



**South Buffalo
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Brian Wiesinger

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Brian Wiesinger, Gina Dudkowski and Nicholas Klaich prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
James P. Neimeier	President, Finance Committee, Facility Committee, and Personnel Committee member; Appeals
Anne Marie Tryjankowski	Vice President and Personnel Committee Member
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Kristi Maggio	Board Member, Personnel and Negotiations Committee Member
Chris Schafer	Parent Member
Jennifer Mack	Parent Member

Brian Wiesinger has served as the Head of Schools since August, 2014.

INTRODUCTION

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

SBCS's mission states that we are a Professional Learning Community (PLC); our focus on learning is driven by research, data, and collaborative reflection to increase student achievement. 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, interactive white boards, LCD projectors, document cameras, DVD/VCR units, Classroom Performance System (CPS), and interactive tablets. In addition, mobile labs and printers, video cameras and digital cameras, and TV/DVD/VCR units are available for classroom use. Technology is an essential element of the ability of staff to meet student needs. Teachers and staff utilize the Performance Plus Suite, which includes Curriculum Connector, Performance Tracker, and Assessment Builder. The student information system is Power School. AIMSweb and STAR Early Literacy, Reading and Math are used for data management and analysis.
- Character Education
 - SBCS is committed to a strong focus on integrating character education into the instructional program. Students are exposed to the basic principles of core virtues such as; responsibility, respect, citizenship, kindness, courage, tolerance, self-control, honesty, determination, and teamwork. SBCS also utilizes the Second Step Program as a classroom based skills training for Character Education.
- Extended Day and School Year

- Research shows that an extended school day and school year can result in an improvement of student achievement through increased instructional time. The school day at SBCS is no less than seven hours, between one and a half to two hours longer than the New York State requirement. Teachers and staff are required to be in attendance for no less than eight hours. This additional time is used for planning and professional development. The school year at SBCS is between ten and fifteen instructional days longer than the New York State requirement of 180 days.
- Professional Development
 - Job-embedded professional development is a vital component of SBCS's dedication to the improvement of teaching and learning. Professional Development is integrated into the school day through common planning/data meetings where teacher receive support from the Leadership and Instructional Teams and outside consultants. In addition, no less than ten dedicated Professional Development and/or Superintendent Conference Days are included in the school calendar. Teachers and staff are also encouraged to attend Professional Development conferences outside school offerings.
- Parent/Guardian Involvement and Engagement SBCS offers the following opportunities to foster the home/school connection:
 - Parent Teacher Association
 - Open Board Meetings
 - Monthly Community Newsletter
 - Parent Teacher Conferences
 - Power Grade
 - One Call
 - Welcome Picnic
 - Child Study Team
 - Parent Information Nights
 - Parent Engagement Committee
 - Open House
 - School Website and Teacher Webpages
 - Teacher/Administrator Correspondence
 - Moving-Up Ceremonies
 - Kindergarten Screening
 - 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 2013-2014 and provides a set of goals and objectives for the next academic year and beyond. It benchmarks our move towards excellence in achieving our mission.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	72	73	72	77	75	76	73	72	76	0	0	0	0	666
2011-12	73	76	76	72	79	75	71	75	66	0	0	0	0	663
2012-13	73	77	76	72	72	72	77	68	68	0	0	0	0	655
2013-14	78	79	77	77	78	76	77	76	73	0	0	0	0	691

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The focus of curriculum work last year was to fully integrate the new Common Core Learning Standards into our curriculum. All unit/lesson planning was inputted into Curriculum Connector for planning by teachers. 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 utilized the Pearson Literature Series. An uninterrupted 84 minute ELA block, with a mix of whole and small group instruction, guided reading, differentiated centers and flexible grouping was used to ensure that students K-6 become literate and learn to read, write and speak well. Many of the best practices utilized in K-3 were bridged into the ELA instruction in grades 7-8 among other grade level appropriate ELA pedagogy. This included a focus on comprehension and the integration of ELA across all content areas. The continuation of Step Up to Writing was utilized K-8 to support ELA instruction. SBCS administered several different assessments throughout the year for various grade levels including benchmark assessments; NYS grades 3-8 ELA assessments, STAR Early Literacy, Reading and Math, AIMSweb, Peabody, Woodcock Johnson, and the Jerry Johns. Professional development was provided through the use of BOCES and outside consultants in the areas of curriculum development, assessment and data driven instruction. Direction and support was also provided during professional discussion at common planning meetings. The school's instructional coach hosted regularly scheduled professional development sessions for instructional staff on a variety of best practices. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 assessment to students in 3rd through 8th grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	75	0	0	1	76
4	73	0	1	4	78
5	70	0	1	1	72
6	75	0	0	2	77
7	70	0	0	2	72
8	64	0	0	2	66
All	427	0	2	12	441

Results

The students' performance on the New York State ELA exam demonstrates an increase of one percentage point compared to 2012-13 data. The table below indicates that 389 out of 427 (91%) students tested were enrolled in at least their second year at SBCS.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	20	75	20	71
4	19	73	23	61
5	14	70	15	61
6	12	75	23	70
7	24	70	28	62
8	24	64	26	55
All	19	427	23	389

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.

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 6th grade student performance was significantly lower than all other grade levels. While this is due in part to some staffing challenges at the 6th grade level; the school has worked to secure permanent teaching staff in 2014-15.

In 2013-14, the cohort achieved increases in grades 4-8 with the greatest gains in grades 4, 7 and 8. While the trend illustrates that the cohorts tend to do better than the general population, it is by a relatively small margin (0 to 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 and eliminate depth of knowledge gaps. It is important to note that through continued creative scheduling SBCS maximizes time to allow for block periods of ELA and intervention services.

Additional Evidence

In the face of NY State's curricular and assessment changes over the course of the last three 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 APPR plan, use of 4-phase data analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson's Frameworks for teaching and supervision and evaluation of instructional staff, and the acquisition of appropriate materials and resources to support teachers and students. SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	46	65	9	58	20	71
4	53	73	25	61	23	61
5	47	66	18	66	15	61
6	60	67	20	70	13	70
7	34	68	19	58	28	62
8	42	59	16	62	26	55
All	47	398	18	375	22	389

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

SBCS met 92% of our AMO goal by receiving a PLI of 82 points out of an expected 89. In addition, as a result of students/ families choosing to “opt out” of state assessments, SBCS experienced 10 students not sitting for the ELA NYS 3-8 assessment. Based on our school performance for levels 3 and 4 if were to apply these percentages to those 10 students our PLI index would have likely increased to 83. In addition, in looking at multiple measures of these 10 students’ performance during the school year it is likely that 8 out of 10 would have scored favorably at a level 3 or 4. Therefore, our PLI could have reached a level of 86. Given this information, if students had not “opted out” of assessments, SBCS could have attained a PLI of between 93 and 97% of the AMO goal.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
364	39	40	18	3

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 18 & + & 3 & = & 61 \\
 & & & & 18 & + & 3 & = & \underline{21} \\
 & & & & & & \text{PLI} & = & 82
 \end{array}$$

Evaluation

The size of the SBCS cohort has been relatively consistent over the past three years. The cohort achieved a 4% point increase overall in 2013-14 from 2012-13. Looking at longitudinal data, there is a significant increase from our 3rd grade (9% proficiency) to their 4th grade year (23% proficiency) which represents a 14% increase. Our 4th grade (25% proficiency) decreased in their 5th grade year to (15% proficiency) which represents a 10% decrease. Our 5th grade (18% proficiency) decreased in their 6th grade year (13% proficiency) which represents a 5% decrease. Our 6th grade (20%

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

proficiency) increased in their 7th grade year (28% proficiency) which represents an 8% increase. Our 7th grade (19% proficiency) increased in their 8th grade year (26% proficiency) which represents a 7% increase. SBCS recognizes the need for additional instructional supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

Goal 1: Comparative Measure

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

Method

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

Results

SBCS cohort experienced a greater number of students reaching proficiency at each and every grade level when compared to Buffalo Public Schools.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	20	71	13	2302
4	23	61	15	2341
5	15	61	9	2427
6	13	70	10	2362
7	28	62	11	2504
8	26	55	14	2331
All	22	389	<u>12</u>	14267

Evaluation

SBCS exceeded the aggregate district performance at each grade level when compared to Buffalo Public Schools. SBCS outperformed Buffalo Public schools by 7% in 3rd grade. SBCS outperformed Buffalo Public Schools by 8% in 4th Grade. SBCS outperformed Buffalo Public Schools by 6% in 5th Grade. SBCS outperformed Buffalo Public Schools by 3% in 6th Grade. SBCS outperformed Buffalo

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

Public Schools by 17% in 7th Grade. SBCS outperformed Buffalo Public Schools by 12% in 8th Grade. SBCS outperformed Buffalo Public School by 10% overall in grades 3-8.

Additional Evidence

In comparing Common Core Assessments in 2012-13 to 2013-14; while the student population in Buffalo has remained stagnant at 12% proficiency, SBCS cohort experienced a 4% point increase 2013-14. Again, looking at longitudinal data, SBCS achieved a 14% increase from 3rd grade to 4th grade in 2013-14, while Buffalo Public schools (BPS) achieved a 3% gain. SBCS decreased by 10% from 4th grade to 5th grade, BPS decreased by 2% points. SBCS decreased by 5% from 5th grade to 6th grade, BPS remained constant. SBCS increased by 8% from 6th grade to 7th grade, while BPS decreased 1% point. SBCS increased by 7% from 7th grade to 8th grade, while BPS increased by 3% points. Although SBCS comparatively outperforms BPS, we continue to recognize the need for additional instructional supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	46	27	9	12	20	13
4	53	31	25	11	23	15
5	47	26	18	10	15	9
6	60	31	20	12	13	10
7	34	26	19	11	28	11
8	42	24	16	14	26	14
All	<u>47</u>	28	18	<u>12</u>	22	<u>12</u>

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13, SBCS did not achieve the overall effect size of 0.3. Given the timing of the state's release of poverty data, the 2013-2014 analysis is not yet available. This report contains 2012-2013 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. Grade 6 had a positive effect size of 0.02; higher than all other grade levels. The overall Effect Size was -.24,

2012-13 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		73	10	21.7	-12.0	-0.89	
4		74	20	22.1	-1.8	-0.14	
5		72	18	20.9	-2.8	-0.21	
6		78	18	18.0	0.2	0.02	
7		69	17	17.9	-0.3	-0.02	
8		72	18	21.8	-3.2	-0.23	
All		78.8	438	17	20.4	-3.3	-.24

School's Overall Comparative Performance:
<i>Lower than Expected</i>

Evaluation

SBCS's aggregate Effect Size was -0.24, which is considered performing lower than expected. 6th Grade was the one grade level that achieved a positive effect size for ELA.

Additional Evidence

Given the timing of the state’s release of poverty data, the 2013-14 analysis is not yet available. This report contains 2012-13 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 2012-13 school year indicates a significant decrease from the previous two years. The decrease is in direct correlation to the first year of implementation of the NYS Common Core Assessments.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	69.6%	448	44.7	39	.35
2011-12	3-8	83.6%	435	48	34	.87
2012-13	3-8	78.8%	427	17	20	-.24

Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Results

South Buffalo Charter School's mean growth percentile was 46.6 in 2012-13; 3.4 percent less than the statewide median. Grades 4 and 8 met the statewide median, achieving 50 and 51.2 respectively. Grades 5, 6 and 7 fell below the statewide median at 45.9, 45.01 and 40.71 respectively.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	-	50.0
4	50	50.0
5	45.9	50.0
6	45.01	50.0
7	40.71	50.0
8	51.02	50.0
All	46.6	50.0

Evaluation

In looking at results based on first year implementation of Common Core Assessments, SBCS met or exceeded the statewide median for MGP in two of 5 grade levels. At grade 5, we met 92% of the statewide MGP of 50; at grade 6, we met 90% of the statewide MGP of 50 and at grade 7 we met 81% of the statewide MGP of 50. Overall the school averaged 93% of meeting the statewide MGP of 50. Based on the MGP comparison and increases in instructional support to teachers and the use of 4 phase data driven dialogue during the 2013-14 school year; SBCS expects to see improvement in all grades in meeting or exceeding the statewide MGP.

Additional Evidence

Given this is the first year of MGP comparison data regarding Common Core Assessments, additional data points from the 2013-14 school year and 2014-15 school year will assist school based data team in identifying areas of need and resources to implement instructional change which should lead to improved student outcomes.

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

Grade	Mean Growth Percentile			Statewide Average
	2010-11 ⁷	2011-12 ⁷	2012-13	
3			-	50.0
4			50	50.0
5			45.9	50.0
6			45.01	50.0
7			40.71	50.0
8			51.02	50.0

⁷ Grade level results not available.

All			<u>46.6</u>	50.0
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Goal 1: Optional Measure

For the 2013-2014 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 year utilizing STAR assessments. In subsequent years SBCS will be comparing spring to spring results.

Results

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

STAR Reading Percent Proficient				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	47	21	68	Yes
3	55	18	73	Yes
4	54	23	77	Yes
5	44	22	66	Yes
6	31	39	70	Yes
7	47	25	72	Yes
8	53	23	76	Yes
ALL	47	24	72	Yes

Evaluation

SBCS met all targets for the optional goal. Grades 4 and 8 showed the highest levels of proficiency with a total of 77% and 76% respectively on-level and on-watch while grade 5 showed the lowest levels of proficiency with a total of 66% on-level and on-watch.

Summary of the English Language Arts Goal

Although, SBCS did not achieve 75% proficiency for our cohort group, we increased by 4 percentage points in 2013-14. Students overall outperformed our comparison district, Buffalo Public Schools by 10 percentage points. Using the 2012-2013 results, the most recent ones available, SBCS's aggregate Effect Size, -0.24, is considered lower than expected. In grades 2-8, students met or exceeded grade level expectations of STAR Reading.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve
Absolute (optional)	For the 2012-2013 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

In order to address the absolute measure of our accountability progress report that we did not achieve, SBCS has designed a comprehensive plan of action. Throughout the course of the 2013-2014 school year SBCS continued to review, revise and edit our ELA scope and sequence in order to meet the expectations of the new CCLS and therefore the improved NYS Assessments. In addition to the specific curriculum work outlined above, the 3-8 ELA staff will be working to construct quarterly common summative assessments to track student progress in learning the

standards. These assessments will provide the school crucial information to adjust curriculum, programs and practices to better meet the needs of our students. The school has adopted the 4-phase process endorsed by TERC (Technical Educational Research Center) as a means to analyze data and create instructional action plans to respond to the needs of students. The school has identified a team of grade level TERC leaders to facilitate and support data-driven instruction in all areas of the school. We are also working with BOCES curriculum specialists and will be utilizing these individuals to continuously provide our staff with professional development, updates on the new standards and assessments and assistance gathering of appropriate resources. Finally, in order to more accurately assess and evaluate our student's progress and our ELA curriculum and instructional programs the school will utilize the state approved STAR Early Literacy, Reading and Math Assessments. These assessments provide relevant, current and standards-based data with which we can use to effectively respond to our student population and the initiatives of the state. At the end of the 2013-14 school year, SBCS decided to add Fountas and Pinnell Reading assessment as well as resources to assist in continuous running records to better monitor the growth of student independent reading levels over time. We are confident that the combination of STAR Reading, Fountas and Pinnell assessment and the commitment to aligning curriculum to standards will provide our teachers with the necessary data to inform and adjust their instructional practices.

During the summer of 2014 teams of instructional staff members met to revisit the ELA core curriculum and fully align through the adoption/adaption of the NYS modules/domains. This work included revision of grade levels scope and sequence maps and investigation and acquisition of necessary supplies, materials and resources needed to teach the new modules/domains. Our instructional staff also continued their work on creating ELA common formative assessments; specifically addressing the CCLS learning standards. We are confident this work will better prepare our teachers to provide a more rigorous, balanced literacy program as well as address the ELA Common Core Instructional Shifts.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. For the 2014-15 school year, SBCS has reorganized to allow for greater instructional support by providing two instructional coaches to our growing staff and student populations (K-4 and 5-8).

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

In preparation to fully integrate the new CCLS, SBCS provided targeted professional development and curriculum development time to our math staff. During the summer of 2013, instructional staff members in math took time to evaluate the NYS modules and adapt them to better meet the needs of students at SBCS, specifically scaffold the modules to better support our student populations. We also received ongoing math support from BOCES for our K-8 math instructional staff. This support included monthly check-ins and designated math work session meetings/full day planning curriculum reconstruction throughout the year. Additionally our staff received math coaching support from a BOCES math specialist throughout the year to assist with curriculum development, lesson pacing, and analyzing data to drive their instructional practices. SBCS also continued to work with an external consultant to help with the facilitation of the construction and implementation of quarterly common summative assessments for math in grades K-8. Some of the work they participated in both during our August 5-day PD week and throughout the course of the year was:

- Identified and created learning outcomes
- Defined a target and made data-informed decisions: the relationship between curriculum and assessment
- Utilized Curriculum Connector reports
- Designed quality classroom assessment items
- Recognized the role of Webb Leveling (depth of knowledge) in quality classroom assessment design
- Identified and used “I Can” statements
- Discovered the strategies for implementing quality items as formative and summative tools for students
- Explored the components of quality, formative selected response and extended written response item design

SBCS continued the assessment work throughout 2013-14 and into the summer of 2014. Our instructional staff received support from BOCES as well as an outside consultant to further common formative assessment work. SBCS has also placed focus on the creation of pre/ post assessments that better inform teachers of where students are in terms of meeting grade level outcomes.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8th grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	75	0	0	1	76
4	73	0	0	4	77
5	69	0	0	3	72
6	73	0	0	4	77
7	69	0	0	3	72
8	63	0	0	3	66
All	422	0	0	16	440

Results

The students’ performance on the New York State Math exam demonstrates an increase of six percentage points compared to 2012-13 data. The table below indicates that 369 out of 422 (87%) students tested were enrolled in at least their second year at SBCS.

Performance on 2013-14 State Mathematics Exam

⁸ 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.

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	36	75	32	71
4	18	73	18	62
5	38	69	37	59
6	38	73	40	66
7	22	69	25	59
8	35	63	37	52
All	31	422	32	369

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 4th grade student performance was significantly lower than all other grade levels. While this is due in part to some staffing challenges at the 4th grade level; the school has worked to secure permanent teaching staff in 2014-15.

In 2013-14, the cohort achieved increases in grades 4-8 with the greatest gains in grades 4, 7 and 8. While the trend illustrates that the cohorts tend to do better than the general population, it is by a relatively small margin (0 to 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 Math and AIMSWeb assessments and progress monitoring to maximize student potential and eliminate depth of knowledge gaps. It is important to note that through continued creative scheduling SBCS maximizes time to allow for block periods of Math and intervention services.

Additional Evidence

In the face of NY State’s curricular and assessment changes over the course of the last three 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 APPR plan, use of 4-phase data 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.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	55	65	20	59	32	71
4	68	73	44	61	18	62
5	65	65	29	64	37	59
6	93	67	48	71	40	66
7	61	67	19	58	25	59
8	88	59	8	63	37	52
All	72	396	28	376	32	369

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

SBCS exceeded our AMO goal by achieving a PLI of 112 points out of an expected 86 in 2013-14. The sum of the percent of all tested students at Levels 2 through 4 was 80. The sum of the percent of all tested students at Levels 3 and 4 was 32.

⁹ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
303	20	48	25	7

$$\begin{array}{rccccccccc}
 \text{PI} & = & 48 & + & 25 & + & 7 & = & 80 \\
 & & & & 25 & + & 7 & = & \underline{32} \\
 & & & & & & \text{PLI} & = & 112
 \end{array}$$

Evaluation

The size of the SBCS cohort has been relatively consistent over the past three years. The cohort achieved a 4% point increase overall in 2013-14 from 2012-13. Looking at longitudinal data, there is a significant increase from our 7th grade (19% proficiency) to their 8th grade year (37% proficiency) in 2013-14 which represents an 18% increase. Our 6th grade (48% proficiency) decreased in their 7th grade year to (25% proficiency) which represents a 23% decrease. Our 5th grade (29% proficiency) increased in their 6th grade year (40% proficiency) which represents a 11% increase. Our 4th grade (44% proficiency) decreased in their 5th grade year (37% proficiency) which represents a 7% decrease. Our 3th grade (20% proficiency) decreased in their 4th grade year (18% proficiency) which represents a 2% decrease. SBCS recognizes the need for additional instructional supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

Results

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

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 19 percentage points. All grades with the exception of 4th grade exceeded Buffalo Public School’s grade level proficiencies by a minimum of 15 percentage points. Grades 5, 6 and 8 had the widest margins; outperforming Buffalo Public School by 24, 25 and 26 percentage points respectively.

**2013-14 State Mathematics 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	
	Percent	Number Tested	Percent	Number Tested
3	32	71	16	2347
4	18	62	16	2371
5	37	59	13	2417
6	40	66	15	2374
7	25	59	10	2471
8	37	52	9	2260
All	32	369	13	14240

Evaluation

Students in at least their second year at SBCS outperformed their peers enrolled in Buffalo Public Schools in every grade. Most notably, the 5th, 6th and 8th grade cohorts scored 24, 25 and 26 percentage points over Buffalo students. The 3th and 7th grade cohorts scored 16 and 15 percentage points higher than their BPS counterparts. The smallest gap in performance was in grade 4, a difference of only 2 percentage points. Inherent in our professional learning community model, specific key design elements in SBCS’s charter contribute to the higher achievement rates of our students over BPS students. Our extended day and year significantly impact our students’ ability to retain and master content and skills. SBCS has a comprehensive program to assess students’ individualized needs. It entails early identification, progress monitoring, diagnostic, formative and summative assessment pieces that provide data to drive instruction. SBCS has created a systematic pyramid of interventions to respond to the needs of students in a timely and consistent manner. The professional development plan the school has developed works to connect all aspects of learning to allow staff to constantly improve the quality of instruction.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	55	27	20	14	32	16
4	68	37	44	10	18	16
5	65	28	29	9	37	13
6	93	34	48	11	40	15
7	61	30	19	7	25	10
8	88	24	8	7	37	9
All	72	30	28	<u>10</u>	32	<u>13</u>

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools’ 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Results

Given the timing of the state's release of poverty data, the 2013-2014 analysis is not yet available. This report contains 2012-2013 results, the most recent ones available. The following table displays how SBCS students in each grade level performed in Math compared to students in New York State in the same grade and a similar population of economically disadvantaged students. All grades 3-8 had positive effect sizes with the exceptions of grade 3 and 8. Grade 6 at 1.37 significantly higher effect sizes than all other grade levels. The overall Effect Size was .29, which was slightly higher than expected.

2012-13 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		73	19.2	25.1	- 6.0	-0.34
4		74	36.5	27.8	8.7	0.51
5		72	27.8	21.1	7.1	0.44
6		78	44.9	20.3	24.6	1.37
7		69	17.4	15.1	2.3	0.13
8		72	9.7	17.9	-8.2	-0.44
All		438	26.3	21.3	5.0	.29

School's Overall Comparative Performance:

Slightly higher than expected

Evaluation

SBCS's aggregate Effect Size was .29, which is considered performing slightly higher than expected. Of note grade 6 showed a considerable gain of 1.37. SBCS fell just one tenth shy of the 0.3 effect size or the category, higher than expected to a small degree.

Additional Evidence

Given the timing of the state's release of poverty data, the 2013-14 analysis is not yet available. This report contains 2012-13 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 2012-2013 school year indicates growth from the previous two years. Over the last three years SBCS's actual percent proficient has exceeded the predicted percent proficient and SBCS has been just one tenth away from .3 two out of the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	70	448	56.7	50.8	0.29
2011-12	3-8	83.6	434	70.0	47.5	1.06
2012-13	3-8	78.8	438	26.3	21.3	.29

Goal 2: Growth Measure¹²

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	-	50.0
4	55.7	50.0
5	50.44	50.0
6	72.49	50.0
7	53.67	50.0
8	47.10	50.0
All	56.2	50.0

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Evaluation

In looking at results based on first year implementation of Common Core Assessments, SBCS met or exceeded the statewide median for MGP in all but one grade level (8th grade). SBCS overall exceeded the statewide median by 6.2 percent. 6th grade achieved the greatest MGP with 72.49. Based on the MGP comparison and increases in instructional support to teachers and the use of 4 phase data driven dialogue during the 2013-14 school year; SBCS expects to see improvement in all grades in meeting or exceeding the statewide MGP. We also expect to see 8th grade to be above the 50th percentile in 2013-14.

Additional Evidence

Given this is the first year of MGP comparison data regarding Common Core Assessments, additional data points from the 2013-14 school year and 2014-15 school year will assist school based data team in identifying areas of need and resources to implement instructional change which should lead to improved student outcomes.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3			-	50.0
4			55.7	50.0
5			50.44	50.0
6			72.49	50.0
7			53.67	50.0
8			47.10	50.0
All			56.2	50.0

¹⁴ Grade level results not available.

Goal 2: Optional Measure

For the 2013-2014 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 4 key domains. The key domains are: numbers and operation, algebra, geometry and measurement, and data analysis, statistics, and probability. It is important to note that this is a baseline year utilizing STAR assessments. In subsequent years SBCS will be comparing spring to spring results.

Results

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

STAR Math Percent Proficient				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	71	11	82	Yes
3	70	16	86	Yes
4	67	11	78	Yes
5	67	12	79	Yes
6	71	16	87	Yes
7	73	11	85	Yes
8	70	15	85	Yes
ALL	70	13	83	Yes

Evaluation

SBCS met all targets for the optional goal. Grades 3 and 6 showed the highest levels of proficiency with a total of 86% and 87% on-level and on-watch respectively. Grade 2 showed the lowest levels of proficiency with a total of 82% on-level and on-watch.

Summary of the Mathematics Goal

Although, SBCS did not achieve 75% proficiency for our cohort group, we achieved four out of the six available outcomes for the Mathematics Goal. SBCS met the Performance Level Index (PLI) on the state math exam with an overall score of 112. Students outperformed our comparison district, Buffalo Public Schools in every grade, with some grades significantly. Using the 2011-2012 results, the most recent ones available, SBCS's aggregate Effect Size, .29, is slightly higher than expected. In grades 2-8, students met or exceeded grade level expectations of STAR Math.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	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 local school district.	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 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
Absolute (optional)	For the 2013-14 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

In order to address the absolute measure of our accountability progress report that we did not achieve, SBCS has designed a comprehensive plan of action. During the summer of 2013 teams of instructional staff members met to revisit the Math core curriculum and fully align through the adoption/adaption of the NYS modules/domains. This work included revision of grade levels scope

and sequence maps and investigation and acquisition of necessary supplies, materials and resources needed to teach the new modules/domains. We are confident this work will better prepare our teachers to provide a more rigorous program that focuses on problem solving and reasoning. Throughout the course of the 2013-2014 school year we will continue to review, revise and edit our Math scope and sequence in order to meet the expectations of the new CCLS and therefore the improved NYS Assessments. In addition to the specific curriculum work outlined above, the 3-8 Math staff will continue working to construct and improve quarterly common summative assessments to track student progress in learning the standards. These assessments will provide the school crucial information to adjust curriculum, programs and practices to better meet the needs of our students. The school has adopted the 4-phase process endorsed by TERC (Technical Educational Research Center) as a means to analyze data and create instructional action plans to respond to the needs of students. The school has identified a team of grade level TERC leaders to facilitate and support data-driven instruction in all areas of the school. In response to the 8th grade data, staffing changes were made and a permanent math certified teacher was recruited and hired. We are also working with BOCES curriculum specialists and a contracted math coach and will be utilizing these individuals to continuously provide our staff with professional development, updates on the new standards and assessments and assistance gathering of appropriate resources.

In order to more accurately assess and evaluate our student's progress and our Math curriculum and instructional programs the school will utilize the state approved STAR Early Literacy, Reading and Math Assessments. These assessments provide relevant, current and standards-based data with which we can use to effectively respond to our student population and the initiatives of the state. The school has also worked to establish pre and post assessments for each grade level to accurately measure grade level exit outcomes.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. For the 2014-15 school year, SBCS has reorganized to allow for greater instructional support by providing two instructional coaches to our growing staff and student populations (K-4 and 5-8 Math/ Science).

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. Kindergarten and first grade created science units based on the NYS standards and are delivered in a thematic approach across content areas. 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 supplements 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, and NYS 4th and 8th Science assessments. Professional development was given through the training of various assessment and curriculum tools, and the 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 coach the 4-8 grade Science teachers focused on increasing the effectiveness of their instructional practices.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

The table below indicates that 64 out of 71 (90%) 4th graders and 54 out of 64 (85%) 8th graders were enrolled in at least their second year at SBCS. The 4th grade cohort scored exactly the same percentage as the total 4th grade population (98%). The 8th grade cohort scored 3 percentage points higher than the total student population.

**Charter School Performance on 2013-14 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	Number Tested	Percent	Number Tested
4	98	64	98	71
8	77	54	74	64

Evaluation

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

Additional Evidence

SBCS has maintained a high level of performance in 4th grade over the last three years as shown in the table below. We have maintained overall proficiency over the last three years. We have also slightly increased our overall percent proficient from 2011-12 levels.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	95	73	100	58	98	68
8	76	57	74	57	78	59
All	86	130	87	115	88	64

Goal 3: Comparative Measure

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

Method

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

Results

Due to the unavailability of the Buffalo Public Schools data for the 2013-2014 school year the below table represents information on the 2012-2013 data. SBCS significantly outperformed our comparison district in both grade 4 and 8 Science results.

**2012-13 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	
	Percent	Number Tested	Percent	Number Tested
4	100	67	67	2341
8	74	40	40	2096

Evaluation

On the 2012-2013 science assessment, SBCS outscored the Buffalo Public Schools in grade 4 by 33 points and in grade 8 by 34 points, illustrating a very large differential.

Additional Evidence

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

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	95	62	100	67	98	Not Available
8	76	40	74	40	76	Not Available
All	86	51	87	54	87	Not Available

Summary of the Science Goal

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

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

Action Plan

Although SBCS continues to meet both the absolute and comparative goals we are aware of and are preparing for the upcoming changes to the standards and subsequently our curriculum. To begin this work our staff has reviewed the resources and information the state has already released and made some revisions to our current scope and sequence maps. We have also inventoried, researched and investigated our current and anticipated necessary supplies, materials and resources that will be needed to effectively teach to the new standards once they are adopted and released. We are confident this work will better prepare our teachers to provide a more rigorous program. Throughout the course of the 2013-2014 school year we will continue to review, revise and edit our Science curriculum to meet the expectations of the new science standards and therefore the improved NYS Assessments. The school has adopted the 4-phase process endorsed by TERC (Technical Educational Research Center) as a means to analyze data and create instructional action plans to respond to the needs of students. The school has identified a team of grade level TERC leaders to facilitate and support data-driven instruction in all areas of the school.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. For the 2014-15 school year, SBCS has reorganized to allow for greater instructional support by providing two instructional coaches to our growing staff and student populations (K-4 and 5-8 Math/ Science).

NCLB

Goal 4: NCLB
Under the State’s NCLB accountability system the school’s accountability status will be “Good Standing” each year.

Goal 4: Absolute Measure

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

Method

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

Results

South Buffalo Charter School’s accountability for 2013-2014 is “Good Standing.”

Evaluation

SBCS has met its NCLB accountability goal for the 2013-2014 school year.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

APPENDIX B: OPTIONAL GOALS

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

Goal S: Parent Satisfaction The South Buffalo Charter School will exhibit a high degree of parent satisfaction with the school and all of its programs.

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

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

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

- To identify areas of strength and needs for improvement.

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

Results

The results of the parent satisfaction survey for the 2013-2014 school year are illustrated through a scale of strongly agree, agree, disagree, strongly disagree or don't know/does not apply. Response results show that we had a 2% increase in parent participation for the 2012-2013 school year. We increased the response rate going from 167 completed surveys in 2012-2013 to 176 completed surveys in 2013-14, accounting for 40% of our families responding.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
176	440	40.0%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall, I would rate the school culture as very positive	94%
Overall, I would rate the academic program at my child’s school as very effective.	96%
Overall, I would rate my child’s teachers as very effective	98%
Overall, I would rate the administrators at my child’s school as very effective	92%
Overall, I would rate my child’s school environment as very positive	97%

Evaluation

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

- Provided format options for parents, completing it as a paper product or online as a web-based product.
- Provided Kiosk computers in the school during several parent/teacher conferences and parent nights for their convenience.
- Widely publicized and promoted the survey through several modes of correspondence including one calls, website announcements, and flyers.
- Sent home via mail a paper copy of the survey to every parent.

As a result our response rate this year is 40% increasing 2% from last year. This response rate remains under our goal of 2/3rds of our families responding. However, based upon the positive results of the responses in the table above and other indicators of parent/student satisfaction that include: consistent student retention, strong parent participation in parent/teacher conferences, information nights, PTA activities, child study meetings, special education meetings, and ongoing communication and feedback, a high rate of sibling and family connections in student population, a robust waiting list for student enrollment in all grade levels, and the need for additional facilities due to expanding population the school receives very high levels of satisfaction.

Goal S: Absolute Measure

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

Method

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

Results

SBCS exceeded the 90 percent absolute measure for the retention of students for the 2012-2013 school year.

2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
655	68	568	93.9

Evaluation

The retention rate for the 2012-2013 school year exceeded the expected target. SBCS is dedicated to providing a quality educational experience, which is reflected by the data. South Buffalo Charter School has maintained a high retention rate over the last 5 years as reflected in the chart below.

Additional Evidence

Over the last four years SBCS has exceeded the retention goal of 90%.

Year	Retention Rate
2011-12	94%
2012-13	94%
2013-14	94%

Goal S: Absolute Measure

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

Method

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

Results

The overall daily average attendance rate was calculated to be 94%, which is only 1% below our goal measure.

2013-14 Attendance

Grade	Average Daily Attendance Rate
1	93.92%
2	96.40%
3	97.17%
4	97.20%
5	96.08%
6	93.49%
7	93.82%
8	86.77%
Overall	94.09%

Evaluation

Although the school was 1% point off from meeting the measure, it is apparent in looking at the data from grade level to grade level that our attendance rates remain consistent over the last several years due to the continuous reflection and revision of the school's attendance policy. Our response to attendance patterns and attendance/tardy issues of our students is consistently monitored and addressed. It is our intention to maintain and/or increase this trend in order to better serve our students.

Additional Evidence

Although, SBCS has not hit the 95% goal for the last three years, the school does remain stable maintaining an ADA rate of over 90% across all grade levels with the exception of 8th grade 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
2011-12	94%
2012-13	94%
2013-14	94%

