



South Buffalo Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Enter Name(s) and Title(s) prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
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Name	Office	Committees

David Ehrle has served as the school leader since 2017.

SCHOOL OVERVIEW

Narrative description of the school, e.g., mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of any notable changes to the charter's academic program.

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 communities.

Approximately 70% of students come from the three surrounding zip codes. SBCS traditionally enrolls students from over ten school districts each year. 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 90% 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 South Buffalo Charter School is a collaborative learning community. 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:

- Collaborative Learning Community will focus on:
 - Collaborative Learning and Reflection
 - Research-based Best Practices
 - Data-Driven Decision Making
 - Co-teachers
- Through a grant, SBCS has been able to place co-teachers in almost every classroom since the 2021-2022 school year. All K-6 classrooms have a co-teacher. This gives us the ability to provide more individualized instruction, pull small groups, reteach, and carry-on continuous instruction if one of the co teachers is absent.
- Datawise teams
- The Datawise team was expanded to three more teachers to include different grade level teachers. The Datawise team now consists of five teachers and three administrators.
- 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 New York State's Next Generation 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
- Advanced Math program beginning in grade 7 with Regent's Algebra offered to those same students in Grade 8.
- Through a partnership with Americorp we have had up to three Americorp workers on a daily basis assisting our students in kindergarten classrooms.
- The Cullen foundation through a grant has helped with Early Literacy tutoring in grade 2. The teachers/tutors were trained through Buffalo State University in phonics to work in an after-school tutoring format with students who were reading below grade level.
- Buffalo Hearing and Speech through a grant with the Cullen foundation held an after school program for Kindergarten and 1st grade students to improve literacy skills. The students were selected through teacher input and I Ready testing.
- The instructional program is enhanced through multimedia classrooms. These rooms may include some or all of the following equipment: computers, resident PCs, rovers, LCD projectors, document cameras, and one-to-one student Chromebooks. In addition, video cameras and digital cameras are available for classroom use. DVD players are integrated into the classroom rovers. Technology is an essential element of the ability of staff to meet student needs. The student information system is Power School and eDoctrine as a way to track academic, data, attendance, and behavior. I Ready Reading and Math is used for data management and analysis. Teachers have the ability to use Google Classroom as an online learning management system.
- 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 can result in an improvement of student achievement through increased instructional time. The school day at SBCS is seven hours, which is longer than the New York State requirement. Teachers and staff are required to be in attendance for no less than eight hours. The student day consists of almost 6.5 hours of instructional time and a social lunch period. The additional staff time is used for planning and professional development. The teachers attend additional days for professional development purposes prior to student attendance.
- 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 teachers 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- Parent/Guardian Involvement and Engagement
- We have created the position of Family Engagement and Community Outreach Coordinator to help us keep families involved. SBCS offers the following opportunities to foster the home/school connection.
- Open Enrollment Open House
- Welcome Back Picnic
- Open House
- Three Parent Teacher Conferences
- School Website and Teacher Webpages
- Social media (School Facebook Page, Instagram page and Twitter page)
- PowerSchool parent portal
- Teacher use of the Remind app and Google Guardian
- Teacher/Administrator correspondence via email, phone and in person
- One Call/One email/One text system for all families
- Moving-Up Ceremonies
- Kindergarten Screening
- Student Support Team
- Student Recognition Events
- Evening Family Events (movie nights, STEAM night, Literacy night, School Musical, Pokemon night, Black History night, Spelling Bee, and Book Fair Bingo)
- Open Board Meetings
- Parent Satisfaction Survey
- Parent Teacher Organization
- Relationships with Boys and Girls Club of Buffalo.

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.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	93	102	92	103	102	97	94	97	93	X	X	X	X	873
2023-24	101	101	101	102	102	102	102	102	97	X	X	X	X	909
2024-25	99	95	100	99	97	102	93	98	95	X	X	X	X	878

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school. Provide a summary of any important changes to the ELA program or staff during the 2024-25 school year.

Throughout the 2024-2025 school year, the focus of curriculum work was to continue implementing the NYS Next Generation Standards for Reading, Writing, Math and Science. Grades K-8 utilize Units of Studies Reading Workshop, which consists of three components that work together to teach children skills, strategies, and behaviors that will help them grow as readers. Its structure supports children's development because it incorporates both demonstration, guided practice, and individual practice. The Units of Study program supports explicit instruction in reading skills and strategies and offers extended time for reading. It provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work. Grades K-8 also utilizes the Units of Study in Writing Program, which supports explicit instruction in opinion/argument, information, and narrative writing and provides rich opportunities for practice. Teachers use learning progressions to observe and assess students' writing, to develop students' use of self-monitoring strategies and set them on trajectories of growth. These programs provide teachers with crystal-clear advice and on-the-job support for teaching efficient and effective reading and writing workshops. It also provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened. We implemented Magnetic Reading for phonics in grades K-2. Grade 3 utilizes Phonics for Reading to assist students with transitioning to the intermediate level.

SBCS administered several different assessments throughout the year for various grade levels including school designed interim assessments; NY assessments for ELA grades 3-8, iReady Reading and Math, Teachers College running records, and teacher created assessments. Professional development was provided in the Units of Study in Reading, Writing, Phonics, and Student Engagement. Teachers and support staff also attended internal and external additional professional development opportunities, including many technology based and Google Classroom workshops.

Teachers used the iReady program to monitor students and assign specific lessons based on need. Students are required to complete 30 minutes per week on iReady reading. Professional development was provided to teachers once in the Fall and then again in the Winter.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The school decided to have two certified teachers in every room K-4 for ELA to help close learning gaps. A lack of substitute teachers in the field of education allows us to be able to deliver a greater amount of interventions in the classroom. Co-teachers are able to structure intervention groups on a regular basis throughout the teaching day. It also proved to be advantageous in covering a classroom when one teacher was out instead of a substitute.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	93	0	6	0	0	0	0	99
4	83	0	14	0	0	0	0	97
5	83	1	18	3	0	0	0	102
6	77	1	15	0	0	0	0	93
7	77	0	19	1	0	0	0	96
8	79	1	16	0	0	0	0	96
All	492	3	88	4	0	0	0	583

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	93	49	53%	78	46	60%
4	83	34	41%	65	27	42%
5	83	38	46%	71	34	48%
6	77	17	22%	60	15	25%

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

7	77	25	32%	59	20	34%
8	79	33	42%	64	28	44%
All	492	196	39%	397	171	42%

ELA Measure 2 - Absolute 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.

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 2024-25 English language arts MIP for all students of **117.3**. 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 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
397	27%	34%	31%	11%

$$PI = 0 * 26_{Level\ 1} + 1 * 35_{Level\ 2} + 2 * 30_{Level\ 3} + 2.5 * 10_{Level\ 4} = 120$$

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year's MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SBCS did meet the MIP of 117.3. The school's PI is 120 which is higher than the MIP of 117.3 which is a difference of plus 2.7.

SBCS has shown improvement in this area. The school is hoping with prolonged use of the same curriculum the students will make up gaps and improve their scores on state testing. Teachers will look at data to see in what areas of instruction gains can be made and where their focus should be for the next school year.

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.³

2024-25 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	59%	78		
4	42%	65		
5	48%	71		
6	25%	60		
7	34%	59		
8	44%	64		
All	42%	397		

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023 -24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	61.8	438.0	443.4	-.61
4	65.7	439.0	443.8	-.47
5	67.6	436.9	442.3	-.70
6	65.7	438.0	442.5	-.48
7	63.4	446.0	447.3	-.13
8	73.2	445.0	446.9	-.18
All	66.1	440.3	444.3	-.43

ELA Measure 5 - 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.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

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 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 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.

Due to the City of Buffalo qualifying for 100% free and reduced lunch without any paperwork being filled out by families it is quite difficult for SBCS to have a factual reflection of its actual ED rate. The ED rate on file is much smaller than the actual ED rate causing SBCS to be compared to schools that we are not able to compete with. It is imperative that NYS continue to work with schools and districts that fall into this similar category to have factually accurate data.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	40.8	50.0
5	46.9	50.0
6	48.1	50.0
7	53.3	50.0
8	51.2	50.0
All	47.7	50.0

ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2024-25 school year using internal assessments.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

	% Students on or Above Grade Level		
	Fall	Spring	Overall Change
3 rd	33%	59%	26%
4 th	13%	41%	28%
5 th	20%	29%	9%
6 th	12%	28%	16%
7 th	25%	34%	8%
8 th	21%	29%	8%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The I Ready Reading Diagnostic Benchmark shows growth from Fall to Spring. All grade levels made growth with 3rd, 4th, & 6th grade growing from 16-28 % points. The I Ready Diagnostic is an adaptive assessment that adjusts its questions to suit the student's needs. It provides valuable information to teachers, including sophisticated data and actionable insights to help them address students' individual needs and support meaningful progress.

SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	NO
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.	Yes
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.	NA
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	NO
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.	NO
	[Write in additional measure here]	

EVALUATION OF ELA GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure.

Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SBCS had an overall pass rate of 39% passing rate. This fell short of the 75% required by the goal. This means that SBCS is a viable option for families as a school based on performance in ELA. SBCS

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

traditionally outperforms the Buffalo Public School district as well as many surrounding suburban schools in overall ELA test scores.

SBCS will continue to push to improve its ELA scores and look at the areas where improvement is needed. Taking a deeper dive into the standards and the use of vertical planning should yield dividends in the coming years.

SBCS will continue to work with these students and attempt to make gains through interventions and in some grade level tutoring.

ELA ACTION PLAN

SBCS has designed a comprehensive plan of action in order to continue the progress made in ELA. Our plan includes the following: use of eDoctrina, continuation of the Units of Study in Writing for grades K-8 and Reading for grades K-8 and the Study in Phonics for grades K-2 and continued use of word study grade 3rd -8th to help students decode larger words by explicitly teaching prefixes and suffixes. Interim assessments for all grades K-8, along with midterm and final exams in 7th and 8th grade. SBCS has continued professional development with representatives from Teachers College and Erie 1 BOCES, along with Buffalo State University who has instituted a literacy liaison team of professors, administrators, and teachers from all grade levels. SBCS also joined the Erie 1 BOCES ELA Consortium for the 2024-2025 school year.

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize New York State standards, 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 New York State standards in eDoctrina. One feature that will assist our teachers is that once the assessment is completed the data from the assessment will automatically generate in Power Teacher and teachers will not have to transfer grades into their grade book. eDoctrina allows teachers to track results based on standards in real time so as to adjust his or her instruction in order to meet the needs of students. During our grade level or data meetings, we use the Datawise 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:

SBCS will continue to use the Units of Study in Reading and Writing for grades K – 8 and the Magnet Reading Phonics for Grades K-2. We will continue a word study program grades 3rd-8th that will explicitly teach multisyllabic words and prefixes and suffixes. This will help students to be able to read and understand more challenging vocabulary and words. Teachers created pacing guides and will be working on curriculum maps throughout the school year. Our staff is getting ongoing training in all ELA curriculum. Our goal is to create a love for reading and writing with large classroom libraries and writing celebrations. Through teacher training and improved reading and writing ability, we expect to increase achievement.

Assessments:

Our instructional staff evaluates and changes the ELA interim assessments each year as needed based on results, specifically addressing the New York State learning standards. As teachers have gained a deeper understanding of their grade level standards, they adjusted their “I can” statements. 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 Units of Study assessments and schoolwide benchmark assessments such as i-Ready Reading for grades K-8, and Teachers College Running Records for grades K-8. The data collected from these assessments are used as data points, along with New York State assessments, to determine if a student needs access to RTI/AIS services. All common assessments are aligned to standards and input into EDoctrina for easy access to a variety of data reports.

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:

For the 2024-2025 school year, all SBCS students in a grade level will receive the intervention or enrichment from a grade level teacher. As a co-teaching school, we have 2 teachers in every K-4 homeroom which allows for the grade level to divide students up based on their i-Ready assessments. Students in grade k -4th grades will participate in this model. Students who score red or are two or more grades level below will work with a classroom teacher in a group size of 6 or less. These students will work the teachers assigned to them daily for 30 minutes. Students who are one grade level below will complete lessons on i-Ready daily and also work with a teacher multiple times in the week. The students who are on or above grade level will work with a teacher on enriching activities. Lastly, the students that need more intense services will have Tier 3 with an Orton and Gillingham trained teacher. Tier 3 will meet daily for 30 mins.

Intervention is a dedicated period per subject and grade level, to look at and evaluate data for all students at the grade level and form groups based on needs. Meetings will be held monthly to evaluate groups and needs and redistribute based on progress monitoring. All students will receive intervention services, some for remediation and some for enrichment.

Resources for intervention may include Leveled Literacy Intervention (LLI), New York Ready materials, i-Ready custom assignments/assessments, Jennifer Serravallo literacy instruction books. Progress monitoring materials will be developed on EDoctrina and will be standards based, mirroring the language and design of New York State assessments.

School Schedule:

Students in grades K-6 have at least 60 minutes for ELA daily, while 7th and 8th graders have ELA for 42 minutes periods. The change in the school schedule allowed for all K-6 students to receive ELA intervention for 30 minutes a day. K-6th grades ELA intervention times are staggered to allow Tier 3 intervention services to be provided to students in 1st-5th grade. Grades 7th and 8th have ELA Lab every four days for 40 minutes. The 7th and 8th grade schedule allows for more

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

teachers to help with intervention and enrichment activities. SBCS designed a schedule to offer chorus to students in 4th -8th grade, and band to students in 4th-7th grade. Teachers in all grade levels have a common planning period which will allow for all grade levels to have monthly data meetings.

Professional Development:

The school continues to work with Teacher's College and BOCES curriculum specialists to provide professional development to our teachers.

We have a dedicated professional developer associated with Teacher's College that provides training to our teachers monthly. Our TC staff developers are with us two-three days during most months. They provide training, model lessons, and then debrief and reflect with our teachers. There is also time for teachers to plan together, look at student work and collaborate with the staff developer present to guide them.

We also have a BOCES behavior and student engagement specialist with us monthly. He observes teachers for a class period and then meets with them to confer about what he saw and offer positive feedback and constructive criticism. This gives our teachers more opportunity to teach and less time to focus on behavior management.

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

As a way to help new teachers, SBCS has implemented a Mentor teacher training program. We are working with Buffalo State University to create a program to teach our teachers how to be a mentor teacher. Through this training the mentors are being trained to provide feedback, and offer assistance for the new teachers. The new teachers benefit from working with a veteran teacher.

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

The Envisions Math Program is a comprehensive mathematics curriculum that provides focus, coherence, and rigor of the Next Generation State Standards. The program also provided consistency for teaching Math to all students K-2nd grade. Grade 3-5 implemented iReady Math

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

classroom while Grade 6 continued to use the program. Grades 7th, 8th use eMath instruction as their core program. SBCS also offers advanced Math for 7th grade and Algebra for our advanced 8th graders.

SBCS continued to provide professional development and curriculum development to our staff with alignment to the program, pacing, and assessment design. Teachers spent time over the summer adjusting the curriculum maps and pacing guides to acknowledge gaps in learning. A combination of whole and small group instruction, guided math and flexible grouping, was used to ensure that students became fluent in mathematics.

SBCS administered several different math assessments throughout the year including: iReady Math Diagnostic Benchmark for grades K-8th and Interim Assessments for grades 3rd-8th. SBCS utilized the EnVisions quizzes, lesson quick checks, topic assessments and cumulative topic tests for ongoing assessment purposes throughout the year to improve both teaching and learning. We only administered the NYS math assessment 3rd -8th grade along with interim assessments K-8.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	89	0	10	0	0	0	0	0	99
4	82	0	15	0	0	0	0	0	97
5	85	1	16	3	0	0	0	0	102
6	69	1	23	0	0	0	0	0	93
7	68	1	27	1	0	0	0	0	96
8	42	1	32	0	0	0	0	21	96
All	435	4	123	4	0	0	0	21	583

Performance on 2024-25 State Mathematics Exam

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	89	46	52%	76	43	57%
4	82	26	32%	65	24	37%
5	85	33	39%	72	31	43%
6	69	34	49%	55	28	51%
7	68	21	31%	52	19	37%
8	42	12	39%	52	28	54%
All	435	172	40%	372	155	43%

Math Measure 2 - Absolute

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 2024-25 mathematics MIP for all students of **119.4**. 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.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
372	20%	40%	34%	5%

$$PI = 0 * 20\% + 1 * 40\%_{\text{Level 2}} + 2 * 34\%_{\text{Level 3}} + 2.5 * 5\%_{\text{Level 4}} = 120.5$$

SBCS did meet the MIP of 119.4. The school's PI is 120.5 which is higher than the MIP of 119.4 which is a difference of 1.1.

The school's MIP of 120.5 does not include the students who passed the Algebra exam.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SBCS has shown improvement in this area. The school is hoping with prolonged use of the same curriculum the students will make up gaps and improve their scores on state testing. Teachers will look at data to see in what areas of instruction gains can be made and where their focus should be for the next school year. For 25-26 SBCS utilize the iReady Math program as part of the curriculum to improve test scores.

Math Measure 3 - 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 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.

2024-25 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	57%	76		
4	37%	65		
5	43%	72		
6	51%	55		
7	37%	52		
8	54%	52		
All	47%	372		

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2025-26 analysis is not yet available. This report contains 2024-2025 results.⁶

2024-25 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size-
		Actual	Predicted	
3	61.8%	447.0	450.9	0.33
4	65.7%	448.0	454.1	-0.42
5	67.6%	442.0	448.3	-0.50
6	63.4%	455.0	449.6	-0.44
7	73.2%	449.0	455.3	-0.46
8	73.2%	440.0	443.4	-0.24
All	65.7%	447.3	450.7	-0.25

Math Measure 5 - 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.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.⁷

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 2024-25 and also have a state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the City of Buffalo qualifying for 100% free and reduced lunch without any paperwork being filled out by families it is quite difficult for SBCS to have a factual reflection of its actual ED rate. The ED rate on file is much smaller than the actual ED rate causing SBCS to be compared to schools that we are not able to compete with. It is imperative that NYS continue to work with schools and districts that fall into this similar category to have factually accurate data.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	52.4	50.0
5	55.3	50.0
6	65.9	50.0
7	26.0	50.0
8	60.1	50.0
All	52.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2024-25 school year using internal assessments.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

% Students on or Above Grade Level			
	Fall	Spring	Overall Change
3rd	13%	45%	32%
4th	8%	45%	37%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

5th	11%	40%	29%
6th	13%	33%	20%
7th	9%	37%	28%
8th	15%	26%	11%

The iReady Reading Diagnostic Benchmark shows growth from Fall to Spring. All grade levels made growth with 3rd, 4th, 5th, 6th & 7th grade growing from 20-37% % points. The iReady Diagnostic is an adaptive assessment that adjusts its questions to suit the student's needs. It provides valuable information to teachers, including sophisticated data and actionable insights to help them address students' individual needs and support meaningful progress.

Performance on a Regents Math Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	18	18	18	100%
8	2023-24	19	19	18	95%
8	2024-25	21	21	20	95%

SBCS had given the Algebra exam for the past 3 years. The school continues to have a passing rate of 95% over the past two years.

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	No

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	YES
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.	NA
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	NO
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.	YES
	[Write in additional measure here]	

EVALUATION OF THE MATHEMATICS GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure.

Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SBCS did not achieve the 75% passing rate as set in the goals. Out of the 21 local charter schools SBCS finished 4th showing that its program and learning was far ahead of the peer schools. The local public school district had a passing rate 25% points lower than SBCS showing that SBCS is a viable option for families to send their students. SBCS was quite close on the PI scores, scoring 4 points below. The ED reported totals for 23-24 is much lower than previous years while students did not change. The expectation is that the ED rate will go back to traditional numbers and the school would make its accurate mark. SBCS is changing the way in which it gets information from families to help show a more accurate ED rate.

MATHEMATICS ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

SBCS has designed a comprehensive plan of action in order to continue the progress made in Math. Our plan includes the following: use of eDoctrina, continuation of iReady Math grades 3-6, and implementation of iReady Math classroom for grades K-2, and use of online resources such as Reflex Math and First in Math, interim assessments K-8 and two certified teachers in all homerooms K-4, and a second Math teacher shared between 7th and 8th Math class. SBCS continued professional development with representatives from Erie 1 BOCES, who will also come into the building monthly to work with Math teachers.

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize New York State standards, 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 New York State standards in eDoctrina. One feature that will assist our teachers is that once the assessment is completed the data from the assessment will automatically generate in Power Teacher and teachers will not have to transfer grades into their grade book. eDoctrina allows teachers to track results based on standards in real time so as to adjust his or her instruction in order to meet the needs of students. During our grade level or data meetings, we use the Datawise process 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:

SBCS implemented the iReady Math program for grades K-2, while grades 3-6th continue to use the iReady Math classroom, and 7th & 8th grade will use eMath Instruction. Prodigy Math is also used to reinforce math skills for upper grades.

Teachers created pacing guides and will be working on curriculum maps throughout the school year.

For the 2025-2026 school year, SBCS will also be continuing an Advanced Math class for 7th grade and Algebra 1 for 8th grade.

The changes have been made to continue the increase in student development and achievement. Our staff is getting ongoing training in the math curriculum from Erie 1 BOCES.

Assessments:

Our instructional staff evaluates and changes interim Math assessments for K-8, and midterm and final exams for 7th and 8th. These assessments will specifically be addressing the New York State learning standards. As teachers have gained a deeper understanding of their grade level standards, they have adjusted their “I can” statements. 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 utilizes the iReady Math classroom assessments for grade K-6th which includes lesson quick checks, end of topic units and cumulative assessments.

The data collected from these assessments are used as data points, along with New York State assessments, to determine if a student needs access to RTI/MTSS services. All interim assessments and final exams will be aligned to standards and input into eDoctrina for easy access to a variety of data reports.

Intervention:

For the 2025-2026 school year, all students in a K-8 will receive intervention or enrichment from a grade level teacher. As a co-teaching school, we have 2 teachers in every homeroom K-4th which will allow each grade to divide students up based on their i-Ready assessments and school created assessments. Students in grade K -6th grade will participate in this model. Students who score red or are two or more grade levels below in I-Ready will work with a classroom teacher in a group size of 6 or less. These students will work the teachers assigned to them daily for 30 minutes. Students who are one grade level below will complete lessons on i-Ready daily and work with a teacher multiple times in the week. The students who are on or above grade level will work with a teacher on enriching activities. Lastly, the students that need more intense services will have Tier 3 daily.

This is a dedicated period per subject and grade level, to look at and evaluate data for all students at the grade level and form groups based on needs. Meetings will be held monthly to evaluate groups and needs and redistribute based on progress monitoring. All students will receive intervention services, some for remediation and some for enrichment. Resources for intervention may include New York Ready materials, i-Ready custom and assignments/assessments.

School Schedule:

Students in grades K-6 have 60 minutes for Math daily, while 7th and 8th grade have Math for 42 minutes periods. The change in the school schedule allowed for all K-6 students to receive Math intervention for 30 minutes a day. K-6th grades Math intervention times are staggered to allow Tier 3 intervention services to be provided to students in 1st-6th grade. Grade 7th and 8th have Math Lab on a four-day rotation for 42 minutes. The 7th and 8th grade schedule allows for more teachers to help with intervention and enrichment activities. SBCS designed a schedule to offer

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

chorus to students in 4th -8th grade, and band to students in 4th-7th grade. Teachers in all grade levels have a common planning period which will allow for all grade levels to have monthly data meetings.

Professional Development:

Teachers in grade K-6th have professional development with iReady Math classrooms training to start the year, and this training will continue throughout the year.

We also have a BOCES behavior and student engagement specialist with us monthly. They observe teachers for a class period and then meet with them to confer about what he saw and offer positive feedback and constructive criticism. This gives our teachers more opportunity to teach and less time to focus on behavior management. We have a math specialist from BOCES working with our teachers on a monthly basis to improve best practices in mathematics for all grade levels.

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

GOAL 3: SCIENCE

Students will become proficient in their knowledge, skills and concepts of science and will make continuous yearly

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school. Provide a summary of any important changes to the science program or staff during the 2024-25 school year.

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 used the TCI Science program as a research-based resource to serve as the foundational framework of the science curriculum grades 3-8. Kindergarten - 2nd grade started using Generation Genius and Mystery Science. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, teacher created formative and summative assessments and NYS 5th and 8th Science assessments.

Elementary and Middle Science

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	71	25	35%
8	55	34	62%
All	126	59	47%

Science Measure 2 - Comparative

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.

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.

2024-25 State Science Exam
Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	71	25	35%			
8	55	34	62%			
All	126	59	47%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

SBCS 8th grade proficiency rate of 62% exceeded the state proficiency rate of 44% by 18%.

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.	NO
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.	NA
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure.

Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SBCS did not achieve 75% proficiency with all tests enrolled in at least their second year. 8th Grade scored 62% proficiency and 5th Grade scored 35% proficiency for a school average of 47%.

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

ACTION PLAN

SBCS has changed the teaching staff in grades 7 and 8 specifically for science. SBCS has also brought a dual science certified teacher down into grade 4 to help grade four students prepare for grade 5 science assessments. SBCS is also working with ACASE to build new science unit tests and rubrics for grading

science work. This work along with a personnel change has an expectation of a higher degree of learning.

Summary of the Elementary/MIDDLE Science Goal

ACTION PLAN

SBCS has designed a comprehensive plan of action to address progress in the science program. Grades 3rd-8th are currently using the TCI Science curriculum. Grades K-2 are using Mystery Science and Generation Genius. All grade levels have access to Generation Genius and Mystery Science. As of the 2025-2026 school year, SBCS has aligned the science curriculum K-8. Throughout the school year grade levels worked together to create a more hands-on experience for our students. Teachers looked closely at the New York State Science Learning Standard. Our plan includes the following: use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, and professional development.

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize New York State standards, 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 New York State standards in eDoctrina. One feature that will assist our teachers is that once the assessment is completed the data from the assessment will automatically generate in Power Teacher and teachers will not have to transfer grades into their grade book. eDoctrina allows teachers to track results based on standards in real time so as to adjust his or her instruction in order to meet the needs of students. During our grade level or data meetings, we use the Data wise process 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 2024-2025 school year, SBCS continued to review, revise and edit the scope and sequence of our science curriculum. Grade level teachers worked together with Erie 1 BOCES to gain knowledge on these Next Gen Science standards and how to read and implement the standards. Along with the BOCES curriculum specialist, had vertical grade level discussion around the Next Gen Science standards teachers have been able to determine how best to teach and assess these standards. 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.

TCI Science is a comprehensive 3-8 science program that focuses on active, student-centered learning. The blended print and digital curriculum engage students in phenomena-based inquiry, three-dimensional learning, and hands-on investigations. TCI Science builds students' critical thinking, questioning, and collaboration skills. It fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. The program raises student interest and helps teachers approach science teaching with a new level of confidence.

Assessments:

The TCI Science 3-8 incorporates assessments throughout the lessons. All science assessments will be housed in eDoctrina and Power School. These assessments are aligned to standards and the use of EDoctrinas gives us the ability to access a variety of data reports. 7th and 8th Grade will also be implementing mid-term and final exams for the 2023-2024 school year.

Professional Development:

The school continues to work with Erie 1 BOCES curriculum specialists to provide professional development to our teachers for the grades K-8. Erie 1 BOCES training was provided to all teachers K-8 on aligning instruction across grade levels, creating a scope and sequence, and determining what materials they will need throughout the school year. Teachers' 6th-8th grade looked at standards and created a scope and sequence to make sure that all standards are covered prior to completing their final year of 8th grade. Teachers will be able to attend professional development courses which may be offered through BOCES or other outside agencies. Attending these types of professional development gives our teachers an opportunity to collaborate with teachers from other schools and districts and learn from professionals in the science fields.

Through the Fellowship, the teachers will have a sound understanding of the Next Gen Science standards along with the information on what students have and have not learned. This information not only helps us decide what to teach, who to teach and how to teach; it also gives clues as to how to improve curriculum and assessment and identify professional development needs.

The professional development that ACASE will be providing for the SBCS Fellowship in Practical Educational Science will prepare teachers and administrators to obtain practical, useful,

reliable, and timely information on student attainment that can serve all of the purposes mentioned above.

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Meets Expectations
2023-24	Meets Expectations
2024-25	Meets Expectations

ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

For each year the school has remained in good status in regard to ESSA.