



# Entry 1 School Information

Created: 07/20/2016

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## Page 1

### a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

SOUTH BUFFALO CS (SUNY TRUSTEES) 140600860817

### b. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

### c. DISTRICT / CSD OF LOCATION

Buffalo

### d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	154 South Ogden Street Buffalo, New York 14210	716-826-7213	716-826-7168	<a href="mailto:bwiesinger@southbuafflocs.org">bwiesinger@southbuafflocs.org</a>

### d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Brian Wiesinger
Title	Superintendent

Emergency Phone Number (###-###-####)



**e. SCHOOL WEB ADDRESS (URL)**

<http://www.southbuffalocs.org/>

**f. DATE OF INITIAL CHARTER**

01/2000

**g. DATE FIRST OPENED FOR INSTRUCTION**

08/2000

**i. TOTAL ENROLLMENT ON JUNE 30, 2016**

847

**j. GRADES SERVED IN SCHOOL YEAR 2015-16**

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

Page 2

**l1. FACILITIES**

Does the school maintain or operate multiple sites?

No, just one site.

## I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	154 South Ogden St Buffalo, NY 14210	716-826-7213	BUFFALO CITY SD	K-8	Yes	Own
Site 2						
Site 3						

### I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Brian Wiesinger	[REDACTED]		[REDACTED]
Operational Leader	Brian Wiesinger	[REDACTED]		[REDACTED]
Compliance Contact	Lynne Bogdan	[REDACTED]		[REDACTED]
Complaint Contact	Jack Bala	[REDACTED]		[REDACTED]

## Page 3

**n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.**

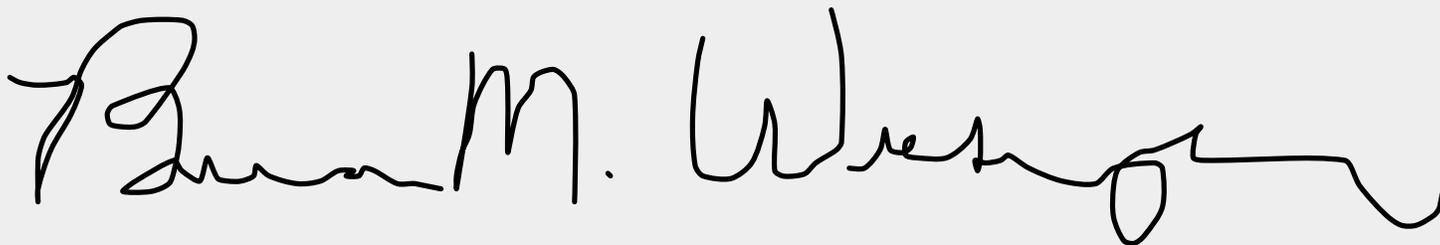
Brian Wiesinger/Supt; Lynne Bogdan/Business Mgr; Jack Bala/HR Manager; Andrew Huff/CIO; Angelica Gonzalez/Office Mgr; Julia Hamels/Asst. Principal; Gina Dudkowski/Achievement Coordinator

**p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink that reads "Brian M. Wiesinger". The signature is fluid and cursive, with the first name being the most prominent.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink that reads "Jane P. Nemerina". The signature is cursive and somewhat stylized, with the first name being the most prominent.

**Date**

2016/07/28

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**Thank you.**



# Entry 2 Link

Last updated: 07/20/2016

## Page 1

### 1. NEW YORK STATE REPORT CARD

**Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).**

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<https://data.nysed.gov/reportcard.php?instid=800000034163&year=2015&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&naep=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>

# INSTRUCTIONS / NOTES

## FOR 2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report. As guidance, schools should remove the existing text entirely and replace it with the appropriate information to complete the report.
2. Text Highlighted in Green = a sample entry that may be modified. As a sample entry, schools will edit sections highlighted in green or leave the text intact in alignment with the measures and goals included in the school's Accountability Plan.
3. The template for **high school measures** is in Appendix A, beginning on page 26.
4. The template for reporting for each K-2 school with a norm-referenced test growth measure in the Accountability Plan appears on page 66. The corresponding template for a high school with a norm-referenced test growth measure appears on page 66. Present the respective results at the end of the English language arts and math goals.
5. **Annual adjustments to the Accountability Plan Progress Report**
  - Elementary and Middle Schools**
    - a) **The New York State Education Department has recalibrated the Annual Measurable Objectives (AMOs) in ELA and math. Schools must therefore complete the second 3-8 absolute measure (Performance Level Index (PLI) meeting the AMO) in ELA and math. The 2014-15 school year will mark the final year of reporting PLIs with the state's forthcoming implementation of a new accountability system under the Every Student Succeeds Act.**
    - b) **For the 3-8 Growth Measure in ELA and math, report 2014-15 results using the state's 3-8 Growth Model. (The 2015-16 results are not yet available.)**
  - College Preparatory High Schools**
    - a) **Due to the introduction of college and career readiness standards, schools renewed after 2011-12 use revised Accountability Plan measures. (See the appendix in the Guidelines for Creating a SUNY Accountability Plan for a list of the revised measures.)**
    - b) **The Institute will gradually phase the new measures into its evaluation of all schools and the SUNY Trustees will take these new measures into account when making renewal decisions. Therefore, the Institute encourages all high schools to include the college and career readiness standard in their Accountability Plan Progress Report as optional measures.**
6. Please do not include these instructions or the reference guide below in a submitted report.

# REFERENCE GUIDE TO TEMPLATE SECTIONS

Page

INTRODUCTION	
.....	
.....1	
ELEMENTARY AND MIDDLE SCHOOL GOALS.....	3
NCLB GOAL.....	
.....25	
HIGH SCHOOL COHORTS	
.....	26
HIGH SCHOOL GOALS.....	
.....28	
OPTIONAL GOALS	
.....	
61	
SUPPLEMENTARY TABLES	
ELEMENTARY AND MIDDLE SCHOOLS.....	64
HIGH SCHOOLS.....	
.....67	

***The Accountability Plan Progress Report Template Is Below.***

**South Buffalo Charter School -**

**2015-16 ACCOUNTABILITY -  
PLAN -  
PROGRESS REPORT -**

Submitted to the SUNY Charter Schools Institute  
on:

September 20, 2016

By   Brian Wiesinger  



Andrew Huff (CIO), Gina Dudkowski (Achievement Coordinator), and Brian Wiesinger (Superintendent) prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
James P. Neimeier	President, Finance Committee, Facility Committee, and Personnel Committee member; Appeals
Anne Marie Tryjankowski	Vice President and Personnel Committee Member, Negotiations Committee Member
Kathy Linhardt	Secretary, Personnel and Facility Committee Member, Negotiations Committee Member
Steven Nigrelli	Board Member, Facility, Personnel and Negotiations Committee Member
Chris Schafer	Parent Member, Finance and Facility Committee Member
Jennifer Mack	Parent Member
Paul Janis	Board Member, Finance and Facility Committee Member Finance Committee Member
Jason Zwara	Board Member, Finance and Facility Committee Member Finance Committees Member

**Brian Wiesinger has served as the Superintendent since 2014. -**

The South Buffalo Charter School (SBCS) received approval in 1999 from the New York State Board of Regents. In the fall of 2000 the school was housed in Buffalo Public School 29, which was also occupied by the South Buffalo Community Center, the South Buffalo Grief Center and the South Buffalo Senior Center. The South Buffalo Charter School is located in the city of Buffalo, New York and primarily receives students who live in the surrounding community. SBCS serves students grades K-8 and the student body is composed of varying ethnic and socio-economic backgrounds, reflecting the multicultural diversity from the community. Well over 70% of our students receive free or reduced lunch, illustrating the socio-economic needs of our families. The students reflect a broad spectrum of learning styles and learning needs. SBCS strives to build a composite class that represents the multifaceted dimensions of our society.

SBCS's mission states that we are a Professional Learning Community (PLC). Our focus on learning is driven by research, data, and collaborative reflection to increase student achievement. We are dedicated to creating students that are prepared for the 21<sup>st</sup> century through an environment that encompasses character education, technology integration and rigorous academics.

As set forth in the school's mission statement, we will focus on learning and increase student achievement through the following key elements:

- Professional Learning Community components
  - Collaborative Learning and Reflection
  - Research-based Best Practices
  - Data-Driven Decision Making
  - Pyramid of Intervention
- Standards-Based Curriculum
- SBCS continues to evaluate and align the curriculum. Grade level teams implement curriculum mapping and vertical planning to develop quality curricula designed to meet or exceed the Common Core Learning Standards and ensure the sustainability of fundamental instructional goals. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum.
- Technology Integration
  - The instructional program is enhanced through multi-media classrooms. These rooms may include some or all of the following equipment: computers, resident PCs and interactive docking stations, touch-screen monitors, rovers, interactive white boards, LCD projectors, document cameras, DVD/VCR units, Classroom Performance System (CPS), and interactive tablets. In addition, mobile labs and printers, video cameras and digital cameras, and TV/DVD/VCR units are available for classroom use. Technology is an essential element of the ability of staff to meet student needs. Teachers and staff utilize the Performance Plus Suite, which includes Curriculum Connector, Performance Tracker, and

Assessment Builder. The student information system is Power School. AIMSweb and STAR Early Literacy, Reading and Math are used for data management and analysis.

- Character Education
  - SBCS is committed to a strong focus on integrating character education into the instructional program. Students are exposed to the basic principles of core virtues such as; responsibility, respect, citizenship, kindness, courage, tolerance, self-control, honesty, determination, and teamwork. SBCS also utilizes the Second Step Program as a classroom based skills training for Character Education.
- Extended Day and School Year
  - Research shows that an extended school day and school year can result in an improvement of student achievement through increased instructional time. The school day at SBCS is no less than seven hours, between one and a half to two hours longer than the New York State requirement. Teachers and staff are required to be in attendance for no less than eight hours. This additional time is used for planning and professional development. The school year at SBCS is between ten and fifteen instructional days longer than the New York State requirement of 180 days.
- Professional Development
  - Job-embedded professional development is a vital component of SBCS's dedication to the improvement of teaching and learning. Professional Development is integrated into the school day through common planning/data meetings where teacher receive support from the Leadership and Instructional Teams and outside consultants. In addition, no less than ten dedicated Professional Development and/or Superintendent Conference Days are included in the school calendar. Teachers and staff are also encouraged to attend Professional Development conferences outside school offerings.
- Parent/Guardian Involvement and Engagement SBCS offers the following opportunities to foster the home/school connection:
  - Parent Teacher Association
  - Open Board Meetings
  - Monthly Community Newsletter
  - Open House
  - Parent Teacher Conferences
  - School Website and Teacher Webpages
  - Power Grade
  - Teacher/Administrator Correspondence
  - One Call
  - Moving-Up Ceremonies
  - Welcome Picnic
  - Kindergarten Screening

- Child Study Team
- Parent Information Nights
- Parent Engagement Committee
- Student Recognition Events

SBCS has developed annual goals and objectives in accordance with the Charter School Institute and New York State Education Department, to fulfill its mission to increase student achievement and learning. The school's annual progress report measures the extent to which we met the goals and objectives for 2015-2016 and provides a set of goals and objectives for the next academic year and beyond. It benchmarks our move towards excellence in achieving our mission.

This report is self-reflective and a tool that details our expectations and intentions to continue to strive for improvement and to enable us to provide a quality education for all of our students.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	73	76	76	72	79	75	71	75	66	0	0	0	0	663
2012-13	73	77	76	72	72	72	77	68	68	0	0	0	0	655
2013-14	78	79	77	77	78	76	77	76	73	0	0	0	0	691
2014-15	99	91	103	100	97	77	78	79	76	0	0	0	0	800
2015-16	98	103	104	103	100	96	100	88	82	0	0	0	0	877

# ENGLISH LANGUAGE ARTS

## Goal 1: English Language Arts

Student will become proficient in the ELA skills of Reading and Writing and Listening and will make continuous yearly progress toward mastery of their ELA skills.

## BACKGROUND

Throughout the 2015-16 school year, SBCS's two ELA/Instructional Coaches (K-4 and 5-8) provided daily ELA and Social Studies instructional support to teachers. The focus of curriculum work last year was to continue fully integrate the Common Core Learning Standards into the ELA and Social Studies curriculum. The teachers spent time creating pacing guides, unit plans and lesson plans. SBCS used the NYS ELA Curriculum Domains (K-2) and Modules (3-8) as a research based resource to serve as the foundational framework of the ELA curriculum grades K-6 and 7-8. An uninterrupted 90 minute ELA block K-4th grade and a 54 minutes for grades 5<sup>th</sup>-8<sup>th</sup> with a mix of whole and small group instruction, guided reading, differentiated centers and flexible grouping was used to ensure that students K-4 become literate and learn to read, write and speak well. Many of the best practices utilized in K-4 were bridged into the ELA instruction in grades 5-8 among other grade level appropriate ELA pedagogy. This included a focus on comprehension and the integration of ELA across all content areas. The continuation of Step Up to Writing was utilized K-8 to support ELA instruction. SBCS administered several different assessments throughout the year for various grade levels including benchmark assessments; NYS grades 3-8 ELA assessments, STAR Early Literacy, Reading and Math, AIMSweb and teacher created assessments. Professional development was provided through the use of BOCES and outside consultants in the areas of curriculum development, assessment design and Data Driven Inquiry. Direction and support was also provided during professional discussion at common planning meetings. The school's instructional coaches hosted regularly scheduled professional development sessions for instructional staff on a variety of best practices. Teachers and support staff also attended internal and external additional professional development opportunities.

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

## METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	94	0	0	2	7	103
4	99	0	0	1	1	101
5	92	0	0	1	3	96
6	92	3	0	1	4	100
7	72	2	0	2	13	89
8	65	1	0	2	17	85
All	514	6	0	9	45	574

## RESULTS

The students’ performance on the New York State ELA exam demonstrates an increase of three percentage points for the cohort data. The table below indicates that 417 out of 514 (81%) students tested were enrolled in at least their second year at SBCS

Performance on 2015-16 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	26	94	29	78
4	40	99	41	87
5	14	92	14	83
6	19	92	23	64
7	13	72	15	51
8	20	65	35	54
All	24	514	27	417

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## EVALUATION

The average of all grade level cohorts did not meet the proficient required outcome. The school missed the 75% proficiency goal. The school recognizes that 5th grade student performance was lower than all other grade levels. While this is due in part to some staffing challenges at the 5<sup>th</sup> grade level; the school has worked to secure permanent teaching staff in 2016-17.

In 2015-16, the cohort achieved increases in grades 4-8 with the greatest gains in grades 3, 6, and 8. While the trend illustrates that the cohorts tend to do better than the general population, it is by a relatively small margin (0 to 3%). Our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts to assess and intervene on each student's behalf through STAR Reading and AIMSWeb assessment and progress monitoring to maximize student potential and eliminate depth of knowledge gaps. It is important to note that through continued creative scheduling SBCS maximizes time to allow for block periods of ELA and intervention services.

## ADDITIONAL EVIDENCE

In the face of NY State's curricular and assessment changes over the course of the last five years, SBCS has made some gains in reaching proficiency. The school has embraced these changes through the integration of CCLS, creation of common formative and summative assessments, partnerships with BOCES curriculum specialists, adoption and creation of an APPR plan, use of Data Driven Inquiry analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson's Frameworks for teaching and supervision and evaluation of instructional staff, and the acquisition of appropriate materials and resources to support teachers and students. SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20	71	33	66	29	78
4	23	61	22	65	41	87
5	15	61	13	59	14	83
6	13	70	13	63	23	64
7	28	62	17	63	15	51

8	26	55	29	52	35	54
All	22	389	21	368	27	417

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

## RESULTS

SBCS met 89% of our AMO goal by receiving a PLI of 93 points out of an expected 104.

### English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
417	34	39	21	6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 39 & + & 21 & + & 6 & = & 66 \\
 & & & & 21 & + & 6 & = & 27 \\
 & & & & & & \text{PLI} & = & 93
 \end{array}$$

## EVALUATION

The size of the SBCS cohort has been relatively consistent over the past three years. The cohort achieved a 6%-point increase overall in 2015-6 from 2014-15. Looking at longitudinal data, there is an increase from our 3<sup>rd</sup> grade (33% proficiency) to their 4<sup>th</sup> grade year (41% proficiency) which represents an 8% increase. Our 4<sup>th</sup> grade (22% proficiency) decreased in their 5<sup>th</sup> grade year to (14% proficiency) which represents an 8% decrease. Our 5<sup>th</sup> grade (13% proficiency) increased in their 6<sup>th</sup> grade year (23% proficiency) which represents a 10% increase. Our 6<sup>th</sup> grade (13% proficiency) increased in their 7<sup>th</sup> grade year (17% proficiency) which represents a 4% increase. Our 7<sup>th</sup> grade (17% proficiency) increased in their 8<sup>th</sup> grade year (35% proficiency) which represents a 18% increase. SBCS recognizes the need for additional instructional

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

### RESULTS

SBCS cohort experienced a greater number of students reaching proficiency in grades 3rd, 4th, 6th, 7<sup>th</sup>, and 8<sup>th</sup>. Fourth grade exceed Buffalo with the greatest margin of 25% points. The only grade level cohort that did not exceed Buffalo was 5<sup>th</sup> grade by a small 1% margin.

2015-16 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29	78	20	2186
4	41	87	16	2046
5	14	83	15	2032
6	23	64	15	1955
7	15	51	14	1989
8	35	54	18	1793
All	27	417	16	11,930

### EVALUATION

SBCS exceeded the aggregate district performance at each grade level when compared to Buffalo Public Schools. SBCS outperformed Buffalo Public schools by 9% in 3<sup>rd</sup> grade. SBCS outperformed Buffalo Public Schools by 25% in 4<sup>th</sup> Grade. SBCS outperformed Buffalo Public Schools by 8% in 6<sup>th</sup> Grade. SBCS outperformed Buffalo

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Public Schools by % in 7<sup>th</sup> Grade SBCS outperformed Buffalo Public Schools by 17% in 8<sup>th</sup> Grade. SBCS outperformed Buffalo Public School by 11% overall in grades 3-8.

## ADDITIONAL EVIDENCE

In comparing Common Core Assessments in 2014-15 to 2015-16; while the student population in Buffalo proficiency increased by 4% points, SBCS cohort experienced a 6%-point increase from 2014-15. Again, looking at longitudinal data, SBCS achieved an 8% increase from 3<sup>rd</sup> grade to 4<sup>th</sup> grade in 2015-16, while Buffalo Public schools (BPS) achieved a 4% gain. SBCS decreased by 8% from 4<sup>th</sup> grade to 5<sup>th</sup> grade, BPS increased by 1% points. SBCS increased by 10% from 5<sup>th</sup> grade to 6<sup>th</sup> grade, BPS increased by 4% point. SBCS increased by 2% from 6<sup>th</sup> grade to 7<sup>th</sup> grade, while BPS increased by 3% points. SBCS increased by 18% from 7<sup>th</sup> grade to 8<sup>th</sup> grade, while BPS increased by % points. Although SBCS comparatively outperforms BPS, we continue to recognize the need for additional instructional supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

### English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	20	13	33	12	29	20
4	23	15	21	14	41	16
5	15	9	13	11	14	15
6	13	10	13	11	23	15
7	28	11	17	10	15	14
8	26	14	29	14	35	18
All	22	12	21	12	27	16

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the

percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

In 2014-15, SBCS did not achieve the overall effect size of 0.3. Given the timing of the state's release of poverty data, the 2015-2016 analysis is not yet available. This report contains 2014-2015 results, the most recent ones available. The following table displays how SBCS students in each grade level performed in ELA compared to students in New York State in the same grade and a similar population of economically disadvantaged students. 3<sup>rd</sup> Grade had a positive effect size of .56, 4<sup>th</sup> Grade had a positive effect size of .28, and 8<sup>th</sup> Grade had a positive effect size of 0.29. 5<sup>th</sup> and 7<sup>th</sup> Grade had a negative effect size in the teens, while 6<sup>th</sup> Grade had a negative effective size of -.48. Even though 3 of the six grade levels were in the negative, South Buffalo Charter School had an increase in their overall Effect Size of 0.14 points. The overall Effect Size for the 2014-15 school year was a .09.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>81.2</b>	<b>91</b>	<b>30</b>	<b>21.9</b>	<b>8.1</b>	<b>0.56</b>
4	<b>83.8</b>	<b>91</b>	<b>24</b>	<b>20.2</b>	<b>3.8</b>	<b>0.28</b>
5	<b>89.7</b>	<b>69</b>	<b>13</b>	<b>15.1</b>	<b>-2.1</b>	<b>-0.17</b>
6	<b>81.6</b>	<b>69</b>	<b>12</b>	<b>18.9</b>	<b>-6.9</b>	<b>-0.48</b>
7	<b>79.2</b>	<b>69</b>	<b>16</b>	<b>17.7</b>	<b>-1.7</b>	<b>-0.12</b>
8	<b>82.2</b>	<b>57</b>	<b>26</b>	<b>21.5</b>	<b>4.5</b>	<b>.029</b>
All	<b>82.9</b>	<b>446</b>	<b>20.7</b>	<b>19.3</b>	<b>1.4</b>	<b>0.09</b>

**School's Overall Comparative Performance:**

***Slightly higher than expected***

## EVALUATION

SBCS's aggregate Effect Size was .09, which is considered performing slightly higher than expected. 3<sup>rd</sup>, 4<sup>th</sup> and 8<sup>th</sup> Grade were the only grade levels that achieved a positive effect size for ELA.

## ADDITIONAL EVIDENCE

Given the timing of the state's release of poverty data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent ones available. SBCS's performance on the ELA assessment in comparison to students in New York State in the same grade and a similar population of students eligible for free lunch in the 2014-15 school year indicates an increase from the 2013-14 school year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	78.8%	427	17	20	-.24
2013-14	3-8	84.8 %	446	20	19	-.05
2014-15	3-8	82.9%	445	20.4	19.3	.09

### Goal 1: Growth Measure<sup>4</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

## RESULTS

South Buffalo Charter School's mean growth percentile was 52.0 in 2014-15; 2 percentage points higher than the statewide median of 50. Grades 4, 5, and 6 scored higher than the statewide median, of 50. Grades 7 and 8 fell below the statewide median at 48.95 respectively.

### 2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	57.1	50.0
5	51.6	50.0
6	51.1	50.0
7	49.3	50.0
8	48.6	50.0
All	<b>52.0</b>	50.0

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## EVALUATION

In looking at results of Common Core Assessments, SBCS met or exceeded the statewide median for MGP in three of the five grade levels. At grade 4, we achieved 7.1 % points above the statewide MGP of 50; at grade 5, we achieved 1.6% points about of the statewide MGP of 50, at grade 6 we achieved 1.1% points above the statewide MGP of 50. At grade 7, SBCS met 99% of MGP of 50 and grade 8 met 98% of the MGP of 50. Based on the MGP comparison and increases in instructional support to teachers with and the use of Data Driven Dialogue during the 2015-16 school year; SBCS expects to continue to see improvement in all grades in meeting or exceeding the statewide MGP.

## ADDITIONAL EVIDENCE

Since this is the second year of MGP comparison data regarding Common Core Assessments, along with additional data points from the 2014-15 school year and 2015-16 school year will assist schools instructional coaches and teacher in identifying areas of need and resources to implement instructional change which should lead to improved student outcomes.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	50.00	62.96	57.1	50.0
5	45.90	42.63	51.6	50.0
6	45.01	45.01	51.1	50.0
7	40.71	58.30	49.3	50.0
8	51.02	58.07	48.6	50.0
All	46.6	53.2	52.0	50.0

### Goal 1: Optional Measure

For the 2015-2016 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.

## METHOD

STAR Reading is an assessment of reading comprehension and skills for independent readers through grade 12. It provides data for screening, progress monitoring and growth monitoring. It is a national norm-referenced reading test that assesses 36 reading skills in 5 domains. The 5 key domains are word knowledge and skills, analyzing literary text, understanding author's craft, comprehension strategies and constructing meaning, and analyzing argument and evaluating text. It is important to note that this is a baseline data utilizing STAR assessments. In subsequent years SBCS will be comparing spring to spring results.

## RESULTS

The table below displays the percentage of students' on-level and on-watch for the spring benchmark assessment. On-level (40% or more) meets or exceeds grade level and on-watch (26-39%) meets grade level requirements. All grade levels met or exceeded 50% of students meeting grade level expectations.

STAR Reading Percent Proficient				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	48	20	68	Yes
3	33	19	52	Yes
4	37	33	70	Yes
5	41	28	69	Yes
6	25	30	55	Yes
7	22	34	56	Yes
8	16	35	51	Yes
ALL	32	28	60	Yes

## EVALUATION

SBCS met all targets for the optional goal. Grades 4 and 5 showed the highest levels of proficiency with a total of 70% and 69% respectively on-level and on-watch while grade 8 showed the lowest levels of proficiency with a total of 51% on-level and on-watch

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although, SBCS did not achieve 75% proficiency for our cohort group, and we had a 6% percentage points increase in 2015-16 we still out performed our local district. Students overall outperformed our comparison district, Buffalo Public Schools by 9 percentage points. Using the 2014-2015 results, the most recent ones available, SBCS's aggregate Effect Size, .09, is considered slightly higher than expected than expected which is an improvement from the 2013-14 school year. In grades 2-8, students met or exceeded grade level expectations of STAR Reading.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
Optional Goal	For the 2014-2014 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.	Achieved

## ACTION PLAN-ELA

SBCS has designed a comprehensive plan of action in order to address the lack of progress made in ELA detailed in our absolute measure of accountability, our NYS progress report. Our plan includes the following: the hiring of two principals, use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, and professional development.

### Principals:

In order to ensure learning is occurring at a high level, SBCS split building level leadership and hired two new principals in order to drive our ambitious instructional

agenda. Instead of one principal and one assistant principal k-8, there is now a K-4 and a 5-8 principal as well as an assistant principal k-8. Our increase in size and population since our building expansion combined with a rigorous academic improvement plan, dictates higher levels of accountability that this split will support in growing student achievement. The K-4 Principal's time will be dedicated to all instruction from Kindergarten through Fourth Grade, which will allow us to build a strong foundation in both ELA and Math. The 5-8 Principal will dedicate their time to working with content area teachers in order to design cross-curricular instruction. The Principals will review pacing, unit, and lesson plans regularly as well as lead data driven conversations around creating and using information from common assessments in order to ensure instruction is rigorous and differentiated so to meet the diverse needs of our students. Even though each Principal is dedicated to working with their grade bands, they both will work together to implement Positive Behavior Intervention Services (PBIS) throughout the school.

### **eDoctrina:**

eDoctrina is a web-based education software program that helps educators prioritize CCLS standards, create curriculum maps and standards-based lesson/unit plans, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to CCLS standards in eDoctrina. One feature that will assist our teachers is that students can scan their own answer sheets as students finish their assessments using a document camera that is attached to a computer in each classroom. eDoctrina allows teachers to track results based on standards in real time so to adjust his or her instruction in order to meet the needs of students. During our weekly CPT (Common Planning Time) meeting we use the DDI process as a means to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

### **Curriculum:**

Throughout the course of the 2015-2016 school year and the summer of 2016, SBSC continued to review, revise, and edit the scope and sequence of our ELA curriculum. Grade level teachers and Instructional coaches' work together to analyze the standards that were assessed on the ELA assessments since Common Core Assessments began in 2013. Once grade level teachers reviewed their data, the coaches, along with the BOCES curriculum specialist had vertical grade level discussion around the data. Grade level teachers were able to determine which standards were the most tested across grade levels. These teachers then began to look at their grade level curriculum to determine if they needed to supplement their curriculum to ensure that they are not just teaching but also spiraling these standards throughout the school year. These team of teachers took these standards and cross referenced them with their grade level curriculum maps, revisited their ELA pacing guides, and continue to work on aligning resources to adoption/adaption of the NYS modules/domains.

**Assessments:**

Our instructional staff also continued their work on creating ELA common formative assessments, specifically addressing the CCLS learning standards. As teachers have gained a deeper understanding of their grade level standards, they adjusted their “I can,” statements and revised common summative assessments in order to track progress toward securing learning the standards. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also uses all Module and Domain assessments and schoolwide benchmark assessments such as Star Reading for grades 2<sup>nd</sup>-8<sup>th</sup>, Aimsweb K & 1, and Fountas and Pinnell grades K-8. The data collected from these assessments are used to determine if a student needs access to RTI/AIS services.

All assessments are aligned to standards and input into eDoctrina and also Power School for CPT meetings.

**Intervention:****Grades 5-8**

In the Fall of 2016, the school solidified a grant that allow the school to purchase resources for each grade levels schedule period of Intervention. Through the grant, the school was able to purchase Chromebooks for all students in 5<sup>th</sup>-8<sup>th</sup> grade, Accelerated Reader and Fountas and Pinnell’s Level Literacy Intervention program for 5<sup>th</sup>-8<sup>th</sup> grade. These programs will be used for both Tier 1 and Tier 2 students to help close the ELA gap and help the school achieve all absolute measures.

Through the use of Accelerated Reader, the students will receive individualized instruction based on standards that the student did not meet on their Star Reading Benchmark Assessment. The grade level ELA teachers will assign group of students lessons based on their scale score on the Star Reading Assessments. The students will use their Chromebooks to complete these assignments and also take their Accelerated quizzes. Students who scored below the 25<sup>th</sup> percentile on Star Reading will then be given the Fountas and Pinnell Reading Benchmark assessment to help determine a student’s reading level. The data from F & P will be used to place students into Tier 2 Reading Intervention Groups with a Reading Intervention teachers. These students will receive either Level Literacy Intervention or Read 180 as an Intervention program. All students in Tier 1 and Tier 2 will be linked to one of these researched based intervention program, which will help close the gap in ELA for all students in grades 5<sup>th</sup>-8<sup>th</sup>.

**Grades K-4:**

Early intervention is critical in ensuring gaps in reading are closed so that students don’t fall behind in reading. The school decided to use money from its budget to purchase Chromebooks for 3<sup>rd</sup> and 4<sup>th</sup>, Accelerated Reader for 3<sup>rd</sup> and 4<sup>th</sup> and Fountas and Pinnell’s Level Literacy Intervention program for grades K-4. These programs will allow Tier 1 students to receive individualized instruction based on standards that students struggled with on the Star Reading Assessment. Also, all students in K-4 were given Fountas and Pinnell benchmark assessment to determine a student’s reading level. The

data collected from F & P will be used to place students into reading groups in the classroom and determine which students will receive Tier 2 instruction in the Level Literacy Intervention program for grades K-4 or Read 180 for 3<sup>rd</sup> or 4<sup>th</sup> grade. Aimsweb Plus was administered to all students in grades K-2. The school will look at all data points to determine which students will receive Tier 2 Reading Intervention. All students in Tier 1 and Tier 2 will be linked to one of these researched based intervention program, which will help close the gap in ELA or prevent the gap for all students in grades K-4.

Students who receive Tier 2 instruction will be progress monitored using Level Literacy Intervention for grades 1-8, and Aimsweb Plus for K-2. All students who are working with Accelerated Reader will be taking quizzes based on books that they have read.

Intervention is a pull-out program for all students receiving Tier 2 Instruction for 1<sup>st</sup>-8<sup>th</sup> grade in the fall. As for Kindergarten, Intervention will be a push-in model for students in the fall, and after the winter benchmark testing the model will then become a pull-out model for Kindergarten.

### **Professional Development:**

The school continues to work with BOCES curriculum specialists to provide professional development to our teachers.

Teachers received professional development in Aug. 2016 in eDoctrina and Level Literacy Intervention program. Throughout the school year, our ELA K-3 and 4-8 coach, and Integrated Technology coach will provide continuous professional development in eDoctrina, Accelerated Reader, and Chromebooks during grade level Common Planning Time. The ELA coaches will also provide professional development in Level Literacy Intervention and other instructional strategies that the school feels are necessary.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. The Principals, Assistant Principal, ELA coaches, and Achievement Coordinator will continue to provide daily instructional support for teachers, data driven dialogue and professional development to teachers throughout the school year.

# MATHEMATICS

## Goal 2: Mathematics

Students will become proficient in the mathematics skills of problem solving and computation and will make continuous yearly progress toward mastery of the mathematics skills.

## BACKGROUND

Throughout the 2015-16 school year, SBCS's two Math/Science Instructional Coaches (K-3 and 4-8) provided daily Math instructional support to teachers. In preparation to fully integrate the CCLS, SBCS provided targeted professional development and curriculum development time to our math staff in the NYS modules. During the summer of 2015, instructional staff members took time to evaluate the NYS modules and adapt them to better meet the needs of students at SBCS, specifically scaffolding the modules and finding additional resources to better support our student populations. We also received ongoing math support from BOCES for our Math Coaches and K-8 math instructional staff. Additionally our staff received math coaching support from a BOCES math specialist throughout the year to assist with curriculum development, lesson pacing, and analyzing data to drive their instructional practices. SBCS also continued to work with an external consultant to help with the facilitation of the construction and implementation of common summative assessments for math in grades K-8. SBCS has also placed focus on the creation of pre/ post assessments that better inform teachers of where students are in terms of meeting grade level outcomes.

## Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	98	0	0	0	5	103
4	97	0	0	1	2	100
5	89	0	0	3	5	97
6	94	0	0	0	6	100
7	64	0	0	0	26	90
8	54	0	0	0	30	87
All	496	0	0	4	74	577

## RESULTS

The students' performance on the New York State Math exam decreased by 4% points from 2015-16 compared to 2014-15 data. The table below indicates that 405 out of 496 (82%) students tested were enrolled in at least their second year at SBCS.

Performance on 2015-16 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	29	98	33	81
4	26	97	26	87
5	21	89	22	81
6	33	94	32	66
7	16	64	20	44
8	35	54	43	46
All	27	496	28	405

<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## EVALUATION

The average of all grade level cohorts did not meet the proficient required outcome. The school missed the 75% proficiency goal. The school recognizes that 7th grade student performance was significantly lower than all other grade levels. While this is due in part to some staffing challenges at the 7<sup>th</sup> grade level; the school has worked to secure permanent teaching staff in 2016-17.

In 2015-16, the cohort achieved increases in grades 3, 5,7 and 8 with the greatest gains in grades 8. The cohort outscored the general population by 1% point for 2015-16 school year. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts to assess and intervene on each student's behalf through STAR Math and AIMSweb assessments and progress monitoring to maximize student potential and eliminate depth of knowledge gaps. It is important to note that through continued creative scheduling SBCS maximizes time to allow for block periods of Math and intervention services.

## ADDITIONAL EVIDENCE

In the face of NY State's curricular and assessment changes over the course of the last five years, SBCS has been making gains in reaching proficiency. The school has embraced these changes through the integration of CCLS, creation of common formative and summative assessments, partnerships with BOCES curriculum specialists, adoption and creation of APPR plan, use of DDI (Data Driven Inquiry) analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson's Frameworks for teaching and supervision and evaluation of instructional staff, and the acquisition of appropriate materials and resources to support teachers and students. SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	32	71	33	61	33	81
4	18	62	42	62	26	87
5	37	59	17	54	22	81
6	40	66	37	52	32	66
7	25	59	29	56	20	44

8	37	52	32	44	43	46
All	32	369	32	329	28	405

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>7</sup>

## RESULTS

SBCS met 94% of our AMO goal by receiving a PLI of 95 points out of an expected 101.

### Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
405	32	39	22	6

$$\begin{array}{rcccccc}
 \text{PI} & = & 39 & + & 22 & + & 6 & = & 67 \\
 & & & & 22 & + & 6 & = & 28 \\
 & & & & & & \text{PLI} & = & 95
 \end{array}$$

## EVALUATION

The size of the SBCS cohort has increased over the past year, due to the increase in enrollment in grades 3 and 4. The cohort proficiency score of 28% for both 2015-16 is a decrease of 4% from 2014-15. Looking at longitudinal data, there is a significant increase from our 5<sup>th</sup> grade (17% proficiency) to their 6<sup>th</sup> grade year (32% proficiency) in 2015-16 which represents a 15% increase and our 7<sup>th</sup> grade (29% proficiency) increase in their 8<sup>th</sup> grade year to (43% proficiency) which represents a 14% increase in 2015-16. Our 3<sup>rd</sup> grade (33% proficiency) decrease in their 4<sup>th</sup> grade year (26% proficiency)

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

which represents a 7% decrease. Our 4<sup>th</sup> grade (42% proficiency) decreased in their 5<sup>th</sup> grade year (22% proficiency) which represents a 20% decrease. Our 6<sup>th</sup> grade (37% proficiency) decreased in their 7<sup>th</sup> grade year (20% proficiency) which represents a 17% decrease. SBCS recognizes the need for additional instructional supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**METHOD**

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>8</sup>

**RESULTS**

The data in the following table displays SBCS’s cohort Math school performance scores compared to Buffalo Public Schools (BPS) in the same tested grades. The average percent proficient in grades 3-8 exceeded BPS’s average by 12 percentage points. All grades exceeded Buffalo Public School’s grade level proficiencies by a minimum of 14 percentage points. Grades 3,4, 6 and 8 had the widest margins; outperforming Buffalo Public School by 13, 12 and 33 percentage points respectively.

2015-16 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33	81	20	2244
4	26	87	18	2065
5	22	81	18	2035
6	32	66	17	1046
7	20	44	12	1926

<sup>8</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
8	43	46	10	1727
All	28	405	16	11043

## EVALUATION

Students in at least their second year at SBCS outperformed their peers enrolled in Buffalo Public Schools in every grade. Most notably, the 6<sup>th</sup> and 8<sup>th</sup> grade cohorts scored 15, and 33 percentage points over Buffalo students. The 3<sup>rd</sup> grade cohorts scored 13 percentage points higher than their BPS counterparts. The smallest gap in performance was in grade 5, a difference of only 4 percentage points. Inherent in our professional learning community model, specific key design elements in SBCS's charter contribute to the higher achievement rates of our students over BPS students. Our extended day and year significantly impact our students' ability to retain and master content and skills. SBCS has a comprehensive program to assess students' individualized needs. It entails early identification, progress monitoring, diagnostic, formative and summative assessment pieces that provide data to drive instruction. SBCS has created a systematic pyramid of interventions to respond to the needs of students in a timely and consistent manner. The professional development plan the school has developed works to connect all aspects of learning to allow staff to constantly improve the quality of instruction.

### Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	32	16	33	17	33	20
4	18	16	42	18	26	18
5	37	13	17	18	22	18
6	40	15	37	15	32	17
7	25	10	29	12	20	12
8	37	9	32	9	43	10
All	32	13	32	15	28	16

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

Given the timing of the state's release of poverty data, the 2014-2015 analysis is not yet available. This report contains 2013-2014 results, the most recent ones available. The following table displays how SBCS students in each grade level performed in Math compared to students in New York State in the same grade and a similar population of economically disadvantaged students. Grades 3,5,6,7 and 8 had positive effect sizes with the exceptions of grade 4. Grade 6 at .68 significantly higher effect sizes than all other grade levels. The overall Effect Size was .35, which was higher than expected.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	81.02	86	37	31.3	5.7	.30
4	83.8	87	39	28.9	10.1	.53
5	89.7	64	19	24.2	-5.2	-.29
6	81.6	58	38	24.8	13.2	.69
7	79.2	60	28	21.2	6.8	.35
8	82.2	51	31	14.3	16.7	.95
All	83.0	406	32.7	25.1	7.5	.40

**School's Overall Comparative Performance:**

**Higher than expected to a meaningful degree**

## EVALUATION

SBCS's aggregate Effect Size was .4, which is considered performing higher than expected. Of note grade 4 showed a considerable gain from 2013-14 with a -.65 effect size to 2014-15 with a .53.

## ADDITIONAL EVIDENCE

Given the timing of the state's release of poverty data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent ones available. SBCS's performance on the Math exam in comparison to students in New York State in the same grade and a similar population of free lunch eligible students in the 2014-2015 school year indicates growth from the last year of .05 percentage points. Over the last three years, SBCS's actual percent proficient has exceeded the predicted percent proficient.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	78.8	438	26.3	21.3	.29
2013-14	3-8	84.8	431	30.4	24.5	0.35
2014-15	3-8	83.0	403	32.8	25.1	0.40

### Goal 2: Growth Measure<sup>9</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>10</sup>

South Buffalo Charter School’s mean growth percentile was 49.5 in 2014-15; .5 percentage points lower than the statewide median of 50. Grades 4 and 8 scored higher than the statewide median, of 50. At grades 5 and 6, we met 90% of statewide MGP of 50. Grade 7 fell below the statewide median at 39.6 respectively.

**2014-15 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	55.0	50.0
5	47.3	50.0
6	49.6	50.0
7	39.6	50.0
8	54.3	50.0
All	49.5	50.0

**EVALUATION**

In looking at results based on the Common Core Math Assessments, SBCS met or exceeded the statewide median for MGP in both grades 4 and 8. SBCS overall was slightly lower than the expected statewide median by .5 percent. 4<sup>h</sup> grade achieved the greatest MGP with 55.0. Based on the MGP comparison and increases in instructional support to teachers and the use of Data Driven Inquiry dialogue during the 2015-16 school year; SBCS expects to see improvement in all grades in meeting or exceeding the statewide MGP.

**ADDITIONAL EVIDENCE**

Since this is the third year of MGP comparison data regarding Common Core Assessments, along with additional data points from the 2015-16 school year the leadership team will assist schools instructional coaches and teacher in identifying areas of need and resources to implement instructional change which should lead to improved student outcomes.

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median

<sup>10</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

4	55.7	51.9	55.0	50.0
5	50.4	59.6	47.3	50.0
6	72.5	65.7	49.5	50.0
7	53.7	38.5	39.5	50.0
8	47.1	59.6	54.3	50.0
All	56.2	55.0	49.5	50.0



## Goal 2: Optional Measure

For the 2015-2016 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.

### Method

STAR Math is an assessment that provides data for screening, diagnostics, progress monitoring and growth monitoring. The assessment tests general math achievement within 54 skills sets in four key domains. The key domains are numbers and operation, algebra, geometry and measurement, and data analysis, statistics, and probability. It is important to note that this is a baseline year utilizing STAR assessments. In subsequent years, SBCS will be comparing spring to spring results.

### Results

The table below displays the percentage of students' on level and on-watch for the spring benchmark assessment. On level (40% or more) meets or exceeds grade level and on-watch (26-39%) meets grade level requirements. All grade levels met or exceeded 50% of students meeting grade level expectations.

STAR Math Percent Proficient				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	49.0	26.9	75.9	Yes
3	43.8	32.4	76.2	Yes
4	57.0	26.0	83.0	Yes
5	59.2	21.4	80.6	Yes
6	51.0	17.6	68.6	Yes
7	35.5	30.1	65.6	Yes
8	46.5	27.9	74.4	Yes
ALL	48.9	26.0	74.9	Yes

## EVALUATION

SBCS met all targets for the optional goal. Grades 4 and 5 showed the highest levels of proficiency with a total of 83%, and 80% on-level and on-watch respectively. Grade 8 showed the lowest levels of proficiency with a total of 74% on-level and on-watch.

## SUMMARY OF THE MATHEMATICS GOAL

Although, SBCS did not achieve 75% proficiency for our cohort group, we achieved four out of the six available outcomes for the Mathematics Goal. SBCS met the Performance Level Index (PLI) on the state math exam with an overall score of 95. Students outperformed our comparison district, Buffalo Public Schools in all 6 grades, with some grades significantly. Using the 2014-2015 results, the most recent ones available, SBCS's aggregate Effect Size, .40, is higher than expected. In grades 2-8, students met or exceeded grade level expectations of STAR Math.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	<b>Did Not Achieve</b>
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	<b>Did Not Achieve</b>
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	<b>Achieved</b>
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	<b>Achieved</b>
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	<b>Achieved</b>
Absolute (optional)	For the 2015-16 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%	<b>Achieved</b>

## ACTION PLAN

SBCS has designed a comprehensive plan of action in order to address the lack of progress made in Mathematics detailed in our absolute measure of accountability, our NYS progress report. Our plan includes the following: the hiring of two principals, use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, and professional development.

### Principals:

In order to ensure learning is occurring at a high level, SBCS split building level leadership and hired two new principals in order to drive our ambitious instructional

agenda. Instead of one principal and one assistant principal k-8, there is now a K-4 and a 5-8 principal as well as an assistant principal k-8. Our increase in size and population since our building expansion combined with a rigorous academic improvement plan, dictates higher levels of accountability that this split will support in growing student achievement. The K-4 Principal's time will be dedicated to all instruction from Kindergarten through Fourth Grade, which will allow us to build a strong foundation in both ELA and Math. The 5-8 Principal will dedicate their time to working with content area teachers in order to design cross-curricular instruction. The Principals will review pacing, unit, and lesson plans regularly as well as lead data driven conversations around creating and using information from common assessments in order to ensure instruction is rigorous and differentiated so to meet the diverse needs of our students. Even though each Principal is dedicated to working with their grade bands, they both will work together to implement Positive Behavior Intervention Services (PBIS) throughout the school.

### **eDoctrina:**

eDoctrina is a web-based education software program that helps educators prioritize CCLS standards, create curriculum maps and standards-based lesson/unit plans, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to CCLS standards in eDoctrina. One feature that will assist our teachers is that students can scan their own answer sheets as students finish their assessments using a document camera that is attached to a computer in each classroom. eDoctrina allows teachers to track results based on standards in real time so to adjust his or her instruction in order to meet the needs of students. During our weekly CPT (Common Planning Time) meeting we use the DDI process as a means to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

### **Curriculum:**

Throughout the course of the 2015-2016 school year and the summer of 2016, SBCE continued to review, revise and edit the scope and sequence of our Math curriculum. Grade level teachers and Instructional coaches' work together to analyze the standards that were assessed on the Math assessments since Common Core Assessments began in 2013. Once grade level teachers reviewed their data, the coaches along with the BOCES curriculum specialist had vertical grade level discussion around the data. Grade level teachers were able to determine which standards were the most tested across grade levels. These teachers then began to look at their grade level curriculum to determine if they needed to supplement their curriculum to ensure that they are not just teaching but also spiraling these standards throughout the school year. These team of teachers took these standards and cross referenced them to their grade level curriculum maps, revisited their Math pacing guides, and continue to work on aligning resources to adoption/adaption of the NYS modules.

### **Assessments:**

Our instructional staff also continued their work on creating MATH common formative assessments; specifically addressing the CCLS learning standards. As teachers gained a deeper understanding of their grade level standards, they adjusted their “I can,” statements, and revised common summative assessments in order to track student progress toward securing the learning standards. These assessments will allow SBSCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also uses all Module assessments and schoolwide benchmark assessments like Star Math for grades 2<sup>nd</sup>-8<sup>th</sup>, Aimsweb K -2, and Number Worlds for students’ grades K-8 who fell below the 25 percentile in Star and or Aimsweb Plus. The data collected from these assessments are used to determine if a student needs Tier 2 instruction.

All assessments are aligned to standards and inputted into eDoctrina and also Power School for CPT meetings.

### **Intervention:**

#### **Grades 5<sup>th</sup>-8<sup>th</sup>**

In the Fall of 2016, the school solidified a grant that allow the school to purchase resources for each grade levels schedule period of Intervention. Through the grant, the school was able to purchase Chromebooks for all students in 5<sup>th</sup>-8<sup>th</sup> grade, Accelerated Math and Number Worlds Math Intervention program for 5<sup>th</sup>-8<sup>th</sup> grade. These programs will be used for both Tier 1 and Tier 2 students to close the math gap and assist the school with achieving all absolute measures.

Through the use of Accelerated Math, the students will receive individualized instruction based on standards that the student struggled with on their Star Math Benchmark Assessment. The grade level Math teachers will assign group of students lessons based on their scale score on the Star Math Benchmark Assessments. The students will use their Chromebooks to complete these assignments and also take their Accelerated Math quizzes. Students who scored below the 25<sup>th</sup> percentile on Star Math will then be given the Number Worlds Placement Assessment to help determine how far behind grade level a student may be. The data from Number Worlds will be used to place students into Tier 2 Math Intervention Groups with a Math Intervention teachers. All students in Tier 1 and Tier 2 will be linked to one of these researched based intervention program, which will help close the gap in Math for all students in grades 5<sup>th</sup>-8<sup>th</sup> grade.

#### **Grades K-4<sup>th</sup>:**

Early intervention is critical in ensuring gaps in learning are closed so that students have the best possible chance to succeed and learn mathematics. The school decided to use money from its budget to purchase Chromebooks for 3<sup>rd</sup> and 4<sup>th</sup>, Accelerated Math for 3<sup>rd</sup> and 4<sup>th</sup> and Number Worlds Intervention program for grades K-4. These programs will allow Tier 1 students to receive individualized instruction based on standards that students struggled with on the Star Math Benchmark Assessment. Also, students in 3<sup>rd</sup> & 4<sup>th</sup> grade who scored below the 25 percentile were give the Number Worlds Placement Assessment. Students that scores at below grade level will receive Tier 2 instruction in Number Worlds from either a Math Intervention teacher, Classroom teacher, or Special Education teacher. Students in K-2<sup>nd</sup>, were given the Number Worlds

Placement assessment if their data was low on both their Star Math Assessment and Aimsweb Math Assessment. Intervention program. The school will look at all data points to determine which students will receive Tier 2 Math Intervention services.

Student who receive Tier 2 instruction will be progress monitored using Number Worlds for grades 1-8, and Aimsweb Plus for K-2. All students who are working with Accelerated Math will be taking quizzes based on lessons that they have completed.

All students in Tier 1 and Tier 2 will be linked to a researched based intervention program, which will help close the gap in Math or prevent the gap for all students in grades K-4.

Intervention is a pull-out program for all students receiving Tier 2 Instruction for 1<sup>st</sup>-8<sup>th</sup> grade in the fall. As for Kindergarten, Intervention will be a push-in model for students in the Fall, and after the winter benchmark testing the model will then become a pull-out model for Kindergarten.

### **Professional Development:**

The school continues to work with BOCES curriculum specialists to provide professional development to our teachers.

Teachers received professional development in Aug. 2016 in eDoctrina and Number Worlds program. Throughout the school year, our Math K-3 and 4-8 coaches and Integrated Technology coach will provide continuous professional development in eDoctrina, Accelerated Math, and Chromebooks during grade level Common Planning Time. The Math coaches will also provide professional development in Number Worlds and other instructional strategies that the school feels are necessary.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. The Principals, Assistant Principal, Math coaches, and Achievement Coordinator will continue to provide daily instructional support for teachers, data driven dialogue and professional development to teachers throughout the school year.

# SCIENCE

## Goal 3: Science

Students will become proficient in their knowledge, skills and concepts of Science and will make continuous yearly progress toward mastery in these areas.

## BACKGROUND

The focus of curriculum work this year was to continue to align the curriculum vertically and horizontally within the school and strengthen the core by mapping content, skills and standards. SBCS uses the Scott Foresman Science program as a research based resource to serve as the foundational framework of the science curriculum grades 2-6. Hands-on science curriculum kits are used to bring science to life by immersing students in exploratory learning experiences that engage higher level thinking, problem solving and questioning attributes. Middle school uses a combination of McDougal Littell Science Series; NYS prep material and various other science supplemental are used to support the delivery of the science curriculum. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, teacher created formative and summative assessments and NYS 4<sup>th</sup> and 8<sup>th</sup> Science assessments. Professional development was provided for various assessment and curriculum tools, and direction provided during professional discussion at multi-grade level common planning meetings. Teachers and support staff also attended internal content specific professional development opportunities. Under the guidance of the school's instructional coaches the 4-8 grade Science teachers focused on increasing the effectiveness of their instructional practices.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

## METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

## RESULTS

The table below indicates that all the 4<sup>th</sup> graders and 8<sup>th</sup> graders who took the test were enrolled in at least their second year at SBCS. 4<sup>th</sup> and 8<sup>th</sup> grade continue to achieve above the 75% proficiency expected by all students.

The table below indicates that 65 out of 91 (71%) 4<sup>th</sup> graders and 62 out of 70 (85%) 8<sup>th</sup> graders were enrolled in at least their second year at SBCS. The 4<sup>th</sup> grade cohort (91%) outscored the total 4<sup>th</sup> grade population (88%). The 8<sup>th</sup> grade cohort scored exactly the same the total student population.

### Charter School Performance on 2015-16 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97	87	96	97
8	75	64	70	80
All	89	151	83	177

## EVALUATION

Students in at least their second year in 4<sup>th</sup> grade scored better than that of the total population. In fourth grade the cohort and total population groups had a high percentage of students with mastery (Level 4) scores. Students in at least their second year in 8<sup>th</sup> continue to outscore the total population by 5% points. Typically, our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts with purposeful intent to assess and intervene on each student's behalf to maximize their potential and eliminate those gaps.

## ADDITIONAL EVIDENCE

SBCS has maintained a high level of performance in 4<sup>th</sup> grade over the last three years as shown in the table below. We have maintained overall proficiency over the last three years and 8th grade scores decreased by 3 percentage points from 2014-15 to 2015-16 school year.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98	68	91	65	97	87
8	78	59	81	62	78	64
All	88	127	86	127	89	151

### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

### RESULTS

Due to the unavailability of the Buffalo Public Schools data for the 2015-2016 school year the below table represents information on the 2014-2015 data and SBCS significantly outperformed our comparison district in both grade 4 and 8 Science results.

2015-16 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
	4	97	87	63
8	75	64	29	1988
All	89	151	46	4089

### EVALUATION

On the 2014-2015 science assessment, SBCS outscored the Buffalo Public Schools in grade 4 by 28 percentage points and in grade 8 by 32 percentage points, illustrating a very large differential.

### ADDITIONAL EVIDENCE

Over the last three years, SBCS has outperformed our local district on the NYS science assessment in both grade 4 and 8.

Science Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98	62	91	63	97	Not

						Available
8	78	29	61	29	75	Not Available
All	88	46	86	46	89	Not Available

## SUMMARY OF THE SCIENCE GOAL

SBCS achieved the outcomes for the Science Goal. The total percent of all tested students who are enrolled in at least their second year performed above 75%. SBCS continues to outperform our comparison district, Buffalo Public Schools.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

## ACTION PLAN-SCIENCE

SBCS has designed a comprehensive plan of action in order to address the lack of progress made in Science detailed in our absolute measure of accountability, our NYS progress report. Our plan includes the following: the hiring of two principals, use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, and professional development.

### Principals:

In order to ensure learning is occurring at a high level, SBCS split building level leadership and hired two new principals in order to drive our ambitious instructional agenda. Instead of one principal and one assistant principal k-8, there is now a K-4 and a 5-8 principal as well as an assistant principal k-8. Our increase in size and population since our building expansion combined with a rigorous academic improvement plan, dictates higher levels of accountability that this split will support in growing student achievement. The K-4 Principal's time will be dedicated to all instruction from Kindergarten through Fourth Grade, which will allow us to build a strong foundation in both ELA and Math. The 5-8 Principal will dedicate their time to working with content area teachers in order to design cross-curricular instruction. The Principals will review pacing, unit, and lesson plans regularly as well as lead data driven conversations around creating and using information from common assessments in order to ensure instruction is rigorous and differentiated so to meet the diverse needs of our students.

Even though each Principal is dedicated to working with their grade bands, they both will work together to implement Positive Behavior Intervention Services (PBIS) throughout the school.

### **eDoctrina:**

eDoctrina is a web-based education software program that helps educators prioritize CCLS standards, create curriculum maps and standards-based lesson/unit plans, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to CCLS standards in eDoctrina. One feature that will assist our teachers is that students can scan their own answer sheets as students finish their assessments using a document camera that is attached to a computer in each classroom. eDoctrina allows teachers to track results based on standards in real time so to adjust his or her instruction in order to meet the needs of students. During our weekly CPT (Common Planning Time) meeting we use the DDI process as a means to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

### **Curriculum:**

Throughout the course of the 2015-2016 school year and the summer of 2016, SBSC continued to review, revise and edit the scope and sequence of our Science Grade level teachers and Instructional coaches' work together to analyze the standards that were assessed on the Science assessments for grades 4<sup>th</sup> and 8<sup>th</sup>. Once grade level teachers reviewed either the 4<sup>th</sup> or 8<sup>th</sup> grade data, the coaches along with the BOCES curriculum specialist had vertical grade level discussion around the data. Grade level teachers were able to determine which standards were the most tested. These teachers then began to look at their grade level curriculum to determine if they need to supplement their curriculum to ensure that they are not just teaching but also spiraling these standards throughout the school year. These team of teachers took these standards and cross referenced them with their grade level curriculum maps, revisited their Science pacing guides, and continue to work on aligning resources to the current Science Standards and the NGSS standards.

Teachers in grades 5<sup>th</sup>-8<sup>th</sup> grade looked at ways to add in more labs and hands-on activities into their curriculum to help students gain a better understanding science.

### **Assessments:**

Our Science teachers have created assessments with questions from the INSPECT test bank to design assessment and align them to standards. All science assessments will be inputted into eDoctrina and Power School for CPT meetings.

### **Professional Development:**

The school continues to work with BOCES curriculum specialists to provide professional development to our teachers.

Teachers received professional development in Aug. 2016 in eDoctrina and NGSS standards. Throughout the school year, our Science K-3 and 4-8 coaches and Integrated Technology coach will provide continuous professional development in eDoctrina during Common Planning Time. The Science coaches will also provide professional development with NGSS standards and other instructional strategies that the school feels are necessary.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. The Principals, Assistant Principal, Math coaches, and Achievement Coordinator will continue to provide daily instructional support for teachers, data driven dialogue and professional development to teachers throughout the school year.

## NCLB

### Goal 4: NCLB

**Under the State's NCLB accountability system the school's accountability status will be "Good Standing" each year**

#### **Goal 4: Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

## METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

## RESULTS

South Buffalo Charter School's accountability for 2015-2016 is "Good Standing."

## EVALUATION

South Buffalo Charter School's accountability for 2015-2016 is "Good Standing." South Buffalo has been a school in "Good Standing" for the past three years.

## ADDITIONAL EVIDENCE

SBCS has met its NCLB accountability goal for the 2015-16 school year.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

### **Goal S: Parent Satisfaction**

**Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.**

## METHOD

Obtaining data through parent surveys about how SBCS and its programs are viewed has become a yearly practice. We have utilized Survey Monkey, an online survey generator to create and analyze the data to guarantee its validity and reliability. This year we integrated another layer of effort to better solicit and receive our parent responses to the survey by providing kiosks throughout the school building during parent/teacher conference days and also sent a hard copy of the survey to all families for any that may not have online access.

The data we receive from the parent surveys are used for the following purpose:

- To identify areas of strength and needs for improvement.

SBCS is a public school of choice, meaning we do not have a captive clientele. We must convince parents to send their children to us in order to remain in business. As a result, student retention is a critical component of our existence. It is our belief that student retention is an outcome of a quality education that leads to parent and student satisfaction.

## RESULTS

The results of the parent satisfaction survey for the 2015-2016 school year are illustrated through a scale of strongly agree, agree, disagree, strongly disagree or don't know/does not apply. Response results show that we had a 3% increase in parent participation for the 2014-2015 school year. We increased the response rate going from 199 completed surveys in 2014-2015 to 254 completed surveys in 2015-16, accounting for 46% of our families responding.

### 2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
254	552	46%

### 2015-16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall, I would rate the school culture as very positive	96%
Overall, I would rate the academic program at my child's school as very effective.	95%
Overall, I would rate my child's teachers as very effective	97%
Overall, I would rate the administrators at my child's school as very effective	93%
Overall, I would rate my child's school environment as very positive	97%

## EVALUATION

### Evaluation

In an attempt to increase parent participation in completing the parental satisfaction survey the school continued the process we had implemented last year. The school offered the following:

- Provided format options for parents, completing it as a paper product or online as a web-based product.

- Provided Kiosk computers in the school during several parent/teacher conferences and parent nights for their convenience.
- Widely publicized and promoted the survey through several modes of correspondence including one calls, website announcements, and flyers.
- Sent home via mail a paper copy of the survey to every parent.

As a result, our response rate this year is 46% increasing 3% from last year. This response rate remains under our goal of 2/3rds of our families responding. However, based upon the positive results of the responses in the table above and other indicators of parent/student satisfaction that include: consistent student retention, strong parent participation in parent/teacher conferences, information nights, PTA activities, child study meetings, special education meetings, and ongoing communication and feedback, a high rate of sibling and family connections in student population, a robust waiting list for student enrollment in all grade levels, and the need for additional facilities due to expanding population the school receives very high levels of satisfaction.

**Goal S: Absolute Measure**  
 Each year, 90 percent of all students enrolled during the course of the year return the following September.

## METHOD

Student attendance is tracked through Power School, our school data system

## RESULTS

SBCS met the 94 percent absolute measure for the retention of students for the 2015-2016 school year.

2015-16 Student Retention Rate			
2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
794	73	678	94%

## EVALUATION

The retention rate for the 2015-2016 school year met expected target. SBCS is dedicated to providing a quality educational experience, which is reflected by the data. South Buffalo Charter School has maintained a high retention rate over the last 3 years as reflected in the chart below.

## ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	94%
2014-15	90%
2015-16	94%

### Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

## METHOD

Student attendance is tracked through Power School, our school data system.

## RESULTS

The overall daily average attendance rate was calculated to be 94.1%, which is only 0.9% below our goal measure.

### 2015-16 Attendance

Grade	Average Daily Attendance Rate
1	94.2%
2	95.5%
3	95.6%
4	95.1%
5	93.9%
6	93.3%
7	92.7%
8	92.9%
Overall	94.1%

## EVALUATION

Although the school was 0.9% point off from meeting the measure, it is apparent in looking at the data from grade level to grade level that our attendance rates remain consistent over the last several years due to the continuous reflection and revision of the school's attendance policy. Our response to attendance patterns and attendance/tardy issues of our students is consistently monitored and addressed. It is our intention to maintain and/or increase this trend in order to better serve our students.

## ADDITIONAL EVIDENCE

Although, SBCS has not hit the 95% goal for the last three years, the school does remain stable maintaining an ADA rate of over 90% across all grade levels and has

illustrated a consistent average daily attendance over time. The school has been and will continue to make modifications to address the attendance patterns of its students and create protocols, procedures and intervention services to continuously improve such.

Year	Average Daily Attendance Rate
2013-14	94%
2014-15	94.%
2015-16	94%



# Entry 4 Expenditures per Child

Created: 07/28/2016

Last updated: 08/01/2016

## Page 1

### Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

### 1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	9489763
Line 2: Year End FTE student enrollment	893
Line 3: Divide Line 1 by Line 2	10627

### 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that

must be included in this calculation is defined as follows:

**Administrative Expenditures:** Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

**Notes:**

***The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:***

***<http://www.p12.nysed.gov/psc/AuditGuide.html>.***

**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	656475
Line 2: Management and General Cost (Column)	686088
Line 3: Sum of Line 1 and Line 2	1342563
Line 5: Divide Line 3 by the Year End FTE student enrollment	1503

***Thank you.***



# Entry 6a Audited Statements

Created: 10/20/2016

Last updated: 10/27/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

## Page 1

### School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Lynne Bogdan	[REDACTED]	[REDACTED]

### Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Robert Torella	[REDACTED]	[REDACTED]	5

### If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and
- b. reports on internal controls over financial reporting and compliance

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/6981200-F7wWrRhhE3/South%20Buffalo%20Charter%20School%20June%2030%202016%20Single%20Audi>



**SOUTH BUFFALO CHARTER SCHOOL  
SINGLE AUDIT REPORTING PACKAGE**

**JUNE 30, 2016**

**Table of Contents**

June 30, 2016

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**Financial Statements**

Independent Auditors' Report

Consolidated Financial Statements

Notes to Consolidated Financial Statements

**Additional Information**

Consolidated Schedule of Expenses

Consolidating Balance Sheets

Consolidating Statements of Activities

Schedule of Expenditures of Federal Awards and Related Notes

**Reports on Federal Award Programs**

Independent Auditors' Report on Internal Control over Financial Reporting  
and on Compliance and Other Matters Based on an Audit of Financial  
Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditors' Report on Compliance for Each Major Federal Program and  
on Internal Control over Compliance Required by the Uniform Guidance

Schedule of Findings and Questioned Costs

Summary Schedule of Prior Audit Findings

## INDEPENDENT AUDITORS' REPORT

The Board of Trustees  
South Buffalo Charter School

We have audited the accompanying consolidated balance sheets of South Buffalo Charter School and Affiliate (the Organization) as of June 30, 2016 and 2015, and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2016 and 2015, and the changes in its net assets and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

## **Additional Information**

Our audits were conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying additional information as listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements.

The accompanying additional information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

## **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2016 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

  
October 13, 2016

SOUTH BUFFALO CHARTER SCHOOL

**Consolidated Balance Sheets**

June 30,	2016	2015
<b>Assets</b>		
<b>Current Assets:</b>		
Cash	\$ 4,165,235	\$ 3,356,911
Receivables (Note 2)	4,006,801	3,722,110
Prepaid expenses	274,983	258,404
	<u>8,447,019</u>	<u>7,337,425</u>
Property and equipment, net (Note 3)	<u>23,208,878</u>	<u>23,862,907</u>
	<u>\$ 31,655,897</u>	<u>\$ 31,200,332</u>
<b>Liabilities and Net Assets</b>		
<b>Current Liabilities:</b>		
Current portion of long-term debt (Note 5)	\$ 459,517	\$ 363,496
Accounts payable and accrued expenses	1,622,046	1,654,633
Deferred revenue	-	10,500
Deferred income taxes (Note 7)	501,000	735,000
	<u>2,582,563</u>	<u>2,763,629</u>
Long-term debt (Note 5)	11,955,668	12,388,216
<b>Net assets:</b>		
Unrestricted	<u>17,117,666</u>	<u>16,048,487</u>
	<u>\$ 31,655,897</u>	<u>\$ 31,200,332</u>

See accompanying notes.

SOUTH BUFFALO CHARTER SCHOOL

**Consolidated Statements of Activities**

For the years ended June 30,	2016	2015
<b>Support and revenue:</b>		
Enrollment fees:		
Revenue-resident student enrollment	\$ 10,953,356	\$ 9,691,510
Revenue-students with disabilities	621,191	512,938
Revenue-additional state aid	195,764	-
Federal grants	1,138,070	915,942
State grants	20,491	18,267
Food service	26,281	55,264
Other income	65,453	97,904
<b>Total support and revenue</b>	<b>13,020,606</b>	<b>11,291,825</b>
<b>Expenses:</b>		
Program expenses:		
Regular education	6,536,907	5,869,267
Special education	1,424,765	1,220,511
Other programs	3,448,904	3,021,963
<b>Total program expenses</b>	<b>11,410,576</b>	<b>10,111,741</b>
Supporting services:		
Management and general	871,831	940,461
<b>Total expenses</b>	<b>12,282,407</b>	<b>11,052,202</b>
<b>Other items:</b>		
Impairment loss (Note 3)	-	(3,084,432)
Tax credits, net (Note 7)	330,980	2,702,063
<b>Total other items</b>	<b>330,980</b>	<b>(382,369)</b>
<b>Change in net assets</b>	<b>1,069,179</b>	<b>(142,746)</b>
Net assets - beginning	16,048,487	16,191,233
Net assets - ending	\$ 17,117,666	\$ 16,048,487

See accompanying notes.

**Consolidated Statements of Cash Flows**

For the years ended June 30,	2016	2015
<b>Operating activities:</b>		
Cash received from enrollment fees	\$ 11,549,048	\$ 10,206,540
Cash received from federal and state grants	1,186,874	870,053
Cash received from other sources	68,404	48,842
Payments to employees for services and benefits	(7,542,361)	(6,660,748)
Payments to vendors and suppliers	(2,927,613)	(2,785,132)
Interest paid	(638,443)	(521,884)
<b>Net operating activities</b>	<b>1,695,909</b>	<b>1,157,671</b>
<b>Investing activities:</b>		
Property and equipment expenditures	(523,189)	(5,104,018)
<b>Financing activities:</b>		
Proceeds from long-term debt	-	3,844,976
Payments on long-term debt	(364,396)	-
<b>Net financing activities</b>	<b>(364,396)</b>	<b>3,844,976</b>
<b>Net change in cash</b>	<b>808,324</b>	<b>(101,371)</b>
Cash - beginning	3,356,911	3,458,282
Cash - ending	\$ 4,165,235	\$ 3,356,911
<b>Reconciliation of change in net assets to net cash flows from operating activities:</b>		
Change in net assets	\$ 1,069,179	\$ (142,746)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	1,224,561	1,167,579
Amortization	27,869	-
Deferred income taxes	(234,000)	735,000
Loss on disposal of property and equipment	302	-
Impairment loss	-	3,084,432
Changes in operating assets and liabilities:		
Receivables	(284,691)	(3,613,453)
Prepaid expenses	(16,579)	507,084
Accounts payable and accrued expenses	(80,232)	(590,725)
Deferred revenue	(10,500)	10,500
<b>Net operating activities</b>	<b>\$ 1,695,909</b>	<b>\$ 1,157,671</b>

See accompanying notes.

**Notes to Consolidated Financial Statements**

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**1. Summary of Significant Accounting Policies:**

**Organization and Purpose:**

The consolidated financial statements of South Buffalo Charter School (the Organization) include the accounts of South Buffalo Charter School (the School) and 154 South Ogden, LLC (the LLC).

The School operates a charter school in the City of Buffalo, New York (the City) pursuant to its Charter Agreement with the Education Department of the State of New York. The School has been chartered through 2020, at which time it must apply to renew its charter for another term. The School currently offers classes from kindergarten through grade 8.

The School seeks to provide equitable opportunities for all students to acquire an education that links character education with rigorous academics, technology, and careers to produce students who are prepared for success in the 21<sup>st</sup> century. Students enrolled reside primarily in the City School District.

The School is the single member of the LLC, a limited liability company formed in 2012 to acquire land and construct a state of the art educational facility. All significant intercompany transactions and balances have been eliminated.

**Subsequent Events:**

Management has evaluated events and transactions for potential recognition or disclosure through October 13, 2016, the date the financial statements were available to be issued.

**Cash**

Cash in financial institutions potentially subjects the School to concentrations of credit risk, since it may exceed insured limits at various times throughout the year.

**Receivables:**

Receivables are stated at the amounts management expects to collect from outstanding balances. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to bad debts expense and a credit to accounts receivable. An allowance for doubtful accounts is considered unnecessary by management because all significant amounts deemed uncollectible are written off each year.

**Property and Equipment:**

Property and equipment to be held and used is stated at cost net of accumulated depreciation. Depreciation is provided using the straight-line method over estimated useful asset lives. Maintenance and repairs are charged to operations as incurred; significant improvements are capitalized.

Property and equipment held for sale is reported at the lower of its carrying amount or fair value less cost to sell and is not depreciated while it is classified as held for sale.

**Enrollment Fees:**

The School is reimbursed based on the approved operating expense per pupil of the public school district in which the student resides. The amount received each year from the resident district is the product of the approved operating expense per pupil and the full time equivalent enrollment of the students in the School residing in the district. The School's enrollment fees are received primarily from the Board of Education for the City School District.

**Grants:**

The School is the recipient of awards and reimbursements from federal, state and local sources. The awards and reimbursements are subject to various compliance and financial audits by the funding sources. Management believes no significant adjustments are necessary to recognized amounts.

The School records grant awards accounted for as exchange transactions as deferred revenue until the related services are performed.

## Income Taxes:

The School is a 501(c)(3) organization exempt from taxation under §501(a) of the Internal Revenue Code.

Through June 30, 2014, the LLC was treated as an entity disregarded as separate from its owner for income tax purposes. Effective July 1, 2014, the LLC elected to be taxed as a corporation (Note 7).

The Organization believes it is no longer subject to examination by Federal and State authorities for years prior to 2013.

## Cost Allocation:

The Organization's costs of providing its various programs and activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

## Transportation:

The City School District provides the School with certain transportation services without cost. The value of these services has not been recorded in these financial statements.

## Use of Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

## 2. Receivables:

	2016	2015
Grants	\$ 191,928	\$ 233,062
Enrollment fees	224,686	3,423
Refundable tax credits (Note 7)	3,517,795	3,436,563
Other	72,392	49,062
	<u>\$ 4,006,801</u>	<u>\$ 3,722,110</u>

In July 2016, all New York State charter schools serving students in the 2015-2016 school year received additional state aid. The additional aid received by each school was based on the number of students served and was paid directly from the New York Department of Education. Additional aid totaling \$195,764 is included as enrollment fees receivable on the accompanying combined balances sheets as of June 30, 2016.

## 3. Property and Equipment:

	2016	2015
Land	\$ 538,624	\$ 538,624
Buildings and improvements	17,987,865	17,711,035
Furniture and equipment	6,992,949	7,697,516
	<u>25,519,438</u>	<u>25,947,175</u>
Less accumulated depreciation	2,810,560	2,584,268
	<u>22,708,878</u>	<u>23,362,907</u>
Property held for sale	500,000	500,000
	<u>\$ 23,208,878</u>	<u>\$ 23,862,907</u>

The School relocated in August 2014 and offered the former school building for sale at less than its carrying cost. Consequently, in fiscal 2015 the Organization recognized an impairment loss totaling \$3,084,432 to report property held for sale at its estimated fair value less selling costs.

Interest totaling \$33,000 was capitalized for the year ended June 30, 2015. There was no interest capitalized for the year ended June 30, 2016.

## 4. Line of Credit:

The School has available a \$500,000 demand line of credit from a financial institution, with interest payable at prime plus 0.5%, secured by essentially all of the School's assets, and guaranteed by the LLC. There were no outstanding amounts under this line at June 30, 2016 and 2015.

## 5. Long-Term Debt:

	2016	2015
Construction bridge loan, financial institution, converted to permanent mortgage August 2015, interest at 4.88% paid monthly during construction term; beginning September 2015, payments of \$89,534 including interest at 4.88%, with a balloon payment	\$ 12,635,604	\$ 13,000,000
Less current portion	<u>459,517</u>	363,496
	<u>12,176,087</u>	12,636,504
Less unamortized debt issuance costs	<u>220,419</u>	248,288
	<u>\$ 11,955,668</u>	\$ 12,388,216

Aggregate maturities of long-term debt subsequent to June 30, 2016 are:

2017	\$ 459,517
2018	482,775
2019	507,211
2020	531,396
2021	559,780
Thereafter	<u>10,094,925</u>
	<u>\$ 12,635,604</u>

Interest expense totaled \$638,443 and \$521,884 for the years ended June 30, 2016 and 2015.

Debt issuance costs are amortized over the remaining term of the mortgage note. Amortization of debt issuance costs totaled \$27,869 for the year ended June 30, 2016.

The debt agreement requires compliance with certain covenants beginning in fiscal 2017.

## 6. Retirement Plans:

The School maintains a 403(b) profit sharing plan covering essentially all full-time employees (as defined). The plan requires certain minimum employer contributions based on salaries and employee deferrals. Expenses related to this plan for the years ended June 30, 2016 and 2015 were \$25,965 and \$26,508.

The School participates in the New York State Teachers' Retirement System (TRS), which is a cost-sharing multiple employer public employee retirement system. TRS offers a wide range of plans and benefits for the School's collectively bargained teacher group which are related to years of service and final average salary, vesting of retirement benefits, death and disability.

TRS is administered by the New York State Teachers' Retirement Board and provides benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. TRS issues a publicly available financial report that contains financial statements and required supplementary information. The report may be obtained from the New York State Teachers' Retirement System at [www.nystrs.org](http://www.nystrs.org).

No employee contributions are required for those whose service began prior to July 1976. TRS requires employee contributions of 3% of salary for the first 10 years of service for those employees who joined from July 1976 through December 2009. Participants whose service began on or after January 1, 2010 through March 31, 2012 are required to contribute 3.5% of compensation throughout their active membership in TRS. Participants whose service began on or after April 1, 2012 are required to contribute a percentage ranging from 3% to 6% each year, based on their level of compensation.

Pursuant to Article 11 of Education Law, an actuarially determined contribution rate is established annually by the New York State Teachers' Retirement Board. The rate is 13.26% of the annual covered payroll for the year ended June 30, 2016, and 17.53% for the year ended June 30, 2015.

The required contributions for the years ended June 30, 2016 and 2015 were \$580,961 and \$643,200.

## 7. Tax Credits:

Effective July 1, 2014, the LLC elected to be taxed as a corporation to obtain refundable New York State brownfield redevelopment tax credits totaling \$3,517,795 through June 30, 2016. The LLC also has available \$132,000 of nonrefundable solar equipment tax credits which can be applied to reduce future federal income taxes. The refundable credits, which will be subject to federal income taxes when received in future years, are presented on the 2016 and 2015 statements of activities net of applicable taxes and credits (deferred and otherwise).

Deferred income taxes on the balance sheets at June 30, 2016 and 2015 are as follows:

	<u>2016</u>	2015
Assets	<u>\$ 1,410,000</u>	\$ 538,000
Liabilities	<u>(1,911,000)</u>	(1,273,000)
	<u>\$ (501,000)</u>	\$ (735,000)

The LLC recognizes deferred tax assets and liabilities primarily for the expected future tax consequences of using different methods of accounting for credit revenues and depreciation, and the recognition of net operating loss carryforwards to the extent realization of such losses are more likely than not.

## 8. Health Insurance:

The School participates in the NY44 Health Benefits Plan Trust (the Plan). The Plan has been established to administer a health insurance program to lower the costs of such coverage to the 57 participating members as of June 30, 2015 (the most recent information available).

The School has transferred all risk to the Plan. Plan members pay monthly premium equivalents based upon a pro-rata share of expenditures. All funds received are pooled and administered as common fund. Refunds are not made nor additional assessments charged other than the annual premium equivalents. If the Plan's asset were to be exhausted, members would be equally responsible for the remaining liabilities.

The Plan has published its own financial report for the year ended June 30, 2015, which can be obtained from Erie1 BOCES, 355 Harlem Road, West Seneca, New York, 14224.

## 9. Contingencies:

The School is subject to claims and lawsuits that arise in the ordinary course of business. The refundable tax credits (Note 7) are under a desk audit review by the New York State Department of Taxation and Finance. In the opinion of management, the outcome of any claims is not expected to have a material adverse effect upon the financial position of the Organization.

## 10. Cash Flows Information:

Noncash investing and financing activities excluded from the statements of cash flows include accounts payable incurred for building additions of \$104,616 and \$56,971 at June 30, 2016 and 2015.

SOUTH BUFFALO CHARTER SCHOOL

**Additional Information**  
**Consolidated Schedule of Expenses**

For the year ended June 30, 2016 (with summarized comparative totals for 2015)

	Number of positions	2016				2015	
		Regular Education	Special Education	Other Programs	Management and General	Total	Total
Administrative staff personnel	14.0	\$ 440,916	\$ 58,789	\$ 156,770	\$ 323,339	\$ 979,814	
Instructional personnel	84.0	2,650,023	414,066	1,076,572	-	4,140,661	
Non-instructional personnel	13.0	278,635	37,151	97,522	51,083	464,391	
Salaries		3,369,574	510,006	1,330,864	374,422	\$ 5,584,866	\$ 4,905,395
Employee benefits and taxes		849,885	128,635	335,675	94,438	1,408,633	1,250,704
Retirement		366,183	55,424	144,629	40,690	606,926	669,708
Professional fees		-	-	-	127,120	127,120	231,151
Other contracted services		37,298	441,361	14,731	4,144	497,534	429,060
Property taxes		134,905	20,418	53,282	14,990	223,595	-
Repairs and maintenance		123,792	18,735	48,892	13,756	205,175	188,502
Insurance		65,637	9,935	25,924	7,293	108,789	99,815
Utilities		119,879	18,145	47,348	13,321	198,693	290,414
Supplies and materials		117,501	17,784	46,409	-	181,694	236,569
Equipment and furnishings		2,377	360	939	264	3,940	6,731
Staff development		50,313	7,615	19,872	5,591	83,391	115,106
Recruitment		-	-	-	8,306	8,306	17,172
Technology		75,885	11,486	29,972	8,432	125,775	101,780
Food service		-	-	687,313	-	687,313	584,961
Student services		-	-	180,659	-	180,659	98,905
Office expense		55,680	8,428	21,992	6,187	92,287	117,214
Interest		385,198	58,302	152,140	42,803	638,443	521,884
Other expenses		27,159	3,760	9,811	26,108	66,838	19,552
		5,781,266	1,310,394	3,150,452	787,865	11,029,977	9,884,623
Depreciation and amortization		755,641	114,371	298,452	83,966	1,252,430	1,167,579
Total		\$ 6,536,907	\$ 1,424,765	\$ 3,448,904	\$ 871,831	\$ 12,282,407	\$ 11,052,202

SOUTH BUFFALO CHARTER SCHOOL

**Additional Information  
Consolidating Balance Sheets**

June 30,	2016			Consolidated
	School	LLC	Eliminations	Totals
<b>Assets</b>				
<b>Current Assets:</b>				
Cash	\$ 4,110,884	\$ 54,351	\$ -	\$ 4,165,235
Receivables	489,006	3,517,795	-	4,006,801
Prepaid expenses	274,983	-	-	274,983
	<u>4,874,873</u>	<u>3,572,146</u>	<u>-</u>	<u>8,447,019</u>
Property and equipment, net	669,195	22,539,683	-	23,208,878
Due from affiliate	12,428,359	-	(12,428,359)	-
	<u>\$ 17,972,427</u>	<u>\$ 26,111,829</u>	<u>\$ (12,428,359)</u>	<u>\$ 31,655,897</u>
<b>Liabilities and Net Assets</b>				
<b>Current Liabilities:</b>				
Current portion of long-term debt	\$ -	\$ 459,517	\$ -	\$ 459,517
Accounts payable and accrued expenses	1,515,470	106,576	-	1,622,046
Deferred revenue	-	-	-	-
Deferred income taxes	-	501,000	-	501,000
	<u>1,515,470</u>	<u>1,067,093</u>	<u>-</u>	<u>2,582,563</u>
Due to affiliate	-	12,428,359	(12,428,359)	-
Long-term debt	-	11,955,668	-	11,955,668
<b>Net assets:</b>				
Unrestricted	16,456,957	660,709	-	17,117,666
	<u>\$ 17,972,427</u>	<u>\$ 26,111,829</u>	<u>\$ (12,428,359)</u>	<u>\$ 31,655,897</u>

2015

School	LLC	Eliminations	Consolidated Totals
\$ 3,345,431	\$ 11,480	\$ -	\$ 3,356,911
285,547	3,436,563	-	3,722,110
258,404	-	-	258,404
3,889,382	3,448,043	-	7,337,425
620,242	23,242,665	-	23,862,907
11,498,828	-	(11,498,828)	-
<b>\$ 16,008,452</b>	<b>\$ 26,690,708</b>	<b>\$ (11,498,828)</b>	<b>\$ 31,200,332</b>
\$ -	\$ 363,496	\$ -	\$ 363,496
1,597,662	56,971	-	1,654,633
10,500	-	-	10,500
-	735,000	-	735,000
1,608,162	1,155,467	-	2,763,629
-	11,498,828	(11,498,828)	-
-	12,388,216	-	12,388,216
14,400,290	1,648,197	-	16,048,487
<b>\$ 16,008,452</b>	<b>\$ 26,690,708</b>	<b>\$ (11,498,828)</b>	<b>\$ 31,200,332</b>

SOUTH BUFFALO CHARTER SCHOOL

**Additional Information**  
**Consolidating Statements of Activities**

For the years ended June 30,

**2016**

	School	LLC	Eliminations	Consolidated Totals
<b>Support and revenue:</b>				
Enrollment fees:				
Revenue-resident student enrollment	\$ 10,953,356	\$ -	\$ -	\$ 10,953,356
Revenue-students with disabilities	621,191	-	-	621,191
Revenue-additional state aid	195,764	-	-	195,764
Federal grants	1,138,070	-	-	1,138,070
State grants	20,491	-	-	20,491
Food service	26,281	-	-	26,281
Rental income	-	1,108,580	(1,108,580)	-
Interest income	584,355	-	(584,355)	-
Other income	65,453	-	-	65,453
<b>Total support and revenue</b>	<b>13,604,961</b>	<b>1,108,580</b>	<b>(1,692,935)</b>	<b>13,020,606</b>
<b>Expenses:</b>				
Program expenses:				
Regular education	6,094,891	1,463,431	(1,021,415)	6,536,907
Special education	1,357,864	221,499	(154,598)	1,424,765
Other programs	3,274,324	578,004	(403,424)	3,448,904
<b>Total program expenses</b>	<b>10,727,079</b>	<b>2,262,934</b>	<b>(1,579,437)</b>	<b>11,410,576</b>
Supporting services:				
Management and general	821,215	164,114	(113,498)	871,831
<b>Total expenses</b>	<b>11,548,294</b>	<b>2,427,048</b>	<b>(1,692,935)</b>	<b>12,282,407</b>
<b>Other items:</b>				
Impairment loss	-	-	-	-
Tax credits, net	-	330,980	-	330,980
<b>Total other items</b>	<b>-</b>	<b>330,980</b>	<b>-</b>	<b>330,980</b>
<b>Change in net assets</b>	<b>2,056,667</b>	<b>(987,488)</b>	<b>-</b>	<b>1,069,179</b>
Net assets - beginning	14,400,290	1,648,197	-	16,048,487
Net assets - ending	\$ 16,456,957	\$ 660,709	\$ -	\$ 17,117,666

2015

School	LLC	Eliminations	Consolidated Totals
\$ 9,691,510	\$ -	\$ -	\$ 9,691,510
512,938	-	-	512,938
-	-	-	-
915,942	-	-	915,942
18,267	-	-	18,267
55,264	-	-	55,264
-	1,008,333	(1,008,333)	-
540,919	-	(540,919)	-
97,904	-	-	97,904
11,832,744	1,008,333	(1,549,252)	11,291,825
5,582,932	1,211,837	(925,502)	5,869,267
1,176,487	186,320	(142,296)	1,220,511
2,907,898	482,751	(368,686)	3,021,963
9,667,317	1,880,908	(1,436,484)	10,111,741
901,252	151,977	(112,768)	940,461
10,568,569	2,032,885	(1,549,252)	11,052,202
(3,084,432)	-	-	(3,084,432)
-	2,702,063	-	2,702,063
(3,084,432)	2,702,063	-	(382,369)
(1,820,257)	1,677,511	-	(142,746)
16,220,547	(29,314)	-	16,191,233
\$ 14,400,290	\$ 1,648,197	\$ -	\$ 16,048,487

SOUTH BUFFALO CHARTER SCHOOL

**Additional Information**  
**Schedule of Expenditures of Federal Awards**

For the year ended June 30, 2016

<u>Federal Grantor/Pass-Through Grantor/Program Title</u>	<u>CFDA Number</u>	<u>Grantor Number</u>	<u>Expenditures</u>
<b><u>U.S. Department of Education</u></b>			
<b>Passed through New York State Department of Education:</b>			
Title I Grants to Local Educational Agencies	84.010	0021-16-4035	\$ 370,819
Supporting Effective Instructional State Grant	84.367	0147-15-4035	15,744
Supporting Effective Instructional State Grant	84.367	0147-16-4035	34,089
<b>Total New York State Department of Education</b>			<b>420,652</b>
<b>Passed through Charter School for Applied Technologies:</b>			
English Language Acquisition State Grants	84.365	N/A	943
<b>Total U.S. Department of Education</b>			<b>421,595</b>
<b><u>U.S. Department of Agriculture</u></b>			
<b>Passed through the New York State Department of Education:</b>			
<b>Child Nutrition Cluster</b>			
School Breakfast Program	10.553	N/A	239,534
National School Lunch Program	10.555	N/A	436,290
<b>Total Child Nutrition Cluster</b>			<b>675,824</b>
<b>Passed through the New York State Office Of General Services:</b>			
Child Nutrition Discretionary Grants Limited Availability	10.579	N/A	40,651
<b>Total U.S. Department of Agriculture</b>			<b>716,475</b>
<b>Total Expenditures of Federal Awards</b>			<b>\$ 1,138,070</b>

**Notes to Schedule of Expenditures of Federal Awards**

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**1. Summary of Significant Accounting Policies:**

**Basis of Presentation**

The accompanying schedule of expenditures of federal awards presents the activity of all federal award programs administered by South Buffalo Charter School and Affiliates (the Organization), an entity as defined in Note 1 to the Organization's financial statements. Federal awards received directly from federal agencies, as well as federal awards passed through from other governmental agencies, are included on the schedule of expenditures of federal awards.

**Basis of Accounting**

The amounts reported as federal expenditures generally were obtained from the appropriate federal financial reports for the applicable programs and periods. The amounts reported in these federal financial reports are prepared from records maintained for each program, which are periodically reconciled with the Organization's financial reporting system. The federal expenditures are recorded on the accrual basis.

**Indirect Costs**

The Organization typically does not allocate indirect costs to Federal programs and as such the 10% de minimus indirect cost rate permitted by the Uniform Guidance is not applicable.

**Non-Monetary Federal Program**

The School is the recipient of a federal award program that does not result in cash receipts or disbursements, termed a "non-monetary program." During the year ended June 30, 2016, the School used \$40,651 worth of commodities under the Child Nutrition Discretionary Grants Limited Availability program (CFDA Number 10.579).

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

The Board of Trustees  
South Buffalo Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of South Buffalo Charter School and Affiliate (the Organization), which comprise the consolidated balance sheet as of June 30, 2016, and the related consolidated statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 13, 2016.

**Internal Control over Financial Reporting**

In planning and performing our audit of the consolidated financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
October 13, 2016

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

The Board of Trustees  
South Buffalo Charter School

**Report on Compliance for Each Major Federal Program**

We have audited South Buffalo Charter School and Affiliate's (the Organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2016. The Organization's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

**Auditors' Responsibility**

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination on the Organization's compliance.

**Opinion on Each Major Federal Program**

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

## Report on Internal Control Over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

  
October 13, 2016

**Schedule of Findings and Questioned Costs**

For the year ended June 30, 2016

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**Section I. Summary of Auditors' Results**

**Consolidated Financial Statements**

Type of auditors' report issued: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? No
- Significant deficiency(ies) identified? None reported

Noncompliance material to consolidated financial statements noted? No

**Federal Awards**

Internal control over major programs:

- Material weakness(es) identified? No
- Significant deficiency(ies) identified? None reported

Type of auditors' report issued on compliance for major programs: *Unmodified*

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a)? No

Identification of major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA#</u>	<u>Amount</u>
Child Nutrition Cluster:		
School Breakfast Program	10.553	\$ 239,534
National School Lunch Program	10.555	436,290
		<u>\$ 675,824</u>

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? No

**Section II. Financial Statement Findings**

No findings were reported.

**Section III. Federal Award Findings and Questioned Costs**

No findings were reported.

**Summary Schedule of Prior Audit Findings**

June 30, 2016

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**Finding 2015-001:**

Beginning in 2015-16, the Organization obtained the New York State Community Eligibility Provision, which allows all students to receive free meals. Consequently, the Organization is not required to determine eligibility, and as such, Finding 2015-001 which related to student eligibility matters is no longer applicable.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

[Instructions](#)

Provides description of tabs and input requirements.

[Funding by District](#)

Charter School Tuition Rates

2- BLUE tabs require input of information

[1.\) Name of School](#)

>Select school name from list.  
>Enter contact information.

[2.\) Enrollment](#)

Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals.  
>Enrollment by Grade  
>Enrollment by District

[3.\) Staffing Plan](#)

Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals  
>Full Time Equivalent (FTE), by Position Category, By Quarter

[4.\) Yearly Budget](#)

Enter Yearly Budget information. Includes:  
>"Pior Year" column may be completed based upon preliminary data, and adjusted w  
>Budgeted Enrollment data and Per Pupil Revenue for the current year are populated  
>Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan"  
>All other sources of revenue  
>All expenses  
>Budget Revisions, as necessary and *approved* by the school's Board of Direct

[5.\) Balance Sheet](#)

Enter Balance Sheet information for EdCorps. Separate schools merged into a primary  
>"Pior Year" column may be completed based upon preliminary data, and adjusted w

[6.\) Quarterly Report](#)

Enter Actual Quarterly Report information . Includes:  
>Actual Enrollment data and Per Pupil Revenue for the current year are populated ba  
>Actual FTE for current year is populated based upon input on tab  
"3.) Staffing Plan."  
>All other sources of revenue  
>All expenses

[7.\) Annual Report Requirement](#)

Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE containe guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over

Charter Funding Alphabetical By NYS School District

\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2015-16 Basic Tu	Final 2016-17 Basic Tu
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SOUTH BUFFALO CHARTER SCHOOL  
2016-17

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	98	98	98	98	98	98	98	98	98	0	0	0	0
TOTAL ENROLLMENT = 882													

ENROLLMENT BY DISTRICT

PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	9	0	9	0	9	0	9	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:	0	882	0	882	0	882	0	882	0	0	0	0	0

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COI

PRIOR YEAR #MACRO?	ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER					
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4						
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budget	Revised Bud	Original Budget	Revised Bud	Original Budget	Revised Bud	Original Budget	Revised Budget	Actual Enrollme	Actual Enrollme	Actual Enrollme	Actual Enrollme
1 PRIMARY District	BUFFALO CITY SD		806		806		806		806					
2 SECONDARY District	LACKAWANNA CITY SD		42		42		42		42					
3 Other District 3	WEST SENECA CSD		14		14		14		14					
4 Other District 4	FRONTIER CSD		2		2		2		2					
5 Other District 5	KENMORE-TONAWANDA UFSD		4		4		4		4					
6 Other District 6	CHEEKTOWAGA CSD		4		4		4		4					
7 Other District 7	CHEEKTOWAGA-SLOAN UFSD		6		6		6		6					
8 Other District 8	CLEVELAND HILL UFSD		2		2		2		2					
9 Other District 9	LANCASTER CSD		2		2		2		2					
10 Other District 10	(Select from drop-down list) →													

PRIMARY/OTHER	DISTRICT NAME(S)	PRIOR YEAR #MACRO?	ENROLLMENT BY QUARTER				ACTUAL ENROLLMENT BY QUARTER							
			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4				
		Actual Enrollment	Original Budget	<b>Revised</b> Bud	Original Budget	<b>Revised</b> Bud	Original Budget	<b>Revised</b> Bud	Original Budget	<b>Revised</b> Budge	Actual Enrollme	Actual Enrollme	Actual Enrollme	Actual Enrollme

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STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. **\*NOTE:** Each quarter, the actual FTE should be input. **\*NOTE:** State the assumptions that are being made. **\*NOTE:** Enter the number of FTE positions in the "blue" cells. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR #MACRO? ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Executive Management			1		1		1		1						
Instructional Management			3		3		3		3						
Deans, Directors & Coordinators			7		7		7		7						
CFO / Director of Finance															
Operation / Business Manager															
Administrative Staff			10		10		10		10						
TOTAL ADMINISTRATIVE STAFF	0		21	0	21	0	21	0	21	0	0	0	0	0	0
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR #MACRO? ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Teachers - Regular			46		46		46		46						
Teachers - SPED			10		10		10		10						
Substitute Teachers			6		6		6		6						
Teaching Assistants															
Specialty Teachers			11		11		11		11						
Aides															
Therapists & Counselors			4		4		4		4						
Other															
TOTAL INSTRUCTIONAL	0		77	0	77	0	77	0	77	0	0	0	0	0	0
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR #MACRO? ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Nurse			2		2		2		2						
Librarian															
Custodian			11		11		11		11						
Security															
Other															
TOTAL NON-INSTRUCTIONAL	0		13	0	13	0	13	0	13	0	0	0	0	0	0
TOTAL PERSONNEL SERVICE FTE	0		111	0	111	0	111	0	111	0	0	0	0	0	0









SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	12974578	#MACRO?	#MACRO?	-12974578	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment					

Total Year VARIANCE

Original Budget Revised Budget Variance Original Budget Revised Budget DESCRIPTION OF ASSUMPTIONS

REVENUE

REVENUES FROM STATE SOURCES	2016-17					
Per Pupil Revenue	Per Pupil Rate					
BUFFALO CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
LACKAWANNA CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
WEST SENECA CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
FRONTIER CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
KENMORE-TONAWANDA UFSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
CHEEKTOWAGA CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
CHEEKTOWAGA-SLOAN UFSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
CLEVELAND HILL UFSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
LANCASTER CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?
-	#N/A	#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?
ALL OTHER School Districts: ( Weighted Avg )	#N/A	#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil F	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Special Education Revenue		460000	#MACRO?	#MACRO?	460000	#MACRO?
Grants						
Stimulus		340503	#MACRO?	#MACRO?	340503	#MACRO?
DYCD (Department of Youth and Community Development)		0	#MACRO?	#MACRO?	0	#MACRO?
Other		11250	#MACRO?	#MACRO?	11250	#MACRO?
Other		20000	#MACRO?	#MACRO?	20000	#MACRO?
TOTAL REVENUE FROM STATE SOURCES		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		115000	#MACRO?	#MACRO?	115000	#MACRO?
Title I		400000	#MACRO?	#MACRO?	400000	#MACRO?
Title Funding - Other		0	#MACRO?	#MACRO?	0	#MACRO?
School Food Service (Free Lunch)		675000	#MACRO?	#MACRO?	675000	#MACRO?
Grants						
Charter School Program (CSP) Planning & Implementation		0	#MACRO?	#MACRO?	0	#MACRO?
Other		0	#MACRO?	#MACRO?	0	#MACRO?
Other		0	#MACRO?	#MACRO?	0	#MACRO?
TOTAL REVENUE FROM FEDERAL SOURCES		1190000	#MACRO?	#MACRO?	1190000	#MACRO?
LOCAL and OTHER REVENUE						
Contributions and Donations		0	#MACRO?	#MACRO?	0	#MACRO?
Fundraising		0	#MACRO?	#MACRO?	0	#MACRO?
Erate Reimbursement		42000	#MACRO?	#MACRO?	42000	#MACRO?
Earnings on Investments		0	#MACRO?	#MACRO?	0	#MACRO?
Interest Income		0	#MACRO?	#MACRO?	0	#MACRO?
Food Service (Income from meals)		29000	#MACRO?	#MACRO?	29000	#MACRO?
Text Book		0	#MACRO?	#MACRO?	0	#MACRO?
OTHER		3500	#MACRO?	#MACRO?	3500	#MACRO?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		74500	#MACRO?	#MACRO?	74500	#MACRO?
TOTAL REVENUE		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	12974578	#MACRO?	#MACRO?	-12974578	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment					

Total Year VARIANCE

Original Budget Revised Budget Variance Original Budget Revised Budget DESCRIPTION OF ASSUMPTIONS

EXPENSES

	Avg. No. of Positi					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
Executive Management	1	148699	#MACRO?	#MACRO?	-148699	#MACRO?
Instructional Management	3	286567	#MACRO?	#MACRO?	-286567	#MACRO?
Deans, Directors & Coordinators	7	476549	#MACRO?	#MACRO?	-476549	#MACRO?
CFO / Director of Finance	0	0	#MACRO?	#MACRO?	0	#MACRO?
Operation / Business Manager	0	0	#MACRO?	#MACRO?	0	#MACRO?
Administrative Staff	10	622783	#MACRO?	#MACRO?	-622783	#MACRO?
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>21</b>	<b>1534598</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>-1534598</b>	<b>#MACRO?</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	46	2487981	#MACRO?	#MACRO?	-2487981	#MACRO?
Teachers - SPED	10	508678	#MACRO?	#MACRO?	-508678	#MACRO?
Substitute Teachers	6	165000	#MACRO?	#MACRO?	-165000	#MACRO?
Teaching Assistants	0	0	#MACRO?	#MACRO?	0	#MACRO?
Specialty Teachers	11	538177	#MACRO?	#MACRO?	-538177	#MACRO?
Aides	0	0	#MACRO?	#MACRO?	0	#MACRO?
Therapists & Counselors	4	192592	#MACRO?	#MACRO?	-192592	#MACRO?
Other	0	0	#MACRO?	#MACRO?	0	#MACRO?
<b>TOTAL INSTRUCTIONAL</b>	<b>77</b>	<b>3892428</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>-3892428</b>	<b>#MACRO?</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	2	111452	#MACRO?	#MACRO?	-111452	#MACRO?
Librarian	0	0	#MACRO?	#MACRO?	0	#MACRO?
Custodian	11	391288	#MACRO?	#MACRO?	-391288	#MACRO?
Security	0	0	#MACRO?	#MACRO?	0	#MACRO?
Other	0	0	#MACRO?	#MACRO?	0	#MACRO?
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>13</b>	<b>502740</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>-502740</b>	<b>#MACRO?</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>111</b>	<b>5929766</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>-5929766</b>	<b>#MACRO?</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		455163	#MACRO?	#MACRO?	-455163	#MACRO?
Fringe / Employee Benefits		1187338	#MACRO?	#MACRO?	-1187338	#MACRO?
Retirement / Pension		660808	#MACRO?	#MACRO?	-660808	#MACRO?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>2303309</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>-2303309</b>	<b>#MACRO?</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>111</b>	<b>8233075</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>-8233075</b>	<b>#MACRO?</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		40000	#MACRO?	#MACRO?	-40000	#MACRO?
Legal		90000	#MACRO?	#MACRO?	-90000	#MACRO?
Management Company Fee		0	#MACRO?	#MACRO?	0	#MACRO?
Nurse Services		0	#MACRO?	#MACRO?	0	#MACRO?
Food Service / School Lunch		681810	#MACRO?	#MACRO?	-681810	#MACRO?
Payroll Services		8000	#MACRO?	#MACRO?	-8000	#MACRO?
Special Ed Services		395000	#MACRO?	#MACRO?	-395000	#MACRO?
Titlement Services (i.e. Title I)		0	#MACRO?	#MACRO?	0	#MACRO?
Other Purchased / Professional / Consulting		47500	#MACRO?	#MACRO?	-47500	#MACRO?
<b>TOTAL CONTRACTED SERVICES</b>		<b>1262310</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>-1262310</b>	<b>#MACRO?</b>

SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	12974578	#MACRO?	#MACRO?	-12974578	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment					

Total Year VARIANCE

Original Budget Revised Budget Variance Original Budget Revised Budget DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

Board Expenses	6000	#MACRO?	#MACRO?	-6000	#MACRO?
Classroom / Teaching Supplies & Materials	36000	#MACRO?	#MACRO?	-36000	#MACRO?
Special Ed Supplies & Materials	1200	#MACRO?	#MACRO?	-1200	#MACRO?
Textbooks / Workbooks	80000	#MACRO?	#MACRO?	-80000	#MACRO?
Supplies & Materials other	191289	#MACRO?	#MACRO?	-191289	#MACRO?
Equipment / Furniture	7500	#MACRO?	#MACRO?	-7500	#MACRO?
Telephone	75000	#MACRO?	#MACRO?	-75000	#MACRO?
Technology	160000	#MACRO?	#MACRO?	-160000	#MACRO?
Student Testing & Assessment	27000	#MACRO?	#MACRO?	-27000	#MACRO?
Field Trips	27000	#MACRO?	#MACRO?	-27000	#MACRO?
Transportation (student)	150000	#MACRO?	#MACRO?	-150000	#MACRO?
Student Services - other	25500	#MACRO?	#MACRO?	-25500	#MACRO?
Office Expense	104400	#MACRO?	#MACRO?	-104400	#MACRO?
Staff Development	70000	#MACRO?	#MACRO?	-70000	#MACRO?
Staff Recruitment	0	#MACRO?	#MACRO?	0	#MACRO?
Student Recruitment / Marketing	0	#MACRO?	#MACRO?	0	#MACRO?
School Meals / Lunch	0	#MACRO?	#MACRO?	0	#MACRO?
Travel (Staff)	0	#MACRO?	#MACRO?	0	#MACRO?
Fundraising	0	#MACRO?	#MACRO?	0	#MACRO?
Other	24500	#MACRO?	#MACRO?	-24500	#MACRO?
TOTAL SCHOOL OPERATIONS	985389	#MACRO?	#MACRO?	-985389	#MACRO?

FACILITY OPERATION & MAINTENANCE

Insurance	92304	#MACRO?	#MACRO?	-92304	#MACRO?
Janitorial	40000	#MACRO?	#MACRO?	-40000	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	831000	#MACRO?	#MACRO?	-831000	#MACRO?
Repairs & Maintenance	177500	#MACRO?	#MACRO?	-177500	#MACRO?
Equipment / Furniture	0	#MACRO?	#MACRO?	0	#MACRO?
Security	17500	#MACRO?	#MACRO?	-17500	#MACRO?
Utilities	143500	#MACRO?	#MACRO?	-143500	#MACRO?
TOTAL FACILITY OPERATION & MAINTENANCE	1301804	#MACRO?	#MACRO?	-1301804	#MACRO?

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY	0	#MACRO?	#MACRO?	0	#MACRO?
------------------------	---	---------	---------	---	---------

TOTAL EXPENSES 12974578 #MACRO? #MACRO? -12974578 #MACRO?

NET INCOME #MACRO? #MACRO? #MACRO? #MACRO? #MACRO?

SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	12974578	#MACRO?	#MACRO?	-12974578	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment					

Total Year VARIANCE

Original Budget Revised Budget Variance Original Budget Revised Budget DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - \*School Districts Are Linked To Above Entries\*

Number of Districts:	
BUFFALO CITY SD	806
LACKAWANNA CITY SD	42
WEST SENECA CSD	14
FRONTIER CSD	2
KENMORE-TONAWANDA UFSD	4
CHEEKTOWAGA CSD	4
CHEEKTOWAGA-SLOAN UFSD	6
CLEVELAND HILL UFSD	2
LANCASTER CSD	2
-	0
-	0
-	0
-	0
-	0
-	0
ALL OTHER School Districts: ( Weighted Avg )	0

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

SOUTH BUFFALO CHARTER SCHOOL

BA

20 -

	Prior Year	Q1	Q2	Q3	Q4
	#MACRO?	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b>ASSETS</b>					
<b>CURRENT ASSETS</b>					
Cash and cash equivalents	0	0	0	0	0
Grants and contracts receivable	0	0	0	0	0
Accounts receivables	0	0	0	0	0
Prepaid Expenses	0	0	0	0	0
Contributions and other receivables	0	0	0	0	0
<b>TOTAL CURRENT ASSETS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
PROPERTY, BUILDING AND EQUIPMENT, net	0	0	0	0	0
OTHER ASSETS	0	0	0	0	0
<b>TOTAL ASSETS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>LIABILITIES AND NET ASSETS</b>					
<b>CURRENT LIABILITIES</b>					
Accounts payable and accrued expenses	0	0	0	0	0
Accrued payroll and benefits	0	0	0	0	0
Deferred Revenue	0	0	0	0	0
Current maturities of long-term debt	0	0	0	0	0
Short Term Debt - Bonds, Notes Payable	0	0	0	0	0
Other	0	0	0	0	0
<b>TOTAL CURRENT LIABILITIES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	0	0	0	0	0
<b>TOTAL LIABILITIES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>NET ASSETS</b>					
Unrestricted	0	0	0	0	0
Temporarily restricted	0	0	0	0	0
<b>TOTAL NET ASSETS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>





SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

	2016-17											
Total Revenue	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0
Total Expenses	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0
Net Income	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0
Actual Student Enrollment	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd Quarter - 1/1 - 3/31

4th Quarter - 4/1 - 6/30

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based , Actual Current Budget Variance Actual Current Budget Variance Actual Current Budget Variance Actual Current Budget Variance

	Actual	Current Budget	Variance									
<b>SCHOOL OPERATIONS</b>												
Board Expenses		#MACRO?	0									
Classroom / Teaching Supplies & Materials		#MACRO?	0									
Special Ed Supplies & Materials		#MACRO?	0									
Textbooks / Workbooks		#MACRO?	0									
Supplies & Materials other		#MACRO?	0									
Equipment / Furniture		#MACRO?	0									
Telephone		#MACRO?	0									
Technology		#MACRO?	0									
Student Testing & Assessment		#MACRO?	0									
Field Trips		#MACRO?	0									
Transportation (student)		#MACRO?	0									
Student Services - other		#MACRO?	0									
Office Expense		#MACRO?	0									
Staff Development		#MACRO?	0									
Staff Recruitment		#MACRO?	0									
Student Recruitment / Marketing		#MACRO?	0									
School Meals / Lunch		#MACRO?	0									
Travel (Staff)		#MACRO?	0									
Fundraising		#MACRO?	0									
Other		#MACRO?	0									
<b>TOTAL SCHOOL OPERATIONS</b>	0	#MACRO?	0									
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance		#MACRO?	0									
Janitorial		#MACRO?	0									
Building and Land Rent / Lease / Facility Finance Interest		#MACRO?	0									
Repairs & Maintenance		#MACRO?	0									
Equipment / Furniture		#MACRO?	0									
Security		#MACRO?	0									
Utilities		#MACRO?	0									
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	0	#MACRO?	0									
<b>DEPRECIATION &amp; AMORTIZATION</b>		#MACRO?	0									
<b>RESERVES / CONTINGENCY</b>		#MACRO?	0									
<b>TOTAL EXPENSES</b>	0	#MACRO?	0									
<b>NET INCOME</b>	0	#MACRO?	0									

SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

	2016-17											
Total Revenue	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0
Total Expenses	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0
Net Income	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0
Actual Student Enrollment	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0	0	#MACRO?	0

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd Quarter - 1/1 - 3/31

4th Quarter - 4/1 - 6/30

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based , Actual Current Budget Variance Actual Current Budget Variance Actual Current Budget Variance Actual Current Budget Variance

ENROLLMENT - \*School Districts Are Linked To Above Entries\*

BUFFALO CITY SD	0	#MACRO?	0									
LACKAWANNA CITY SD	0	#MACRO?	0									
WEST SENECA CSD	0	#MACRO?	0									
FRONTIER CSD	0	#MACRO?	0									
KENMORE-TONAWANDA UFSD	0	#MACRO?	0									
CHEEKTOWAGA CSD	0	#MACRO?	0									
CHEEKTOWAGA-SLOAN UFSD	0	#MACRO?	0									
CLEVELAND HILL UFSD	0	#MACRO?	0									
LANCASTER CSD	0	#MACRO?	0									
-	0	#MACRO?	0									
-	0	#MACRO?	0									
-	0	#MACRO?	0									
-	0	#MACRO?	0									
-	0	#MACRO?	0									
-	0	#MACRO?	0									
ALL OTHER School Districts: ( Count = 0 )	0	#MACRO?	0									
TOTAL ENROLLMENT	0	#MACRO?	0									
REVENUE PER PUPIL	0	#MACRO?	0									
EXPENSES PER PUPIL	0	#MACRO?	0									

SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

	2016-17										
Total Revenue	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
Total Expenses	0	0	0	#MACRO?	#MACRO?	0	0	12974578	12974578	0	0
Net Income	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
Actual Student Enrollment	0	0	0			0	0			0	0

TOTALS AND VARIANCE ANALYSIS

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based Actual Current Budget Actual Current Budget Actual vs. Original Budget Actual Original Budget Actual vPY Actual (PY TY / No. Actual CY

	Actual	Current Budget	Actual	Current Budget	Actual	vs. Original Budget	Actual	Original Budget	Actual	vPY Actual (PY TY / No. Actual	CY	
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue	CY Per Pupil Rate											
BUFFALO CITY SD	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
LACKAWANNA CITY SD	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
WEST SENECA CSD	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
FRONTIER CSD	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
KENMORE-TONAWANDA UFSD	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
CHEEKTOWAGA CSD	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
CHEEKTOWAGA-SLOAN UFSD	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
CLEVELAND HILL UFSD	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
LANCASTER CSD	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
-	#N/A	0	0	0	#MACRO?	#MACRO?	0	0	#N/A	#N/A	0	0
-	#N/A	0	0	0	#MACRO?	#MACRO?	0	0	#N/A	#N/A	0	0
-	#N/A	0	0	0	#MACRO?	#MACRO?	0	0	#N/A	#N/A	0	0
-	#N/A	0	0	0	#MACRO?	#MACRO?	0	0	#N/A	#N/A	0	0
-	#N/A	0	0	0	#MACRO?	#MACRO?	0	0	#N/A	#N/A	0	0
-	#N/A	0	0	0	#MACRO?	#MACRO?	0	0	#N/A	#N/A	0	0
ALL OTHER School Districts: ( Count = 0 )	#N/A	0	0	0	#MACRO?	#MACRO?	0	0	#N/A	#N/A	0	0
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
Special Education Revenue		0	0	0	#MACRO?	#MACRO?	0	0	460000	-460000	0	0
Grants												
Stimulus		0	0	0	#MACRO?	#MACRO?	0	0	340503	-340503	0	0
DYCD (Department of Youth and Community Development)		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Other		0	0	0	#MACRO?	#MACRO?	0	0	11250	-11250	0	0
Other		0	0	0	#MACRO?	#MACRO?	0	0	20000	-20000	0	0
TOTAL REVENUE FROM STATE SOURCES		0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs		0	0	0	#MACRO?	#MACRO?	0	0	115000	-115000	0	0
Title I		0	0	0	#MACRO?	#MACRO?	0	0	400000	-400000	0	0
Title Funding - Other		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
School Food Service (Free Lunch)		0	0	0	#MACRO?	#MACRO?	0	0	675000	-675000	0	0
Grants												
Charter School Program (CSP) Planning & Implementation		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Other		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Other		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
TOTAL REVENUE FROM FEDERAL SOURCES		0	0	0	#MACRO?	#MACRO?	0	0	1190000	-1190000	0	0
LOCAL and OTHER REVENUE												
Contributions and Donations		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Fundraising		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Erate Reimbursement		0	0	0	#MACRO?	#MACRO?	0	0	42000	-42000	0	0
Earnings on Investments		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Interest Income		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Food Service (Income from meals)		0	0	0	#MACRO?	#MACRO?	0	0	29000	-29000	0	0
Text Book		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
OTHER		0	0	0	#MACRO?	#MACRO?	0	0	3500	-3500	0	0
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		0	0	0	#MACRO?	#MACRO?	0	0	74500	-74500	0	0
TOTAL REVENUE		0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0

SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

	2016-17											
Total Revenue	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0	
Total Expenses	0	0	0	#MACRO?	#MACRO?	0	0	12974578	12974578	0	0	
Net Income	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0	
Actual Student Enrollment	0	0	0			0	0			0	0	

TOTALS AND VARIANCE ANALYSIS

\*NOTE: Enrollment, Revenue and Expenditure Data IN the "Total and Variance Analysis" Section is Based on Actual Current Budget Actual Current Budget Actual vs. Original Budget Actual Original Budget Actual v PY Actual (PY TY / No. Actual CY)

EXPENSES	Quarter 0	Actual	Current Budget	Actual	Current Budget	Actual	vs. Original Budget	Actual	Original Budget	Actual	v PY Actual (PY TY / No. Actual CY)	
ADMINISTRATIVE STAFF PERSONNEL COSTS												
	No. of Positions											
Executive Management	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	148699	148699	0	0
Instructional Management	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	286567	286567	0	0
Deans, Directors & Coordinators	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	476549	476549	0	0
CFO / Director of Finance	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Operation / Business Manager	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Administrative Staff	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	622783	622783	0	0
TOTAL ADMINISTRATIVE STAFF	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	1534598	1534598	0	0
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	2487981	2487981	0	0
Teachers - SPED	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	508678	508678	0	0
Substitute Teachers	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	165000	165000	0	0
Teaching Assistants	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Specialty Teachers	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	538177	538177	0	0
Aides	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Therapists & Counselors	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	192592	192592	0	0
Other	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
TOTAL INSTRUCTIONAL	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	3892428	3892428	0	0
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	111452	111452	0	0
Librarian	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Custodian	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	391288	391288	0	0
Security	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Other	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
TOTAL NON-INSTRUCTIONAL	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	502740	502740	0	0
SUBTOTAL PERSONNEL SERVICE COSTS	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	5929766	5929766	0	0
PAYROLL TAXES AND BENEFITS												
Payroll Taxes		0	0	0	#MACRO?	#MACRO?	0	0	455163	455163	0	0
Fringe / Employee Benefits		0	0	0	#MACRO?	#MACRO?	0	0	1187338	1187338	0	0
Retirement / Pension		0	0	0	#MACRO?	#MACRO?	0	0	660808	660808	0	0
TOTAL PAYROLL TAXES AND BENEFITS		0	0	0	#MACRO?	#MACRO?	0	0	2303309	2303309	0	0
TOTAL PERSONNEL SERVICE COSTS	#MACRO?	0	0	0	#MACRO?	#MACRO?	0	0	8233075	8233075	0	0
CONTRACTED SERVICES												
Accounting / Audit		0	0	0	#MACRO?	#MACRO?	0	0	40000	40000	0	0
Legal		0	0	0	#MACRO?	#MACRO?	0	0	90000	90000	0	0
Management Company Fee		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Nurse Services		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Food Service / School Lunch		0	0	0	#MACRO?	#MACRO?	0	0	681810	681810	0	0
Payroll Services		0	0	0	#MACRO?	#MACRO?	0	0	8000	8000	0	0
Special Ed Services		0	0	0	#MACRO?	#MACRO?	0	0	395000	395000	0	0
Titlement Services (i.e. Title I)		0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Other Purchased / Professional / Consulting		0	0	0	#MACRO?	#MACRO?	0	0	47500	47500	0	0
TOTAL CONTRACTED SERVICES		0	0	0	#MACRO?	#MACRO?	0	0	1262310	1262310	0	0

SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

	2016-17										
Total Revenue	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
Total Expenses	0	0	0	#MACRO?	#MACRO?	0	0	12974578	12974578	0	0
Net Income	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
Actual Student Enrollment	0	0	0			0	0			0	0

TOTALS AND VARIANCE ANALYSIS

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based Actual Current Budget Actual Current Budget Actual vs. Original Budget Actual Original Budget Actual vPY Actual (PY TY / No. Actual CY

	Actual	Current Budget	Actual	Current Budget	Actual	vs. Original Budget	Actual	Original Budget	Actual	vPY Actual (PY TY / No. Actual	CY
<b>SCHOOL OPERATIONS</b>											
Board Expenses	0	0	0	#MACRO?	#MACRO?	0	0	6000	6000	0	0
Classroom / Teaching Supplies & Materials	0	0	0	#MACRO?	#MACRO?	0	0	36000	36000	0	0
Special Ed Supplies & Materials	0	0	0	#MACRO?	#MACRO?	0	0	1200	1200	0	0
Textbooks / Workbooks	0	0	0	#MACRO?	#MACRO?	0	0	80000	80000	0	0
Supplies & Materials other	0	0	0	#MACRO?	#MACRO?	0	0	191289	191289	0	0
Equipment / Furniture	0	0	0	#MACRO?	#MACRO?	0	0	7500	7500	0	0
Telephone	0	0	0	#MACRO?	#MACRO?	0	0	75000	75000	0	0
Technology	0	0	0	#MACRO?	#MACRO?	0	0	160000	160000	0	0
Student Testing & Assessment	0	0	0	#MACRO?	#MACRO?	0	0	27000	27000	0	0
Field Trips	0	0	0	#MACRO?	#MACRO?	0	0	27000	27000	0	0
Transportation (student)	0	0	0	#MACRO?	#MACRO?	0	0	150000	150000	0	0
Student Services - other	0	0	0	#MACRO?	#MACRO?	0	0	25500	25500	0	0
Office Expense	0	0	0	#MACRO?	#MACRO?	0	0	104400	104400	0	0
Staff Development	0	0	0	#MACRO?	#MACRO?	0	0	70000	70000	0	0
Staff Recruitment	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Student Recruitment / Marketing	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
School Meals / Lunch	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Travel (Staff)	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Fundraising	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Other	0	0	0	#MACRO?	#MACRO?	0	0	24500	24500	0	0
<b>TOTAL SCHOOL OPERATIONS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>0</b>	<b>0</b>	<b>985389</b>	<b>985389</b>	<b>0</b>	<b>0</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>											
Insurance	0	0	0	#MACRO?	#MACRO?	0	0	92304	92304	0	0
Janitorial	0	0	0	#MACRO?	#MACRO?	0	0	40000	40000	0	0
Building and Land Rent / Lease / Facility Finance Interest	0	0	0	#MACRO?	#MACRO?	0	0	831000	831000	0	0
Repairs & Maintenance	0	0	0	#MACRO?	#MACRO?	0	0	177500	177500	0	0
Equipment / Furniture	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
Security	0	0	0	#MACRO?	#MACRO?	0	0	17500	17500	0	0
Utilities	0	0	0	#MACRO?	#MACRO?	0	0	143500	143500	0	0
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>0</b>	<b>0</b>	<b>1301804</b>	<b>1301804</b>	<b>0</b>	<b>0</b>
DEPRECIATION & AMORTIZATION	0	0	0	#MACRO?	#MACRO?	0	0	1192000	1192000	0	0
RESERVES / CONTINGENCY	0	0	0	#MACRO?	#MACRO?	0	0	0	0	0	0
<b>TOTAL EXPENSES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>0</b>	<b>0</b>	<b>12974578</b>	<b>12974578</b>	<b>0</b>	<b>0</b>
<b>NET INCOME</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>0</b>	<b>0</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>0</b>	<b>0</b>

SOUTH BUFFALO CHARTER SCHOOL

Budget / Operating Plan

	2016-17										
Total Revenue	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
Total Expenses	0	0	0	#MACRO?	#MACRO?	0	0	12974578	12974578	0	0
Net Income	0	0	0	#MACRO?	#MACRO?	0	0	#MACRO?	#MACRO?	0	0
Actual Student Enrollment	0	0	0			0	0			0	0

TOTALS AND VARIANCE ANALYSIS

\*NOTE: Enrollment, Revenue and Expenditure Data IN the "Total and Variance Analysis" Section is Based on Actual

	Actual	Current Budget	Actual	Current Budget	Actual	vs. Original Budget	Actual	Original Budget	Actual	v PY Actual (PY TY / No. Actual	Actual	CY
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed											
BUFFALO CITY SD	0	0	0	0	0	0	0	0	0	0	0	0
LACKAWANNA CITY SD	0	0	0	0	0	0	0	0	0	0	0	0
WEST SENECA CSD	0	0	0	0	0	0	0	0	0	0	0	0
FRONTIER CSD	0	0	0	0	0	0	0	0	0	0	0	0
KENMORE-TONAWANDA UFSD	0	0	0	0	0	0	0	0	0	0	0	0
CHEEKTOWAGA CSD	0	0	0	0	0	0	0	0	0	0	0	0
CHEEKTOWAGA-SLOAN UFSD	0	0	0	0	0	0	0	0	0	0	0	0
CLEVELAND HILL UFSD	0	0	0	0	0	0	0	0	0	0	0	0
LANCASTER CSD	0	0	0	0	0	0	0	0	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0
ALL OTHER School Districts: ( Count = 0 )	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL ENROLLMENT	0	0	0	0	0	0	0	0	0	0	0	0
REVENUE PER PUPIL	0	0	0	0	0	0	0	0	0	0	0	0
EXPENSES PER PUPIL	0	0	0	0	0	0	0	0	0	0	0	0



Annual Report Requirement  
for SUNY Authorized Charter Schools  
SOUTH BUFFALO CHARTER SCHOOL  
2016-17

Administrative expenditures 0

Per NYS Statute Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4

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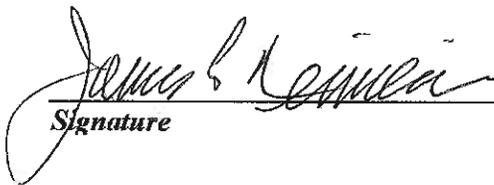
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10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>_____</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

  
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 Signature

7/14/2015  
 Date



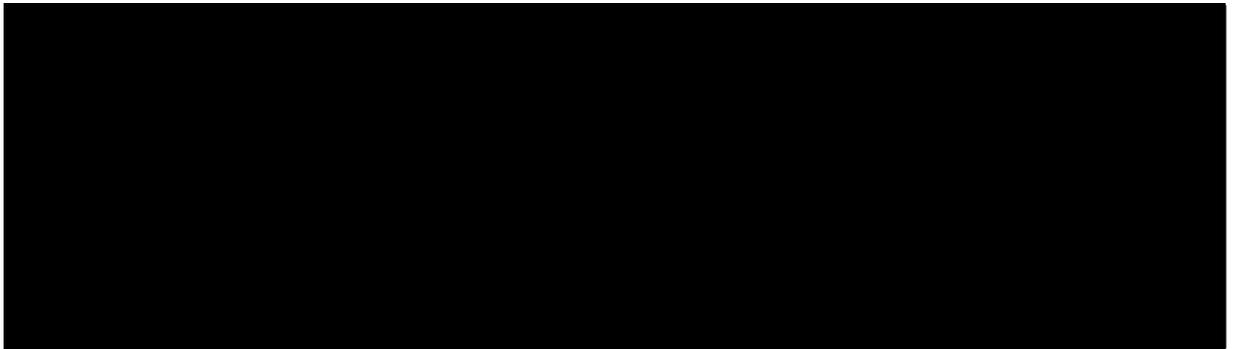
10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">_____</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">NONE</p>				

*Anna Marie Injibet*  
 \_\_\_\_\_  
*Signature*

*7/14/15*  
 \_\_\_\_\_  
*Date*

South Buffalo Charter School  
Paul Jones



None

...

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

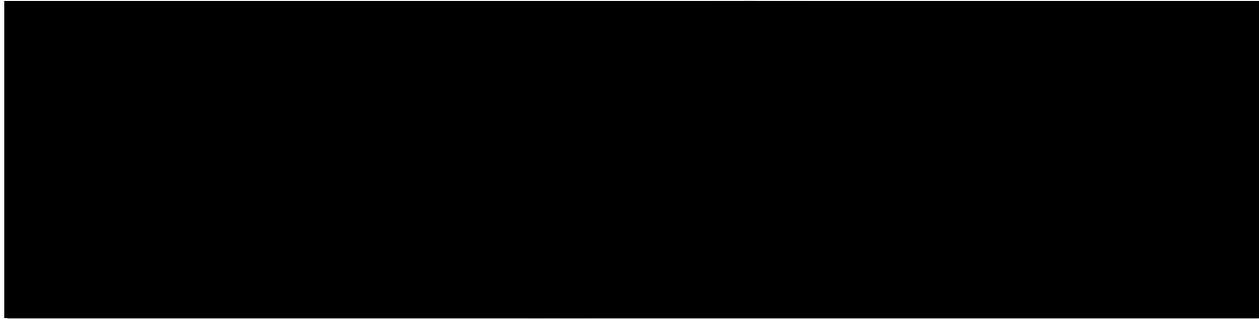
Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable.</i></p>	<p><i>None</i></p>	<p><i>Please write "None" if applicable.</i></p>	<p><i>Do not leave this space blank.</i></p>	<p><i>Do not leave this space blank.</i></p>

  
 \_\_\_\_\_  
 Signature

*11/23/15*  
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 Date

SOUTH BRITAIN COLLEGE SCHOOL  
KARNATAKA UNIVERSITY

SECRETARY



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NOTE: - [Illegible text]

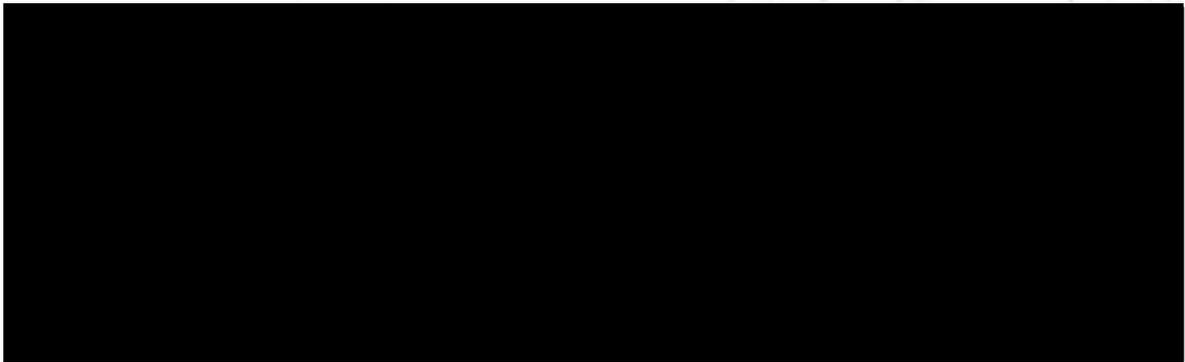
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Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><i>NONE</i></p> <hr style="border: 1px solid blue;"/> <p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

*Luther Richardt*  
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 Signature

*7/14/15*  
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 Date

South Bohol Charter School  
SOUTH BOHOL

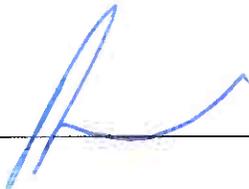


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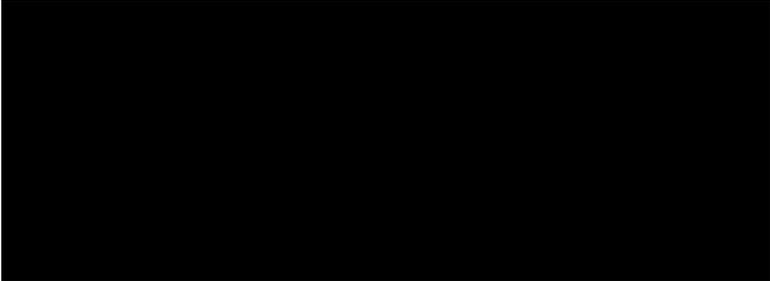
Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 1.5em; color: blue;">NONE</p>				

Signature



Date

7/14/15



10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

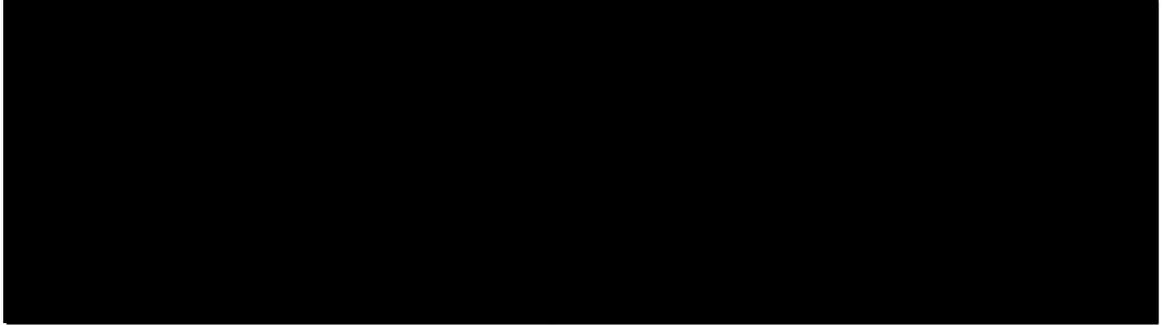
*Steven Figrell*

\_\_\_\_\_  
*Signature*

07/28/15

\_\_\_\_\_  
*Date*

Joseph Buffaloe Charter School  
Chancellor & Teacher  
Chris



25

NONE

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

*Signature* 

*Date* 7/14/15



10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><b>None</b></p>				

  
 \_\_\_\_\_  
*Signature*

8/20/15  
 \_\_\_\_\_  
*Date*



# Entry 9 BOT Table

Last updated: 08/01/2016

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	JAMES NEIMEIER	[REDACTED]	Chair/Board President	APPEALS, FINANCE	Yes	ACCOUNTING	8 - 2 YEAR TERMS, EXP. 7/18
2	KATHY LINHARDT	[REDACTED]	Secretary	PHYSICAL FACILITIES, PERSONNEL	Yes	REAL ESTATE	8 - 2 YEAR TERMS, EXP. 7/18
3	STEVE NIGRELLI	[REDACTED]	Trustee/Member	PHYSICAL FACILITIES, PERSONNEL	Yes	LAW ENFORCEMENT	1 - 1 YEAR TERM, 6 - 2 YEAR TERMS, EXP. 7/17
4	ANNE MARIE TRYJANKOWSKI	[REDACTED]	Vice Chair/Vice President	PERSONNEL	Yes	EDUCATION	5 - 2 YEAR TERM, EXP. 7/18
5	CHRIS SCHAFER	[REDACTED]	Trustee/Member	FINANCE	Yes	PARENT	2 - 1 YEAR TERM, 2 - 2 YEAR TERM, EXP. 7/17
6	JENNIFER MACK	[REDACTED]	Parent Representative		Yes	PARENT	2 - 1 YEAR TERM, 1 - 2 YEAR TERM, EXP. 9/17

7	JASON ZAWARA	[REDACTED]	Trustee/Member		Yes	EDUCATION	1 - 2 YEAR TERM, EXP. 9/18
8	PAUL JANIS	[REDACTED]	Trustee/Member	FINANCE	Yes	PREVIOUS STAFF MEMBER	1 - 2 YEAR TERM, EXP. 10/18
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

**2. Total Number of Members on June 30, 2015**

6

**3. Total Number of Members Joining the Board 2015-16 School Year**

2

**4. Total Number of Members Departing the Board during the 2015-16 School Year**

0

**5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes**

8

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**6. Number of Board Meetings Conducted in the 2015-16 School Year**

11

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**7. Number of Board Meetings Scheduled for the 2016-17 School Year**

12

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**Thank you.**

## Recruitment Efforts

South Buffalo Charter Schools does hold a lottery for open seats available each year as their method of enrollment. In order for a child's name to be entered in the lottery, the parent/guardian does need to submit a Uniform Charter School Application after November 1<sup>st</sup> but no later than April 1<sup>st</sup> of the lottery year. Completing the application is the only requirement for a child's name to be entered into the lottery. The school does post publications in area newspapers and our own website announcing open enrollment periods. This is the only requirement for the lottery.

The South Buffalo Charter School does host an Open House in January during "National School Choice Week" showcasing the various programs we have available for students with disabilities, ELL, and low income families. The South Buffalo Charter School educates and informs our families of all available resources for students with disabilities including proper placements, outside supports for students and families and navigating the referral process.

During the enrollment period a representative from the admissions department does attend Community Action Organization (CAO) of Erie County Parent Nights as part of the recruitment efforts. CAO of Erie County provides academic programs for young children and do carry a low-income requirement and that at least 10% of their attendees have a diagnosed learning disability.

South Buffalo Charter School also targets areas of the city with a high speaking Spanish population by distributing information to community centers, afterschool programs, and other organizations in those areas. Our ELL enrollment as tripled since 2013.

The South Buffalo Charter School also distributes registration information to all local Boys and Girls Clubs of Buffalo facilities to assist us with our recruitment efforts. Their organization reports that over half of their enrollment are single parent households, containing more than three siblings, "youth at risk", and with 97% of their members classified as non-Caucasian.



# Entry 12 Teacher and Administrator Attrition

Created: 07/20/2016

Last updated: 07/27/2016

Report changes in teacher and administrator staffing.

## Page 1

### **Instructions for completing the Teacher and Administrator Attrition Tables**

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

### **2015-16 Teacher Attrition Table**

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	67	5	0	10	72

### **2015-16 Administrator Position Attrition Table**

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	3	1	0	0	2

**Thank you**

South Buffalo Charter School 2016-2017							
<b>August-16</b>							<b>AUGUST</b>
S	M	T	W	T	F	S	9th - Board Meeting 6:00pm
	1	2	3	4	5	6	18th, 19th - New Staff Orientation Days
7	8	9	10	11	12	13	22nd - 26th - Staff Development Days
14	15	16	17	18	19	20	29th - Students Report: Full Day Grades 1-8
21	22	23	24	25	26	27	29th, 30th, 31st - Kindergarten Students - modified schedule (TBD)
28	29	30	31				
Total: 3 days							
<b>September-16</b>							<b>SEPTEMBER</b>
S	M	T	W	T	F	S	1st, 2nd - Kindergarten Students First Full Days
				1	2	3	5th - Labor Day/NO SCHOOL
4	<del>5</del>	6	7	8	9	10	13th - Board Meeting 6:00pm
11	12	13	14	15	16	17	20th - PTO Meeting
18	19	20	21	22	23	24	30th - Dress Down Day for Charity
25	26	27	28	29	30		30th - 5 Week Progress Reporting
Total: 21 days							
<b>October-16</b>							<b>OCTOBER</b>
S	M	T	W	T	F	S	5th - Superintendent's Staff Dev Day/NO SCHOOL for students
						1	10th - Columbus Day/NO SCHOOL
2	3	4	<del>5</del>	6	7	8	11th - Board Meeting 6:00pm
9	<del>10</del>	11	12	13	14	15	19th - PTO Meeting
16	17	18	19	20	21	22	28th - Dress Down Day for Charity
23	24	25	26	27	28	29	31st - Halloween Parade Grades K-4
30	31						
Total: 19 days							
<b>November-16</b>							<b>NOVEMBER</b>
S	M	T	W	T	F	S	4th - End of 1st Quarter
		1	2	3	4	5	8th - Board Meeting 6:00pm
6	7	8	9	<del>10</del>	<del>11</del>	12	10th - Parent/Teacher Conference Day-11:00-7:00pm
13	14	15	16	17	18	19	10th - Lottery Applications released
20	21	22	23	<del>24</del>	<del>25</del>	26	11th - Veteran's Day Observed/NO SCHOOL
27	28	29	30				17th - PTO Meeting
Total: 18 days							23rd - Dress Down Day for Charity
<b>December-16</b>							<b>DECEMBER</b>
S	M	T	W	T	F	S	9th - 5 Week Progress Reporting
				1	2	3	13th - Board Meeting 6:00pm
4	5	6	7	8	9	10	23th - Dress Down Day for Charity
11	12	13	14	15	16	17	26th-30th - Winter Recess/NO SCHOOL
18	19	20	21	22	23	24	
25	<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	31	
Total: 17 days							
<b>January-17</b>							<b>JANUARY</b>
S	M	T	W	T	F	S	2nd - Winter Recess
1	<del>2</del>	3	4	5	6	7	3rd - Classes Resume
8	9	10	11	12	<del>13</del>	14	9th - Sibling Enrollment Begins
15	<del>16</del>	17	18	19	20	21	10th - Board Meeting 6:00pm
22	23	24	25	26	27	28	13th - Superintendent's Staff Dev Day/NO SCHOOL for students
29	30	31					16th - Martin Luther King Jr. Holiday/NO SCHOOL
Total: 19 days							18th - PTO Meeting
							20th - End of 2nd Quarter
							27th - Dress Down Day for Charity
<del>X</del>	No School	Staff Development Day	<del>X</del>	Superintendent's Staff Development/Scoring Day			
Assessments	First/Last Day of School	Board Meeting					
PTO Meeting	Dress Down Day	Parent/Teacher Conference Day					

**South Buffalo Charter School 2016-2017**

**February-17**

S	M	T	W	T	F	S
			1	<del>2</del>	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	<del>20</del>	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	25
26	27	28				
Total: 14 days						

**March-17**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Total: 23 Days						

**April-17**

S	M	T	W	T	F	S
						1
2	3	4	<del>5</del>	6	7	8
9	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>	15
16	<del>17</del>	18	19	20	21	22
23	24	25	26	<del>27</del>	28	29
30						
Total: 12 days						

**May-17**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	<del>10</del>	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	<del>26</del>	27
28	<del>29</del>	30	31			
Total: 20 days						

**June-17**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Total: 21 Days						

**2016-2107 Calendar Summary**

Students: 187 attendance days  
 (+) 4 Superintendent's Staff Dev Days = 191 Days  
 Teachers: 191 (+) 3 Parent/Teacher Conf Days  
 (+) 5 Staff Development Days = 199 Days

**FEBRUARY**

2nd - Parent/Teacher Conference Day-11:00-7:00pm  
 14th - Board Meeting 6:00pm  
 17th - Dress Down Day for Charity  
 20th-24th - Mid-Winter Recess/NO SCHOOL  
 27th - Classes Resume  
 28th - PTO Meeting

**MARCH**

3rd - 5 Week Progress Reporting  
 10th - Sibling Enrollment Ends  
 10th - Reenrollment forms due  
 14th - Board Meeting 6:00pm  
 21st - PTO Meeting  
 24th - Dress Down Day for Charity  
 27th - 31st NYS ELA Assessment Grades 3-8 (On Computer)  
 28th - 30th NYS ELA Assessment Grades 3-8 (On Paper)  
 31st - Lottery applications due

**APRIL**

5th - Lottery 5pm  
 5th - Superintendent Scoring Day/NO SCHOOL for students  
 7th - End of 3rd Quarter  
 10th - 17th Spring Recess/NO SCHOOL  
 18th - Classes Resume  
 18th - Board Meeting 6:00pm  
 20th - PTO Meeting  
 24th-26th - NYSESLAT Speaking  
 27th - Parent/Teacher Conference Day-11:00-7:00pm  
 28th - Dress Down Day for Charity

**MAY**

1st - 5th NYS Math Assessment Grades 3-8 (On Computer)  
 2nd - 4th NYS Math Assessment Grades 3-8 (On Paper)  
 9th - Board Meeting 6:00pm  
 10th - Superintendent Scoring Day/NO SCHOOL for students  
 15th-17th - NYSESLAT Listening, Reading and Writing  
 16th - PTO Meeting  
 19th - 5 Week Progress Reporting  
 19th - Dress Down Day for Charity  
 22nd-24th - Kindergarten Screening  
 25th-31st - Grade 4 & 8 NYS Science Performance Assessment  
 26th/29th - Memorial Day/NO SCHOOL

**JUNE**

1st-2nd - Grade 4 & 8 NYS Science Performance Assessment  
 5th - Grades 4 & 8 NYS Science Written Assessment  
 8th - PTO Meeting  
 13th - Board Meeting 6:00pm  
 19th - Grade 8 Spanish Proficiency Exam: AM Exam  
 23rd - Grades Close for 4th Quarter  
 23rd - Dress Down Day for Charity  
 29th - 1/2 day for Students/Dismissal at 12:30 pm  
 29th- Kindergarten Completion Ceremony-9:00-11:00am  
 29th - Grade 8 Moving Up Ceremony-4:30-6:30pm  
 30th - Last day for Instructional Staff

**JULY**

11th - Board Meeting 6:00pm

<del>X</del>	No School	<span style="background-color: red; color: white;">■</span>	Staff Development Day	<del>X</del>	Superintendent's Staff Development/Scoring Day
<span style="background-color: yellow;">■</span>	Assessments	<span style="background-color: blue; color: white;">■</span>	First/Last Day of School	<span style="background-color: orange;">■</span>	Board Meeting
<span style="background-color: purple;">■</span>	PTO Meeting	<span style="background-color: green;">■</span>	Dress Down Day	<del>X</del>	Parent/Teacher Conference Day

**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

<b>Charter School Name:</b>	South Buffalo Charter School
<b>Audit Period:</b>	2015-16
<b>Prior Period:</b>	2014-15
<b>Report Due Date:</b>	Tuesday, November 01, 2016
<b>Date Submitted:</b>	Thursday, October 20, 2016
<b>School Fiscal Contact Name:</b>	Lynne M. Bogdan
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	Lumsden & McCormick, LLP
<b>School Audit Contact Name:</b>	Robert Torella
<b>School Audit Contact Email:</b>	[REDACTED]
<b>School Audit Contact Phone:</b>	[REDACTED]

Please submit the following items to the **SUNY Charter Schools Institute** via email or online portal:

Email: [charters@suny.edu](mailto:charters@suny.edu)  
Online Portal: <http://www.newyorkcharters.org/operate/existing-schools/reporting-deadlines>

**Required Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

**And, if applicable:**

Item	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
Management Letter	A written Management Letter was not issued.
Management Letter Response	A written Management Letter was not issued.
Form 990	Form 990 will be extended. Form 990 will be submitted upon filing.
Federal Single Audit (A-133) <sup>1</sup>	Included within the Single Audit Reporting Package
Corrective Action Plan	N/A as no findings were reported.

Please **also** submit the following items to the **New York State Education Department** via online portal:

Online Portal: <https://nysed-cso.fluidreview.com>

**Required Items:**

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included);
- 2) Audited Financial Report;

**And, if applicable:**

- 3) Management Letter and Response;
- 4) Federal Single Audit (A-133).

<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circular A-133" fc