

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
BUFFALO UNITED CHARTER SCHOOL

VISIT DATE: MAY 15–16, 2025

REPORT DATE: AUGUST 15, 2025

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Buffalo United Charter School (“Buffalo United”) on May 15 – 16, 2025. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal. The Institute provided the school an Accountability Summary that outlines the school’s previous three years of performance, if available, and to the extent to which the school is meeting, coming close to meeting, or not meeting its Accountability Plan goals. Within the performance review, the Institute shares if the school’s renewal is in jeopardy based on the quantitative record of performance. For more information about the school’s performance, see the 2023-24 School Performance Review section below.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





CHARTER BACKGROUND

BUFFALO UNITED CHARTER SCHOOL

325 Manhattan Avenue, Buffalo, NY 14214 | Grades: K-8 | Buffalo City School District

“ MISSION

Buffalo United Charter School will offer families and students a public charter school, which focuses on high academic achievement and instills a sense of family, community, and leadership within all of our students.

CURRENT CHARTER

Opened:
2003

Serves:
Kindergarten – 8th

Chartered Enrollment:
681

Charter Expiration:
July 31, 2026

KEY DESIGN ELEMENTS

Academic excellence



Strong parent relationships



Accountability



EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the charter for Buffalo United on June 25, 2002. Now in its fifth charter term and 22nd year of operation, the school is still developing its academic program and has yet to produce a consistent record of meeting its Accountability Plan goals. At its most recent renewal in spring of 2021, the SUNY Trustees placed conditions on Buffalo United’s renewal requiring the school to meet certain academic targets to be eligible to apply for renewal in 2025-26. The school satisfied the conditions and is eligible to apply for renewal but has produced a mixed record of achievement over the current charter term. The school must demonstrate unambiguous academic improvement on New York State exams to make the most compelling case for earning subsequent renewal.

The Institute conducted evaluation visits in the second, third, and fourth year of the current charter term to evaluate the school’s educational program, contextualize the record of academic performance, and communicate the school’s renewal status is in jeopardy to stakeholders at all levels of the organization. While the visit team observed incremental improvements to the organization over the course of these evaluations, these changes have not translated to strong academic results as measured by New York State exams. The ultimate efficacy of any programmatic changes during the 2024-25 year is not yet clear.

At the time of the spring 2025 visit, Buffalo United’s veteran board chair had transitioned to serve as secretary and initiated plans to leave the board during the following school year. Over the course of the school’s fifth charter term, the board worked strategically to increase its oversight of the services provided by National Heritage Academies (“NHA”), the school’s for-profit education management organization. As part of this effort, the Buffalo United board hired an external consultant to conduct an extensive review of the academic program to provide instructional leaders and board members with an independent evaluation of the school. As a result, the board and school leaders have increased capacity to define and inform academic priorities.

Buffalo United establishes a clear organizational structure in which instructional leaders have well-defined roles to support the development of teachers. As a result, adult culture is strong and the school retains staff members at high rates. Although the school maintains clear systems of support for teachers and demonstrates investment in improving instruction, it has not yet delivered on its commitment to produce a high quality educational experience for all students. While systems and supports are in place, such as clear coaching procedures, instruction lacks a sense of urgency and school leaders do not adequately evaluate the overall quality of the programmatic inputs. Buffalo United must improve upon its program to increase student outcomes and make the best case for earning renewal.

ACADEMIC PERFORMANCE

2023-24 CHARTER PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts (“ELA”) and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for five required Accountability Plan measures on an annual basis and provides an Accountability Summary to each school detailing the school’s progress toward meeting its Accountability Plan goals. Because The New York State Charter Schools Act of 1998 (the “Act”) requires charters be held “accountable for meeting measurable student achievement results”² and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”³ for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute’s website](#).

In 2023-24, the third year of its charter term and fourth year of its Accountability Period, Buffalo United posted mixed results in ELA and mathematics but demonstrated some improvement from the prior year. The school must make unambiguous growth to make the strongest case for earning renewal in 2025-26. Buffalo United met the renewal conditions the SUNY Trustees placed on the school’s renewal in 2020-21 and therefore the school is eligible to apply for renewal. However, although Buffalo United met these conditions, the school must demonstrate performance that clearly meets or comes close to meeting its Accountability Plan goals to present a strong case for earning renewal.

In ELA, Buffalo United’s tested students enrolled in at least their second year posted a proficiency rate of 27%, which was 48 percentage points below the absolute target of 75% and two percentage points above the district results. The school posted a comparative effect size of -0.36, which fell under the target of 0.3 and indicates the school performed lower than expected compared to demographically similar schools across the state. Buffalo United’s mean growth percentile in ELA surpassed the target by six points. Although the school increased its performance on all five measures included under its ELA goal, the school must continue to increase its absolute and comparative achievement.

The school posted a similar record of performance in mathematics. With only 24% of the school’s tested students enrolled in at least their second year scoring at or above proficiency, Buffalo United performed approximately the same as the district and fell under the absolute target by 51 percentage points. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed lower than expected. The school posted a mean growth percentile that exceeded the target of 50 but must grow the learning of all students at a greater rate in order to sufficiently move students toward grade level standards by the time they matriculate out of the school in 8th grade. Notably, nearly half of students scored at performance level 1 on the mathematics exam.

1. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

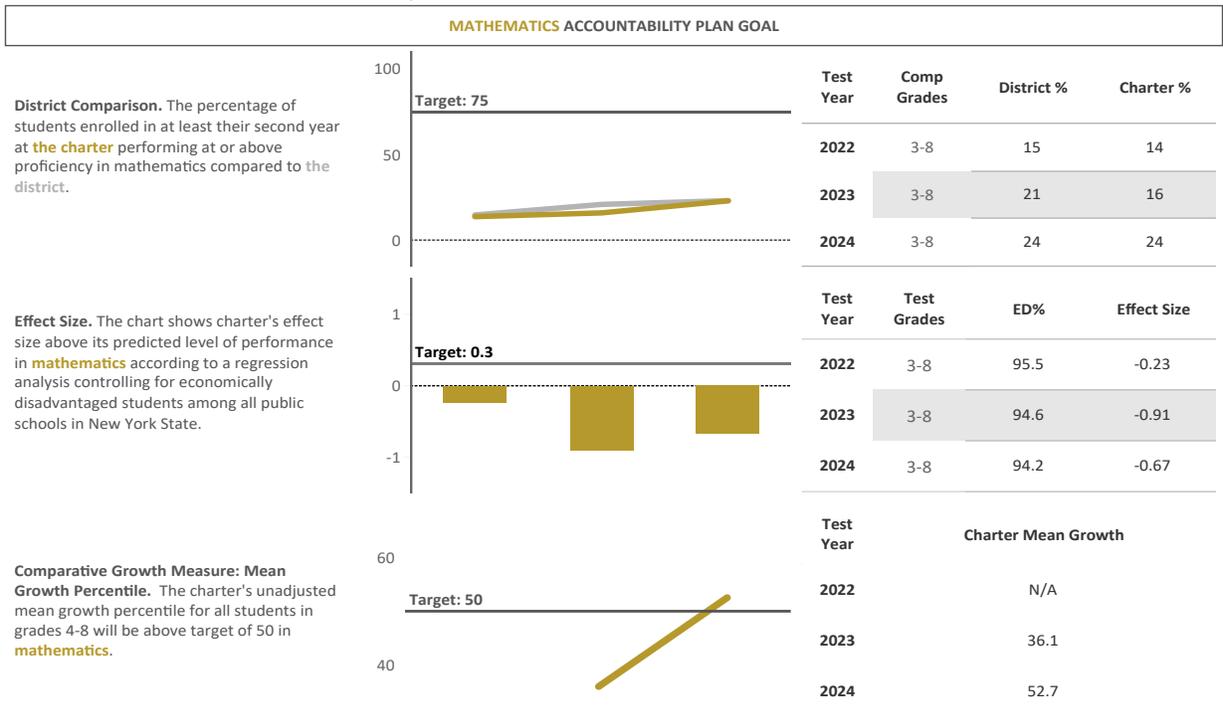
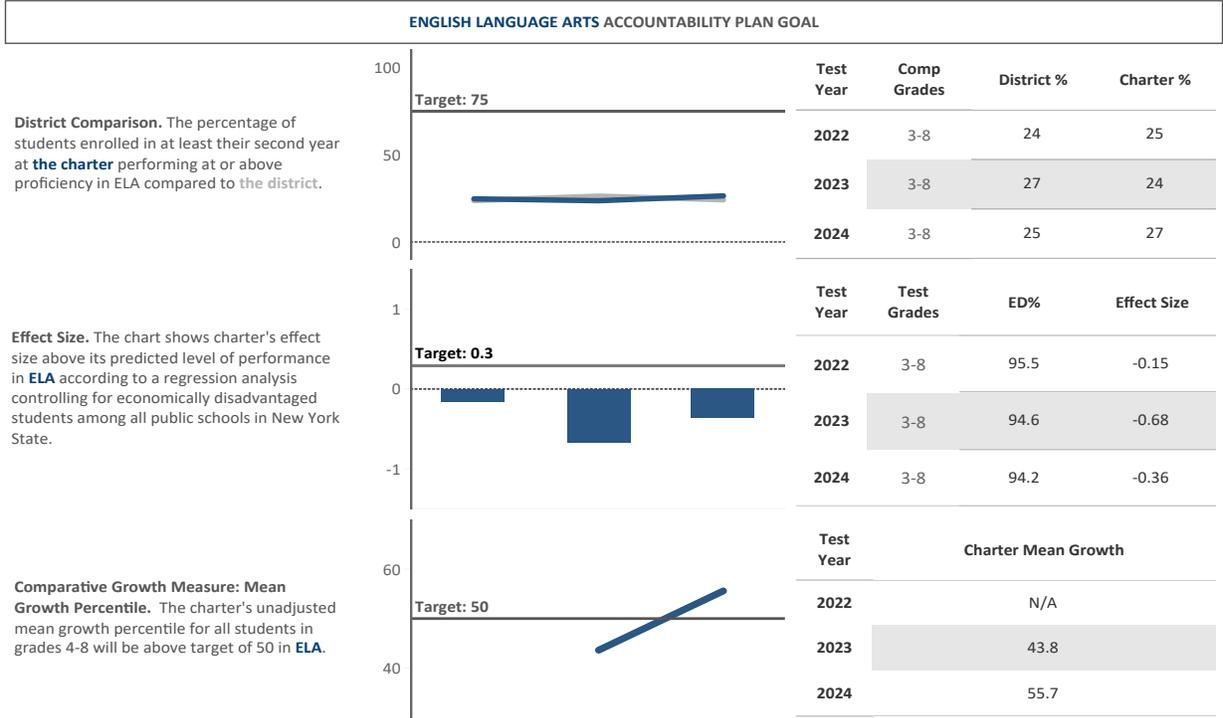
2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).



ACADEMIC PERFORMANCE

BUFFALO UNITED CHARTER SCHOOL

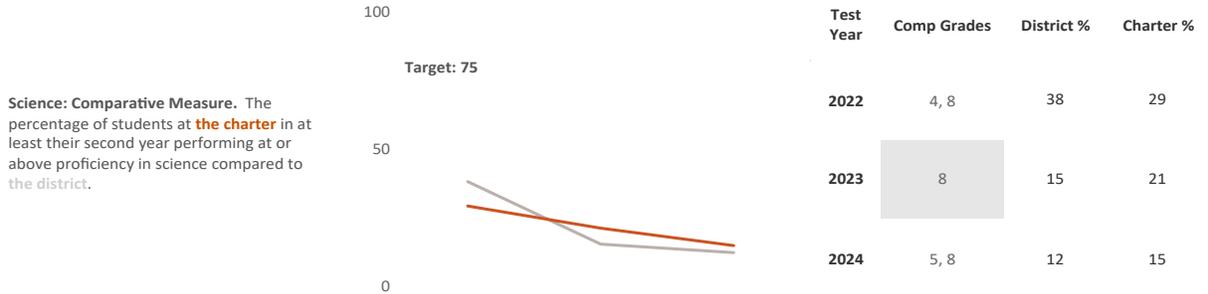




ACADEMIC PERFORMANCE

BUFFALO UNITED CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of students at **the charter** in at least their second year performing at or above proficiency in science compared to the district.

TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	356	342	366	370	357	354
School Tested %	89.4%	87.2%	88.8%	90.2%	96.7%	95.9%
District Tested %	82.9%	80.4%	86.8%	86.4%	86.1%	87.6%

SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	38	40	43
Charter Percent Proficient on ELA Exam	5.3	5.0	9.3
District Percent Proficient	7.2	9.0	9.2
Tested on NYSESLAT Exam	24	24	19
Charter Percent 'Commanding' or Making Progress	25.0	37.5	21.1

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

Buffalo United's assessment system generates ample student data to inform teaching and learning but the school does not effectively leverage these data to make the necessary improvements to instruction. Buffalo United administers multiple assessments to measure student performance throughout the year including the i-Ready and NHA-developed interim assessments aligned to the New York State exams three times annually. To monitor student progress, the school uses aimswebPlus, Numeracy, and Reading Mastery assessments. Teachers also administer unit assessments from the NHA curricular suite, biweekly quizzes, and daily exit tickets to understand student mastery and identify areas of need. Although individuals across the organization can speak fluently about student performance data, few cite specific growth targets or goals. Despite the low absolute performance throughout the charter term, the school has not defined clear, measurable benchmarks against which leaders evaluate progress to understand whether the program is producing sufficient improvements in the quality of teaching and learning.

The school makes assessment data accessible to teachers, leaders, and board members. Administrators have implemented procedures to support teachers in consistently analyzing and responding to data, but it is not yet evident if the school's academic interventions are high quality based on student outcomes. Teachers reference the analytics tabs within their gradebooks to monitor student progress and review assessment results to create small groups, refer students for additional intervention and support, and determine which skills or standards require additional practice or reteaching. Leaders use professional development time and coaching meetings to develop teachers' skills in data analysis and responsive planning. After each benchmark assessment, leaders guide teachers in action planning from the assessment data. For example, following a recent interim exam, deans created intervention groups based on priority standards where students underperformed and worked with teachers to plan opportunities to reteach content. While the school is collecting and responding to student performance on a daily, weekly, and quarterly basis by designating small groups for differentiated instruction, it is not yet evident whether the approach will result in measurable improvements to student outcomes.

Buffalo United has increased communication to involve parents and students in discussions about academic progress. Teachers indicate that students are more invested in their growth, which has translated to greater effort and investment on assessments throughout the year. The school has established a data-driven environment to understand the achievement across subgroups, but leaders recognize that Buffalo United must urgently improve student learning outcomes across the academic program.

4. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

BENCHMARK SUMMARY

CURRICULUM

Buffalo United has established a curricular framework with tools and routines to support teachers in planning purposeful lessons. The NHA curricula consist of a prescriptive combination of internally developed materials and commercial programs for each content area, including Heggerty Phonemic Awareness, Reading Mastery, Bridges in Mathematics, inquirED social studies units, and STEMScopes science. The suite of resources is robust and complex, and in prior years of the charter term, teachers struggled to effectively internalize the curricula to deliver high quality instruction. In response, leaders have created structures to support teachers in planning and ensure teachers deliver programs with fidelity while responding to the specific needs of the school. For example, the NHA curriculum and instruction team worked with deans over the summer to adapt scope and sequence documents for each subject so teachers could cover the required material ahead of the New York State assessments. Further, content leads and teachers come together each quarter to outline an accurate and specific pacing calendar to facilitate backwards planning and more effective collaboration with the at-risk program.

Teachers plan purposeful lessons and clearly understand the rigor and expectations of the curricular programs. Instructional leaders implement differentiated phases of lesson preparation to support teachers. For inexperienced teachers, deans provide guidance on understanding the objective and outlining the progression of lesson activities. For veteran educators, deans coach teachers on unpacking the full unit and developing exemplars to inform expectations for what students will need to accomplish each year. Leaders provide feedback on lesson plans and the school makes planning visible through the use of a shared drive, where teachers upload annotated plans for review and collaboration. Stronger teacher retention allowed school leaders to keep many teachers in the same grade and content area in the 2024-25 school year, which has enhanced the quality of teachers' curricular implementation and depth of content knowledge. However, teachers who are hired midyear or are new to their grade or subject area cite a need for additional, targeted development on the curricular programs, specifically if they are unable to attend the NHA summer institute as an introduction to the network's resources and expectations.

The NHA curriculum and instruction team and school-based deans are responsive to feedback on the curricula and approve adjustments to the materials when necessary. The school is developing practices to support vertical alignment. Each academy, consisting of Kindergarten – 2nd grade, 3rd – 5th grade, and 6th – 8th grade, plans across grade levels during monthly academy meetings and informal collaboration time. However, leaders have not established formal structures to bridge academies in curricular discussions and ensure a seamless progression between programs and grade levels.

PEDAGOGY

High quality instruction is not evident across all classrooms at Buffalo United. While the visit team observed some improvements to instruction since the evaluation visit in spring 2024, instructional effectiveness varied across lessons. Although teachers exhibit adherence to the core instructional priorities established by school leaders, the school does not evaluate the quality of teachers' pedagogy to ensure it is of sufficient quality to make the necessary gains in student achievement.

BENCHMARK SUMMARY

Most teachers at Buffalo United regularly attempt to check for student understanding but the efficacy varies across classrooms. Teachers implement a variety of methods to gauge understanding including choral response, circulating the room, white boards, and cold calling. In some lessons, teachers authentically check students' work during circulation and respond with substantive feedback. However, some teachers fail to make any pedagogical adjustments or reteach content despite multiple students demonstrating incorrect answers on classwork. In some classrooms, teachers canvas with questions but overlook specific students struggling with lesson content. In a minority of classrooms, teachers introduce new concepts or deliver instructions without ensuring whole class understanding. This was particularly evident in observed lessons where teacher explanations lacked clarity and detail.

Buffalo United teachers continue to struggle to provide opportunities for higher order thinking and problem solving across classrooms. Although teachers are aligned to the school's priority of increased student voice, teacher talk dominates lessons. In the few classrooms where teachers implement activities such as turn and talks, the quality of the student discussion is low level and teachers do not effectively surface insights from the talks to share with the whole class. In some classrooms, teachers push students to elaborate on partially correct answers or misunderstandings but miss the majority of opportunities to do so across the lesson. In most cases, teachers require students to do basic factual recall and any discussions lack rigor.

Buffalo United lessons are generally focused on academic achievement, and teachers maintain classroom environments without major disruptions. Most teachers implement de-escalation techniques, redirect students, and use rewards to incentivize on-task behavior. However, teachers do not deliver content with a consistent sense of urgency and the efficacy of classroom management techniques varies. For example, slow pacing in some classrooms results in students only being exposed to a small number of problems or examples hampering the development of foundational learning. In contrast, some teachers maintain an urgent pace through problems to ensure students have exposure to many examples but the school does not hold all teachers accountable to this practice. Further, transitions between activities and lessons are sometimes slow and moderately disruptive resulting in lost learning time. Given that large proportions of students are actively engaged with lesson content and ready to learn, the school misses the opportunity to maximize learning time across all classrooms. In one lesson, students who finished their exit tickets early were not given any additional tasks or held accountable for academic work for the remaining 10 minutes of class time.

INSTRUCTIONAL LEADERSHIP

In the fourth year of its charter term, Buffalo United's instructional leaders have established clear pedagogical priorities but do not yet effectively evaluate the quality of teachers' implementation. The instructional leadership team includes representatives of NHA's curriculum & instruction team, the principal, the instructional coach, the dean for special education, and the deans for the lower and upper elementary schools. Leaders implement a well-defined coaching structure intended to improve teaching and learning but this process has yet to translate into rigorous instruction across all classrooms or high standardized assessment results. Both teachers and school leaders report that this structure has increased the instructional leadership team's capacity to provide ongoing, real time feedback and support to teachers.

BENCHMARK SUMMARY

School leaders implement a multi-pronged approach intended to monitor the overall effectiveness of the academic program while ensuring that teachers receive consistent and robust professional learning experiences. The principal, in collaboration with members of NHA’s curriculum and instruction team and the deans, uses data from state exams and local assessments to refine the alignment of schoolwide curricula to the state learning standards and to ensure that pacing meets students’ learning needs. Classroom observations evidenced that teachers use grade level appropriate curricular materials and resources to guide student learning.

Instructional leaders participate in joint class visits throughout the year to establish a common set of criteria for instructional quality at Buffalo United. Leaders note that this is a key step to improving instructional quality across the school because they are now using a common glossary to describe the quality of the instruction that teachers are delivering in their classroom. In addition to receiving multiple classroom visits from members of the instructional leadership team, teachers receive two formal evaluations annually. Teachers also noted that school leaders promote a culture of continuous improvement that makes it possible for them to reach out to any member of the instructional leadership team for support.

AT-RISK PROGRAM

Buffalo United implements clear, consistent programming to meet the educational needs of at-risk students. The school uses appropriate procedures to identify students with disabilities, English language learners (“ELLs”), and students struggling academically. The principal, dean of special education and intervention, and dean for 3rd – 5th grade oversee the school’s services with the support of special education teachers, two ELL teachers, and a team of interventionists. For special education, Buffalo United provides consultant teaching, resource room, and a 12:1+1 special class for students in 6th – 8th grade. The school meets the needs of ELLs with pull out English language development programming as well as sheltered English instruction in the classroom setting. For students struggling academically, Buffalo United implements a tiered response to intervention (“RTI”) process facilitated by the student success team (“SST”), interventionists, and general education teachers. Throughout the organization, teachers can describe the school’s processes for identifying and supporting at-risk students and the ways in which each role contributes to those efforts.

Consistent schoolwide data collection and monitoring processes allow leaders, general education teachers, special education teachers, ELL teachers, and interventionists to analyze the progress of all students and make adjustments to instruction as necessary. Teachers are aware of students’ progress toward relevant individualized education program (“IEP”), language acquisition, academic, and behavioral goals. Further, NHA network leaders visit the school periodically to observe classrooms and ensure that teachers implement accommodations, modifications, language supports, and other student services with fidelity. NHA captures these findings to provide feedback to the dean of special education and intervention on the quality of the program, and the school maintains robust documentation of individual student progress and teacher interventions throughout the year.

Buffalo United provides small group instruction throughout the Kindergarten – 8th grade program to meet differentiated student needs, and teachers develop anchor charts, guided notes, manipulatives, and other opportunities to create access points for different learners. Interventionists, ELL teachers, and special

BENCHMARK SUMMARY

education teachers push into classrooms or pull students for targeted instruction, and the school schedules collaboration time between general education teachers and at-risk program staff to co-plan and stay apprised of strategies to engage and support students. Consistent, timely lesson planning expectations keep all teachers informed of the week's material in order to design strategic supports for at-risk students. NHA provides both training and resources to inform the school's at-risk programming. For example, the network hosts a virtual "ELL cafe" with other New York based NHA schools to distribute best practices and troubleshoot challenges. The school implements streamlined communication with behavior management as the behavior team meets with the dean of special education and intervention to create behavior intervention plans for students with IEPs, when necessary, before presenting them to the classroom teachers for implementation.

ORGANIZATIONAL CAPACITY

The organizational structure at Buffalo United supports its ability to deliver the educational program as envisioned by school leaders. In addition to building the instructional leadership team's capacity to effectively guide and support the academic program, school leaders have been intentional about providing the academic support behavior specialist team with the talent and resources it needs to address students' social emotional needs so that they can become and remain invested in their learning. The school's proactive approach to student discipline has resulted in a significant reduction in student behavioral infractions.

The academic support behavior specialists use a well-defined behavior and case management process to promote a culture of achievement across the school. They track students' daily attendance and, when necessary, work closely with students and families to help mitigate the issues that cause some students to be chronically absent from school. They also work with teachers to implement the "Four Before the Door" protocol that requires teachers to employ a variety of behavioral strategies to reengage students, especially those who are acting out, with the lesson before requesting school leaders to remove them from the classroom. The consistent tracking of student attendance data and the use of behavior protocols have made it possible for the school to keep students engaged in the learning process as well as reduce behavioral issues across the school. The reduction in student behavioral referral has created the space for teachers to focus on teaching and learning and the instructional leadership team to focus on coaching.

Buffalo United prioritizes increasing student enrollment as the school has struggled to meet enrollment targets during the term. The school's most recent application and admissions summary indicates the school received 172 applications for 228 available seats. Leaders anticipate that the school's emphasis on social emotional learning and academic support for students will result in high retention rates for eligible students. The school has successfully retained high proportions of teachers into this school year and surveys evidence positive adult culture with many teachers reporting that they will return for the upcoming year. The board also made the strategic decision to keep teachers who otherwise would have been terminated due to school's low enrollment. Instead of terminating their excess teachers, school leaders assigned these individuals as intervention specialists to work with the most vulnerable students.

BENCHMARK SUMMARY

BOARD OVERSIGHT & GOVERNANCE

The Buffalo United board has not overseen the school in establishing a consistent record of meeting its Accountability Plan goals during the charter term. While the school has satisfied its renewal conditions, it must improve its performance to earn subsequent renewal. The board understands this charge and communicates a sense of urgency for improving the school's performance and stabilizing enrollment to ensure long term success. The current board members possess a variety of skills necessary to govern the school and have increased efforts to hold the management company accountable for demonstrable results.

The board requests and receives sufficient information from instructional leaders and the school community to provide the necessary monitoring of the school's academic, fiscal, and organizational health. In addition to reports from the school regarding the ongoing instructional priorities, the board regularly reviews a comprehensive dashboard that includes student interim assessment, absenteeism, and enrollment metrics. Board members speak with some specificity to specific trends and can identify the most salient data points informing their decisions. In order to corroborate and supplement the information it receives from school leadership and NHA, the board partnered with an external consultant in 2024-25. The consultant conducted a comprehensive, independent site visit and evaluation of Buffalo United and provided the board with detailed findings that it uses to inform its oversight of the school and requests to NHA.

The board articulates general goals for Buffalo United but has not yet established a clear strategic plan aligned to specific milestones. Notwithstanding the board's unequivocal commitment to improving academic performance, it lacks sufficiently rigorous metrics with which to hold the school leader and management organization accountable. The board speaks to some general areas of strength and growth for NHA and the executive director but has the opportunity to continue refining its expectations.

Buffalo United

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APPENDICES

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SO^A
SCHOOL
OVERVIEW
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BUFFALO UNITED CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Robert Lowery	Kathy Wood
VICE CHAIR	Joanne M. Howard
Ashia Martin	
TREASURER	
Mark Weppner	
SECRETARY	
Andrew Freedman	

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	760	636	84%	K-8
2021-22	681	630	93%	K-8
2022-23	681	596	88%	K-8
2023-24	681	490	72%	K-8
2024-25	681	460	68%	K-8

1. Source: The Institute’s board records at the time of the visit.

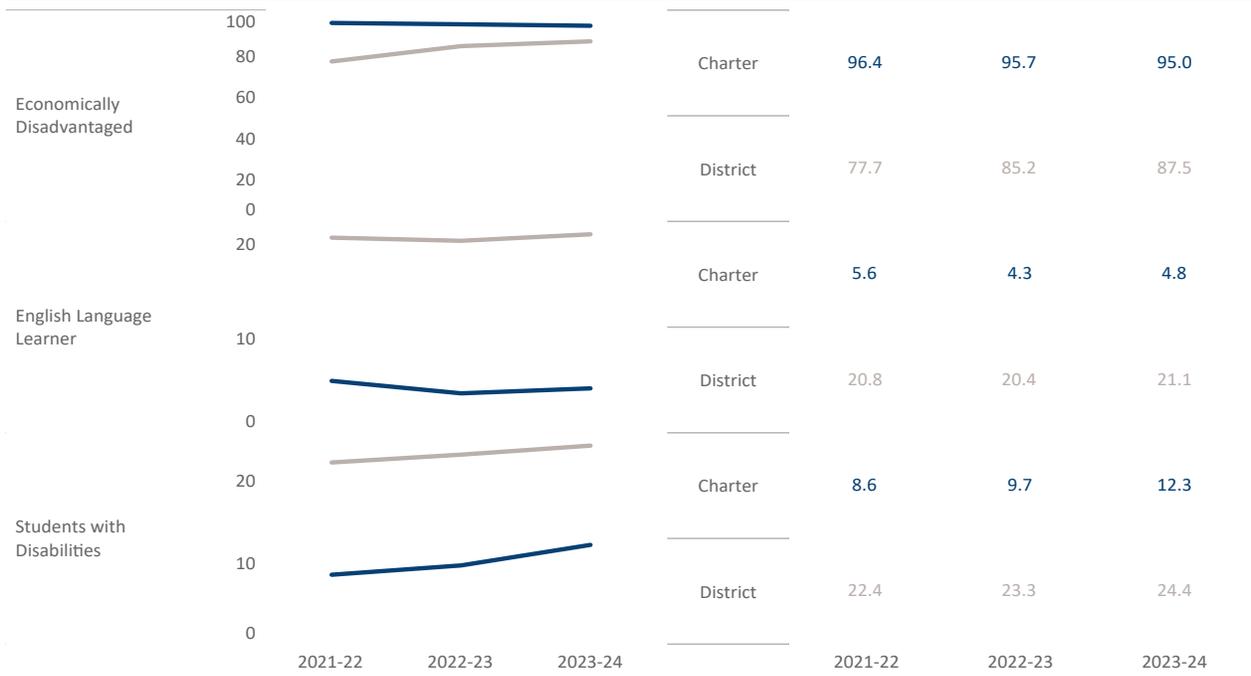
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



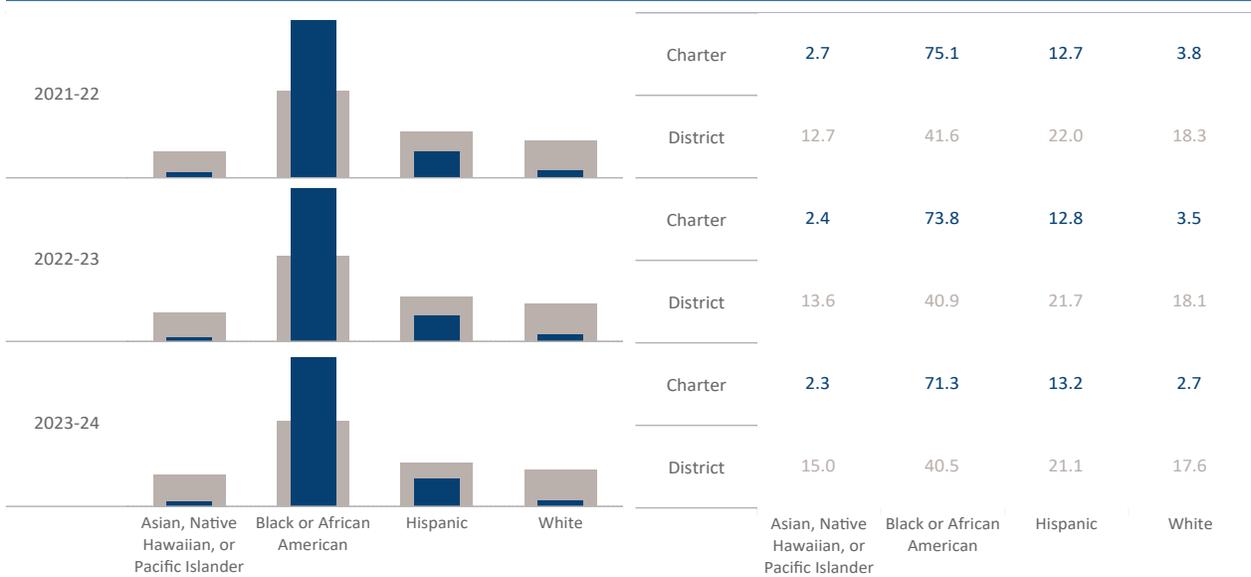
Buffalo United Charter School

Buffalo City School District

Student Demographics: Sub-populations



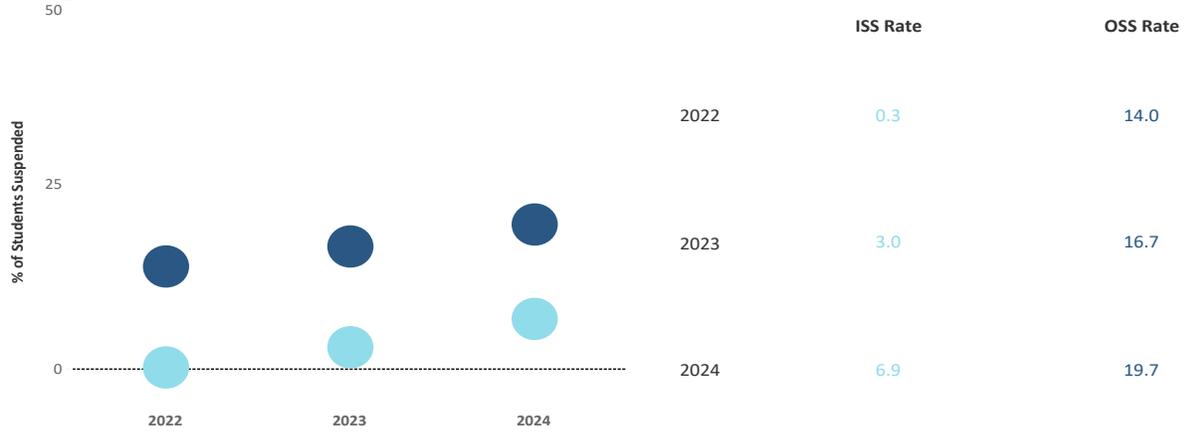
Student Demographics: Race/Ethnicity



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Buffalo United Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

Year	Persistence in Enrollment (%)	Expulsions (2022)	Expulsions (2023)	Expulsions (2024)
2021-22	77.1			
2022-23	67.9	1	1	0
2023-24	62.4			

Buffalo United Charter School's Enrollment and Retention Status: 2023-24

Category	Sub-category	Target	Charter
enrollment	economically disadvantaged	81.3	95.0
	English language learners	18.4	4.8
	students with disabilities	19.0	12.3
retention	economically disadvantaged	93.3	62.6
	English language learners	95.6	83.3
	students with disabilities	94.0	83.6

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by the NYSED.



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2003-04	First Year Visit	May 14, 2004
2004-05	Evaluation Visit	April 5, 2005
2005-06	Evaluation Visit	April 25 – 26, 2006
2006-07	Evaluation Visit	March 27 – 28, 2007
2007-08	Initial Renewal Visit	October 16 – 18, 2007
2008-09	Evaluation Visit	March 19, 2009
2009-10	Evaluation Visit	October 13 – 14, 2009
2010-11	Subsequent Renewal Visit	September 27 – 28, 2010
2014-15	Subsequent Renewal Visit	May 5 – 6, 2015
2017-18	Evaluation Visit	May 9 – 10, 2018
2018-19	Evaluation Visit	May 15 – 16, 2019
2019-20	Board Interview	October 2, 2019
2020-21	Subsequent Renewal Visit	October 19 – 23, 2020 & December 14, 2020
2022-23	Evaluation Visit	May 10, 2023
2023-24	Evaluation Visit	March 20, 2024
2024-25	Evaluation Visit	May 15 – 16, 2025

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
May 15-16, 2025	Sinnjinn Bucknell	Managing Director for Accountability
	Katy Clayton	School Evaluator
	Aretha Miller	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	TERM YEAR	ANTICIPATED RENEWAL VISIT
Fifth	Year four of a five-year charter term	Fall 2025

