

INSTRUCTIONS / NOTES

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

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

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below.



South Buffalo Charter School

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 20, 2016

By Brian Wiesinger

154 South Ogden Street
Buffalo, NY 14210

716-826-7213

INTRODUCTION

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

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

Brian Wiesinger has served as the Superintendent since 2014.

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. We are dedicated to creating students that are prepared for the 21st century through an environment that encompasses character education, technology integration and rigorous academics.

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

- Professional Learning Community components
 - Collaborative Learning and Reflection
 - Research-based Best Practices
 - Data-Driven Decision Making
 - Pyramid of Intervention
- Standards-Based Curriculum
- SBCS continues to evaluate and align the curriculum. Grade level teams implement curriculum mapping and vertical planning to develop quality curricula designed to meet or exceed the Common Core Learning Standards and ensure the sustainability of fundamental instructional goals. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum.
- Technology Integration
 - The instructional program is enhanced through multi-media classrooms. These rooms may include some or all of the following equipment: computers, resident PCs and interactive docking stations, touch-screen monitors, rovers, 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.

INTRODUCTION

- 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
 - Monthly Community Newsletter
 - Parent Teacher Conferences
 - Power Grade
 - One Call
 - Welcome Picnic
 - Child Study Team
 - Parent Information Nights
 - Parent Engagement Committee
 - Open Board Meetings
 - 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 2015-2016 and provides a set of goals and objectives for the next academic year and beyond. It benchmarks our move towards excellence in achieving our mission.

INTRODUCTION

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

School Enrollment by Grade Level and School Year

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

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

Goal 1: Absolute Measure

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

METHOD

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

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

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

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

RESULTS

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

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

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

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 5th grade student performance was lower than all other grade levels. While this is due in part to some staffing challenges at the 5th grade level; the school has worked to secure permanent teaching staff in 2016-17.

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

ADDITIONAL EVIDENCE

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

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20	71	33	66	29	78
4	23	61	22	65	41	87
5	15	61	13	59	14	83
6	13	70	13	63	23	64
7	28	62	17	63	15	51
8	26	55	29	52	35	54
All	22	389	21	368	27	417

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

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

English Language Arts 2015-16 Performance Level Index

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

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

EVALUATION

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

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

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 in grades 3rd, 4th, 6th, 7th, and 8th. Fourth grade exceed Buffalo with the greatest margin of 25% points. The only grade level cohort that did not exceed Buffalo was 5th grade by a small 1% margin.

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

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

EVALUATION

SBCS exceeded the aggregate district performance at each grade level when compared to Buffalo Public Schools. SBCS outperformed Buffalo Public schools by 9% in 3rd grade. SBCS outperformed Buffalo Public Schools by 25% in 4th Grade. SBCS outperformed Buffalo Public Schools by 8% in 6th Grade. SBCS outperformed Buffalo Public Schools by % in 7th Grade SBCS outperformed Buffalo Public Schools by 17% in 8th Grade. SBCS outperformed Buffalo Public School by 11% overall in grades 3-8.

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

ADDITIONAL EVIDENCE

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

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

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

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged

statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

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

RESULTS

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

2014-15 English Language Arts Comparative Performance by Grade Level

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

School’s Overall Comparative Performance:

Slightly higher than expected

EVALUATION

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

ADDITIONAL EVIDENCE

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

English Language Arts Comparative Performance by School Year

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

Goal 1: Growth Measure⁴

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

METHOD

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

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

RESULTS

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

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

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

EVALUATION

In looking at results of Common Core Assessments, SBCS met or exceeded the statewide median for MGP in three of the five grade levels. At grade 4, we achieved 7.1 % points above the statewide MGP of 50; at grade 5, we achieved 1.6% points about of the statewide MGP of 50, at grade 6 we achieved 1.1% points above the statewide MGP of 50. At grade 7, SBCS met 99% of MGP of 50 and

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

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

grade 8 met 98% of the MGP of 50. Based on the MGP comparison and increases in instructional support to teachers with and the use of Data Driven Dialogue during the 2015-16 school year; SBCS expects to continue to see improvement in all grades in meeting or exceeding the statewide MGP.

ADDITIONAL EVIDENCE

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

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

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

Goal 1: Optional Measure

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

METHOD

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

RESULTS

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

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

EVALUATION

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

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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

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

ACTION PLAN-ELA

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

Principals:

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

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

eDoctrina:

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

Curriculum:

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

Assessments:

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

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

Intervention:**Grades 5-8**

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

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

Grades K-4:

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

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

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

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

Professional Development:

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

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

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

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

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

Goal 2: Absolute Measure

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

METHOD

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

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

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

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

RESULTS

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

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

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

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

EVALUATION

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

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

ADDITIONAL EVIDENCE

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

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	32	71	33	61	33	81
4	18	62	42	62	26	87
5	37	59	17	54	22	81
6	40	66	37	52	32	66
7	25	59	29	56	20	44
8	37	52	32	44	43	46
All	32	369	32	329	28	405

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

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

Mathematics 2015-16 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
405	32	39	22	6

PI	=	39	+	22	+	6	=	67
				22	+	6	=	<u>28</u>
						PLI	=	95

EVALUATION

The size of the SBCS cohort has increased over the past year, due to the increase in enrollment in grades 3 and 4. The cohort proficiency score of 28% for both 2015-16 is a decrease of 4% from 2014-15. Looking at longitudinal data, there is a significant increase from our 5th grade (17% proficiency) to their 6th grade year (32% proficiency) in 2015-16 which represents a 15% increase and our 7th grade (29% proficiency) increase in their 8th grade year to (43% proficiency) which represents a 14% increase in 2015-16. Our 3rd grade (33% proficiency) decrease in their 4th grade year (26% proficiency) which represents a 7% decrease. Our 4th grade (42% proficiency) decreased in their 5th grade year (22% proficiency) which represents a 20% decrease. Our 6th grade (37%

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

proficiency) decreased in their 7th grade year (20% proficiency) which represents a 17% decrease. SBCS recognizes the need for additional instructional supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

Goal 2: Comparative Measure

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

METHOD

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

RESULTS

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

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33	81	20	2244
4	26	87	18	2065
5	22	81	18	2035
6	32	66	17	1046
7	20	44	12	1926
8	43	46	10	1727
All	28	405	16	11043

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

EVALUATION

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

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

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

Goal 2: Comparative Measure

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

METHOD

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

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

RESULTS

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

2014-15 Mathematics Comparative Performance by Grade Level

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

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

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

ADDITIONAL EVIDENCE

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

Mathematics Comparative Performance by School Year

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

Goal 2: Growth Measure⁹

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

METHOD

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

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

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

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

2014-15 Mathematics Mean Growth Percentile by Grade Level

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

EVALUATION

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

ADDITIONAL EVIDENCE

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

Mathematics Mean Growth Percentile by Grade Level and School Year

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

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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

Goal 2: Optional Measure

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

Method

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

Results

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

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

EVALUATION

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

SUMMARY OF THE MATHEMATICS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	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.	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 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 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
Absolute (optional)	For the 2015-16 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%	Achieved

ACTION PLAN

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

Principals:

In order to ensure learning is occurring at a high level, SBCS split building level leadership and hired two new principals in order to drive our ambitious instructional agenda. Instead of one principal and one assistant principal k-8, there is now a K-4 and a 5-8 principal as well as an assistant principal k-8. Our increase in size and population since our building expansion

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

eDoctrina:

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

Curriculum:

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

Assessments:

Our instructional staff also continued their work on creating MATH common formative assessments; specifically addressing the CCLS learning standards. As teachers gained a deeper understanding of their grade level standards, they adjusted their "I can," statements, and

revised common summative assessments in order to track student progress toward securing the learning standards. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also uses all Module assessments and schoolwide benchmark assessments like Star Math for grades 2nd-8th, Aimsweb K -2, and Number Worlds for students' grades K-8 who fell below the 25 percentile in Star and or Aimsweb Plus. The data collected from these assessments are used to determine if a student needs Tier 2 instruction.

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

Intervention:

Grades 5th-8th

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

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

Grades K-4th:

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

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

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

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

Professional Development:

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

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

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

SCIENCE

Goal 3: Science

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

BACKGROUND

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

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

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

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

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

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

EVALUATION

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

ADDITIONAL EVIDENCE

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

Science Performance by Grade Level and School Year

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

Goal 3: Comparative Measure

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

METHOD

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

which the school had tested students in at least their second year and the results for the respective grades in the local school district.

RESULTS

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

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97	87	63	2101
8	75	64	29	1988
All	89	151	46	4089

EVALUATION

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

ADDITIONAL EVIDENCE

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

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98	62	91	63	97	Not Available
8	78	29	61	29	75	Not Available
All	88	46	86	46	89	Not Available

SUMMARY OF THE SCIENCE GOAL

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

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

ACTION PLAN-SCIENCE

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

Principals:

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

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize CCLS standards, create curriculum maps and standards-based lesson/unit plans, build online or paper

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

Curriculum:

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

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

Assessments:

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

Professional Development:

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

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

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. The Principals, Assistant Principal, Math

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

NCLB

Goal 4: NCLB

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

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

South Buffalo Charter School’s accountability for 2015-2016 is “Good Standing.”

EVALUATION

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

ADDITIONAL EVIDENCE

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

NCLB Status by Year

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

APPENDIX B: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

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

METHOD

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

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

- To identify areas of strength and needs for improvement.

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

RESULTS

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

2015-16 Parent Satisfaction Survey Response Rate

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

2015-16 Parent Satisfaction on Key Survey Results

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

EVALUATION

Evaluation

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

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

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

Goal S: Absolute Measure

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

METHOD

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

RESULTS

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

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

EVALUATION

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

ADDITIONAL EVIDENCE

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

Goal S: Absolute Measure

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

METHOD

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

RESULTS

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

2015-16 Attendance

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

EVALUATION

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

ADDITIONAL EVIDENCE

Although, SBCS has not hit the 95% goal for the last three years, the school does remain stable maintaining an ADA rate of over 90% across all grade levels and has illustrated a consistent average daily attendance over time. The school has been and will continue to make modifications to address the attendance patterns of its students and create protocols, procedures and intervention services to continuously improve such.

Year	Average Daily Attendance Rate
2013-14	94%
2014-15	94.0%
2015-16	94%