

INSTRUCTIONS / NOTES

FOR 2017-18 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. Schools should leave the text intact or edit appropriately so that the text aligns with the program's offerings and the measures and goals included in the school's Accountability Plan.
3. The template for reporting a norm-referenced test growth measure for elementary/middle school grades in the Accountability Plan appears in Appendix B. Present the respective results at the end of the English language arts ("ELA") and mathematics goals.
4. **Annual adjustments to the Accountability Plan Progress Report**
 - a) During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's Measure of Interim Progress ("MIP"). This supplants the previous measure of Annual Measureable Objective ("AMO") attainment. Additionally, the Institute has replaced the No Child Left Behind ("NCLB") goal with the functionally equivalent ESSA goal.
 - b) For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2016-17 results. (The 2017-18 results are not yet available.)
5. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



South Buffalo Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 5, 2018

By David Ehrle

154 S. Ogden Street
Buffalo, NY 14210

716-826-7213

David Ehrle, Principal, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Chris Schafer	President committees – Finance, Facilities
Anne Marie Tryjankowski	Vice President, Personnel, Academic
Kathy Linhardt	Secretary Facilities, Personnel
Margaret Higgins	Treasurer Finance
Jennifer Mack	Trustee (Parent Member)
Jerry Linder	Trustee Personnel
Bryan Bollman	Trustee (Parent Member)

David Ehrle has served as the Principal since July 2017

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 currently located at 154 South Ogden Street, 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 80% 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 21st 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, LCD projectors, document cameras, 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 eDoctrina. 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.
- 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 Information Nights	▪ 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	▪ 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 2016-2017 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.

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	78	79	77	77	78	76	77	76	73					691
2014-15	99	91	103	100	97	77	78	79	76					800
2015-16	98	103	104	103	100	96	100	88	82					877
2016-17	105	103	104	99	102	98	100	90	92					893
2018-18	99	107	96	99	93	103	98	91	86					872

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Throughout the 2017-18 school year, SBCS's ELA/Instructional Coach (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 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 minute for grades 5th-8th 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. SBCS administered several different assessments throughout the year for various grade levels including benchmark assessments; NYS grades 3-8 ELA assessments, STAR Early Literacy, Star Reading, AIMSweb, Fountas and Pinnell, and teacher created assessments. Professional development was provided in Level Literacy Intervention, and classroom instruction, and co-teaching. The school's instructional coaches 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 3 through 8 grade in April 2018. 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).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	95				4	99
4	87				6	93
5	95				8	104
6	90				7	97
7	85				7	92
8	76				10	86
All	537				42	579

RESULTS AND EVALUATION

The students’ performance on the New York State ELA exam demonstrates that overall SBCS has increased its level of proficiency from the previous year for the cohort data. The table below indicates that 521 out of 537(97%) of students tested were enrolled in at least their second year at SBCS. In 2016 students enrolled in their second year had a proficiency of 26%. In 2017 the second year cohort had a proficiency of 31%.

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 3rd and 5th grade student performance was lower than all other grade levels. While this is due in part to some staffing challenges at both grade levels and curriculum deficiencies; the school has worked to secure improved teaching staff in 2018-19 and has changed the ELA curriculum to better support teachers and students. Overall the proficiency rate has gone up for SBCS; something that has not occurred in a couple of years.

In 2017-18, the cohort sustained 31% in grades 3-8 with the greatest gain in grade 4. 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

¹ 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.

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.

Performance on 2017-18 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	27	95	24	92
4	39	87	40	85
5	24	104	22	95
6	38	90	33	86
7	41	85	37	87
8	38	76	33	76
All	34	537	31	521

ADDITIONAL EVIDENCE

SBCS has seen an increase in student enrollment during this period. This has led to hiring of more staff, more professional development and the need for increased AIS. During this time frame the school has improved its cohort data toward this goal. SBCS had 417 students in the cohort 3 schools years ago. It now has 521, an increase of 20%, with an increase of 7% proficiency from the previous year.

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.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29	78	25	79	24	92
4	41	87	36	81	40	85
5	14	83	18	80	22	95

6	23	64	21	76	33	86
7	15	51	16	72	37	87
8	35	54	26	72	33	76
All	27	417	24	460	31	521

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

SBCS met the MIP goal by achieving a 109 with a required 100.7 as the goal. Grade 4, 6, 7 and 8 had drastic improvements at SBCS during the 17-18 school year. This is due to new and improved teachers as well as a greater focus on intervention and on administrative leadership. A focus on co-teaching throughout the school and stability in leadership played a key role. An emphasis on improved student behavior has also led to extended teaching time and students on task.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	29	37	26	8

$$\begin{array}{rclclclcl}
 \text{PI} & = & 37 & + & 26 & + & 8 & = & 71 \\
 & & & & 26 & + & 8 & = & 34 \\
 & & & & & + & (.5)*8 & = & 4 \\
 & & & & & & \text{PI} & = & 109
 \end{array}$$

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.²

RESULTS AND EVALUATION

SBCS cohort experienced a greater number of students reaching proficiency in grades 4th, 5th, 6th, 7th, and 8th. Seventh grade exceed Buffalo with the greatest margin of 19% points. The only grade level cohort that did not exceed Buffalo was 3rd grade by an 8% margin. For the new school year SBCS has revamped the grade 3 team and introduced new curriculum to assist.

SBCS exceeded the aggregate district performance at each grade level when compared to Buffalo Public Schools. SBCS outperformed Buffalo Public Schools by 17% in 4th Grade. SBCS outperformed Buffalo Public Schools by 6% in 5th Grade. SBCS outperformed Buffalo Public Schools by 8% in 6th Grade. SBCS outperformed Buffalo Public Schools by 19% in 7th Grade. SBCS outperformed Buffalo Public Schools by 8% in 8th Grade. SBCS outperformed Buffalo Public School by 8% overall in grades 4-8. In each grade level SBCS also increased its margin of performance as compared to BPS.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	24	92	32	2435
4	40	85	23	2314
5	22	95	16	2192
6	33	86	25	1956
7	37	87	18	1943
8	33	76	25	1952
All	31	521	23	12792

² 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](#).

ADDITIONAL EVIDENCE

SBCS has outperformed the local school district during its current charter period. The 17-18 school year has a total margin of an 11% percent gap with the gap being 8% for the cohort. Only one grade level, grade 3 finished below BPS and the school has made major changes and improvements for the 18-19 school year to improve our scores. The ELA program has witnessed a change in reading and writing curriculum with an emphasis on regular PD for all K-8 teachers. Our new PD format has representatives from Teacher's College here on a regular basis observing, training, and improving instruction.

The following table shows a comparison of the local BPS school districts that similar demographics to SBCS. This table shows a fairer comparison of SBCS to BPS. When utilizing similar demographics, SBCS outperforms BPS.

<u>SCHOOL NAME</u>	<u>ED RATE %</u>	<u>ELA SCORE %</u>
1. (K-4) PS 61 ARTHUR O EVE SCHOOL OF DISTINCTION	82	35
2. SOUTH BUFFALO CHARTER SCHOOL	82	34
3. PS 27 HILLARY PARK ELEMENTARY	69	30
4. PS 17 EARLY CHILDHOOD CENTER	74	28
5. PS 79 WILLIAM J GRABIAZ SCHOOL OF EXCELLENCE	76	28
6. PS 69 HOUGHTON ACADEMY	77	26
7. PS 74 HAMLIN PARK CLAUDE & OUIDA CLAPP ACADEMY	77	23
8. PS 82 EARLY CHILDHOOD CENTER	74	23
9. PS 6 BUFFALO ELEMENTARY SCHOOL OF TECHNOLOGY	77	22
10. PS 43 LOVEJOY DISCOVERY SCHOOL	77	22
11. (K-4) PS 99 STANLEY M MAKOWSKI EARLY CHILDHOOD CENTER	80	20
12. PS 80 HIGHGATE HEIGHTS	75	19
13. PS 19 NATIVE AMERICAN MAGNET SCHOOL	84	19
14. PS 30 FRANK A SEDITA	78	17
15. PS 59 CHARLES R DREW SCIENCE	76	16
16. PS 18 ANTONIA PANTOJA COMMUNITY SCHOOL OF EXCELLENCE	85	15
17. PS 45 INTERNATIONAL SCHOOL	83	15
18. PS 97 HARVEY AUSTIN SCHOOL	79	14
19. PS 94 WEST HERTEL ACADEMY	81	12
20. PS 92 NEW BUILD ACADEMY	79	10
21. PS 37 MARVA J DANIEL FUTURES PREPERATORY SCHOOL	75	9
22. PS 53 COMMUNITY SCHOOL	76	8

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 District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	29	20	25	18	27	32
4	41	16	35	18	39	23
5	14	15	18	15	24	16
6	23	15	21	15	38	25
7	15	14	16	20	41	18
8	35	18	26	20	38	25
All	27	16	24	18	34	23

SBCS grew its gap from 6% to 11% during the 2016 to 2017 ELA assessment cycle.

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2016-17, SBCS did not achieve the overall effect size of 0.3. Given the timing of the state’s release of poverty data, the 2017-2018 analysis is not yet available. This report contains 2016-2017 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. Overall our effect size is a -.22. The available data was not present for a grade level by grade level breakdown

SBCS’s aggregated Effect Size was -.22, which is lower than expected.

2016-17 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	80	77	25			
4	82	81	37			
5	78	74	19			
6	84	80	21			
7	87	70	16			
8	83	70	26			
All	83	452	24.5	28.3	3.8	-0.22

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

Given the timing of the state's release of poverty data, the 2017-18 analysis is not yet available. This report contains 2016-17 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 2016-17 school year indicates a decrease from the 2015-16 school year. The percent of ED increased at SBCS as the predicted number of students increased as well. The data in the above table reflects the number of students that qualified as ED that were tested.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	82.9	445	20.4	19.3	0.9
2015-16	3-8	82.9	460	24.3	27.5	-0.20
2016-17	3-8	83.0	546	24.5	28.3	-0.22

Goal 1: Growth Measure³

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 target of 50.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

South Buffalo Charter School's mean growth percentile was 53.9 in 2016-2017. This is 3.9 percentage points above the NYS target of 50. Grades 4, 6, and 8 scored at or higher than the statewide median, of 50. Grades 5 and 7 fell below the statewide median.

The future data has the two grade levels that did not meet 50% at a much higher passing rate. SBCS took the information from the overall outcomes and updated its curriculum and improved test scores overall for 16-17. The continued development of staff and improved curriculum has started an upward trend and the future results of this category are believed to improve.

The three grades that surpassed to mark of 50 did so in great fashion. Those grade levels also improved their ELA test scores for 16-17 and it is expected that will maintain and grow for thee upcoming year data as well.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	64.3	50.0
5	44.7	50.0
6	57.6	50.0
7	43.9	50.0
8	58.1	50.0
All	53.9	50.0

ADDITIONAL EVIDENCE

Since this is the fourth year of MGP comparison data regarding Common Core Assessments, along with additional data points from the 2016-17 school year and 2017-18 school year will assist the schools' instructional coaches and teachers in identifying areas of need and resources to implement instructional change, which should lead to improved student outcomes.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	57.1	49.8	64.3	50.0
5	51.6	47.7	44.7	50.0
6	51.1	54.2	57.6	50.0
7	49.3	36.5	43.9	50.0
8	48.6	60.5	58.1	50.0
All	52.0	49.8	53.9	50.0

Goal 3: Optional Measure

For the 2016-2017 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 Fall to Fall results.

RESULTS AND EVALUATION:

STAR Reading Percent Proficient				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	50	14	64%	yes
3	49	17	65	Yes
4	23	38	60	Yes
5	29	33	59	Yes
6	25	25	50	Yes
7	20	34	54	Yes
8	45	8	55	Yes
ALL	241	169	58L	yes

ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although, SBCS did not achieve 75% proficiency for our cohort group, we still outperformed our local district. Students overall outperformed our comparison district, Buffalo Public Schools by 11 percentage points. Using the 2016-2017 results, the most recent ones available, SBCS's aggregate Effect Size, -.22, is considered lower than expected. SBCS has achieved 4 of its 6 goals

and had a large increase toward goal 1. 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.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
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 school district of comparison.	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 2016-17 results.)	Not Achieved
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 target of 50. (Using 2016-17 results.)	Achieved
Optional Goal	For the 17-18 school year, the percentage of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.	Achieved

ACTION PLAN

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 restructuring of administration, use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, improved professional development structure, the hiring of Instructional Associates in grades K and 1, the hiring of an additional Intervention Teacher, the hiring of School Works to analyze various aspects of the school, schedule changes and a vastly improved discipline structure.

Administrative Structure:

In order to ensure learning is occurring at a higher level, SBCS hired a new Principal for all K-8 and created 3 Assistant Principal Positions. The AP positions are distributed as such: K-2, 3-5, and 6-8. This gives clear assigning of discipline matters, evaluative measures and specified curricular knowledge. The Academic Achievement Coordinator position is also taking on an administrative role in curriculum, supervision of coaches and leading the Intervention program. 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 5 person team will review pacing, unit, and lesson plans regularly as well as lead data driven conversations around creating and using information from common assessments, STAR data, Fountas and Pinnell, and Level Literacy Intervention in order

to ensure instruction is rigorous and differentiated so to meet the diverse needs of our students. Even though each Assistant Principal is dedicated to working with their grade bands, they will work together to implement Behavior Intervention Services (BIS) 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:

SBSC has completely changed it's ELA curriculum from the modules to the Lucy Caulkins Reader's and Writer's workshop for grades 3 – 8. Grades K – 2 are now utilizing Fauntas and Pinnell Guided classroom. Coaches are creating new curriculum maps and pacing guides. The change has been made to continue the increase in student development and achievement. Our staff is getting regular training in the new curriculum. Our goal is to create a love for reading and writing with large classroom libraries and writing celebrations. Through teaching training and improved reading ability we expect to increase achievement.

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 3rd-8th, 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.

The above is a repeat of the previous year. This new year should see a greater improvement as

there is an administrative structure that can better ensure the stated theories become practice.

In addition to the above a Writing Portfolio system will be put in place for all grades K-8 to work as an assessment tool from grade to grade; something that had been lacking for the subject of Writing. The past Grading Policy did not give teachers an opportunity to have report card grades reflect student ability. A new policy has ensured a greater ability to involve parents and give students some responsibility for the knowledge of their achievement levels.

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 5th-8th grade, Accelerated Reader and Fountas and Pinnell's Level Literacy Intervention program for 5th-8th 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.

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 and in-house made curriculum to complete assignments to achieve skill acquisition. Students who scored below the 25th 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 5th-8th.

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 3rd and 4th, Accelerated Reader for 3rd and 4th 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-8. 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. 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 1st-8th grade in

the fall. As for Kindergarten, Intervention will be a push-in model for students.

The above is a repeat of the previous year. This new year should see a greater improvement as there is an administrative structure that can better ensure the stated theories become practice.

On top of the continuance of these practices SBCS has added an Intervention Teacher for the 2018-2019 school year. This brings the total from 9 to 10. Instructional Associates (8) were added in grades K and 1. These are certified teachers that work directly with the homerooms and should provide further instruction to allow for a greater amount of students at, or above, grade level.

Discipline and School Schedule:

Discipline has become an issue over the last two school years. The lack of classroom management and proper consequences for student behavior has led to a decrease in teaching time for teachers and time on task for students. The School Schedule has been revamped to allow for a better discipline structure and the Administrative team flow chart, coupled with the Behavior Intervention Specialists, have put in place a new discipline structure to return SBCS to a situation where instruction time can improve to appropriate levels.

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-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 coach 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 coach, and Achievement Coordinator will continue to provide daily instructional support for teachers, data driven dialogue and professional development to teachers throughout the school year.

GOAL 2: 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 2016-17 school year, SBCS's Math/Science Instructional Coach 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 2017, 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. 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. An uninterrupted 60-minute Math block K-4th grade and a 54 minute for grades 5th-8th with a mix of whole and small group instruction, guided math, differentiated centers and flexible grouping was used to ensure that students K-4 become fluent in mathematics. Many of the best practices utilized in K-4 were bridged into the Math instruction in grades 5-8 among other grade level appropriate Math pedagogy.

SBCS administered several different assessments throughout the year for various grade levels including benchmark assessments; NYS grades 3-8 Math assessments, Star Math, Number Worlds grades 1-8, AIMSweb grades K-2, and teacher created assessments. Professional development was provided in Number Worlds and eDoctrina. The school's instructional coach 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. During the school year a curricular change was made in grade 6, 7 and 8. Envisions was started for these grade levels for semester 2. The switch was made to assist teachers in instruction and to improve student learning.

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 3 through 8 grade in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	96			1	2	99
4	87				5	93
5	94				9	104
6	91				6	97
7	83				9	92
8	68				16	87
All	519			1	47	572

RESULTS AND 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 and 8th grade student performance was significantly lower than all other grade levels. While this is due in part to some staffing challenges at the Middle School level; the school has worked to secure permanent teaching staff in 2018-19. There is an overall increase of 4% from the previous year in Mathematics.

In 2017-18, the cohort achieved increases in grades 4, 7, and 8. The cohort equaled the performance of all students for 2017-18 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.

Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	31	96	29	90
4	37	87	38	80
5	32	94	31	87
6	33	91	33	80
7	24	83	26	78
8	26	68	28	60
All	31	519	31	475

⁵ 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.

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 has done this through a whole scale K-8 curriculum change in Math for 2018-2019. Envisions Math will assist us in our CCLS teaching and assessments of 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					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33	81	28	84	31	96
4	26	87	35	87	37	87
5	22	81	35	80	32	94
6	32	66	43	80	33	91
7	20	44	11	71	24	83
8	43	46	8	56	26	68
All	28	405	28	460	31	519

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of

students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

SBCS has met the measure. The MIP for this data is 103.3 and SBCS has scored a 104.5. SBCS is 1.2 points higher. The new math curriculum and PD that teachers have received has shown an improved philosophy at SBCS. This school year saw a higher number of level 2 scores and most importantly a higher level of level 4 scores to push us toward meeting the goal. The emphasis on intervention should prove to continue the trend of moving level 2 students to level three and thus a continued increase over time.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	33	37	20	11

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 37 & + & 20 & + & 11 & = & 68 \\
 & & & & 20 & + & 11 & = & 31 \\
 & & & & & + & (.5)*11 & = & 5.5 \\
 & & & & & & \text{PI} & = & 104.5
 \end{array}$$

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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.⁶

RESULTS AND EVALUATION

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 10 percentage points. All grades met or exceeded Buffalo Public School's grade level proficiencies. Grades 4, 5, 6, 7 and 8 had margins of 17, 24, 11, 5, and 12 percentage points respectively.

Students in at least their second year at SBCS outperformed or equaled their peers enrolled in Buffalo Public Schools in every grade. Most notably, the 4th, 5th, 7th and 8th grade cohorts. The 3rd grade cohort equaled BPS percentage points. Inherent in our professional learning community

⁶ 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](#).

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.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29	90	31	2501
4	38	80	20	2389
5	31	87	18	2176
6	33	80	22	1978
7	26	78	19	1880
8	28	60	14	1882
All	<u>31</u>	475	<u>21</u>	12806

ADDITIONAL EVIDENCE

The following table shows a comparison of the local BPS school districts that similar demographics to SBCS. This table shows a fairer comparison of SBCS to BPS. When utilizing similar demographics, SBCS outperforms BPS.

SCHOOL NAME	ED RATE %	MATH SCORE %
1. SOUTH BUFFALO CHARTER SCHOOL	82	31
2. PS 69 HOUGHTON ACADEMY	77	31
3. (K-4) PS 17 EARLY CHILDHOOD CENTER	74	31
4. PS 19 NATIVE AMERICAN MAGNET SCHOOL	84	23
5. PS 74 HAMLIN PARK CLAUDE & OUIDA CLAPP ACADEMY	77	20
6. PS 79 WILLIAM J GRABIARZ SCHOOL OF EXCELLENCE	76	20
7. PS 43 LOVEJOY DISCOVERY SCHOOL	77	20
8. PS 27 HILLARY PARK ELEMENTARY	69	20
9. PS 82 EARLY CHILDHOOD CENTER	74	20
10. PS 80 HIGHGATE HEIGHTS	75	18
11. (K-4) PS 99 STANLEY M MAKOWSKI EARLY CHOLDHOOD CENTER	80	17
12. PS 6 ELEMENTARY SCHOOL OF TECHNOLOGY	77	17
13. PS 18 ANTONIA PANTOJA COMMUNITY SCHOOL OF EXCELLENCE	85	15

14.	PS 59 DR. CHARLES R DREW SCIENCE	76	15
15.	PS 61 ARTHUR O EVE SCHOOL OF DISTINCTION	82	15
16.	PS 45 INTERNATIONAL SCHOOL	83	14
17.	PS 30 FRANK A SEDITA	78	13
18.	PS 97 HARVEY AUSTIN SCHOOL	79	10
19.	PS 94 WEST HERTEL ACADEMY	81	9
20.	PS 37 MARVA J DANIEL FUTURES PREPERATORY SCHOOL	75	8
21.	PS 53 COMMUNITY SCHOOL	76	6
22.	PS 92 NEW BUILD ACADEMY	79	6

**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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	33	20	28	22	31	31
4	26	18	35	18	37	20
5	22	18	35	19	32	18
6	32	17	43	20	33	22
7	20	12	11	15	24	19
8	43	10	8	7	26	14
All	28	16	28	16.8	31	21

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2016-17, SBCS did not achieve the overall effect size of 0.3. Given the timing of the state's release of poverty data, the 2017-2018 analysis is not yet available. This report contains 2016-2017 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. Overall our effect size is a 0.00. The available data was not present for a grade level by grade level breakdown

SBCS's aggregated Effect Size was 0.00, which is lower than expected

2016-17 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	79.7	75	27			
4	82	78	35			
5	78	68	32			
6	83	78	43			
7	87	68	10			
8	82	55	7			
All	83	422	27.1	27.0	0.1	0.00

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

Given the timing of the state's release of poverty data, the 2017-18 analysis is not yet available. This report contains 2016-17 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 2016-2017 school year indicates that performance is lower than expected for Math.**

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	83	403	32.8	25.1	0.40

2015-16	3-8	80.6	460	27	27.8	-0.40
2016-17	3-8	83	519	27.1	27	0.00

Goal 2: Growth Measure⁷

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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2016-17 results in the data table that directly addresses the critical data: the school's mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles. Narrative explicitly stating whether the school met the measure; i.e. whether the school's overall mean growth percentile is greater than the target of 50. In addition, the narrative may also include discussion of specific grade-level results.

Overall SBCS has met the goal with a score of 57.0. 7.0 points higher than the goal. SBCS does recognize that grade 7 and grade 8 fell below the target of 50. This data should be greatly improved for the next year report as both grade levels saw high increases in the NYS mat assessment. The teachers that were responsible for these grades/subject are no longer at SBCS and the quality of instruction, program and PD has improved.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	60.2	50.0
5	59.6	50.0
6	72.1	50.0
7	38.2	50.0
8	47.3	50.0

⁷ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

All	<u>57.0</u>	50.0
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ADDITIONAL EVIDENCE

During the past three years SBCS has not met this goal in math for 2 of the years. The 16/17 school year saw much growth. With the current direction of the school, emphasis on improved instruction, new curriculum and an already improved test scores for 17/18 the goal of achieving 50 or higher is expected.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	55.0	42.7	60.2	50.0
5	47.3	39.8	59.6	50.0
6	49.6	64.3	72.1	50.0
7	39.6	37.8	38.2	50.0
8	54.4	56.7	47.3	50.0
All	49.5	48.2	57.0	50.0

Goal 4: Optional Measure

For the 2017-2018 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 fall to fall results.

RESULTS AND EVALUATION:

The table below displays the percentage of students on level and on-watch for the spring benchmark assessment. On level (50% or more) meets or exceeds grade level and on-watch (26-49%) 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	53	18	71	Yes
3	54	14	68	Yes
4	45	9	54	Yes
5	64	7	71	Yes
6	56	14	65	Yes
7	39	10	49	No
8	45	3	49	No
ALL	356	75	61	Yes

ADDITIONAL EVIDENCE:

The continuation of our Math curriculum change and development along with the PD and coaching our staff receives should continue to show improvement and acquisition of this goal. Our Math NYS test scores improved 4% over the previous year as well.

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 Goals. Students outperformed our comparison district, Buffalo Public Schools in 5 grades, with some grades significantly. In grades 2-6, 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.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
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 school district of comparison.	Achieved
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 2016-17 results.)	Not Achieved
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 target of 50. (Using the 2016-17 results.)	Achieved
Optional Goal	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%.	Achieved

ACTION PLAN

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 restructuring of administration, use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, improved professional development structure, the hiring of Instructional Associates in grades K and 1, the hiring of an additional Intervention Teacher, the hiring of School Works to analyze various aspects of the school, schedule changes and a vastly improved discipline structure.

Administrative Structure:

In order to ensure learning is occurring at a higher level, SBCS hired a new Principal for all K-8 and created 3 Assistant Principal Positions. The AP positions are distributed as such: K-2, 3-5, and 6-8. This gives clear assigning of discipline matters, evaluative measures and specified

curricular knowledge. The Academic Achievement Coordinator position is also taking on an administrative role in curriculum, supervision of coaches and leading the Intervention program. 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 5 person team will review pacing, unit, and lesson plans regularly as well as lead data driven conversations around creating and using information from common assessments, STAR data in order to ensure instruction is rigorous and differentiated so to meet the diverse needs of our students. Even though each Assistant Principal is dedicated to working with their grade bands, they will work together to implement Behavior Intervention Services (BIS) 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 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 2017-2018 school year, SBCS continued to review, revise, and edit the scope and sequence of our Math curriculum. Grades 6 through grade 8 saw a curriculum change mid-way through the school year and a whole scale switch for grades K-8 for 18/19. 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. The administrative team will lead vertical alignment meetings and work on professional development that allows for expectations from grade level to grade level. A greater amount of intervention resources have been acquired and a 1:1 chrome book initiative has occurred in grades 2-8. Benchmark tests are to be utilized to adjust curriculum maps to ensure all required standards are taught across all grade levels. Continued unwrapping of the NYS modules and testing for understanding will improve student ability levels.

Assessments:

Our instructional staff also continued their work on creating Math 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 assessments and schoolwide benchmark assessments such as Star Math for grades 3rd-8th, and Number Worlds grades 1-8. 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.

The above is a repeat of the previous year. This new year should see a greater improvement as there is an administrative structure that can better ensure the stated theories become practice.

In addition to the above a Writing Portfolio system will be put in place for all grades K-8 to work as an assessment tool from grade to grade; something that had been lacking for the subject of Writing. The past Grading Policy did not give teachers an opportunity to have report card grades reflect student ability. A new policy has ensured a greater ability to involve parents and give students some responsibility for the knowledge of their achievement levels.

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 5th-8th grade, Accelerated Math and Number Worlds program for 5th-8th grade. These programs will be used for both Tier 1 and Tier 2 students to help close the Math gap and help the school achieve all absolute measures.

Using Accelerated Math, the students will receive individualized instruction based on standards that the student did not meet 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 Assessments. The students will use their Chromebooks to complete these assignments and also take their Accelerated quizzes. Students who scored below the 25th percentile on Star Math will then be given the Number Worlds Benchmark assessment to help determine a student's grade level. 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 5th-8th.

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 3rd and 4th, Accelerated Math for 3rd and 4th and Number Worlds Intervention program for grades 1-4. These programs will allow Tier 1 students to receive individualized instruction based on standards that students struggled with on the Star Math Assessment. The school will look at all data points to determine which students will receive Tier 2 Math 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 Math or prevent the gap for all students in grades K-4.

Students who receive Tier 2 instruction will be progress monitored using Number Worlds Intervention program for grades 1-8. All students who are working with Accelerated Math 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 1st-8th grade in the fall. As for Kindergarten, Intervention will be a push-in model for students.

The above is a repeat of the previous year. This new year should see a greater improvement as there is an administrative structure that can better ensure the stated theories become practice.

On top of the continuance of these practices SBCS has added an Intervention Teacher for the 2017-2018 school year. This brings the total from 8 to 9. Instructional Associates (7) were added in grades K and 1. These are certified teachers that work directly with the homerooms and should provide further instruction to allow for a greater amount of students at, or above, grade level.

Discipline and School Schedule:

Discipline has become an issue over the last two school years. The lack of classroom management and proper consequences for student behavior has led to a decrease in teaching time for teachers and time on task for students. The School Schedule has been revamped to allow for a better discipline structure and the Administrative team flow chart, coupled with the Behavior Intervention Specialists, have put in place a new discipline structure to return SBCS to a situation where instruction time can improve to appropriate levels.

Professional Development:

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

Teachers received professional development in Aug. 2017 in eDoctrina and Level Literacy Intervention program. Throughout the school year, our Math K-8 coach, and Integrated Technology coach will provide continuous professional development in eDoctrina, Accelerated Reader, and Chromebooks during grade level Common Planning Time. The Math coach 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.

GOAL 3: 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 4th and 8th 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 or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. 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 AND EVALUATION

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. 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.

SCIENCE

The table below indicates that all the 4th graders and 8th graders who took the test were enrolled in at least their second year at SBCS. 4th and 8th grade continue to achieve above all district students in comparison. Grade 4 continues to be strong in having a score above 85% on a regular basis. Grade 8 scored 10 points higher than the previous year.

Charter School Performance on 2017-18 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88	85	88	92
8	58	76	57	83
All	74	168	73	175

ADDITIONAL EVIDENCE

Students in at least their second year in 4th 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 8th continue to outscore the total population. 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.

SBCS has maintained a high level of performance in 4th 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 have shown a decline recently with an increase last year with a total proficient average higher than all district students tested.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97	87	92	90	88	92
8	78	64	48	70	58	76
All	89	151	73	160	74	168

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

Students in at least their second year in 4th 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 8th continue to outscore the total population. 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.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88	85	64	2284
8	58	76	24	1895
All	74	168	44	4179

ADDITIONAL EVIDENCE

SBCS has maintained a high level of performance in 4th 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 have shown a decline with a total proficient average higher than all district students tested.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	97	66	92	64	88	Not avail
8	75	28	48	24	57	Not avail

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

SCIENCE

All	89	47	73	44	74	Not avail.
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SUMMARY OF THE SCIENCE GOAL

SBCS did not achieve 75 percent proficiency in grade 8. Grade 4 was well above at 88%. Grade 8 did have a 10% increase over the previous year.

Due to the unavailability of the Buffalo Public Schools data for the 2016-2017 school year the below table represents information on the 2016-2017 data and SBCS significantly outperformed our comparison district in both grade 4 and 8 Science results.

Type	Measure	Outcome
Absolute	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 examination.	Not 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 school district of comparison.	Achieved
	[Write in optional measure here]	

ACTION PLAN

SBCS has designed a comprehensive plan of action to address progress 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.

Administrative Structure:

In order to ensure learning is occurring at a higher level, SBCS hired a new Principal for all K-8 and created 3 Assistant Principal Positions. The AP positions are distributed as such: K-2, 3-5, and 6-8. This gives clear assigning of discipline matters, evaluative measures and specified curricular knowledge. The Academic Achievement Coordinator position is also taking on an administrative role in curriculum, supervision of coaches and leading the Intervention program. 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 5 person team will review pacing, unit, and lesson plans regularly as well as lead data driven conversations around creating and using information from common assessment in order to ensure instruction is rigorous and differentiated so to meet the diverse needs of our students. Even though each Assistant Principal is dedicated to working with their grade bands, they will work together to implement Behavior Intervention Services (BIS) 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 2017-2018 school year and the summer of 2018, SBCS 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 4th and 8th. Once grade level teachers reviewed either the 4th or 8th 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 5th-8th 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.

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 year.

GOAL 4: ESSA

Goal 4: ESSA

Under the NYS accountability plan SBCS will remain in good standing each year.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

South Buffalo Charter School's accountability for 2016-2017 is "Good Standing."

South Buffalo Charter School's accountability for 2017-2018 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 2016-17 school year.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standiing

APPENDIX A: 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 2/3rds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Goal S: Absolute Measure

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

METHOD

SBCS developed a new survey for the 17/18 school year. It was sent to all families email address and then a robo-call was made alerting families of its presence. They clicked on a link that brought them to our web site and they could anonymously fill it out and submit.

RESULTS

The survey was well received and we had a high response rate from previous years.

2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
246	246	62%

2017-18 Parent Satisfaction on Key Survey Results

Survey Statement	Satisfied Response
I believe my child is safe at SBCS.	92
I am highly satisfied with the quality of teachers and support staff at SBCS.	91
I am comfortable coming to SBCS.	88
I am pleased with the class curriculums at SBCS.	88
I know what is taught and what is happening in my child's classroom at SBCS.	81
The administrators do their jobs well at SBCS	86
I feel confident in my ability to get questions answered by administration at SBCS.	84

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

I feel confident in my ability to have questions answered by my child's teachers at SBCS.	89
I am pleased with the overall communication of school functions, to me, at SBCS.	77
I would recommend to others to send their children to SBCS.	92
I am satisfied with the amount of opportunities for parent/guardian involvement at SBCS.	80
I would be comfortable talking to SBCS administration about problems or concerns I might have.	83
I would be comfortable talking to SBCS teachers about problems or concerns I might have.	87
My child appears satisfied attending SBCS.	94
I believe my child is receiving a good education at SBCS.	95

EVALUATION

The parents overwhelmingly have positive response rates greater than the goal of 66%. The change in administration and the improved moral are large factors. The parents felt confident in the new behavior policies and the emphasis on academics

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Student retention rate is calculated using Power School, our school data system

RESULTS

SBCS retention rate is the highest it has been during this charter term. The emphasis on a safe environment and academics to go along with new leadership has played a key role. The goal has been met.

2017-18 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
872	85	744	95

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

The school met the goal and finished 5% higher. This number is very good considering the transient population.

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	94
2016-17	90
2017-18	95

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 90.5%, which is only 4.5% below our goal measure.

2017-18 Attendance

Grade	Average Daily Attendance Rate
1	95.6
2	89.8
3	90.8
4	89.3
5	93.5
6	88.2
7	90.3
8	86.5
Overall	90.5

EVALUATION

Although the school was 4.5% points 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
2015-16	94
2016-17	92
2017-18	90.5