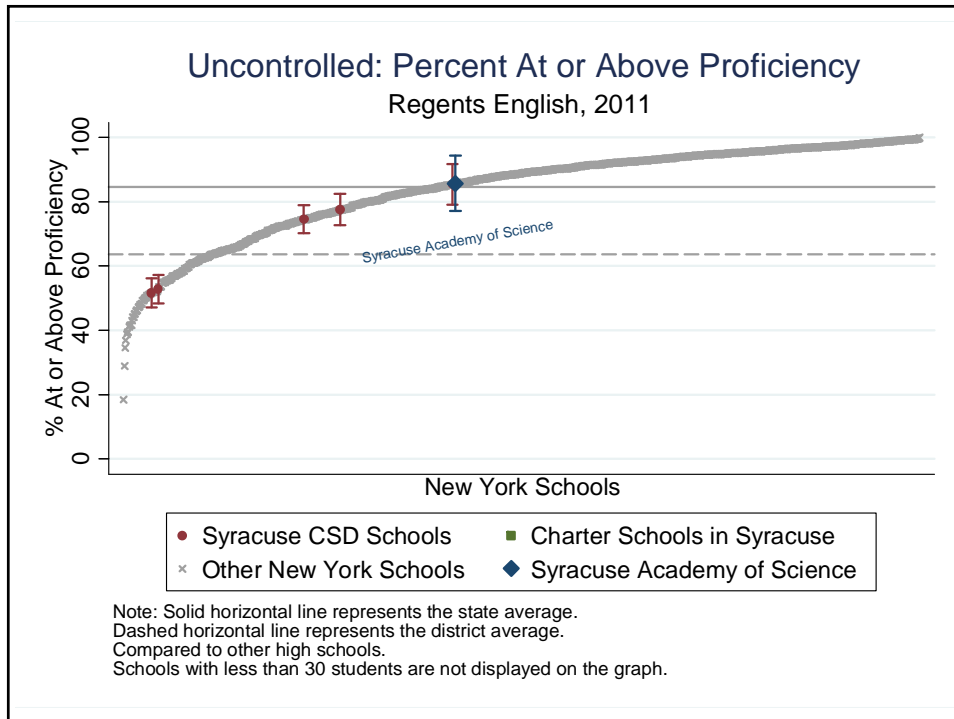


New York State Education Department

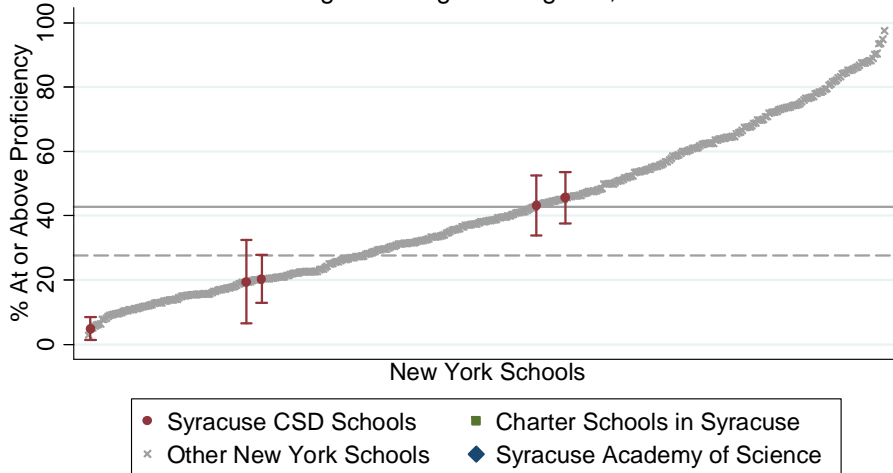
Charter School Renewal Recommendation Report Appendix B: High School Comparative Performance Analysis

Syracuse Academy of Science Charter School *Application for 2nd Charter Renewal* March 2012

2010 and 2011 Performance on NYS High School Regents Exams in
Comprehensive English, Integrated Algebra, and Geometry
Compared to Other Public High Schools in Syracuse and in NYS

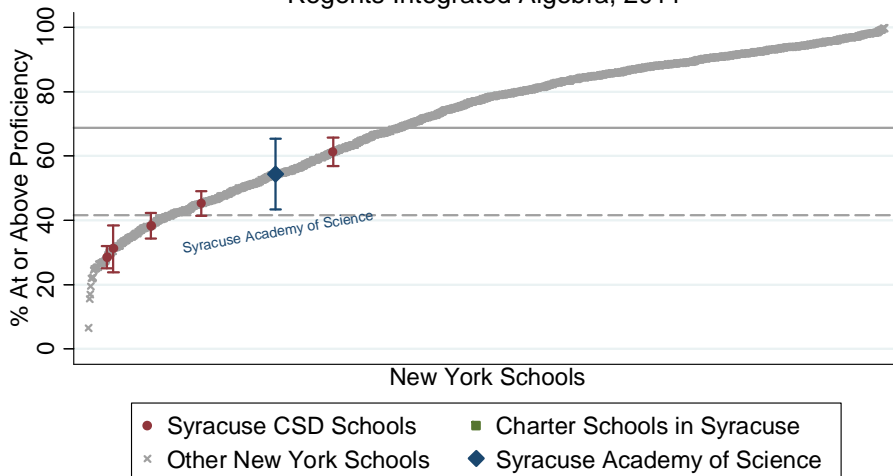


Uncontrolled: Percent of Students with Disabilities
At or Above Proficiency
Regents Integrated Algebra, 2011

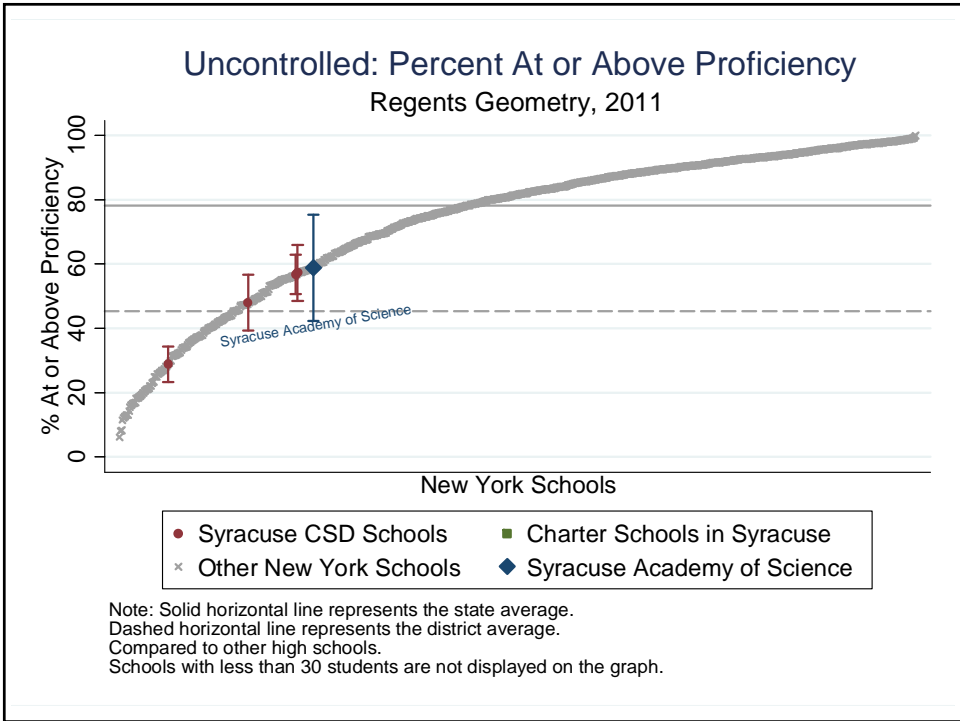
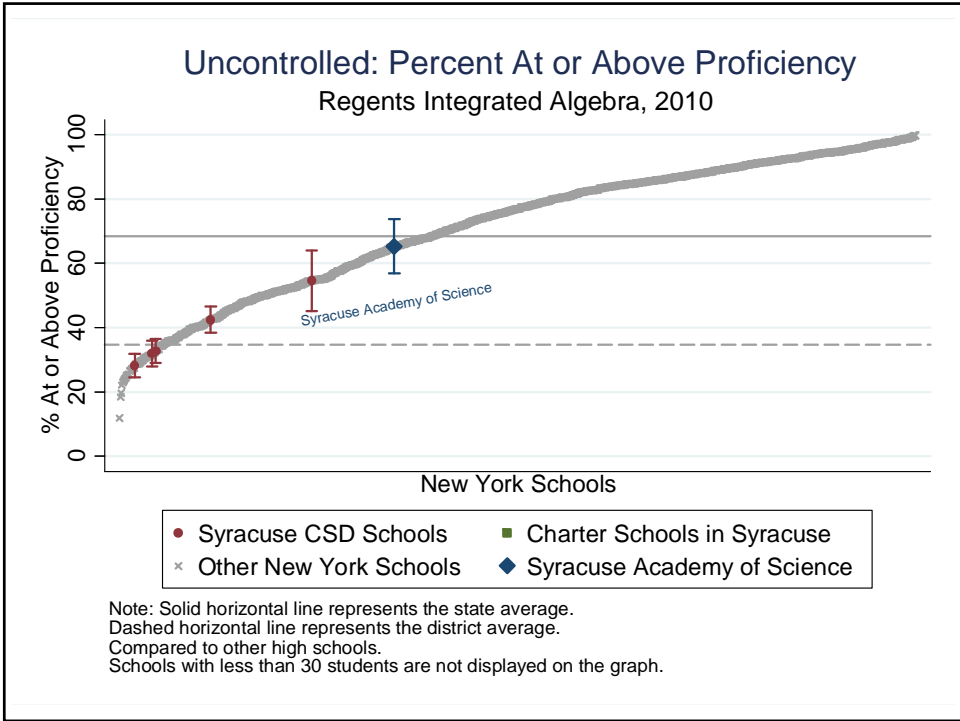


Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other high schools.

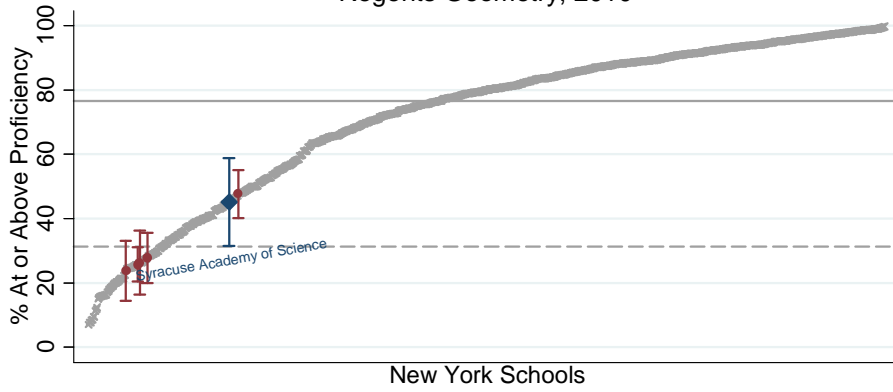
Uncontrolled: Percent At or Above Proficiency
Regents Integrated Algebra, 2011



Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other high schools.
Schools with less than 30 students are not displayed on the graph.



Uncontrolled: Percent At or Above Proficiency Regents Geometry, 2010



- Syracuse CSD Schools
- Charter Schools in Syracuse
- × Other New York Schools
- ◆ Syracuse Academy of Science

Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other high schools.
Schools with less than 30 students are not displayed on the graph.



New York State Education Department Charter School Office

Charter School Renewal Recommendation Report

Buffalo Academy of Science Charter School
Application for 2nd Charter Renewal

March 5, 2012

Report Introduction

This report is the primary means by which the Charter School Office of the New York State Education Department (the “Department”) summarizes for the New York State Board of Regents its findings and recommendations regarding a charter school’s Renewal Application.

Charter School Summary

Name of Charter School	Buffalo Academy of Science Charter School
Lead Applicant(s)	Dr. Murat Demirbas, Board Chair
District of Location	Buffalo City School District
Districts Served	Buffalo City, Kenmore, Lackawanna City, Orchard Park, and West Seneca
Opening Date	Fall 2004
Charter Terms	January 12, 2004 through January 11, 2009 (Initial) January 12, 2009 through June 30, 2012 (First Renewal) <i>Proposed 2nd Renewal: July 1, 2012 through June 30, 2015</i>
Management Company	None
Partners	None
Facilities	190 Franklin Street, Buffalo, lease with private landlord
Enrollment and Grade Span during Current Charter Term	225 students in grades 7-9 in 2004-2005 (Initial) 400 students in grades 7-12 in 2011-2012 (First Renewal) <i>Proposed 2nd Renewal: 400 students in grades 7-12 for the term of the charter</i>
Maximum Enrollment and Grade Span	Maximum enrollment of 400 students in grades 7-12 maintained through 2014-2015
Mission Statement	<p>“The mission of the Buffalo Academy of Science Charter School (BASCS) is to fulfill the high demands of students in Buffalo from grades 7 to 12, their parents and the community as a whole by addressing the following:</p> <ol style="list-style-type: none"> 1. Providing an excellent academic educational plan with emphasis on math, science, and technology while providing the opportunity for students to excel in any field of study. 2. Providing a rigorous, innovative, challenging and enhanced curriculum focused on preparing students’ per individual basis for college from a community who are not served successfully by public education and cannot afford the private education services. 3. Preparing students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity. 4. Creating a partnership and participation environment among the student – teacher- - parent triad that will provide our youth with the support necessary to reach their highest potential – intellectually, socially, emotionally, and physically.”

Background

The Board of Regents granted an initial charter to the Buffalo Academy of Science Charter School (“BASCS” or the “School”) in January of 1004. The school opened in Buffalo, NY in September of 2004, with 225 students in grades 7 through 9. The school added a grade each year over the next three years, when it served 450 students in grades 7 through 12. The Board of Regents granted a first renewal charter in December of 2008, for a term starting on January 12, 2009 and ending on June 30, 2012, which incorporated a change of enrollment to 400. During 2011-2012, BASCS serves 400 students in grades 7 through 12. In the School’s second Renewal application, BASCS requests a full five-year renewal charter term and to continue operations at the current maximum enrollment and grade span.

Recommendation and Required Findings

Recommendation: Short-term three-year charter renewal from July 1, 2012, through June 30, 2015.

Based on the Department’s review of the evidence submitted by BASCS and gathered by the Department, including, but not limited to, the school’s second Renewal Application, evaluation visits conducted during the charter term, and the school’s record of educational success based on NYS assessment data, the Department makes the following findings required by NYS Education Law Article 56, the Charter Schools Act (the “Act”):

- BASCS, as described in its Renewal Application, meets the requirements of the Act and all other applicable laws, rules and regulations;
- The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period;
- Approving the renewal application is likely to improve student learning and achievement and materially further the purposes set out in the Act in Education Law §2850(2); and
- Approving the renewal application would have a significant educational benefit to the students expected to attend BASCS.

However, as discussed below, the School’s educational record currently does not warrant a full five-year renewal term, and the Department recommends that the School be summatively re-evaluated against performance benchmarks within three years.

Therefore, the Department recommends that the Board of Regents approve the Renewal Application of BASCS and **renew its charter for the term from July 1, 2012, through June 30, 2015**, with authority to provide instruction to students in grade 7 through 12 with a maximum enrollment of 400 throughout the renewal charter term, and consistent with the other terms set forth in the renewal charter agreement.

Summary of Evidence

Educational Success

The Buffalo Academy of Science Charter School has established several academic goals. They address student achievement, growth, comparison with the district of location and college placement.

- An absolute goal for student achievement states that at least 90% of students at grade 8 will score at levels 2, 3, and 4, on NYS ELA and mathematics assessments. The School’s results are displayed in the table below. This goal was met in two of the past three years in each subject.

Subject	2008-2009	2009-2010	2010-2011
ELA – Grade 8	98%	84%	95%
Math – Grade 8	98%	91%	80%

- The growth goal for student achievement is to raise the percentage of students at grade 8 scoring at levels 3 and 4 on the NYS ELA and mathematics assessments by 20% over the four years following the 2009-2010 school year. In 2009-2010 for ELA, 22% of grade 8 students scored at levels 3 and 4, increasing to 36% in 2010-2011. In 2009-2010 for mathematics, 7% of grade 8 students scored at levels 3 and 4, increasing to 39% in 2010-2011. The School appears to be making progress towards this goal.
- The school’s comparative goal for student achievement is to outperform the Buffalo City School District (CSD) by at least 5% more at levels 3 and 4 on the NYS ELA and mathematics assessments in grade 8. In 2010-2011, BASCS had 36% of its grade 8 students score at levels 3 and 4 in ELA vs. 23% for Buffalo CSD, and BASCS had 39% of its grade 8 students score at levels 3 and 4 in mathematics vs. 28% for Buffalo CSD.
- Another absolute goal states that beginning in 2009-2010, 90% of the students will have completed the requirements for a Regents diploma within four years of entrance into ninth grade. The school reports an attainment level of 85% for the 2006 cohort, and states it is making progress to meet this goal.
- The growth goal for student achievement is to raise the percentage of students scoring at least 65 on each of the 5 Regents exams required for graduation by at least 20% over the four years beginning with 2009-2010. This data is not yet available. A similar comparison with the Buffalo City School District cannot be made for the same reason.
- The college placement goal would have 90% of senior students accepted by colleges. The school indicates that 94% of its graduates were accepted at colleges.

Under New York State’s current Differentiated Accountability System, BASCS is currently in good standing. In addition, the School’s first ninth-grade cohort (large enough to generate a graduation rate) that started ninth-grade at the School in 2004 had a 4-year graduation rate of 54% (the percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008), which met state standards at the time. The 4-year graduation rate increased to 67% for the 2005 cohort (the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009), exceeding the school’s progress target. Data for the 2006 cohort indicates that this improvement trend has continued and accelerated for the next cohort.

In order to provide further context, the Department conducted additional analyses of performance on NYS assessments in grades 7 and 8 over the past three years, in English language arts and mathematics, in comparison to other public schools located in Buffalo and across the state. This was done in two ways.

- 1) **Uncontrolled: Comparison of percentage of students scoring at Level 3 and 4.** First, the percentage of students scoring at Level 3 and 4 at BASCS profiled in comparison to the other public middle schools in Buffalo, as well as the district and state average.
- 2) **Controlled: Multi-variate regression model predicted vs. actual performance.** Second, a multi-variate regression model¹ was used to predict the expected performance of a school, controlling for the demographic composition and prior performance on the grade 6 NYS

¹ All public schools, including charter schools, in New York State of the same type (in this case, middle schools that tested students in grades 7 and 8) are included in the regression model, and model accounts for the prior 6th grade NYS assessment performance, percentage of students identified as eligible for free- and reduced-price lunch income, English language learners, and students with disabilities at each school. The overall predicted proficiency rating is calculated as a weighted average by the number of students tested in a given grade.

assessment of students that attend the school. BASCS’s performance against this regression model, along with those of other public middle schools in Buffalo, is expressed as an effect size.² A positive effect size indicates that the school is performing higher than would be predicted using the regression model and a negative effect size indicates that the school is performing lower than would be predicted using the regression model.

In both comparisons, a confidence interval³ is calculated to indicate whether the calculated percentage or effect size may fall within a “margin of error.”

The table below presents the uncontrolled percentage of BASCS students scoring at level 3 and 4 on the NYS assessments in ELA and mathematics over the past three years in comparison to other public middle schools testing grades 7 and 8 in the Buffalo City School District and the State.

Percentage of Students Scoring at Level 3 and 4 on the NYS assessments in Grades 7 and 8

School/District	Subject	2008-2009 ⁴	2009-2010	2010-2011
BASCS	ELA	55%	24%	26%
Buffalo CSD – Middle Schools	ELA	67%	43%	44%
State - ELA	ELA	78%	54%	52%
BASCS	Math	84%	18%	30%
Buffalo CSD – Middle Schools	Math	72%	45%	46%
State – Math	Math	85%	62%	65%

Graphic displays of this data, along with comparison to individual public schools in Buffalo and the State, both controlled and uncontrolled, are presented in *Appendix A: Middle School Comparative Performance Analysis, Controlled and Uncontrolled*. The results, in brief, can be summarized as follows: ***BASCS’s performance over the past three years based on NYS assessments in grades 7 and 8 combined is on balance, no better than other Buffalo middle schools, lower than the district average for middle schools⁵, and among the lowest in the state for middle schools. However, the School’s results improved between 2010 and 2011, and grade 8 results are also higher than grade 7 results. The School’s performs generally as predicted when controlled for student demographics.*** It should also be noted that an additional comparative analysis was conducted which included all public schools testing grades 7 and 8 (not just middle schools). In this analysis, the Buffalo CSD district average drops significantly in both ELA and mathematics across the three years, and BASCS scores comparably to the Buffalo CSD district average in both subjects across all three years with the inclusion of other schools .

At the high school level, a comparison of absolute passing rates was conducted for the Comprehensive English, Integrated Algebra, and Geometry Regents exams in 2010 and 2011. Graphic displays of this data, along with comparison to individual public high schools in Buffalo and the State, are presented in

² An “effect size” is determined by dividing the difference between the predicted and actual level of performance by the standard deviation. An effect size is calculated for each grade level and then an aggregate effect size is computed for the overall performance of the school, which is the measure being profiled. As rule of thumb, an effect size of 0.2 to 0.3 is generally considered to have a small effect, with 0.5 having a medium effect, and 0.8 or above having a large effect.

³ For the first set of comparisons of percentages of students scoring at Level 3 and 4, the confidence intervals are calculated using the formula for binomial proportion distributions. For the second comparisons based on the regression model, the confidence intervals are calculated using the standard errors of the prediction, which takes into account school random effects. Both sets of confidence intervals are calculated at 95% confidence level. This “margin of error” is represented visually in the Appendices by the vertical bars—the “whiskers”—above and below each plotted point.

⁴ Note that All NYS Assessment cut scores were recalibrated between the 2008-2009 and 2009-2010 tests.

Appendix B: High School Comparative Performance Analysis. The results, in brief, can be summarized as follows: ***BASCS's performance over the past two years based on NYS high school Regents exams in English and mathematics is in the top half of public high schools in Buffalo, at or better than the district average, comparable to the state average in English, but below the state average in mathematics.***

On November 29 and 30, 2011, a Department team conducted a renewal site visit at the school. During the renewal visit, the team interviewed members of the board of trustees, school administrators, teachers, parents and students. Members of the team also conducted twenty-five classroom visits, including each grade level served and every subject area. This followed an interim site visit conducted by a Department team on April 6, 2011. The renewal site visit team noted that the School transitioned to a substantially new leadership team over the summer, after the departure of several administrators. Findings of the renewal site visit team related to the school's educational program included the following:

- The newly configured leadership team has come together quickly and effectively to initiate some needed changes. Teachers feel positively about the change and the additional support they are receiving.
- Professional development has been expanded and targeted to specific needs.
- Student behavior was greatly improved when compared with prior visits, and was generally orderly. The improved behavior is attributed to the new behavior system, which focuses on addressing behavior issues at the classroom level.
- The school provides a variety of student support services, including services for students with disabilities, English language learners, and students struggling academically and socially.
- Instructional practice did not consistently reflect the level of rigor or focus on advanced science, math and technology work that the school design promised.
- BASCS is in the process of developing an internal standards-based assessment system.
- The use of data for instructional purposes continues to be developed.
- Parent involvement is gradually increasing, through home visits and additional activities of interest to families.
- The school is in the second year of implementation of a "six-point plan," which involves setting up the culture for high expectations; then articulating the curriculum; incorporating best practices; creating common benchmark assessments; providing interventions, and conducting progress monitoring.

In summary, BASCS has established a mixed record of educational success, which warrants summative re-evaluation against performance benchmarks within three years. The School's low performance in middle school is partially mitigated by a trend of improvement between 2009-2010 and 2010-2011, and also balanced by stronger results at the high school level, particularly a steady improvement in graduation rate outcomes.

Organizational and Fiscal Soundness

The Department team that visited BASCS for a renewal site visit in November of 2011 made findings about the school's organizational viability that included the following:

- The Board of Trustees provides appropriate oversight and support for the School.
- Parents are generally satisfied with the school, particularly with changes in student behavior.
- Upgrades to the facility have taken place with new flooring and lighting installed. All groups interviewed consider the facility safe.

The Department reviewed audited financial statements for the School for the current renewal charter period, including operating years 2008-2009 through 2010-2011. During this period, the school maintained a positive increase in net assets with an overall increase in the net asset balance from \$500,494 in 2008-2009 to \$1,494,740 in 2010-2011. The school historically has demonstrated a trend towards continued solvency and stability. Cash balances were maintained at a substantial level and increased each year. Cash balances were \$445,888 to \$1,203,010 and the working capital ratio increased from .75 to 2.81 during this period. The Department also reviewed Reports on Internal Controls over Financial Reporting issued with the annual independent audit for the current charter renewal period. There were internal control findings noted prior to the current charter period, but all issues were addressed by the board and corrected during the current charter term.

The Board of Trustees appoints a treasurer who works with a finance committee. The full Board reviews the monthly financial reports and approves all purchases over \$10,000. Historically, the Board of Trustees has responded in a positive manner initiating all recommendations in any audits findings. The Board of Trustees hires an independent certified auditor each fiscal year to perform the annual audit. The Board of Trustees also has an audit committee that engages with the external auditors on interim and draft financial reports.

Faithfulness to the Charter

Key design elements of the School's charter include:

- Emphasis on math, science and technology
- Individualized instruction and tutoring
- Modular instruction – unit based
- Role modeling
- Multi-cultural theme
- International field trips and summer schools

In its current charter, BASCS articulated several charter-specific goals related to college-placement, parent satisfaction, re-enrollment of students, use of national standardized tests, and participation in math and science Olympiads, and reports meeting each of these goals.

The Department team that visited BASCS for a renewal site visit in November of 2011 made findings about the school's faithfulness to its charter that included the following:

- The school is true to its stated mission to some extent. All groups interviewed spoke of a focus on science and technology.
- All groups interviewed spoke of the key design elements that are spelled out in the charter. During the site visit, limited evidence was observed by the site team to support some of these elements in instructional practice.

Plans for Next Charter Period

BASCS is not requesting any changes that are inconsistent with those approved in the current charter. In the next charter term, the School will focus on implementing a rigorous curriculum with data driven instruction in the classroom, with continuous follow up and purposeful professional development throughout the year. To further implement the School's focus on science and technology, BASCS plans to bring the national First Lego Leagues competition to Buffalo.

The Department also reviewed budgets submitted for the renewal period, fiscal years 2012-2013 to 2016-2017. The budgets projected an increase in net assets and an increase in the cash balance. The per pupil tuition rate, which is the school's main revenue source, was projected to increase 5% per year in the school's five-year budget, which may be an aggressive budget assumption given the per pupil tuition rate trend in previous years since 2008-2009, where the per pupil tuition rate remained at the previous year's level or there was a minimal increase of 1.5 %. However, the School also budgets an increase in expenses at a 5% rate, which is higher than prior year increases, which, along with the net assets balance projected at the end of the current charter period, should mitigate aggressive revenue assumptions.

Plans to Meet Enrollment and Retention Targets of Special Populations

As required by Education Law Section 2851(4)(e), the School provided and the Department considered a plan describing the means by which the charter school will meet or exceed enrollment and retention targets to be prescribed by the Board of Regents of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

According to the School, the percentage of BASCS students with free- and reduced-lunch eligibility has equaled or exceeded that of the Buffalo City School District (BCSD); namely 87% vs. 80% in 2007-08, 82% vs. 82% in 2008-09, and 86% vs. 77% in 2009-10. BASCS will continue to use its current best practices in order to retain its high rate of free and reduced lunch eligible students, including targeted mailings to all Buffalo city residents who have school age children, media spots, including low profile and free news outlets to reach out to lower-socioeconomic populations, and active recruitment in the refugee populations.

BASCS reports enrolling 23 English language learners (6% of its population) in 2011-2012. In order to increase its ELL population, the School will actively reach out to the refugee population in Buffalo using current students as liaisons, conduct home visits to ELL students' families and organize information sessions at local community centers. The School also plans to visit two of the largest immigrant organizations in Buffalo: International Institute of Buffalo and Hispanic United of Buffalo and provide information sessions and promotional materials. BASCS reports enrolling 26 students with disabilities (7% of its population) in 2011-2012. BASCS offers special education services with 4.5 full time teachers who are specialized in one core area. BASCS will include the scope of its special education services as well as testimonials from parents of students with disabilities in its promotional materials and make sure that BASCS open houses have a session regarding the special education services for its prospective parents.

In order to retain students from these populations, the School indicates that it will continue to provide a safe and supportive environment for the students to be included in the general school body, and to provide necessary services needed to increase students' academic performance. In addition, the School's plan indicates that the board of trustees will establish annual goals related to enrollment and retention targets, and that achieving these goals, in addition to other goals, will determine the performance-based discretionary salary increase for the School's Director.

Summary of Public Comment

As required by the Act, the Department notified the Buffalo City School District and public and nonpublic schools in the same geographic area as Buffalo Academy of Science Charter School about the submission of the school’s Renewal Application. The District held the required hearing on January 4, 2012. According to the minutes of the hearing, a brief informational presentation about the school was made by a District staff person, and a representative from Buffalo Academy of Science was given an opportunity to respond to questions from the Board of Education Charter School Committee members. Questions were asked regarding student achievement and how the school is addressing it, special education and ELL student populations, staff demographics, student academic support, and students returning to the Buffalo Public Schools. Three members of the Board of Education Charter School Committee submitted Charter School Renewal Forms. In response to a question regarding the number of years recommended for renewal for Buffalo Academy of Science Charter School, all three respondents indicated a recommendation of three years.

Student Demographics⁶

	2008-2009		2009-2010		2010-2011	
	Percent of Charter Enrollment	Percent of Buffalo CSD Enrollment	Percent of Charter Enrollment	Percent of Buffalo CSD Enrollment	Percent of Charter Enrollment	Percent of Buffalo CSD Enrollment
Race/Ethnic Origin						
American Indian or Alaska Native	0	1	1	1	NA	NA
Black or African American	83	57	76	56	NA	NA
Hispanic or Latino	4	15	7	15	NA	NA
Asian or Native Hawaiian or Pacific Islander	0	3	1	4	NA	NA
White	12	24	11	23	NA	NA
Multiracial	1	0	4	1	NA	NA
Special Populations						
Eligible for Free Lunch	65	74	67	70	NA	NA
Eligible for Reduced-Price Lunch	17	8	19	7	NA	NA
Limited English Proficient	4	8	4	8	N/A	NA
Students with Disabilities	9	17	9	17	N/A	NA

⁶ Source: Source: Figures for 2008-2009 and 2009-2010 were taken from Department School Report Card, the Basic Education Data System (BEDS), Special Education School District Data Profile, and derived from data reported by the School in its Renewal Application. Note that data for the Buffalo CSD is for all students in the district (K-12).

Current Board of Trustees⁷

Name	Position on Board	Committee Affiliation(s)	Area of expertise and/or additional role at school (parent, staff member, etc.)	Number of terms served and length of each, including date of elections and expiration
Dr, Murat Demirbas	President	NA	Computer Science at University at Buffalo	2 nd three year term, expiring September, 2011
Levent Kaya	Member	NA	Charter schools director, financial	3 rd three year term, expiring September 2013
Dr. Mustafa Gokcek	Member	NA	Social Sciences at Niagara University, Legal Issues	2 nd three year term expiring October 2011
Fr. Shigeji Fujita	Member	NA	Physics Professor at University at Buffalo, Collaboration	3 rd three year term expiring
Kameylah Hakim	Member	NA	Higher Education, Personnel and Academics	2 nd three year term expiring September 2013
Ismail Unlusoy	Secretary	NA	Charter school director, personal and academics	1 st three year term expiring September 2012
Dr. Tefvik Kosar	Member	NA	Computer Science at University at Buffalo, charter school law	1 st three year term expiring July 2014

School Leadership History

Name	Term
Levent Kaya	2004-2009
Ismail Unlosoy	2009-2011
Mustafa Ersoy	2011 to present

⁷ Source: School Renewal Application and updates provided by the School.

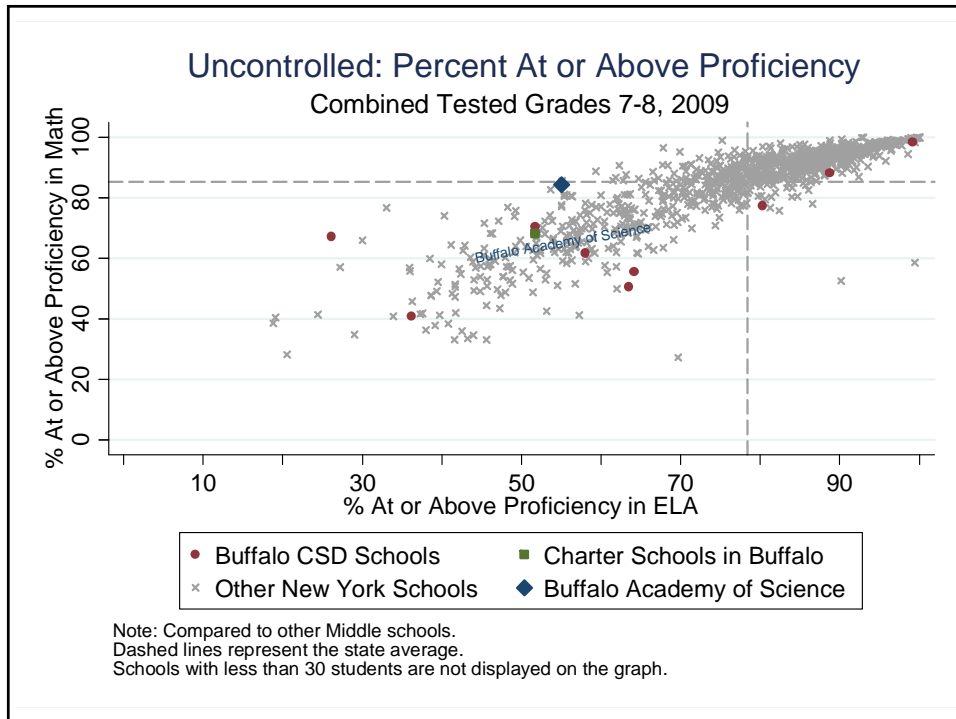


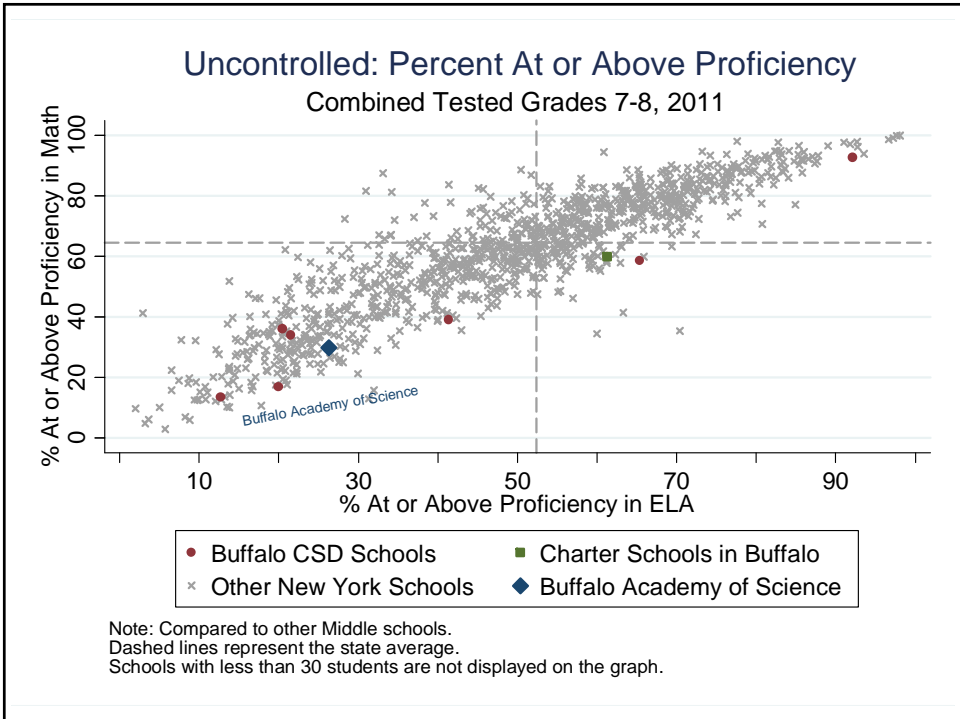
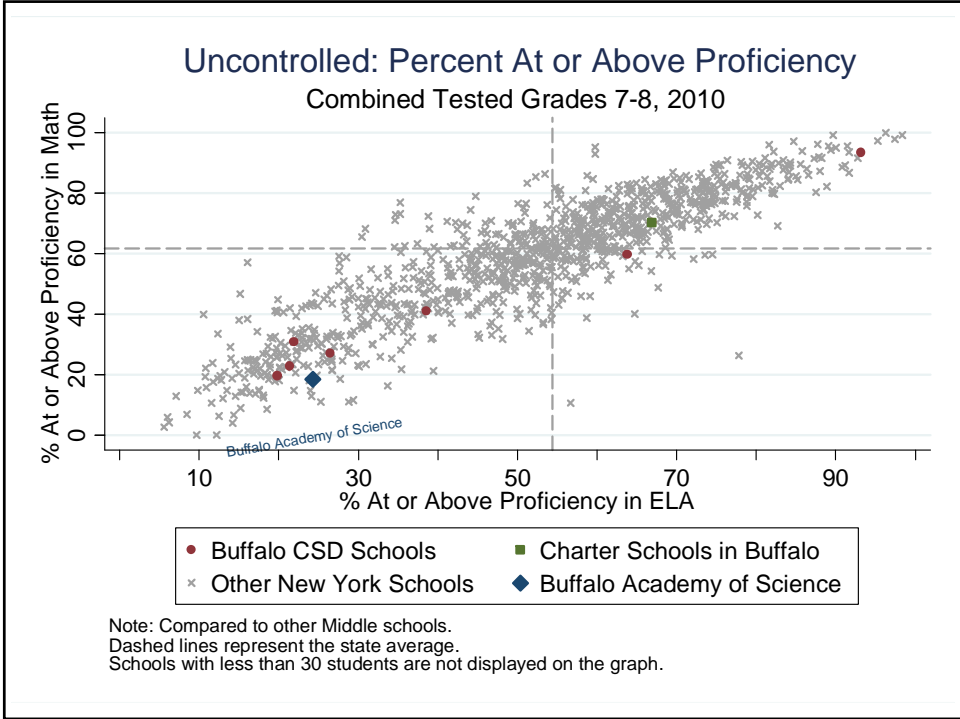
New York State Education Department

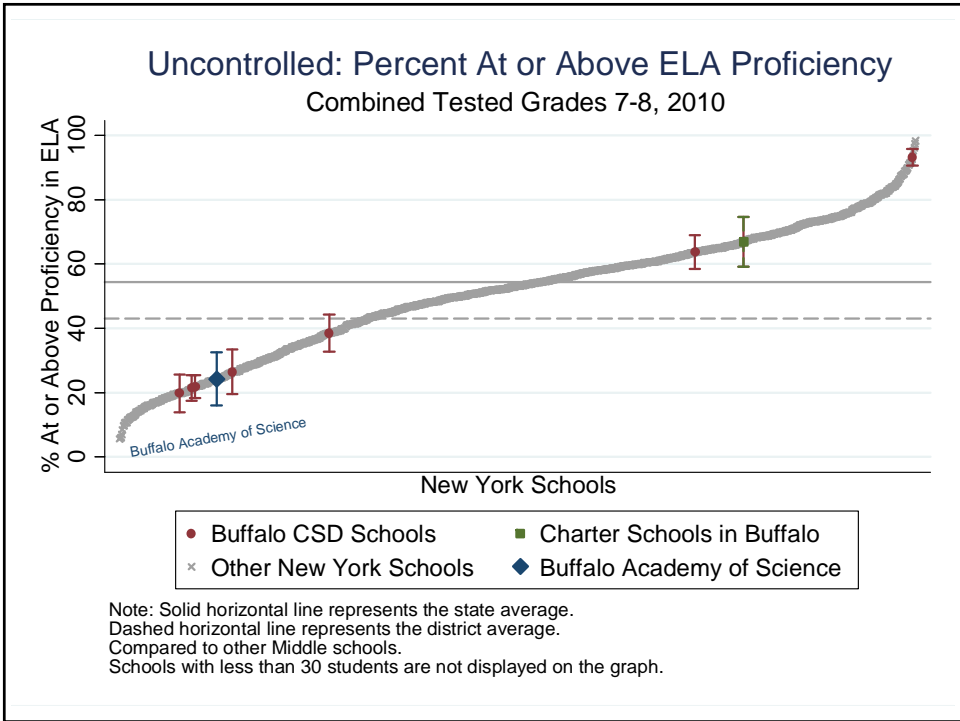
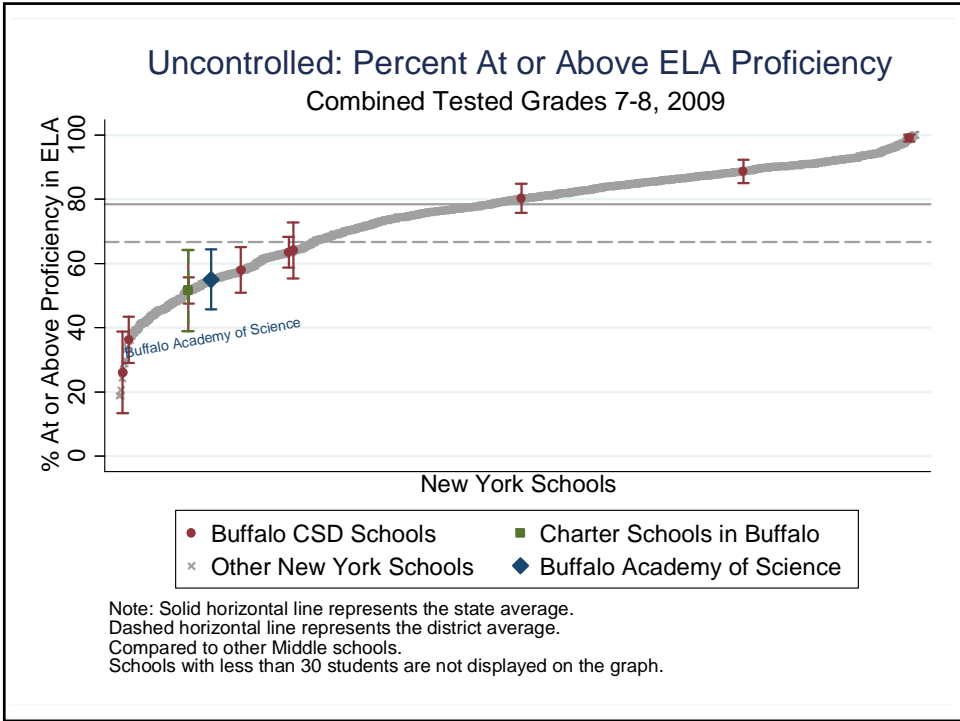
Charter School Renewal Recommendation Report Appendix A: Middle School Comparative Performance Analysis, Controlled and Uncontrolled

Buffalo Academy of Science Charter School *Application for 2nd Charter Renewal* March 2012

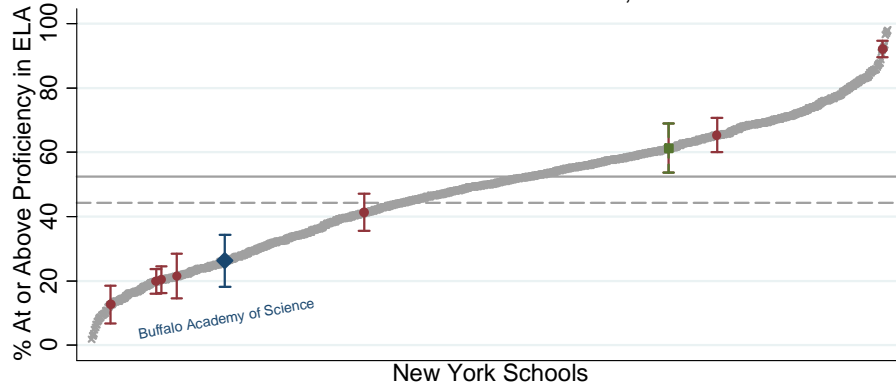
2009, 2010, and 2011 Performance on NYS Assessments in Grades 3 through 8 English
Language Arts and Mathematics
Compared to Other Public Middle Schools in Buffalo and in NYS who tested students
in Grades 7 through 8







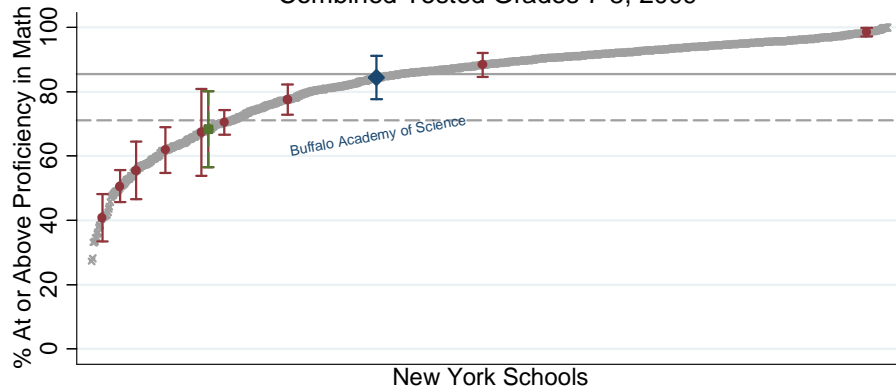
Uncontrolled: Percent At or Above ELA Proficiency Combined Tested Grades 7-8, 2011



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other Middle schools.
Schools with less than 30 students are not displayed on the graph.

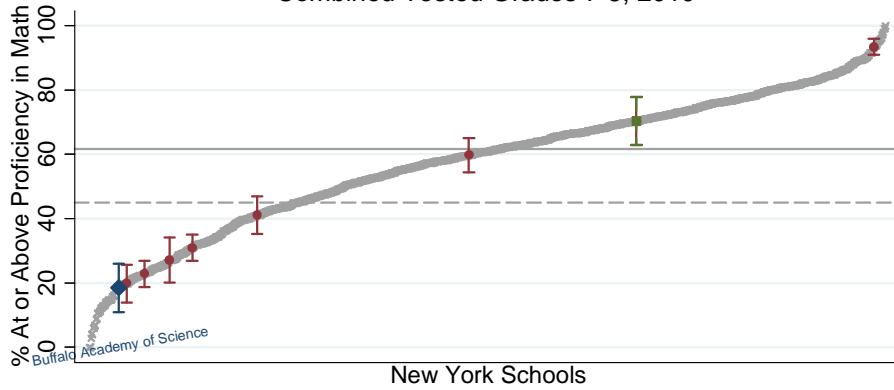
Uncontrolled: Percent At or Above Math Proficiency Combined Tested Grades 7-8, 2009



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other Middle schools.
Schools with less than 30 students are not displayed on the graph.

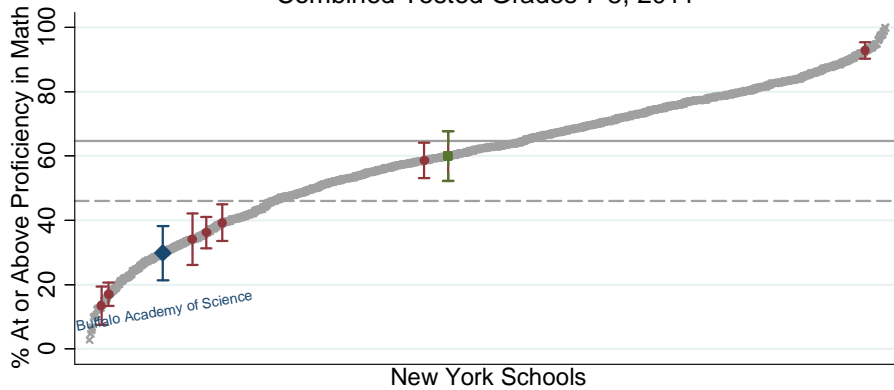
Uncontrolled: Percent At or Above Math Proficiency Combined Tested Grades 7-8, 2010



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other Middle schools.
Schools with less than 30 students are not displayed on the graph.

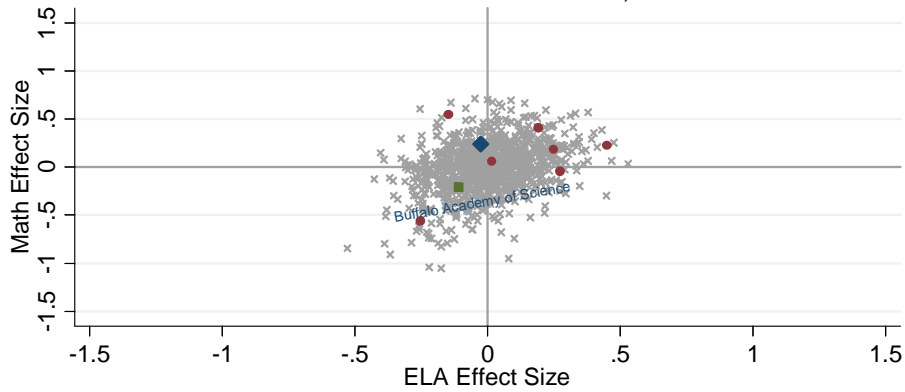
Uncontrolled: Percent At or Above Math Proficiency Combined Tested Grades 7-8, 2011



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other Middle schools.
Schools with less than 30 students are not displayed on the graph.

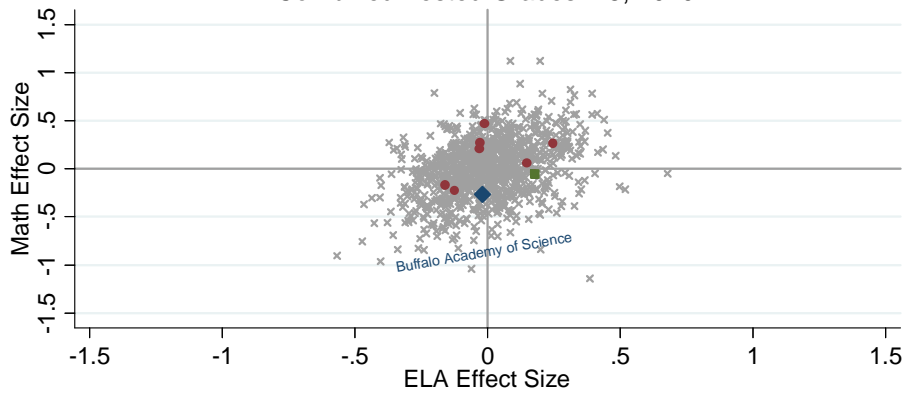
Controlled: Difference between Actual and Predicted Proficiency
 Combined Tested Grades 7-8, 2009



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Controlling for prior achievement and student demographic characteristics.
 Compared to other middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

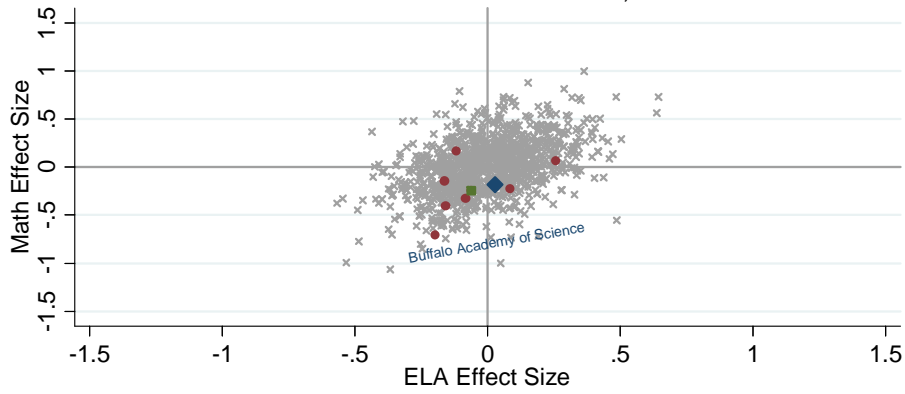
Controlled: Difference between Actual and Predicted Proficiency
 Combined Tested Grades 7-8, 2010



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Controlling for prior achievement and student demographic characteristics.
 Compared to other middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

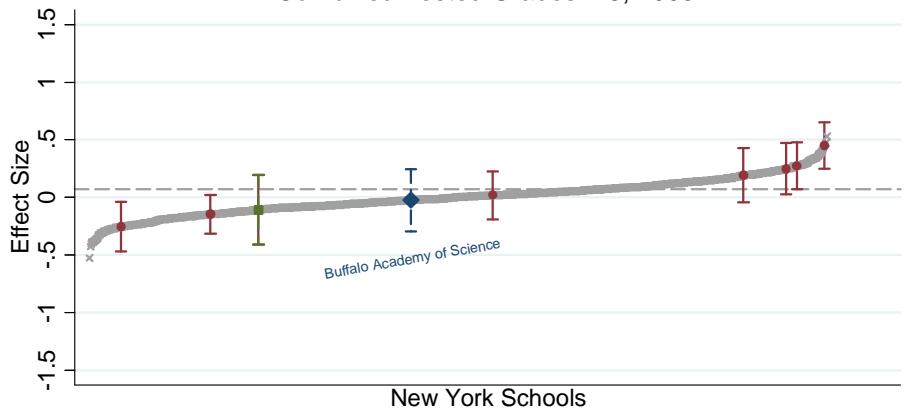
Controlled: Difference between Actual and Predicted Proficiency
 Combined Tested Grades 7-8, 2011



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Controlling for prior achievement and student demographic characteristics.
 Compared to other middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

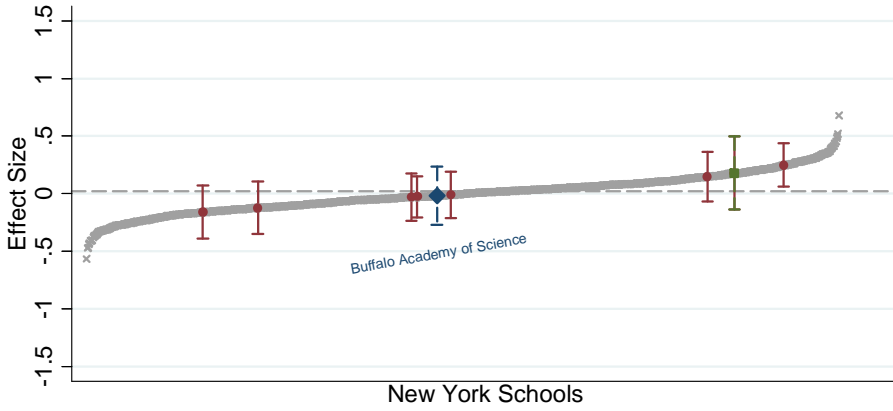
Controlled: Difference between Actual and Predicted ELA Proficiency
 Combined Tested Grades 7-8, 2009



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

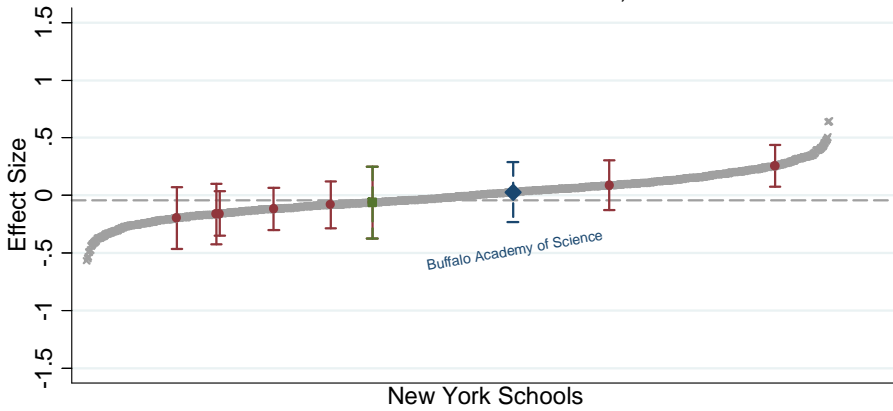
Controlled: Difference between Actual and Predicted ELA Proficiency
 Combined Tested Grades 7-8, 2010



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

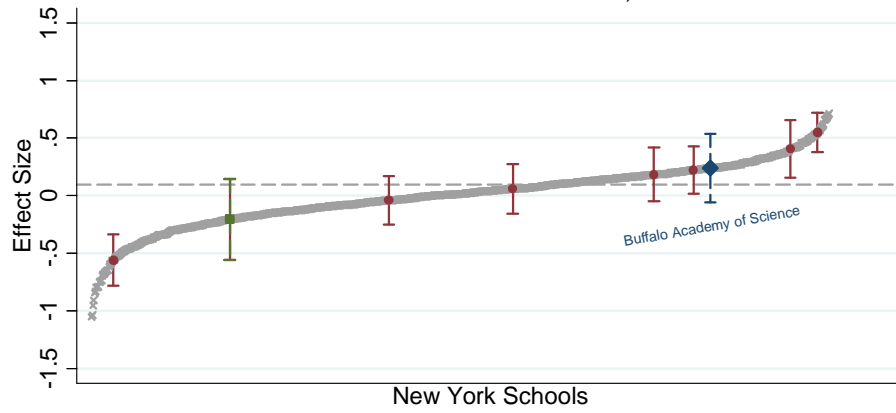
Controlled: Difference between Actual and Predicted ELA Proficiency
 Combined Tested Grades 7-8, 2011



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

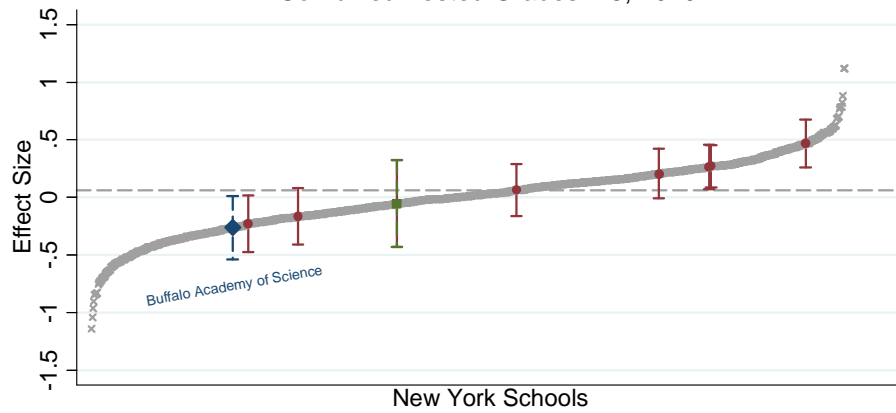
Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

Controlled: Difference between Actual and Predicted Math Proficiency
 Combined Tested Grades 7-8, 2009



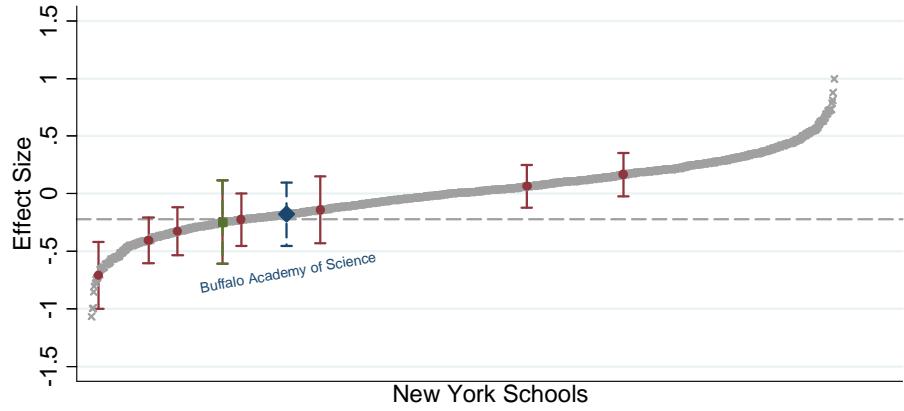
Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

Controlled: Difference between Actual and Predicted Math Proficiency
 Combined Tested Grades 7-8, 2010



Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

Controlled: Difference between Actual and Predicted Math Proficiency
 Combined Tested Grades 7-8, 2011



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Buffalo Academy of Science

Note: Dashed line represents district average for middle schools.
 Average of 7th and 8th grade performance.
 Schools with less than 30 students are not displayed on the graph.

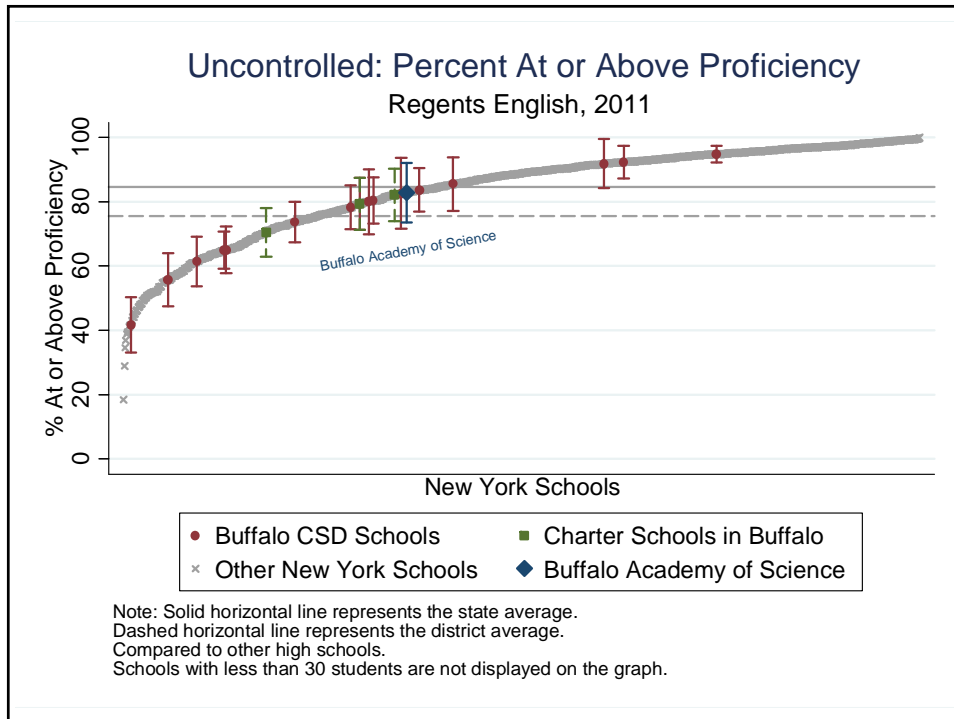


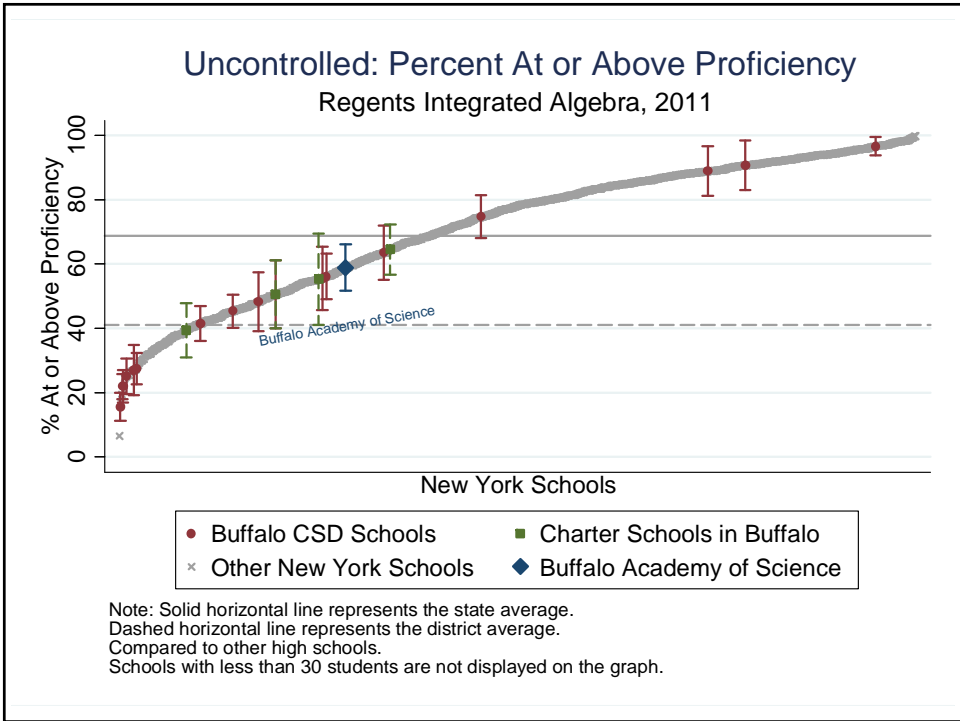
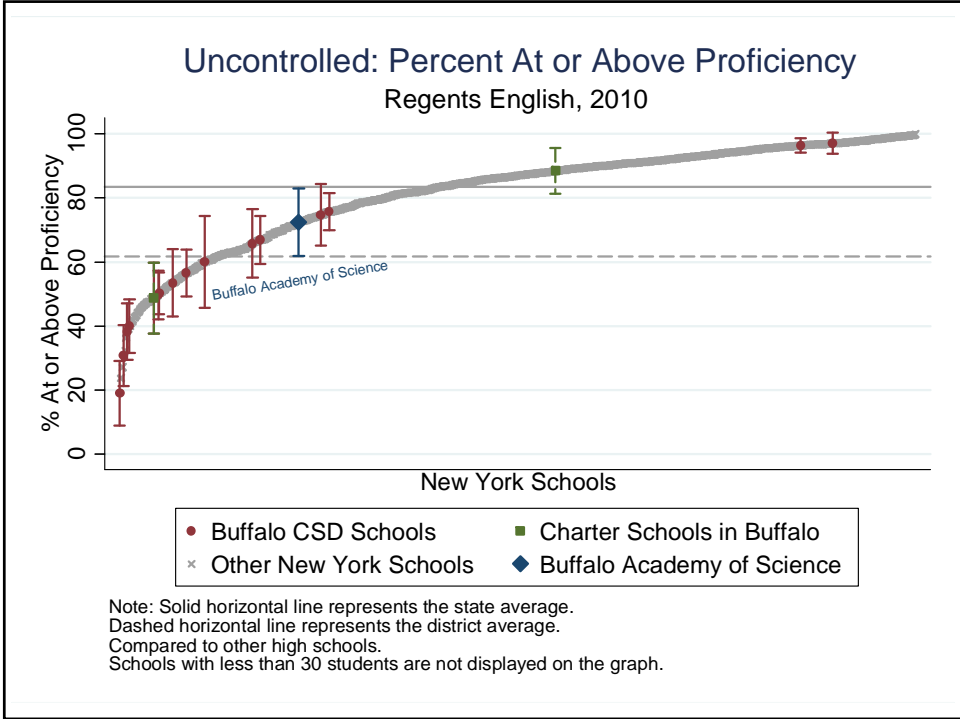
New York State Education Department

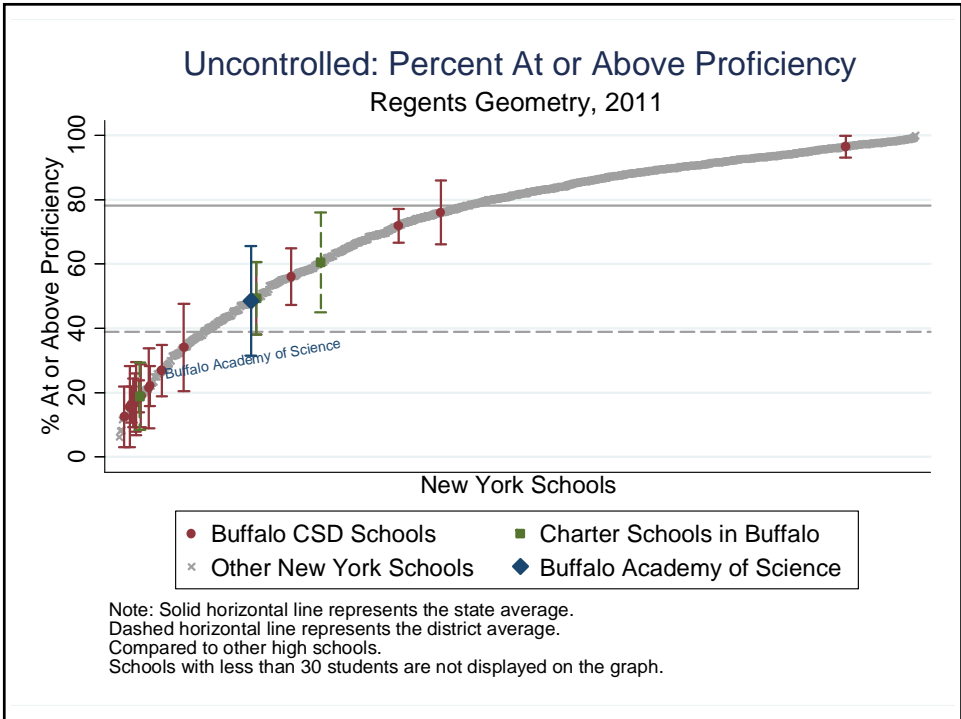
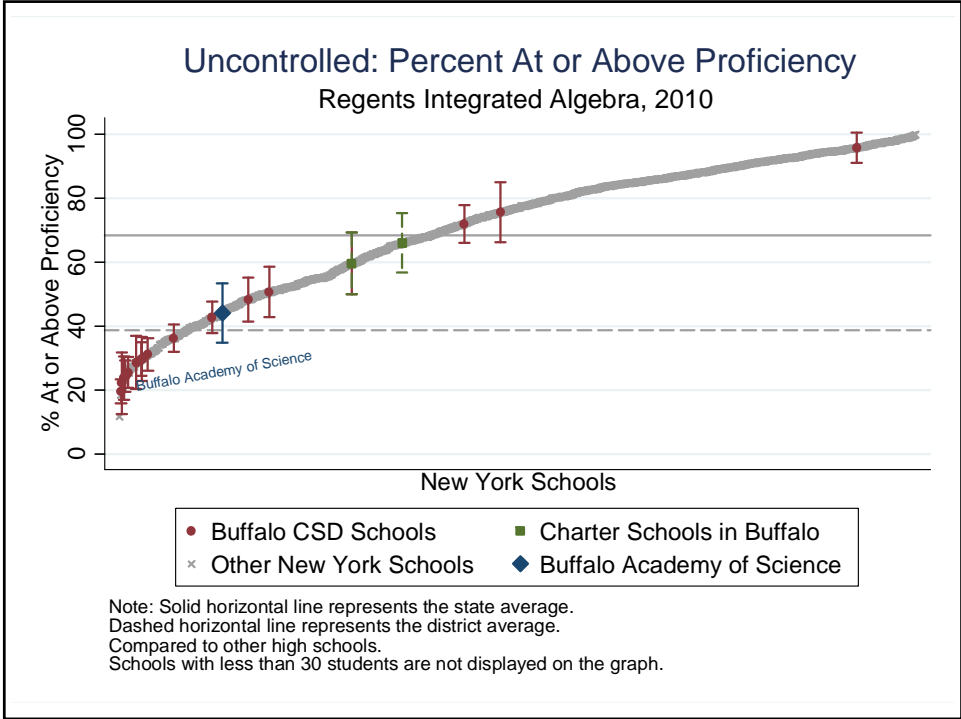
Charter School Renewal Recommendation Report Appendix B: High School Comparative Performance Analysis

Buffalo Academy of Science Charter School *Application for 2nd Charter Renewal* March 2012

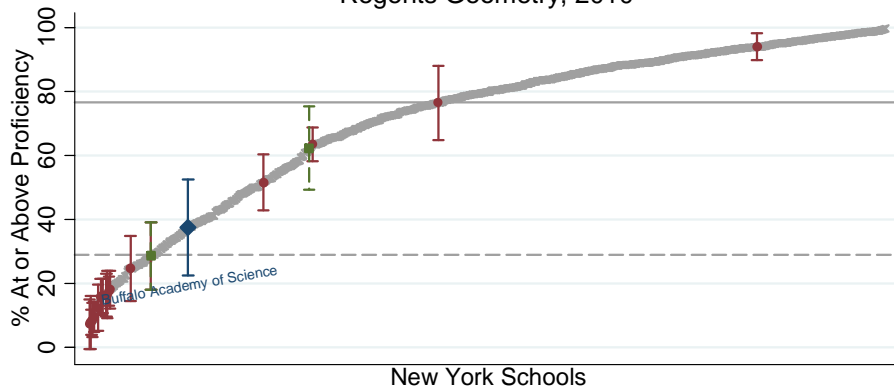
2010 and 2011 Performance on NYS High School Regents Exams in
Comprehensive English, Integrated Algebra, and Geometry
Compared to Other Public High Schools in Buffalo and in NYS







Uncontrolled: Percent At or Above Proficiency Regents Geometry, 2010



- Buffalo CSD Schools
- × Other New York Schools
- Charter Schools in Buffalo
- ◆ Buffalo Academy of Science

Note: Solid horizontal line represents the state average.
 Dashed horizontal line represents the district average.
 Compared to other high schools.
 Schools with less than 30 students are not displayed on the graph.



BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

November 2011 NYSED CSO Site Visit Report and Renewal Recommendation

Formal Response

From: Buffalo Academy of Science Charter School Board of Trustees

To: NYSED CSO Site Visit Team

3/09/2012



Dear Members of the Site Visit Team;

We would like to thank you for seriously considering our response to the NYSED CSO Draft Site Visit Report and making the appropriate factual corrections in the final report. We also appreciate your sharing with us the copies of some of the achievement data analysis that you have conducted as part of the review process.

Please find attached our formal response to the Final Site Visit Report and the Renewal Recommendation of NYSED CSO. We are respectfully including some additional data that we hope to be considered and interpreted when judging the overall performance of the Buffalo Academy of Science Charter School. Due to the nature of individual student data and since NYSED CSO already has access to much of the data necessary to complete the time adjusted scale score analysis, we are providing only a sample of the data validation cut in Appendix A to substantiate the time adjusted scale score analysis. We can provide subsequent data sets as necessary at your request.

We look forward towards the opportunity to continue working with NYSED CSO in improving and bringing all our students to the highest level of achievement and success.

Sincerely,

Buffalo Academy of Science Charter School

Board of Trustees

1 - SED Finding (Page 3, Paragraph 2, November 2011): “All groups interviewed spoke of the key design elements that are spelled out in the charter. There was little compelling evidence observed by the site team to support some of these elements in practice.”

Based on the factual evidence in section 1A below, BASCS respectfully requests the statement **“There was little compelling evidence observed by the site team to support some of these elements in practice”** to be revised.

1A - Documentation and practices in place at the time of the November 2011 visit:

At the time of the November 2011 visit documentation and verbal information was presented to substantiate the full integration of technology used by students and teachers at BASCS.

Emphasis on math, science and technology

Technology usage in classrooms to support instruction:

1. All teachers use laptops provided by BASCS to prepare and deliver their lessons effectively. Teachers submit their lesson plans on BASCS Database System electronically every Friday for review and feedback.
2. Three sets of clicker are used by teachers regularly to promote student engagement and give instant feedback.
3. Teachers have EZData-scanners which are used for weekly quizzes and quick intervention as well as quarterly benchmark exams. Sample reports are attached.
4. All BASCS teachers received ExamView (assessment and measurement software) training in the summer orientation. BASCS testing coordinator provides continuous support for teachers to use ExamView test format and multiple reports for interventions. Sample reports are attached.
5. Middle School students use Study Island online test prep program in computer labs.
6. BASCS senior students and the guidance department use NAVIANCE online system to follow up the status of BASCS graduates.

BASCS has two computer labs and a library equipped with 12 computers actively used for computer classes and instructional support. The school also has a mobile laptop cart with 12 laptops which are used in classrooms.

Technology courses in the curriculum:

BASCS offers variety of technology courses to its high school and middle school students. The table below shows the offered courses and the number of students in each course in 2010-11 and 2011-12 school years.

School Year	Course Name	Course Duration	Weekly Hours	Students Enrolled
2011-2012	COMPUTER 7	Full Year	2	55
2011-2012	COMPUTER 8	Full Year	3	62
2011-2012	COMPUTER SKILLS	Full Year	3	84
2011-2012	ROBOTICS	Full Year	5	13
2011-2012	DESKTOP PUBLISHING	2 Quarters	5	12
2011-2012	COMP. AIDED DESIGN	2 Quarters	5	36
2011-2012	PROGRAMMING (JAVA)	2 Quarters	3	12
2011-2012	WEBPAGE DEVELOPMENT	2 Quarters	5	48
2010-2011	COMPUTER 7	2 Quarters	5	49
2010-2011	COMPUTER 8	2 Quarters	5	59
2010-2011	DESKTOP PUBLISHING	2 Quarters	5	32
2010-2011	MULTI MEDIA DESIGN	2 Quarters	5	38
2010-2011	PROGRAMMING (JAVA)	Full Year	3	5

BASCS School Database:

1. The database allows parents to access their child's grades, attendance, local benchmark and practice test results as well as disciplinary records for 24/7.
2. Students have online access to their grades, homework, attendance and disciplinary records.
3. Teachers upload lesson plans, enter grades, and take attendance in the database. They also view practice test and benchmark exam results and multiple analyses. Sample screen shots are attached.
4. BASCS database has Smartphone (iPhone and Android) applications available for parents to have instant access to their child's grades.
5. BASCS teachers received database training in the summer orientation program aside ongoing support during the year. Database trainings are also offered to parents during parent-teacher conference days and at the home visits. Students are given opportunity to check their grades during advisories at least once a week.

2 - SED Finding (Page 6, Paragraph 3): “Instructional practice did not consistently reflect the level of rigor or focus on advanced science, math and technology work that the school design promised.”

Based on the factual evidence in sections 2A and 2B below, BASCS respectfully requests the statement “Instructional practice did not consistently reflect the level of rigor or focus on advanced science, math and technology work that the school design promised be revised and quantified.

2A- Documentation and practices in place at the time of the November 2011 visit:

BASCS provided the course offerings and activities related to science, math and technology which includes 14 technology and computer focused classes as well as all Regents math, science courses at the high school, Advanced Placement courses, Aventa a computer aided credit recovery and Advanced Placement technology, and student requirements for “science-based” extracurricular projects e.g. Robotics

2B- Factual Evidence from April 2011 NYSED CSO site visit report:

Findings: According to its charter, the mission of the Buffalo Academy of Science Charter School (BASCS) is to fulfill the high demands of students in grades 7 - 12, its parents and the community as a whole. **The school is faithful to its mission and continues to work toward its implementation.** Evidence gathered by interviews, classroom observations, and document review shows that this work includes opportunities to:

- Provide an excellent academic educational plan with emphasis on math, science and technology while providing the opportunity for students to excel in any field of study. Examples include student participation in competitions including the Annual Science Fairs, Math Fair, Science Olympiad, Math Counts, Tech Wars, Future Cities Competition, and the WNY Science Congress. The school offers additional math and science instructional hours, as well as robotics and computer networking clubs.
- Provide a rigorous, innovative, challenging and enhanced curriculum focused on preparing students to attend the universities of their choice. Examples include offering field trips to the University of Buffalo, increasing expectations of teachers in their unit planning, working with students on the top 100 vocabulary words for each course, and including the department chair in curriculum development.
- Prepare students for college from a community who are not served successfully by public education and cannot afford the private education services. Examples include student participation in the Canisius Academic Talent Search, visits to college campuses, and having the senior class share its experiences during the Freshman Class Academy. In addition, the staff assists with college essay preparation; promotes a college culture by having a college café and posting pictures of alumni’s collegiate banners on classroom doors. The school schedules college personnel and/or presenters to come to the school two to three times a month and provide students with SAT prep and financial aid workshops. The BASCS alumni association hosts a session whereby the alumni panel speaks with students. Teachers reported that students are taken on college field trips, where they need to display certain essential adult skills. Teachers have identified certain skills where students need more proficiency in order to function well in college; for example, writing skills. Teachers stated they are addressing these skills with their students as students practice writing college entrance essays.
- Prepare students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and

who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country. Examples include community service opportunities for students such as Holiday Caring/Gift Giving to Needy, Helping Hands/School Beautification, and visits to the Veteran Hospital. Students have participated in events such as the NHS/Leadership Camp, AmeriCorps Day of Service, Hispanic Month Observance, and Black History Month Observance. They look forward to piloting an in-school broadcast service funded by PBS at the end of the 2010-2011 school years.

3 - SED Finding (Page 6, Paragraph 5): “School leaders also spoke of re-teaching in small group sessions or one-on-one. It was not clear to what extent this process included differentiation, if at all, or if it was simply teaching over again.”

Based on the factual evidence in sections 3A, BASCS respectfully requests the statement “ School leaders also spoke of re-teaching in small group sessions or one-on-one. It was not clear to what extent this process included differentiation, if at all, or if it was simply teaching over again,” be revised.

3A - Documentation and practices in place at the time of the November 2011 visit:

BASCS’s model for re-teach is rarely, whole class direct instruction “teaching the same lesson” over again, which is why it was described as small group focused intervention and/or one-on-one tutoring.

Tutoring and individualized instruction are provided during 9th period, AIS classes, and Saturday school. The details of each one is listed below.

1. The 9th class period is a mandatory small group (6-8 students) tutoring session design for students who need additional help after school. In the first semester 147 BASCS students received 9th period services.
2. Middle school Math and ELA schedules include small group (8-10) AIS sessions in the afternoon. The AIS sessions are redesigned (if needed) every 5 weeks based on benchmark results and teacher feedback to accommodate students’ need in Math and ELA. There are additional math and ELA tutors provided in AIS classes to provide individualized instructions.
3. Saturday school is designed to provide struggling students with individualized instruction between 9AM to 12PM on an average of 3 to 5 student groups. Students are recommended to attend Saturday school by their teachers and the parents receive a weekly reminder call every Thursday.
4. BASCS have 5 college tutors coming from Canisius College, Buffalo State College and University at Buffalo during weekdays and weekends to work with students one-on-one.

4 - SED Finding (Page 9, Paragraph 5): “Visit team members did not see a cohesive plan to fit the needs of teachers as they in turn address the needs of students. Most professional development activity seemed to take place in house; the school is not taking full advantage of additional resources. An exception is discipline where a targeted search based on data and research resulted in use of a new system with measurable, positive changes in student behavior.”

BASCS respectfully requests the statement, be reconsidered and the evidence provided at the time of the visit be included (4A below)

4A - Documentation and practices in place at the time of the November 2011 visit:

Professional development during the second renewal term has been developed and presented in a variety of ways to fit the needs of the BASCS teachers as they address student needs. Professional development activities have been used to:

1. Further develop BASCS benchmark assessments analysis so teachers can address areas in which students lack proficiency.
2. Support co-teaching. Special Education teachers are assigned by subject area and work with subject area teachers to co-teach in the classroom.
3. Support Technology integration and cross-curricular teaching.

BASCS Professional development activities include:

- 8/25/08 - BASCS English teacher presented integrating instruction
- 8/26/08 - Tom Nedell: Mandated Reporting 8/27-8/28/08 – Melissa Dickson: Differentiated Instruction
- 8/29/08 - MaryAnn Brittingham: Working with Difficult Students
- 3/18/09 – ELA teacher, math teacher, and SPED teacher attended RTI seminar
- 11/12-14/09 – Math Department attended AMTNYS conference
- 11/09 – Technology Department attended NYSCATE conference
- 8/23/10 Michael Cardus: Team Building
- 8/25/10 - Eric Malberger, FBI: Internet Safety
- 2/11/11 – Brian Mendler: "Discipline with Dignity"
- 8/25/11- Apple Education Services: Technology; Exam View; CPS system in the classroom
- 11/11 Technology Department attended conference at Buffalo State College
- 1/25/12 – English Dept participated in training and collaborative scoring with local charter schools
- 2/03/12 – BASCS Academic Rigor Team (ART) presented on rigor based on *How to Plan Rigorous Instruction* by Robyn Jacksonz

5 - SED Finding (Page 9, Paragraph 6): “Teachers indicated a focus this year on cross-curricular teaching. However, of the thirty-five classrooms observed, only one showed evidence of this at the time of the visit – an ELA class focusing on African American literature. This lesson involved a number of different activities, including role-playing, analysis of photographs, pre-reading, writing, and a gallery walk.”

BASCS respectfully requests the statement reconsidered and evidence from 5A be included. For example, “BASCS leadership team conducts frequent observations for which they report evidence and feedback to teachers on cross-curricular activities in lessons.”

5A - Documentation and practices in place at the time of the November 2011 visit:

BASCS administrative team conduct daily classroom visits to provide essential feedback to teachers. Based on these classroom observations the admin team members have documented various cross-curricular teaching activities at every grade level. Some cross-curricular lesson activities from the observation feedback are listed below. BASCS has removed teacher names to protect privacy and desires then context to be included, but not the actual feedback statements to teachers.

- Mr. XXXXX taught a web design technology unit in which students designed a business which included the visual design of the retail space.
- Mr. XXXXX taught a character education class in which included learning about the Tuskegee Experiment of African Americans
- Mr. XXXXX uses ELA note taking procedure in his 7th grade math class to highlight and define key words in math problems
- Ms. XXXXX taught a lesson which included ELA, art, and global studies/history in which high school students created books that illustrated seven social sciences for an audience of 7th grade students.
- Mr. XXXXX and Mrs. XXXXX have collaborated on a cross-curricular unit on Imperialism. Currently, they are working on a collaboration to teach the Russian revolution and Animal Farm.
- Mrs. XXXXX also taught To Kill a Mockingbird making connections to the Civil war, the Confederate & Jim Crow.
- Mr. XXXXX has integrated technology implementing lessons in which students use the internet and software such as PowerPoint and moviemaker to create projects for all core subject areas.

6 - SED Finding (Page 14, Paragraph 7): “Board members have not been as involved or aware of the instructional program as they could be, particularly in the areas of data use and professional development.”

Based on the factual evidence listed in 6A, BASCS respectfully requests the statement “**Board members have not been as involved or aware of the instructional program as they could be...**” to be revised based on the facts provided.

6A - Documentation and practices in place at the time of the November 2011 visit:

BASCS BOT is enthusiastically involved in school matters and closely supervises the school administration. BOT’s enthusiasm in governance of BASCS is also evident in the findings of the April Visit Report: “During their interviews, the school leaders and teachers stated that the BOT is involved, interested and focused on student achievement.” (April Visit Report, pg. 16)

- BOT regularly invites BASCS school leadership members to be directly informed about new projects and developments as well as to provide direct contribution to school governance. Examples of these visits in the current academic year are documented in the Board Meeting Minutes. (See Board Meeting Minutes of September 2011, October 2011, January 2012, and February 2012.)
- BOT pays special attention not to micromanage the school and be supportive of the school leadership at the same time. This support is evidenced in the professional development that is provided to both the school leaders and the staff, the courses that the school leaders and staff attend, and the various extracurricular meetings and retreats that the school has organized for its employees. The BOT provides ample support tools to the school administration so that school instruction is developed and implemented successfully: “The Board encouraged professional development for the new administrators, who attended the charter school conference as a team.” (November Visit Report, pg 9)
- BOT participates in school activities such as poetry slams, black history month, honor roll breakfast and award ceremony, and science fairs.
- BOT has actively pursued certain agenda items for the improvement of instruction, school culture, and academic quality of the school. These issues include:
 - Establishing connections with nationwide math and science competition organizations and making BASCS the regional representative,
 - Increasing parent involvement in school events,
 - Employing high-quality tutors for push-ins and pull-outs,
 - Renovation of the gym,
 - Bringing in community leaders for speaking at BASCS, and
 - Providing healthy lunch option.

Discussion of all of these ideas, BOT’s leadership, constructive input, and dedicated pursuit are evident in the Board Meeting Minutes.

7- An Analysis of State Mandated Assessment Data:

In general BASCS performance analysis shows

- BASCS 7th grade performs at district levels in math and ELA
- BASCS cohort performance in the middle school exceeds BCSD performance by between 13 and 17 percentage points
- BASCS High School Performance
BASCS's performance over the past two years based on NYS high school Regents exams in English and mathematics is in the top half of public high schools in Buffalo, at or better than the district average, comparable to the state average in English, but below the state average in mathematicsⁱ

2009-10 High School Snap shot

- 67% Graduation rateⁱⁱ
- 97% Regents Diplomasⁱⁱⁱ
- 2% Advanced Regents Diplomas^{iv}
- 100% College Acceptance/Entrance^v

Composition

2009-10 School Year Snap Shot^{vi}

- BASCS serves the fifth highest economically disadvantaged as determined by percent free and reduced lunch among charter schools in Buffalo
- BASCS percent of students receiving free and reduced priced lunch (**86%**) also exceeds the average for BCSD (**77%**)
- BASCS also serves **88%** non-white students and **4%** English Language Learners

Renewal Finding/s

- ***NYSED CSO Finding:*** “BASCS’s performance over the past three years based on NYS assessments in grades 7 and 8 combined is on balance, no better than other Buffalo middle schools, lower than the district average for middle schools, and among the lowest in the state for middle schools.”

Model & Configuration

Buffalo Academy of Science Charter School **is the only public school in Buffalo exclusively serving grades 7 through 12**. Buffalo Academy of Science Charter School enrolls each year at every grade level where vacancies permit.

The impacts of Buffalo Academy of Science Charter School’s grade and enrollment configuration are:

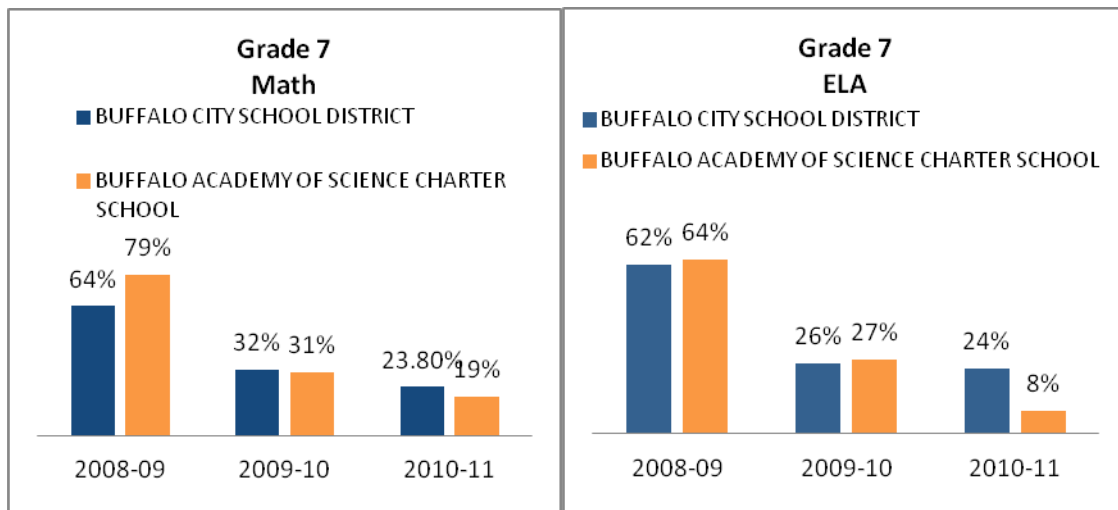
- 1) On average 98-99% of the schools’ incoming 7th graders are coming from other public schools in Buffalo
- 2) Students enrolling in 7th grade receive one year or less of instruction before they are required to take the NYS 7th grade exams in mathematics and English Language Arts
- 3) Students enrolling in 7th grade receive only less than two full years of instruction at BASCS before they are required to take the NYS 8th grade exams mathematics and English Language Arts
- 4) In the 2010-11 school year BASCS had **27%, exactly 30 students, out of the 110** students in 7th and 8th grade that were enrolled in at least their second year at BASCS^{vii}

Absolute

Grade 7 School Performance (Absolute)

With small exception, most of the Grade 7 performance is comparable with BCSD performance and expected because BASCS’ grade configuration allows for grade 7 to be a baseline enrollment year.

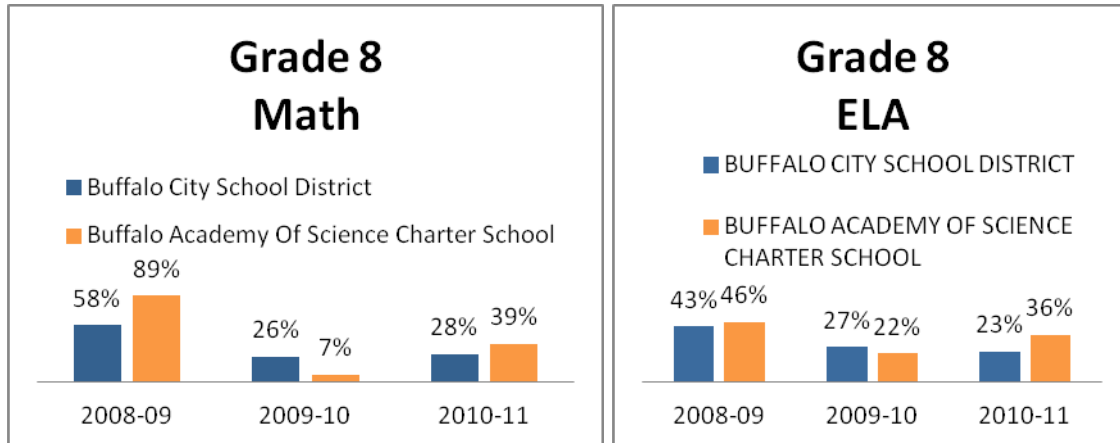
Figures 1 & 2



Grade 8 Performance (Absolute)

Despite enrolling about 50% new students in grade 8 from Buffalo School District, BASCS outperformed BCSD in grade 8 for both math and ELA in all years except for 2009-10.

Figures 3 & 4



Absolute Performance (using NYS authorizer time adjusted scale scores)

- Evaluating BASCS using a NYS Authorizer’s time adjusted scale scores^{viii} demonstrates that changes in the scoring calculations of NYS 3-8 testing impacted BASCS on average between 20-44 percentage points in ELA and between 35-75 percentage points in math.
- When changes to NYS assessment scoring is taken into account, BASCS has absolute performance levels that range from 41% to 82% proficient in math and ELA. **The majority of performance levels are in the 70-80% proficient range over the last two years.**

Table 1

English Language Arts

	2008-2009		2009-10		2010-11	
	NYSED 650 Scale score or above	NYSED 664 Scale score or above	Scale Score 650 or higher (time adjusted)	NYSED 665 Scale score or above	Scale Score 652 or higher (time adjusted)	
Grade 7	63.6%	27%	71%	8.2%	49%	

	2008-2009	2009-10		2010-11	
	NYSED 650 Scale score or above	NYSED 658 Scale score or above	Scale Score 650 or higher (time adjusted)	NYSED 658 Scale score or above	Scale Score 652 or higher (time adjusted)
Grade 8	46.4%	21.8%	42%	36.1%	56%

Table 2

Mathematics

	2008-2009	2009-10		2010-11	
	NYSED 650 Scale score or above	NYSED 670 Scale score or above	Scale Score 650 or higher (time adjusted)	NYSED 670 Scale score or above	Scale Score 652 or higher (time adjusted)
Grade 7	79.2%	32%	70.8%	18.9%	69.8%
	2008-2009	2009-10		2010-11	
	NYSED 650 Scale score or above	NYSED 673 Scale score or above	Scale Score 650 or higher (time adjusted)	NYSED 674 Scale score or above	Scale Score 652 or higher (time adjusted)
Grade 8	88.6%	7%	82.4%	39.3%	75.4%

Cohort Performance

BASCS cohort performance using NYSED published performance levels, exceeds BCSD by 17 percentage points in ELA and nearly 14 percentage points in mathematics.

Table 3

2010-11 BASCS Cohort vs. BCSD

	BACS	BCSD	BASCS	BCSD
	ELA % Proficient (665 Grade 7 & 658 Grade 8 Scale Score or above)		Math % Proficient (670 Grade 7 & 674 Grade 8 Scale Score or above)	
Grade 7 (N=2)	0%	23.8%	0%	32%
Grade 8 (N=28)	43%	23%	44%	28%
Total	40%	23.4%	43%	29.9%

BASCS cohort performance is 53% proficient in ELA and 73% proficient in mathematics for the 2010-11 school year when taking into account time adjusted scale scores and changes in NYS scoring

Table 4

Performance (using NYS authorizer time adjusted scale score calculations)

2010-11 Cohort (Students Enrolled in at least their second year)

	ELA	Math
	Percent at or above scale score 652	Percent of students at Scale score 651 (grade 7) and 652 (grade 8)
Grade 7 (N=2)	0%	0%
Grade 8 (N=28)	57%	78.5%
Total	53%	73%

Appendix A

This appendix provides a sample of the student score changes as a result of changes to NYS scoring guidelines. This Appendix should be redacted as it contains partial individual student information.

Grade 7 and 8 ELA 2009-10

Student Scale Scores vs. Proficiency at Time Adjusted Scale Score

Student ID	Grade	Scale Score 664 gr. 7 658 gr. 8	Level	At a Scale Score of 650 or higher	Change in Performance Level Y
XXXX5657	8	655	Level 2	Level 3	Y
XXXX5675	8	655	Level 2	Level 3	Y
XXXX5739	8	655	Level 2	Level 3	Y
XXXX5745	8	655	Level 2	Level 3	Y
XXXX5799	8	652	Level 2	Level 3	Y
XXXX5819	8	652	Level 2	Level 3	Y
XXXX5839	7	660	Level 2	Level 3	Y
XXXX5841	7	660	Level 2	Level 3	Y
XXXX5842	7	653	Level 2	Level 3	Y
XXXX5844	7	657	Level 2	Level 3	Y
XXXX5848	7	651	Level 2	Level 3	Y
XXXX5852	7	657	Level 2	Level 3	Y
XXXX5854	7	660	Level 2	Level 3	Y
XXXX5855	7	657	Level 2	Level 3	Y
XXXX5857	7	653	Level 2	Level 3	Y
XXXX5866	7	662	Level 2	Level 3	Y
XXXX5870	7	651	Level 2	Level 3	Y
XXXX5872	7	662	Level 2	Level 3	Y
XXXX5882	8	655	Level 2	Level 3	Y
XXXX5915	8	652	Level 2	Level 3	Y
XXXX5921	7	651	Level 2	Level 3	Y
XXXX5930	7	653	Level 2	Level 3	Y
XXXX5931	7	651	Level 2	Level 3	Y
XXXX5932	8	652	Level 2	Level 3	Y
XXXX5947	8	655	Level 2	Level 3	Y
XXXX5950	7	662	Level 2	Level 3	Y
XXXX5961	7	657	Level 2	Level 3	Y
XXXX5963	7	662	Level 2	Level 3	Y
XXXX5968	7	655	Level 2	Level 3	Y
XXXX5970	7	662	Level 2	Level 3	Y
XXXX5997	7	660	Level 2	Level 3	Y

XXXX5477	8	639	Level 2		
XXXX5488	8	649	Level 2		
XXXX5492	8	639	Level 2		
XXXX5494	8	624	Level 1		
XXXX5557	8	624	Level 1		
XXXX5592	8	639	Level 2		
XXXX5622	7	629	Level 1		
XXXX5656	7	643	Level 2		
XXXX5660	8	679	Level 3	Level 3	
XXXX5658	8	637	Level 2		
XXXX5659	8	661	Level 3	Level 3	
XXXX5662	8	665	Level 3	Level 3	
XXXX5664	8	637	Level 2		
XXXX5665	8	646	Level 2		
XXXX5666	8	641	Level 2		
XXXX5667	8	641	Level 2		
XXXX5668	8	669	Level 3	Level 3	
XXXX5670	8	661	Level 3	Level 3	
XXXX5671	8	661	Level 3	Level 3	
XXXX5674	8	622	Level 1		
XXXX5676	8	669	Level 3	Level 3	
XXXX5692	8	649	Level 2		
XXXX5694	8	655	Level 2		
XXXX5699	8	646	Level 2		
XXXX5704	8	632	Level 2		
XXXX5714	8	644	Level 2		
XXXX5721	8	665	Level 3	Level 3	
XXXX5728	8	626	Level 1		
XXXX5781	8	665	Level 3	Level 3	
XXXX5791	8	649	Level 2		
XXXX5803	8	641	Level 2		
XXXX5805	8	641	Level 2		
XXXX5817	8	637	Level 2		
XXXX5821	8	620	Level 1		
XXXX5825	8	639	Level 2		
XXXX5833	7	678	Level 3	Level 3	
XXXX5834	7	669	Level 3	Level 3	
XXXX5837	7	673	Level 3	Level 3	
XXXX5838	7	649	Level 2		
XXXX5843	7	673	Level 3	Level 3	
XXXX5845	7	626	Level 1		

XXXX5846	7	635	Level 1		
XXXX5847	7	635	Level 1		
XXXX5849	7	678	Level 3	Level 3	
XXXX5850	7	623	Level 1		
XXXX5859	7	685	Level 3	Level 3	
XXXX5860	7	642	Level 2		
XXXX5861	7	619	Level 1		
XXXX5864	7	673	Level 3	Level 3	
XXXX5865	7	642	Level 2		
XXXX5867	7	673	Level 3	Level 3	
XXXX5868	7	669	Level 3	Level 3	
XXXX5871	7	669	Level 3	Level 3	
XXXX5875	8	626	Level 1		
XXXX5876	8	618	Level 1		
XXXX5879	8	616	Level 1		
XXXX5880	8	611	Level 1		
XXXX5881	8	646	Level 2		
XXXX5903	8	641	Level 2		
XXXX5912	7	642	Level 2		
XXXX5914	8	637	Level 2		
XXXX5919	7	665	Level 3	Level 3	
XXXX5925	7	643	Level 2		
XXXX5942	7	685	Level 3	Level 3	
XXXX5943	8	669	Level 3	Level 3	
XXXX5944	7	649	Level 2		
XXXX5945	7	649	Level 2		
XXXX5946	7	673	Level 3	Level 3	
XXXX5955	8	790	Level 4	Level 4	
XXXX5985	8	639	Level 2		
XXXX9873	8	665	Level 3	Level 3	

ⁱ NYSEDCSO Draft Renewal report March 2012

ⁱⁱ NYSED School Report card, Buffalo Academy of Science Charter School 2009-10

ⁱⁱⁱ NYSED SRC Database 2010, Table High School Completers

^{iv} Buffalo Academy of Science Charter School, school based database

^v Buffalo Academy of Science Charter School, school based database

^{vi} NYSED SRC Database 2010, Table Demographics

^{vii} NYSTART Level 1 RIC



New York State Education Department Charter School Office

Charter School Renewal Recommendation Report

Western New York Maritime Charter School
Application for 2nd Charter Renewal

March 5, 2012

Introduction

This report is the primary means by which the Charter School Office of the New York State Education Department (the “Department”) summarizes for the New York State Board of Regents its findings and recommendations regarding a charter school’s Renewal Application.

Charter School Summary

Name of Charter School	Western New York Maritime Charter School
Lead Applicant(s)	Angelo A. Conorozzo, Board Chair
District of Location	Buffalo City School District
Districts Served	Buffalo City, Cheektowaga, Cheektowaga Maryvale, Cheektowaga Sloan, Depew, Frontier, Grand Island, Hamburg, Kenmore-Tonawanda, Lackawanna City, Niagara Falls, Sweet Home, West Seneca, and Williamsville
Opening Date	Fall 2004
Charter Terms	January 12, 2004 through January 11, 2009 (Initial) January 12, 2009 through June 30, 2012 (First Renewal) <i>Proposed 2nd Renewal: July 1, 2012 through June 30, 2015</i>
Management Company	None
Partners	United States Navy Junior Reserve Officers Training Corps
Facilities	266 Genesee Street, Buffalo, lease with private landlord
Enrollment and Grade Span during Current Charter Term	600 students in grades 9-12 in 2008-2009 325 students in grades 9-12 in 2011-2012 <i>Proposed 2nd Renewal: 325 students in grades 9-12 for the term of the charter</i>
Maximum Enrollment and Grade Span	Maximum enrollment of 325 students in grades 9-12 maintained through 2014-2015
Mission Statement	“The mission of the Western New York Maritime Charter School is to develop cadets in mind, body and character, to prepare them for further education, and to prepare them to be effective leaders and responsible citizens. There are four cornerstones to this mission – Academic Excellence, Character Development, Physical Development, and Leadership Development.”

Background

The Board of Regents granted an initial charter to Western New York Maritime Charter School (“WNY Maritime” or the “School”) in January of 2004. It opened in September of 2004, with 150 students in grade 9. The school added a grade in each of the next three years. In December of 2008, the Regents granted a first renewal charter to the School for a term starting on January 12, 2009 and ending on June 30, 2012 (three and a half years), which included a reduction in the overall enrollment to 325 students. In 2011-2012, the school currently serves 325 students in grades 9 through 12. Several active and retired military personnel founded the school. The School’s institutional partner is the United States Navy which supports the implementation of the school’s Navy Junior Reserve Officer Training Corps. The school is located at 266 Genesee Street in Buffalo, New York.

In the School's second Renewal application, WNY Maritime requests a full five-year renewal charter term to continue its current high school program serving 325 students in grades 9 through 12.

Recommendation and Required Findings

Recommendation: Short-term three-year charter renewal from July 1, 2012, through June 30, 2015.

Based on the Department's review of the evidence submitted by WNY Maritime and gathered by the Department, including, but not limited to, the school's second Renewal Application, evaluation visits conducted during the charter term, and the school's record of educational success based on NYS assessment data, the Department makes the following findings required by NYS Education Law Article 56, the Charter Schools Act (the "Act"):

- WNY Maritime, as described in its Renewal Application, meets the requirements of the Act and all other applicable laws, rules and regulations;
- The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period;
- Approving the Renewal Application is likely to improve student learning and achievement and materially further the purposes set out in the Act in Education Law §2850(2); and
- Approving the Renewal Application would have a significant educational benefit to the students expected to attend SASCS.

However, as discussed below, the School's educational record currently does not warrant a full five-year renewal term, and the Department recommends that the School be summatively re-evaluated against performance benchmarks within three years.

Therefore, the Department recommends that the Board of Regents approve the Renewal Application of WNY Maritime and **renew its charter for a three-year term from July 1, 2012, through June 30, 2015**, with authority to provide instruction to students in grades 9 through 12 with a maximum enrollment of 325 throughout the renewal charter term, and consistent with the other terms set forth in the renewal charter agreement.

Summary of Evidence

Educational Success

The Western New York Maritime Charter School established several academic goals for the term of the current charter, as described below.

- All students will demonstrate continuous progress toward proficiency as measured on the Northwest Educational Association (NWEA) MAPS program test. The School provided NWEA data that demonstrates increases in average grade-level performance in reading, language usage, mathematics and science for both 9th and 10th grade in 2010-2011. This goal has been met.
- All students will strive to score "proficiency" (65 to 84) or "advanced" (85-100) on all NYS Regents Examinations needed to graduate with a Regents Diploma. This goal was attained to a level of 89% in 2010.
- Ninety percent of all students will graduate with a NYS Regents Diploma within four years of entry at 9th grade. The School reports that "89% of enrolled seniors in 2010" met this goal."
- Students will score 10 points higher on the performance index than their peers in the Buffalo City School District. The school has chosen to identify five area schools in the district of location with

- Fewer than 3% of students will drop out. The School reports that this goal has been met and surpassed (less than 1%).

Other educational goals address academic interventions, safety issues, and teacher evaluations. These goals have all been met.

Under New York State's current Differentiated Accountability System, WNY Maritime is currently in good standing. In addition, the School's first ninth-grade cohort (large enough to generate a graduation rate) that started ninth-grade at the School in 2004 had a 4-year graduation rate of 54% (the percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008), which met state standards at the time. The 4-year graduation rate increased to 69% for the 2005 cohort (the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009), exceeding the school's progress target. Data for the 2006 cohort indicates a slight decline in the 4-year graduation rate.

To provide further context for student performance, a comparison of absolute passing rates was conducted for the Comprehensive English, Integrated Algebra, and Geometry Regents exams in 2010 and 2011. Graphic displays of this data, along with comparison to individual public high schools in Buffalo and the State, are presented in *Appendix A: High School Comparative Performance Analysis*. The results, in brief, can be summarized as follows: ***WNY Maritime's performance over the past two years based on NYS high school Regents exams in English and mathematics is generally in the top half of public high schools in Buffalo, at or better than the district average, and generally below state averages.***

On October 13 and 14, 2011, an SED team conducted a renewal site visit at the school. During this visit, the team interviewed members of the Board of trustees, school administrators, teachers, parents and students. Members of the team also conducted twenty-five classroom visits which covered every grade level and all core subject areas as well as ESL and the NJROTC program. They met with other school staff, and observed an Inspection and Pass in Review ceremony conducted by United States Navy personnel. Findings generally mirror those from a full site visit in April, 2011, or reflect actions that improve on the prior observations. However, classroom observations still reveal a great deal of variation in teacher delivery of effective, differentiated instruction and application of strong instructional methods and classroom management. Although actions are being taken to improve school-wide instructional effectiveness, comprehensive results are not yet evident in many classrooms.

Renewal site visit findings included the following:

- Students with needs for special education or English as a second language services, or those struggling with academics, are supported through a variety of resources, including additional tutoring time, mentors, daily structured AIS services, differentiated instruction, and a flexible schedule.
- Curriculum development is designed to address the skills and concepts that students must master, as well as to be responsive to student needs and requests.
- Systems are in place to enhance instructional practice, the use of data and collaboration among teachers. Yet, in most classrooms observed, the use of formative and summative student achievement data to inform and differentiate classroom instruction remains in the early to middle stages of implementation.

- The school leadership team consistently stated that academic program needs are at the forefront of planning and ongoing school improvement activities are being implemented, including teacher professional development and coaching.
- School leadership is highly regarded by all of its constituent groups.
- There is a strong sense of community among the faculty; culture and structures are in place to create a professional learning community.
- Teachers and students are afforded opportunities for leadership and initiative.
- There has been a significant positive change in student behavior and demeanor over the past several years.

In summary, WNY Maritime has established a mixed record of educational success, which warrants summative re-evaluation against performance benchmarks within three years.

Organizational and Fiscal Soundness

Of the organizational goals, one addresses NJROTC requirements, one recruitment, one Board training and the others parent involvement and satisfaction. The School reports that all of the organizational goals have been met.

The Department team that visited WNY Maritime for a renewal site visit in October 2011 made findings about the school's organizational viability that included the following:

- The Board understands its intended role in the governance of the school and continues to seek ways to become even more effective.
- The Board is making progress toward institutionalizing a long range planning process.
- The level of family satisfaction is consistently high, and parents and students both report dramatic changes in student attitudes and achievement.
- The school appears well maintained and attractive and provides a safe setting for students and staff.

The Department reviewed audited financial statements for WNY Maritime for the current charter term, including operating years 2008-2009 thru 2010-2011. During this period, the school maintained a positive change in net assets each year resulting in an overall increase in the net asset balance from \$361,375 in 2008-2009 to \$926,870 in 2010-2011. The School historically demonstrated a trend towards continued solvency and stability. The working capital ratio increased from .50 to 1.75 during this period. In the School's initial five year charter term, the school overcame negative audit findings issued by the Office of the State Comptroller (OSC). The school was audited in their initial charter term for the operating years 2005-2006, 2006-2007 and two months of the 2007-2008 operating year. The OSC audit was issued in 2008. The audit scope was on internal controls but the lack of controls cited in the audit had fiscal impacts resulting in negative changes in to net assets. The school responded positively to the audit recommendations and by the end of the 2007-2008 operating year, the school had an increase in net assets for the year and had resolved all findings. Comparison of the prior year budgets to actual revenue and expenses were only available for the 2010-2011 fiscal year. Revenues were overestimated and expenses were underestimated, but at low levels—a 1.5 % difference in revenues and 2% difference in expenses. The Department also reviewed Reports on Internal Control over Financial Reporting issued with the annual independent audit for 2008-2009 through 2010-2011 and found no instances of non-compliance with governmental auditing standards.

The School's board of trustees has a finance committee, which reports directly to the full board. Historically, the board has responded in a positive manner initiating all recommendations in any audits findings. The Office of the State Comptroller's 2008 audit report issued findings and the independent

auditors issued findings in the 2006-2007 management letter per the certified financial audit for 2006-2007. The 2007-2008 management letter cited that all previous years findings had been addressed. The board has hired an independent certified auditor each fiscal year to perform the annual external audit. The School and the Board also hire an outside accounting firm separate from the independent auditor to perform monthly financial transactions.

Faithfulness to the charter

WNY Maritime's mission is "to develop cadets in mind, body and character, to prepare them for further education, and to prepare them to be effective leaders and responsible citizens. There are four cornerstones to this mission – Academic Excellence, Character Development, Physical Development, and Leadership Development." Key design elements of the School's charter include:

- A comprehensive and rigorous liberal arts program
- Easy access to and training in the use of appropriate technologies
- Instruction using data driven teaching methods
- Structured activities that promote physical education, fitness and development of lifelong healthy habits
- A school environment that supports student growth and demands of each student, teacher and member of the school community a high degree of respect for self and others
- An extensive program of Naval Science instruction that supports the school's academic programs and promotes the development of positive character and leadership

The Department team that visited WNY maritime for a renewal site visit in October 2011 made findings about the school's faithfulness to its charter that included the following:

- The school is keeping faith with the tenets of the mission and charter.
- The Board of Trustees is implementing the governance and leadership structure as defined in the current charter.
- The School augments its core academic programs with a strong Navel Science instruction program that promotes academic accomplishment, positive character development and attainment of leadership skills.
- The academic program is one of the school's four cornerstones, which support and enhance each other – academic excellence, character development, physical development, and leadership development. Evidence provided in interviews with school leaders, teachers and trustees and supported in classroom observations and departmental meetings, demonstrates that efforts are underway to strengthen and refine the academic program.

Plans for the Next Charter Term

The School does not propose any material changes to its program and will continue to use the "School Wide Plan" as the primary planning document for the School. The School Wide Plan was created using a needs-based assessment of student achievement, demographics, behavioral data and other information, and reviewed and updated annually by a comprehensive planning team of administrators and department heads.

Budgets were submitted in the Renewal Application for four of the five years in the renewal period, from renewal year 2012-2013 to renewal year 2015-2016. A budget was not submitted for the last renewal year of 2016-2017, but the budget was submitted for the current operating year 2011-12. The overall trend in these budgets indicated a downward trend in the school's solvency with a negative overall net asset balance and cash balance in the year 2015-2016. For the budget period of 2012-2013 to 2015-2016, the

budgets were conservative in the estimated per pupil revenue with total per pupil revenue remaining at approximately \$12,010 for the budget renewal years anticipating no increase in State Aid. Anticipated increases were budgeted for those variable expenses that normally would increase - rent, utilities, health care. Other expenses showed nominal increases or no increases. Despite the conservative estimate in budget increases, the school will start with a net decrease in assets in the 2012-2013 fiscal year continuing into the 2015-2016 fiscal year. This anticipated increase in expenses will cause the school to have a decrease in net assets for the last three budget periods. The overall total net assets balance will decrease from a projected \$941,832 positive balance to a negative balance of \$58,203 for the renewal period 2015-2016. The School has conservatively estimated billing for 300 students in the budget, less than the maximum charter enrollment of 325 students, which mitigates the negative fiscal trend, but it is unclear that the School has fully planned for fiscal sustainability across the full five-year charter term.

Plans to Meet Enrollment and Retention Targets of Special Populations

As required by Education Law Section 2851(4)(e), the School provided and the Department considered the a plan describing the means by which the charter school will meet or exceed enrollment and retention targets to be prescribed by the Board of Regents of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

The majority of the students who enter the School reside in Buffalo. The school advertises itself throughout the whole city, by holding open houses and giving tours for prospective students. The recruitment efforts are not selective and it is emphasized that all students are welcome. The poverty rate in the Buffalo Public Schools is indicated by the free and reduced lunch statistic is approximately 77%. The school's free and reduced lunch statistic has remained in the 80-90% range for all the years of its charter. Currently, 17% of the student population is identified as students with disabilities; this mirrors the Buffalo Public City School district within a few percentage points. The school employs seven certified special education teachers as well as a literacy specialist, a commitment to the identified student population. The ELL population is currently at 3.4%, with Buffalo City Schools maintaining 9%. The school's attempts to increase this population include positioning recruiting billboards in traditionally non-English speaking neighborhoods, bilingual recruiting information, and targeting diverse families in the Parent Teacher Student to recruit students. The administration has visited local middle school serving refugees, and bilingual information is available for parents. A certified ELL teacher is on staff.

Summary of Public Comment

As required by the Act, the Department notified the Buffalo City School District and public and nonpublic schools in the same geographic area as Western New York Maritime about the submission of the school's Renewal Application. The District held the required hearing on January 4, 2012. According to the minutes of the hearing, a brief informational presentation about the school was made by a District staff person, and a representative from Western New York Maritime was given an opportunity to respond to questions from the Board of Education Charter School Committee members. Questions were asked regarding academic achievement and changes the school has made to address it, extracurricular activities such as sailing, and summer orientation. A Buffalo City School District staff member complimented Maritime on its always accurate attendance numbers. Three members of the Board of Education Charter School Committee submitted Charter School Renewal Forms. In response to a question regarding the number of years recommended for renewal for Western New York Maritime Charter School, two respondents indicated a recommendation of three years, and one five years.

Student Demographics¹

	2008-2009		2009-2010		2010-2011	
	Percent of Charter Enrollment	Percent of Buffalo CSD Enrollment	Percent of Charter Enrollment	Percent of Buffalo CSD Enrollment	Percent of Charter Enrollment	Percent of Buffalo CSD Enrollment
Race/Ethnic Origin						
American Indian or Alaska Native	1	1	0	1	NA	NA
Black or African American	82	57	74	56	NA	NA
Hispanic or Latino	5	15	10	15	NA	NA
Asian or Native Hawaiian or Pacific Islander	0	3	0	4	NA	NA
White	10	24	12	23	NA	NA
Multiracial	2	0	4	1	NA	NA
Special Populations						
Eligible for Free Lunch	63	74	68	70	NA	NA
Eligible for Reduced-Price Lunch	12	8	9	7	NA	NA
Limited English Proficient	2	8	3	8	N/A	NA
Students with Disabilities	15	17	17	17	N/A	NA

¹ Source: Department School Report Card, the Basic Education Data System (BEDS), Special Education School District Data Profile, and data reported by the School. Much of the 2010-2011 data is not yet available.

Current Board of Trustees²

Name	Position on Board	Committee Affiliation(s)	Area of expertise, and/or additional role	Term Information
Allan Smith	Member		Staff member	2 terms – 1 year each June 2011/12 – 1 year term
Barbara Tompkins	Member	5K run	Military Affiliation, Community Relations, Founding Member 2004	7 terms – 1 year each June 2011/12 – 1 year term
Angelo Conorozzo	President	Executive, Academic, Sailing, Student Recruitment, finance	Founding member in 2004	4 terms as president 3 terms as member June 2011/12 – 1 year term
Dave Comerford	Member	Finance, Student Recruitment	Business Administration	First term June 2011/12 – 1 year term
Kisha Johnson	Secretary	Executive, Head of Student Recruitment, Finance	Business Administration	3 terms as member 1 term as secretary June 2011/12 – 1 year term
Thomas O'Brien	Vice-President	Executive, 5K Run, Head of Sailing, Scholarship	Joined Board 2008	1 term as member 2 terms as vice-president June 2011/12 – 1 year term
Terri Cikatello	Member		PTSA Parent Liaison	First term June 2011/12 – 1 year term
Thomas Giles	Treasurer	Academics, Finance	Financial and Budgeting	3 one year terms June 2011/12 – 1 year term
Joseph Eicheldinger	Member	Finance Co-Chair 5K Run	Financial Services Budgeting	4 one year terms June 2011/12 - 1 year term

School Leader History

Name	Term
Richard Middaugh	2004 - 2005
Linda Sauerbier	2005 - 2006
Terrence Jenkins	2006 – 2007 (March)
Lawrence Astyk	March 2007 to present

² Source: School Renewal Application and updates provided by the School.

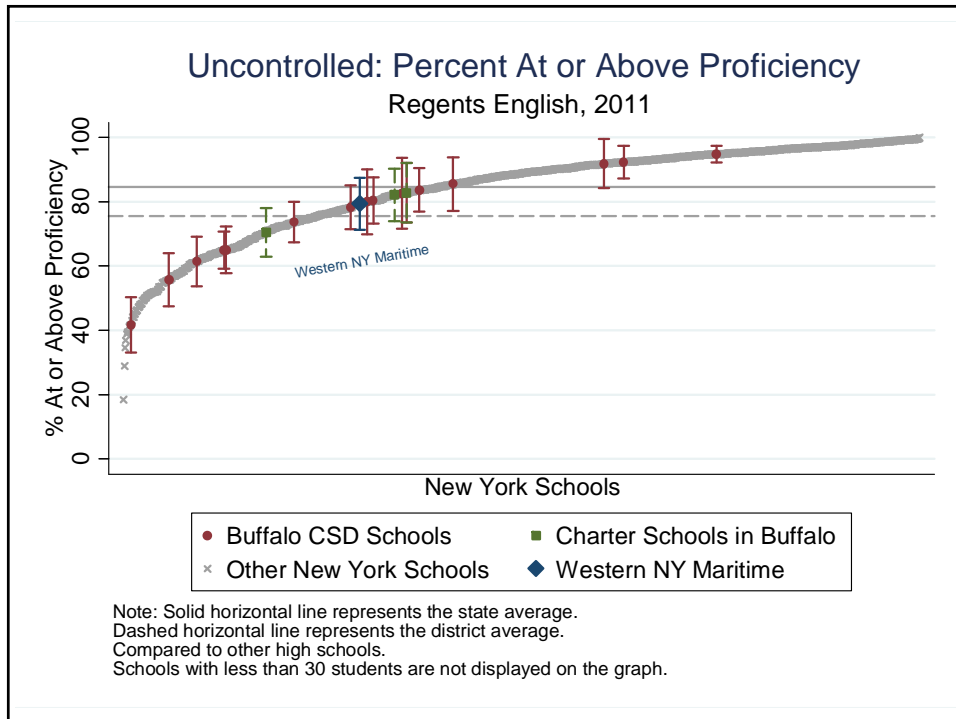


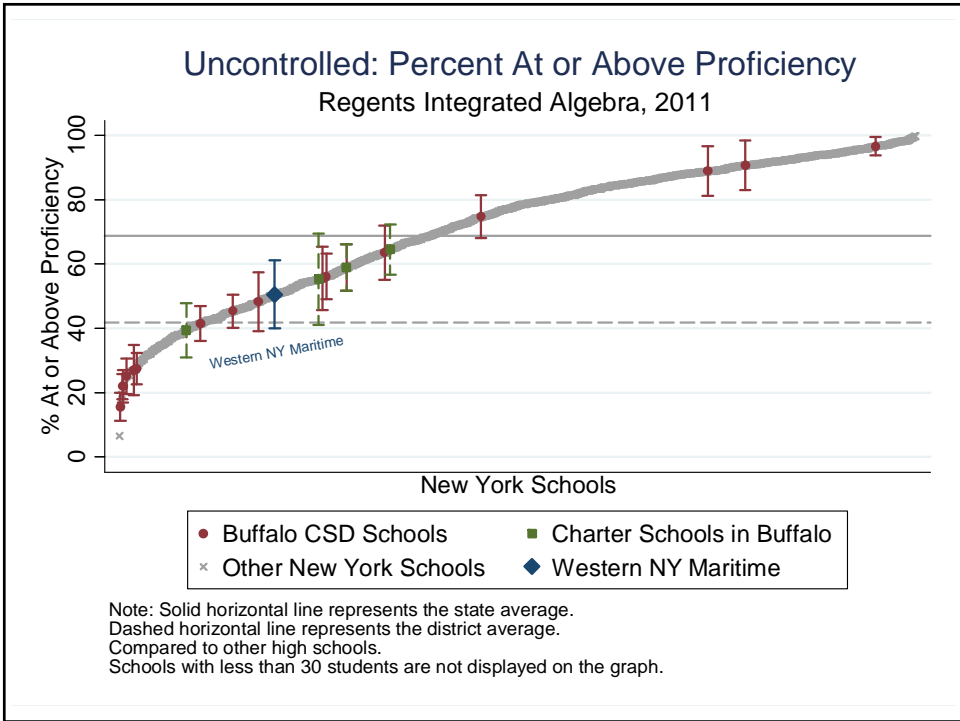
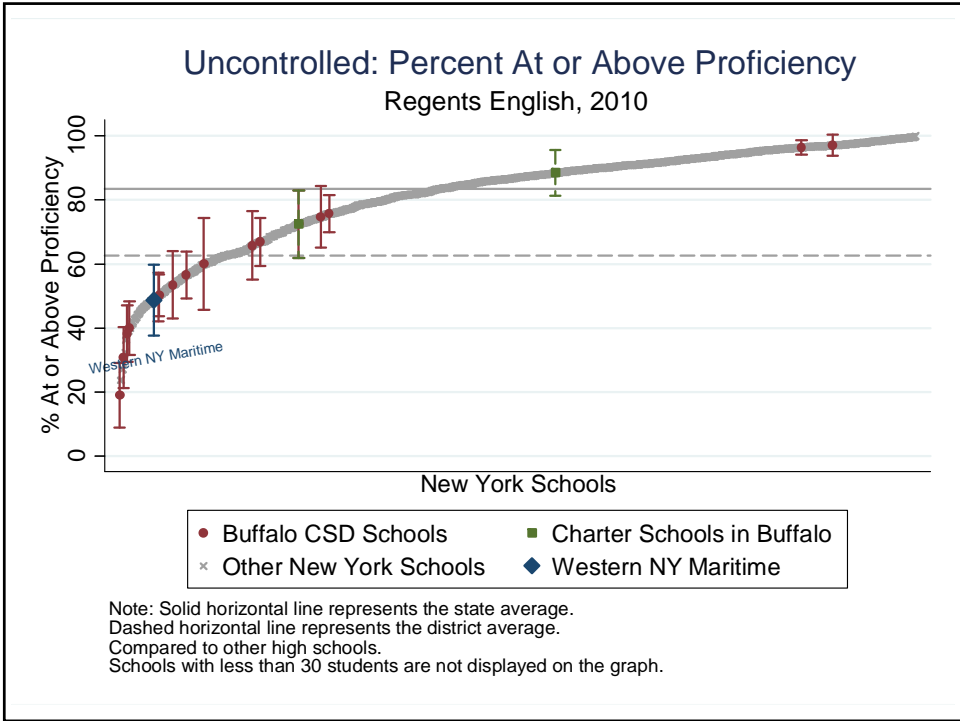
New York State Education Department

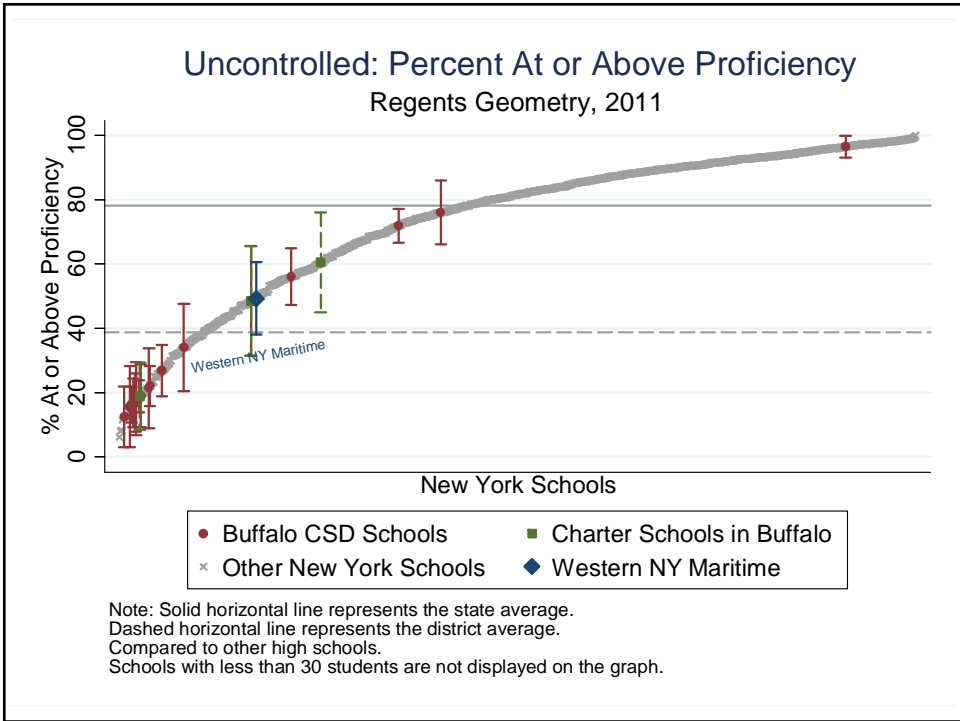
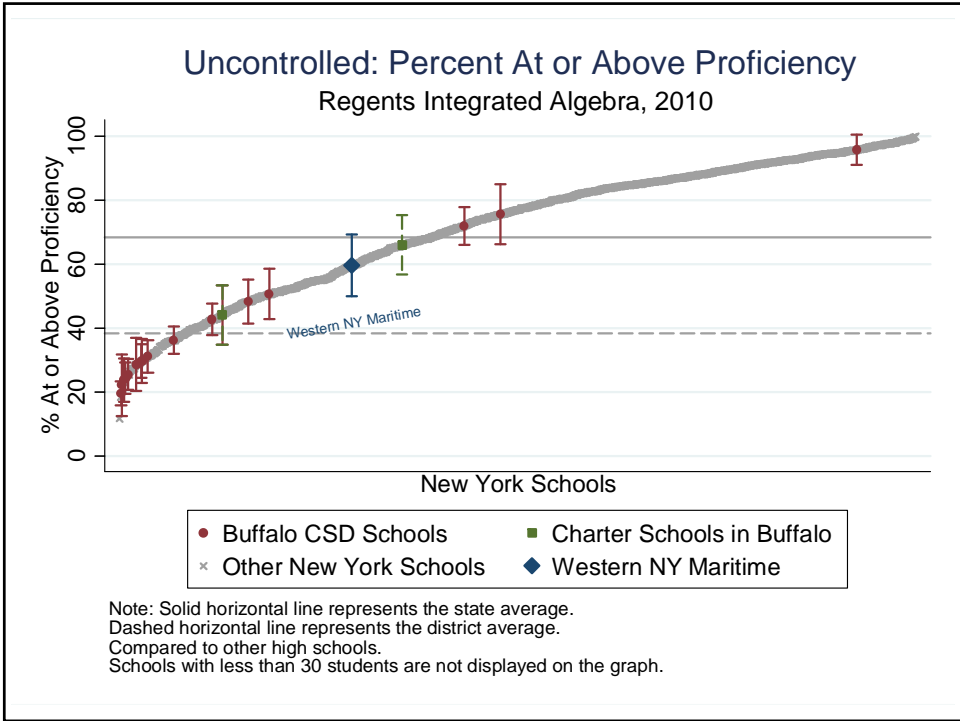
Charter School Renewal Recommendation Report Appendix A: High School Comparative Performance Analysis

Western New York Maritime Charter School *Application for 2nd Charter Renewal* March 2012

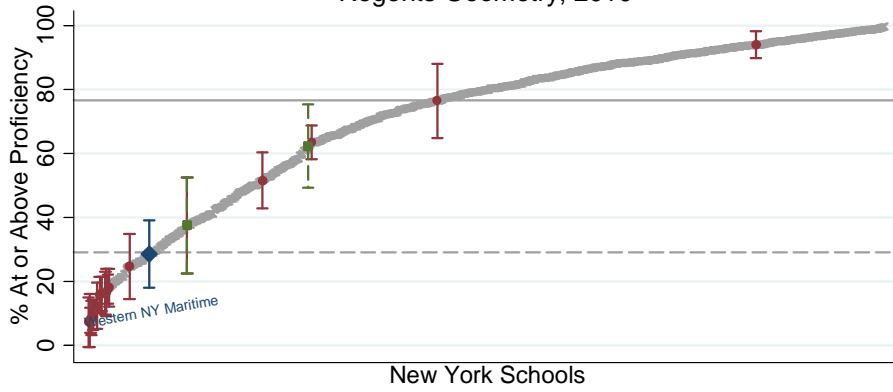
2010 and 2011 Performance on NYS High School Regents Exams in
Comprehensive English, Integrated Algebra, and Geometry
Compared to Other Public High Schools in Buffalo and in NYS





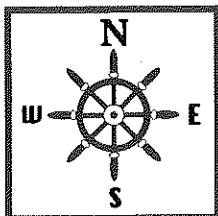


Uncontrolled: Percent At or Above Proficiency Regents Geometry, 2010



- Buffalo CSD Schools
- Charter Schools in Buffalo
- × Other New York Schools
- ◆ Western NY Maritime

Note: Solid horizontal line represents the state average.
Dashed horizontal line represents the district average.
Compared to other high schools.
Schools with less than 30 students are not displayed on the graph.



Western New York Maritime Charter School

266 Genesee Street

Buffalo, New York 14204

(716) 842-6289

Fax: (716) 842-4241

March 7, 2012

Dear Honorable Regents and Director Chuang:

After careful consideration of the information provided us by Director Chuang and Ms. Susan Gibbons on March 2, 2012, we would like to provide the following points regarding their recommendation for a three-year Charter Renewal in lieu of the requested five-year Charter Renewal.

We understand and share the concerns regarding our Regents statistics; as we demonstrated during the state visit, we have taken steps to address this issue and make improvements. This is a process that needs time to produce results. Below is a list of points that address our path toward improvement:

- 2009-10 ELA results fell below the performance target (42%). WNYMCS responded by hiring an additional certified ELA teacher with a demonstrated record of positive Regents results as well as strengthening our literacy program. We deliver AIS in a very structured manner, addressing skill deficits that are identified through the NWEA MAP test. Our 2010-11 results surpassed AYP with a 69% passing rate and in January 2012 we celebrated an 82% passing rate on the ELA Regents. Directed instruction is truly demonstrating strong gains.
- Our Integrated Algebra results have fallen consistently. The poor scores were realized when we stopped looping instruction in a two-year Algebra program; as a result we have returned to that structure. Following the success of our ELA program, we have taken the same steps in Integrated Algebra, hiring an additional certified Math teacher and delivering AIS in a very structured manner. We are confident that we will post stronger results in June.
- Our teachers are being trained through BOCES in all content areas in the use of data to drive instruction using the RTTT grant. They are working hard on this and we believe that it will yield results in the June testing period. We are also focusing our 9th period on additional test taking instruction for all Regents students.
- Our graduation rates are steadily climbing and we have met AYP for the 2010-11 school year. Although 73% does not make the state standard it does meet the AYP that has been set for our school and shows progression from previous years. We continue to graduate a greater percentage of students (73%) than the Buffalo City School District (49%), even though we draw the overwhelming majority of our students from the same environment. The five schools we used for comparison were the same schools that were used in the original charter. They are schools which do not use entrance qualification tests and accept all students just as we do. Although we are not satisfied with our assessment results and are diligently working to raise them, they still indicate a positive response to the efforts we make towards making our cadets ultimately successful. We accept all students we have seats for, including students who are not doing well in other environments, offering a fresh start to failing students.
- Our teachers have made gains in engaging students and demonstrated effective differentiated Instruction and a commitment to rigor in instruction on the first day of the state visit. The debrief by state inspectors that day indicated they were pleased with what

they saw. Perhaps we should have asked the state to change the dates of their visit, rather than plan the visit on the same day as the date scheduled for our ceremony and inspection by the Navy. In our eagerness to display the enthusiasm of our success in NJROTC during the state visit, we failed to consider that classes would have to be shortened that day to support the Navy requirements to complete their inspection. Our intent was to show you that even with a schedule allowing for twenty minute classes and a major demonstration, our academics were strong and are our number one priority. In retrospect that appears to have been a mistake because our teachers indicated they relied on more traditional methods of instruction that day due to the shortened class schedule.

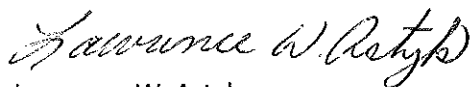
- The budget that we submitted was a working copy and not the one that should have been included; we apologize for that error and understand it should not have happened on a document as important as our application for re-chartering. A corrected version has been attached.

We are submitting this letter to clarify our response to concerns by the state regarding a full five year renewal. We hope it will lead to a reconsideration of Director Cheung's recommendation and lead to a full five-year Charter.

A five year Charter demonstrates faith in our school by the Board of Regents and not only inspires confidence in our parents, teachers and students; it provides the stability necessary to seek investment for capital improvements in our school. We would like to expand our curriculum to grades seven and eight as was discussed during our visit. We would like to support the Maritime focus with a new location and facility offering water access to support maritime biology projects, as well as sailing and rowing on premises. Initial site locations are currently being evaluated. We would like to support our athletic program with a full size gymnasium/athletic field. Additional technology improvements are limited by utilities available in our current location. Investment will allow introduction of fiber optics into a new building, increasing bandwidth by a factor of four. Expanded bandwidth will allow full integration of computers into each classroom, for each student.

During the state visit we were told that we had demonstrated improvement in instructional practice. We are using data to drive instruction and are direct in our emphasis on improvement. We fully intend to continue on this course with incentives for improvement, using time wisely, motivating students, and continuing to develop a school climate dedicated to excellence in academics, integrity, character, and physical fitness. We welcome any and all scrutiny necessary over the course of a new charter to guarantee this result.

Sincerely,



Lawrence W. Astyk
LtCol, USMC/Ret
Commandant



Angelo A. Conozzo
Chairman
Board of Trustees

WESTERN NEW YORK MARITIME CHARTER SCHOOL
FORECASTED STATEMENT OF ACTIVITIES AND ENDING CASH BALANCE
YEARS ENDING JUNE 30, 2013 THROUGH JUNE 30, 2017

Attachment

WESTERN NEW YORK MARITIME CHARTER SCHOOL

FORECASTED STATEMENTS OF ACTIVITIES AND ENDING CASH BALANCE

FOR THE YEARS ENDED JUNE 30, 2013 THROUGH JUNE 30, 2017

(See accompanying summaries of significant assumptions and accounting policies and accountants' report)

	6/30/13	6/30/14	6/30/15	6/30/16	6/30/17
Student Enrollment	310	310	310	310	310
State Aid per student	\$ 12,005	\$ 12,245	\$ 12,490	\$ 12,740	\$ 12,995
Revenue					
School District Payments (State Aid)	3,721,550	3,795,950	3,871,900	3,949,400	4,028,450
Special Education	437,737	437,737	437,737	437,737	437,737
Grants - Navy	110,700	110,700	110,700	110,700	110,700
Federal grants	186,000	186,000	186,000	186,000	186,000
Contributions	10,000	10,000	10,000	10,000	10,000
Fundraising Income	10,000	10,000	10,000	10,000	10,000
Vending machine income	10,000	10,000	10,000	10,000	10,000
Interest income	-	-	-	-	-
Physical Training Gear Income	5,000	5,000	5,000	5,000	5,000
Other income	3,000	3,000	3,000	3,000	3,000
Student clubs					
Total Revenue	4,493,987	4,568,387	4,644,337	4,721,837	4,800,887
Expenses					
Instructional:					
Instructional salaries	1,348,720	1,348,720	1,348,720	1,348,720	1,348,720
Instructional consultants	20,000	20,000	20,000	20,000	20,000
Special Education - salaries	260,024	260,024	260,024	260,024	260,024
Professional	90,954	90,954	90,954	90,954	90,954
Educational materials	10,850	10,850	10,850	10,850	10,850
Textbooks	5,150	5,150	5,150	5,150	5,150
Classroom paper & supplies	7,600	7,600	7,600	7,600	7,600
Student testing & assessment	17,000	17,000	17,000	17,000	17,000
Student services	2,000	2,000	2,000	2,000	2,000
Uniforms	27,000	27,000	27,000	27,000	27,000
Physical Training Gear Expense	5,000	5,000	5,000	5,000	5,000
Athletic Department	25,000	25,000	25,000	25,000	25,000
Awards & Scholarships	2,500	2,600	2,700	2,800	2,900
Field trips	2,100	2,100	2,100	2,100	2,100
Military events	4,000	4,000	4,000	4,000	4,000
Transportation	25,000	25,000	25,000	25,000	25,000
Student activities	2,000	2,000	2,000	2,000	2,000
Boot camp food	6,000	6,000	6,000	6,000	6,000
Conferences	8,000	8,400	8,820	9,260	9,720
Administrative:					
Salaries	391,770	391,770	391,770	391,770	391,770
Staff Development	49,400	51,900	54,500	57,200	60,100
Consultants					
Dues & Memberships	7,500	7,900	8,300	8,700	9,100
Student recruitment (advertising)	25,000	25,000	25,000	25,000	25,000
Board development	4,000	4,200	4,400	4,600	4,800
Maintenance:					
Maintenance salary	114,156	114,156	114,156	114,156	114,156
Equipment repair	50,200	52,700	55,400	58,200	61,100
Custodial supplies	12,000	12,600	13,200	13,900	14,600
Maintenance contract	32,200	33,800	35,500	37,300	39,100
General:					
Payroll taxes	231,600	231,600	231,600	231,600	231,600
Health Insurance	298,560	320,016	350,136	383,328	419,880
Pension	250,976	263,525	276,701	290,505	304,936
Rent	649,200	665,500	682,100	699,200	716,600
Utilities	112,400	112,700	113,100	113,500	113,900
Telephone & Internet	18,000	18,900	19,800	20,800	21,800
Insurance	50,460	52,460	54,660	57,080	59,740
Office supplies	15,000	15,800	16,600	17,400	18,300
Postage	8,200	8,600	9,000	9,500	10,000

FORECASTED STATEMENTS OF ACTIVITIES AND ENDING CASH BALANCE

FOR THE YEARS ENDED JUNE 30, 2013 THROUGH JUNE 30, 2017

(See accompanying summaries of significant assumptions and accounting policies and accountants' report)

	6/30/13	6/30/14	6/30/15	6/30/16	6/30/17
Printing	5,000	8,500	9,040	9,612	10,228
Outside services (copier lease & maint)	12,080	12,080	12,080	12,080	12,080
Legal fees	5,000	5,250	13,000	13,000	13,000
IT consultant	6,000	6,300	6,600	6,900	7,200
Accounting services & audit fees	62,320	65,440	68,700	72,110	75,670
HR, grant writer & charter renewal services	13,400	13,820	14,300	14,800	15,300
Payroll processing fees	1,000	1,000	1,050	1,103	1,158
Fundraising expense	5,000	5,000	5,000	5,000	5,000
Miscellaneous	4,000	4,200	4,400	4,600	4,800
Bank charges	400	400	400	400	400
Depreciation	155,000	155,000	155,000	155,000	155,000
Interest expense	15,950	12,900	9,450	8,260	7,100
Total expenses	4,474,670	4,542,415	4,624,861	4,707,062	4,794,436
Incr (decr) In net assets	19,317	25,972	19,476	14,775	6,451
Cash Flow					
Add: Non-Cash Expenditures & Proceeds from Line of Credit and Other Timing Adjustments					
Depreciation	155,000	155,000	155,000	155,000	155,000
Line of Credit -M & T Bank	-	-	-	-	-
	155,000	155,000	155,000	155,000	155,000
Less: Capital Equipment Purchases & Payments on Line of Credit & Other Timing Adjustments					
Capital Equipment Purchases	(30,000)	(60,000)	(60,000)	(60,000)	(60,000)
Principal payments - bus & copiers	(30,900)	(34,500)	(30,600)	(30,600)	(23,400)
Payments on Line of Credit	-	-	-	-	-
	(60,900)	(94,500)	(90,600)	(90,600)	(83,400)
Net Cash Inflow (Outflow) - Current Year	113,417	86,472	83,876	79,175	78,051
Cash - Beginning of Year	887,432	1,000,849	1,087,321	1,171,197	1,250,372
Net Cash - End of Year	1,000,849	1,087,321	1,171,197	1,250,372	1,328,423
Balance LOC - EOY	-	-	-	-	-

WESTERN NEW YORK MARITIME CHARTER SCHOOL
NOTES TO FORECASTED STATEMENTS OF ACTIVITIES
YEARS ENDING JUNE 30, 2013 THROUGH JUNE 30, 2017

NOTE 1 - SUMMARY OF SIGNIFICANT FORECAST ASSUMPTIONS

This financial forecast presents, to the best of management's knowledge and belief, the School's expected results of operations and ending cash balance for the forecast period. Accordingly, the forecast reflects management's judgment as of March 5, 2012, the date of this forecast, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecast. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

Significant assumptions are found on pages 6 through 9.

Student enrollment is a sensitive assumption due to the fact that State Aid is forecasted to be \$12,005 for the year ending June 30, 2013, with a 2% increase for each year thereafter.

Salaries and other discretionary expenses have been budgeted at a constant (i.e. assume no increase).

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIIES

The financial forecast has been prepared on the basis of accounting principles generally accepted in the United States of America expected to be used in the financial statements covering the forecast period, which is the same as those used to prepare the historical financial statements, as described below.

Organization

On January 12, 2004, the Board of Regents of the University of the State of New York granted a five year provisional charter to the Western New York Maritime Charter School (the School) to operate as an education corporation under New York law. On December 16, 2008 the Board of Regents approved the renewal application effective January 12, 2009 through June 30, 2012. Prior to the end of the current renewal, Western New York Maritime Charter School will re-apply to the Board of Regents for a renewal of their charter.

Charter schools receive state and federal public school funding and must meet all the same state and federal testing and learning requirements as public schools, yet they operate independently of the local school district, serving as their own local education agency.

Western New York Maritime Charter School is a charter member of the U.S. Navy Junior Reserve Officers Training Corps Program.

Basis of Accounting

The accompanying prospective financial statements have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables and other liabilities.

Use of Estimates

The preparation of forecasted statement of activities in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

WESTERN NEW YORK MARITIME CHARTER SCHOOL
NOTES TO FORECASTED STATEMENTS OF ACTIVITIES
YEARS ENDING JUNE 30, 2013 THROUGH JUNE 30, 2017

Cash and Cash Equivalents

For purposes of cash balances, the School considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Income Taxes

The School is exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code, and is classified as "other than a private foundation". Therefore, no provision for income taxes is reflected in the financial statements.

WESTERN NEW YORK MARITIME CHARTER SCHOOL
SUMMARY OF SIGNIFICANT FORECAST ASSUMPTIONS
FOR THE YEARS ENDING JUNE 30, 2013 THROUGH JUNE 30, 2017

					6/30/13	6/30/14	6/30/15	6/30/16	6/30/17
1)	School District Payments			Incr	2.00000%	2.00000%	2.00000%	2.00000%	2.00000%
				Per Student	\$ 12,005	\$ 12,245	\$ 12,490	\$ 12,740	\$ 12,995
	Historical state aid:			Student enrollment	310	310	310	310	310
		Amount	Increase	Incr %					
	02/03	8,791			3,721,650	3,795,950	3,871,900	3,949,400	4,028,450
	03/04	7,934	(857)	-9.75%					
	04/05	8,245	311	3.92%					
	05/06	8,693	448	5.43%	Seniors	60	60	60	60
	06/07	9,499	806	9.27%	Juniors	70	70	70	70
	07/08	9,567	68	0.72%	Sophmores	90	90	90	90
	08/09	10,429	862	9.01%	Freshman	90	90	90	90
	09/10	10,429	-	0.00%		310	310	310	310
	10/11	12,005	1,576	15.11%					
	11/12	12,005	1,576	15.11%	6.10% running average				
2)	Special education								
	Public Excess Cost Charge:								
					28	28	28	28	28
					14	14	14	14	14
		Weight		SPED services - 20%-59%	0.9	0.9	0.9	0.9	0.9
		Weight		SPED services - 60% or more	1.65	1.65	1.65	1.65	1.65
				District's AOE/TAPU	10,738	10,738	10,738	10,738	10,738
				District's Public Excess Cost Ratio	0.844	0.844	0.844	0.844	0.844
					\$ 437,737	\$ 437,737	\$ 437,737	\$ 437,737	\$ 437,737
3)	Grants:								
	US Navy - 1/2 salary for Sr Naval Instr & Naval Instr's				95,700	95,700	95,700	95,700	95,700
	Uniform maintenance				15,000	15,000	15,000	15,000	15,000
					110,700	110,700	110,700	110,700	110,700
4)	Federal Grants:								
	Title I Grants				162,000	162,000	162,000	162,000	162,000
	Title II Grants				24,000	24,000	24,000	24,000	24,000
					186,000	186,000	186,000	186,000	186,000
5)	Fundraising Income				10,000	10,000	10,000	10,000	10,000
	Fundraising Expense				(5,000)	(5,000)	(5,000)	(5,000)	(5,000)
					5,000	5,000	5,000	5,000	5,000
6)	Physical Training Gear Income (reimb of NJROTC sweats, etc)				5,000	5,000	5,000	5,000	5,000
	Physical Training Gear Expense				(5,000)	(5,000)	(5,000)	(5,000)	(5,000)
					-	-	-	-	-
7)	Interest income:				\$ -	\$ -	\$ -	\$ -	\$ -
8)	Salaries								
	Instructional salaries				1,348,720	1,348,720	1,348,720	1,348,720	1,348,720
	Special education salaries				260,024	260,024	260,024	260,024	260,024
	Professional salaries				90,954	90,954	90,954	90,954	90,954
	Administrative salaries				391,770	391,770	391,770	391,770	391,770
	Maintenance salaries				114,156	114,156	114,156	114,156	114,156
					2,205,624	2,205,624	2,205,624	2,205,624	2,205,624
9)	Payroll taxes:			Total salaries X	10.50%	10.50%	10.50%	10.50%	10.50%
10)	Instructional consultants								
	Americorps				15,000	15,000	15,000	15,000	15,000
	Buffalo State College - boatbuilding				5,000	5,000	5,000	5,000	5,000
					20,000	20,000	20,000	20,000	20,000

WESTERN NEW YORK MARITIME CHARTER SCHOOL
SUMMARY OF SIGNIFICANT FORECAST ASSUMPTIONS
FOR THE YEARS ENDING JUNE 30, 2013 THROUGH JUNE 30, 2017

					6/30/13	6/30/14	6/30/15	6/30/16	6/30/17		
11)	Health insurance is provided for all full-time personnel.			# of	Health ins \$						
				People	Per month						
			Family	11/12	25	X	782				
			Single	11/12	9	X	300				
			Buy-Out	11/12	12	X	125				
	0% of the employee deductibles to be paid by WNYMCS for 11/12			34	X	950					
	Increase in health ins	5.00%	Family	12/13	25	X	820	246,000			
		5.00%	Single	12/13	9	X	320	34,560			
			Buy-Out	12/13	12	X	125	18,000			
					34	X	-	-			
	Increase in health ins	10.00%	Family	13/14	24	X	902	259,776			
		10.00%	Single	13/14	10	X	352	42,240			
			Buy-Out	13/14	12	X	125	18,000			
	Increase in health ins	10.00%	Family	14/15	24	X	992	285,696			
		10.00%	Single	14/15	10	X	387	46,440			
			Buy-Out	14/15	12	X	125	18,000			
	Increase in health ins	10.00%	Family	15/16	24	X	1,091	314,208			
		10.00%	Single	15/16	10	X	426	51,120			
			Buy-Out	15/16	12	X	125	18,000			
	Increase in health ins	10.00%	Family	16/17	24	X	1,200	345,600			
		10.00%	Single	16/17	10	X	469	56,280			
			Buy-Out	16/17	12	X	125	18,000			
							298,560	320,016	350,136	383,328	419,980
12)	Pension:	Per communication from NYSTRS for 2012/2013 use 11.84%). (5% increase assumed for 12/13 and thereafter)					12.00%	12.60%	13.23%	13.89%	14.58%
13)	Educational materials:				# of students	310	310	310	310	310	
	Dept Materials:	\$ 35 /student	X	# of students	10,850	10,850	10,850	10,850	10,850		
					10,850	10,850	10,850	10,850	10,850		
				# of students	310	310	310	310	310		
	Textbooks:	\$ 15 /student	X	# of students							
			X	5 subjects**	4,650	4,650	4,650	4,650	4,650		
	Books				500	500	500	500	500		
					5,150	5,150	5,150	5,150	5,150		
14)	Testing & assessment	Standardized testing				17,000	17,000	17,000	17,000	17,000	
15)	Uniforms:										
	Uniform maintenance - initial alterations & subsequent sizing					20,000	20,000	20,000	20,000	20,000	
	Uniform maintenance - cleaning					7,000	7,000	7,000	7,000	7,000	
						27,000	27,000	27,000	27,000	27,000	
16)	Athletic Department										
	Uniforms & transportation					25,000	25,000	25,000	25,000	25,000	
						25,000	25,000	25,000	25,000	25,000	

WESTERN NEW YORK MARITIME CHARTER SCHOOL
SUMMARY OF SIGNIFICANT FORECAST ASSUMPTIONS
FOR THE YEARS ENDING JUNE 30, 2013 THROUGH JUNE 30, 2017

					6/30/13	6/30/14	6/30/15	6/30/16	6/30/17
17)	Transportation								
		Transportation costs - school bus							
		Gas			8,000	8,000	8,000	8,000	8,000
		Oil change/inspection			6,000	6,000	6,000	6,000	6,000
		Repairs/maintenance			7,000	7,000	7,000	7,000	7,000
		Licenses & fees			4,000	4,000	4,000	4,000	4,000
					25,000	25,000	25,000	25,000	25,000
18)	Boot Camp								
		Food			5,500	5,500	5,500	5,500	5,500
		Staff uniforms			500	500	500	500	500
					6,000	6,000	6,000	6,000	6,000
19)	Student & teacher recruitment				25,000	25,000	25,000	25,000	25,000
20)	Rent:	Per contract			\$ 649,200	\$ 665,500	\$ 682,100	\$ 699,200	\$ 716,600
21)	Utilities		Cost/Sq ft	Sq Ft	66,888	66,888	66,888	66,888	66,888
		Gas	\$ 0.75		50,200	50,200	50,200	50,200	50,200
		Electric	\$ 0.75		50,200	50,200	50,200	50,200	50,200
		Water			4,900	5,100	5,400	5,700	6,000
		User fees			2,100	2,200	2,300	2,400	2,500
		Other			5,000	5,000	5,000	5,000	5,000
					112,400	112,700	113,100	113,500	113,900
22)	Equipment repair & maintenance								
		Small equipment			7,500	7,900	8,300	8,700	9,100
		Painting			20,000	21,000	22,100	23,200	24,400
		Snowplowing			2,300	2,400	2,500	2,600	2,700
		Repairs			15,500	16,300	17,100	18,000	18,900
		Security			4,900	5,100	5,400	5,700	6,000
					50,200	52,700	55,400	58,200	61,100
23)	Custodial supplies	Supplies			12,000	12,600	13,200	13,900	14,600
					12,000	12,600	13,200	13,900	14,600
24)	Maintenance contract								
		Fire protection			2,200	2,300	2,400	2,500	2,600
		Cleaning			30,000	31,500	33,100	34,800	36,500
					32,200	33,800	35,500	37,300	39,100
25)	Insurance:								
		General/Employ/Educator/ Liab, D & O, Crime			20,000	22,000	24,200	26,620	29,282
		Work Comp			22,100	22,100	22,100	22,100	22,100
		Vehicle - bus			2,500	2,500	2,500	2,500	2,500
		Student insurance - \$6/student			1,860	1,860	1,860	1,860	1,860
		DBL			4,000	4,000	4,000	4,000	4,000
		Total			50,460	52,460	54,660	57,080	59,742
26)	Printing								
		Printing			6,000	6,300	6,620	6,950	7,300
		Brochure			2,000	2,200	2,420	2,662	2,928
					8,000	8,500	9,040	9,612	10,228
27)	Professional fees:								
		Monthly accounting & financial reporting			54,600	57,330	60,200	63,210	66,370
		Audit			7,720	8,110	8,500	8,900	9,300
		Grant writers/charter renewal			5,000	5,000	5,000	5,000	5,000
		HR consulting			8,400	8,820	9,300	9,800	10,300
					75,720	79,260	83,000	86,910	90,970
		IT consultant			-	-	-	-	-
		IT - hosting			6,000	6,300	6,600	6,900	7,200
		Legal			5,000	5,250	13,000	13,000	13,000
					11,000	11,550	19,600	19,900	20,200

WESTERN NEW YORK MARITIME CHARTER SCHOOL

SUMMARY OF SIGNIFICANT FORECAST ASSUMPTIONS

FOR THE YEARS ENDING JUNE 30, 2013 THROUGH JUNE 30, 2017

				6/30/13	6/30/14	6/30/15	6/30/16	6/30/17
28)	Outside services (copier lease & maint)							
	Maint agreement - Canon 6020 (Wells Fargo)	\$ 330 / month		3,960	3,960	3,960	3,960	3,960
	Maint agreement - Canon7095 (IKON)	\$ 410 / month		4,920	4,920	4,920	4,920	4,920
	Maint agreement - owned copier	\$ 100 / month		1,200	1,200	1,200	1,200	1,200
	Copier overage			2,000	2,000	2,000	2,000	2,000
				12,080	12,080	12,080	12,080	12,080
29)	Payroll processing fees: <i>On average - approx. \$40 per payroll</i>			1,000	1,000	1,050	1,103	1,158
30)	Miscellaneous							
	Other expenses			4,000	4,000	4,000	4,000	4,000
	Total			4,000	4,000	4,000	4,000	4,000
31)	Bank charges:			400	400	400	400	400
32)	Depreciation			155,000	155,000	155,000	155,000	155,000
33)	Interest expense							
	Wells Fargo copier lease			1,200	800	400	1,400	1,400
	Ikon copier lease - 2			8,200	6,300	3,900	2,500	1,500
	Bus			2,350	1,600	950	160	-
	Bus # 2			2,200	2,200	2,200	2,200	2,200
	Line of credit			2,000	2,000	2,000	2,000	2,000
				15,950	12,900	9,450	8,260	7,100
34)	Principal payment							
	Wells Fargo copier lease			2,500	2,900	2,900	2,900	3,000
	Ikon copier lease - 2			8,800	11,200	12,000	12,000	12,000
	Bus			11,200	12,000	7,300	7,300	-
	Bus # 2			8,400	8,400	8,400	8,400	8,400
				30,900	34,500	30,600	30,600	23,400
35)	Equipment Purchases							
	Computers & computer equipment			15,000	30,000	30,000	30,000	30,000
	Furniture & Equipment			15,000	30,000	30,000	30,000	30,000
				30,000	60,000	60,000	60,000	60,000