

INSTRUCTIONS / NOTES

FOR 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Context and Evidence” sections for each goal area.
3. While the 3rd – 8th grade state test results from 2021-22 established a new baseline for evaluating attainment of Accountability Plan goals, it remains imperative that schools continue to supplement data for required measures with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 15, 2023. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
5. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.

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

Buffalo Creek Academy

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 24, 2023

By Dr. Chris Manning

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Buffalo Creek Academy

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Erin Lawson, Deputy Head of the School, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Jessica Smith	Char	Governance, Finance
Cedric Holloway	Vice Chair	Governance, Student Success
Bill Oliver	Treasurer	Finance, Governance
Andre Geddes	Student Success Chair	Student Success
Candace Moppins	Development Chair	Development, Governance
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
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Name	Office	Committees

Erin Lawson has served as the **school leader** since **2022**.

Dr. Christopher R. Manning has served as **school leader** since **2020**

SCHOOL OVERVIEW

At Buffalo Creek Academy, we have internalized the concept of interdependence that exists within our school. Each function of our organization will impact and is dependent on the other. This system thinking will allow us to align our professional development program to the needs of our special populations, core beliefs, and key design elements:

Buffalo Creek Academy Core Beliefs:

- Rigorous academics in middle and high school will prepare our students to excel in and graduate from college.
- Frequent assessments and teachers who are adamant about academic results are necessary for students to reach their highest potential.
- Every student can succeed if the school environment is values-driven, structured, safe, and free from distractions.
- All students will graduate school prepared to engage in our community responsibly.

We served students in the grades of 5th-8th. Our mission statement is: Through rigor and structure, Buffalo Creek Academy prepares 5th through 8th grade students to graduate from college and positively impact our community.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21						35	35							70
2021-22						25	40	40						105
2022-23						32	42	68	72					215

GOAL 1: ENGLISH LANGUAGE ARTS

By June 2024, 75% of fifth through eighth graders will be proficient in English Language Arts at Buffalo Creek Academy Charter School.

BACKGROUND

We use the iReady program for ELA at Buffalo Creek Academy. Taking into account two of the key design elements of our school which are *Rigorous Instruction* and *Ongoing*

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Assessment, we will focus on evidence-based analysis, writing, speaking and listening. Literacy instruction will be interactive extended learning seminars in which students will engage in rich conversations and tasks that will maximize their learning. The English language arts curriculum will follow rigorous instruction using the i-Ready ELA curriculum. Buffalo Creek Academy will provide frequent assessments by aligning unit exams and quizzes to the state standards and end of year benchmarks. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments and six-week assessments. Teachers will participate in data analysis using real-time data to inform supports, re-teachings, and re-assessments which will connect to immediate action plans. At the beginning of the 2023-24 school year, teachers will be instructed on how to incorporate RTI into their instruction and lessons.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	NA	NA	NA	Na	Na	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA
5	31	1	1	2	0	0	0	33
6	32	8	3	8	0	0	2	45
7	50	9	2	10	0	0	0	61
8	49	6	2	11	0	0	0	60
All	162	24	8	31	0	0	2	199

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	31	5	16%	NA	NA	NA
6	32	2	6%	13	1	1%
7	50	8	16%	24	4	2%
8	49	11	22%	24	6	3%
All	162	26	6%	61	17	6%

ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency
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¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	5	31
6	1%	13	2	32
7	2%	24	8	50
8	3%	24	11	49
All	6%	61	26	162

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling

for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	99%	16%		
6	100%	6%		
7	100%	16%		
8	98%	22%		
All	99%			

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

Buffalo Creek Academy has used i-Ready to measure growth in the content area of ELA. Students worked on a personal “MyPath,” learning program, while being taught grade level-lessons that were aligned to the NYS ELA assessment standards. Benchmark tests were used to assess students on their understanding of the NYS standards. Students received three diagnostic tests throughout the year to ensure student growth.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA:

I-READY

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?

⁴ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	209	[32%]	[No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[209]	[5%]	[No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	[15%] ⁶	[31]	[]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2022-23 i-Ready [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	NA	NA	NA	NA

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

4	NA	NA	NA	NA
5	23%	35	NA	NA
6	10%	46	3%	13
7	7%	65	8%	25
8	17%	63	4%	35
All	13%	209	15%	73

End of Year Growth on 2022-23 i-Ready [ELA] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	NA	NA
4	NA	NA
5	52%	34
6	53%	46
7	9%	64
8	0%	52
All	39%	209

SUMMARY OF THE ELA GOAL

Based on the end of the year i-Ready results for Buffalo Creek Academy Charter School in ELA, the focus going forward will be on implementing a more diagnostic curriculum that focuses on the basis components of reading (phonics, decoding, writing, vocabulary, and comprehension) during the double block periods. Further, using the diagnostic information to assist with lesson planning and classroom instruction. Students receive three diagnostics throughout the school year to ensure student progress. In addition students completed benchmark assessments once they completed learning a NYS standard.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	no
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
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	NA

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	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
	[Write in additional measure here]	

EVALUATION OF ELA GOAL

Based on the end of the year i-Ready results for Buffalo Creek Academy Charter School in ELA, the focus going forward will be on implementing a more diagnostic curriculum that focuses on the basic components of reading (phonics, decoding, writing, vocabulary, and comprehension) during the double block periods. Further, using the diagnostic information to assist with lesson planning and classroom instruction.

ADDITIONAL CONTEXT AND EVIDENCE

BCA will continue to utilize student data from i-Ready diagnostics. Students will be provided with an Advisory period everyday where they will continue to work on learning gaps. BCA will also be testing students with NYS practice exams to better understand student learning needs. Teachers will continue to stress the importance of written responses and encourage student writing during each class period.

ELA ACTION PLAN

Buffalo Creek Academy will provide students with extended content periods for ELA. The content period will consist of 75-minutes. Students will continue to work NYS standards, reading, writing and literacy comprehension for the upcoming school year. Students will be offered after-school help for the content area of ELA.

Buffalo Creek Academy Charter School will continue to use the data to help inform instruction for students and teachers. The focus this year is on vocabulary, writing, and literacy within the instructional day across all content areas. Teachers and administrators will use the exit tickets, assessments, and writing samples to determine specific areas of need for students and instructional methods. We will use the quarterly assessments, and i-Ready results to chart specific standards that will need to be addressed throughout the upcoming quarters to assist students in ELA. Additionally, this information will assist teachers in determining how to construct the small group, intervention, or enrichment skills students will need to focus on during these sessions that occur during the instructional day. The upcoming school year Buffalo Creek Academy will continue to work with teachers on RTI/ASI strategies for a three tier system. Teachers will be supported in referring students for additional support services.

GOAL 2: MATHEMATICS

– By June 2023, 75% of fifth through eighth graders will be proficient in math at Buffalo Creek Academy Charter School:

BACKGROUND

The Buffalo Creek Academy math curriculum will follow a rigorous instruction using the i-Ready Math curriculum. Buffalo Creek Academy will provide frequent assessments by aligning unit exams and quizzes to the state standards and end of year benchmarks. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments and six-week assessments. Teachers will participate in data analysis using real-time data to inform supports, re-teachings, and reassessments which will connect to immediate action plans.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	27	4	1	2	0	0	1	NA	33
6	34	2	7	8	0	0	2	NA	45
7	48	9	2	10	0	0	2	NA	61
8	50	3	4	11	0	0	3	NA	60
All	159	18	14	31	0	0	8	NA	199

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient

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3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	27	4	15%	NA	NA	NA
6	34	1	3%	24	1	1%
7	48	5	10%	30	3	1%
8	50	4	8%	34	4	1%
All	159	14	36%	88	8	1%

Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	15%	27
6	1	24	3%	34
7	3	30	10%	48
8	4	34	8%	50
All	8%	88	36%	159

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	NA	NA	NA	
4	NA	NA	NA	
5	99	15%		
6	100	3%		
7	100	10%		
8	98	8%		
All	99%	36%		

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Students will utilize i-Ready for Math course materials. After taking their diagnostic test, administration and teachers will review the data to determine whole class and small group instruction goals. Students will be assessed during the year using Unit assessments, Mid-term exams, and taking practice NYS exams.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics:

I-READY

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[190]	30%	[No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[135]	[76%]	[No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	90%	17	[6%]	No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[13]	[20%]	[No]

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2022-23 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	14%	29	NA	NA
6	7%	42	0	33
7	7%	57	3%	35
8	6%	49	0%	31
All	34%	177	3%	99

End of Year Growth on 2022-23 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	NA	NA
4	NA	NA
5	0%	33
6	53%	45
7	46%	60
8	0%	52
All	25%	190

SUMMARY OF THE MATHEMATICS GOAL

Based on the end of the year i-Ready results for Buffalo Creek Academy Charter School in Math, the focus going forward will be on implementing a more diagnostic curriculum that focuses on the basic components of math (math discussions, computation, and word problems with manipulatives) during the double block periods. Further, using the diagnostic information to assist with lesson planning and classroom instruction.

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.	N/A
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
	[Write in additional measure here]	

EVALUATION OF THE MATHEMATICS GOAL

All Buffalo Creek Academy mathematics courses will be aligned to the New York 2017 Next Generation Mathematics Learning Standards. Students will be required to enroll in a math course in every grade and in the traditional high school grades of 9-12 must successfully complete four 1-year credits to graduate. We will draw from the curricular resources from Success Academy and include all ancillary text as needed. Beginning in the eighth grade, the math department will provide an accelerated path to Common Core Algebra as well as Advanced Placement courses.

ADDITIONAL CONTEXT AND EVIDENCE

Buffalo Creek Academy Charter School continues to bridge learning gaps due to the COVID pandemic. Students have utilized a personal learning path to build their level and knowledge. Administrators and teachers will continue to utilize student data to better understand the learning needs of our students.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Math goal should report those results here.

MATHEMATICS ACTION PLAN

Buffalo Creek Academy Charter School will continue to use the data to help inform instruction for students and teachers. The focus this year is on vocabulary, computation, and solving word problems within the instructional day across all content areas. Teachers and administrators will use the exit tickets, assessments, and unit tests to determine specific areas of need for students and instructional methods. We will use the quarterly assessments, and i-Ready results to chart specific standards that will need to be addressed throughout the upcoming quarters to assist students in Math. Additionally, this information will assist teachers in determining how to construct the small group, intervention, or enrichment skills students will need to focus on during these sessions that occur during the instructional day.

GOAL 3: SCIENCE

The goal of Buffalo Creek Academy Charter School's science program would be to improve the overall student proficiency to 75%.

BACKGROUND

Buffalo Creek Academy Charter School's action plan going forward is to use the Elevate NY science curriculum that aligns to the NYS standards for each grade level. Teachers will participate in Science professional development understanding the standards as it relates to specific grade levels. Additionally, the focus will be on science vocabulary instruction integrated with an alternative day of instruction of content materials. Weekly grade level meetings to discuss the science standards and resources will assist teachers in proper lesson planning for effective instruction.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	NA	NA	NA
8	17	5	3%

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All	17	5	3%
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Science Measure 2 - Comparative

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

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

2022-23 State Science Exam

Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	NA	NA	NA	NA	NA	NA
8	17	5	29%	37	5	14%
All	17	5	29%	37	5	14%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

All Buffalo Creek Academy science courses will be aligned to the New York State P-12 Science Learning Standards (2016). Students will be required to enroll in a science course in every grade and in the traditional high school grades of 9-12 must successfully complete four 1-year credits to graduate. We will draw from the curricular resources from Success Academy and include all ancillary text as needed.

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.	NA
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	NA

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	be greater than that of all students in the same tested grades in the school district of comparison.	
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

In this Integrated Science course aligned with the NY Science Standards, students will explore the cross-cutting concepts of stability and change along with scale, proportion, and quantity. These concepts will inform their study of the history of the earth, space systems, waves and electro-magnetic radiation, energy, forces and interactions, and natural selections. Students will consider human impact on these systems and explore engineering approaches to these concepts.

ADDITIONAL CONTEXT AND EVIDENCE

During the school year 2022-23, it was Buffalo Creek Academy Charter School's first time administering the NYS Science exam for grade 8. Students utilized the NYS Science curriculum for half of the school.

Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	NA	NA	NA	NA
8	2021-22	NA	NA	NA	NA
8	2022-23	NA	NA	NA	NA

ACTION PLAN

GOAL 4: ESSA

ESSA Measure 1

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

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As

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New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Made Progress
2022-23	2022-23 Report not available as this time

ADDITIONAL CONTEXT AND EVIDENCE

At Buffalo Creek Academy, we believe that rigorous academics in middle and high school will prepare our students to excel in and graduate from college; in light of this belief, we believe that we must act with immediacy when a student is reading far below their grade level as well as when they are above it. We will be steadfast in our responsibility to adjust our program for students who perform above their grade level by providing them with the challenges they need.

At Buffalo Creek Academy we are committed to providing a high-quality, college preparatory education for all students, regardless of race, socioeconomic status, and/or eligibility for special education programs. We firmly believe that it is our legal and moral responsibility to improve educational results for children with disabilities and that our commitment to all students regardless of ability is an essential element of our existence as an American public school of ensuring equality of opportunity and full participation for our students with disabilities.⁷

Buffalo Creek Academy will provide an equitable education for every one of our students. We will operate in accordance with all local regulations and federal education laws, including Title IV of the 9 Buffalo City School District Committee on Special Education <https://www.buffaloschools.org/Page/4449>. Response 08ad-11 Civil Rights Act of 1964 and the Education Opportunities Act of 1974, New York State Education Law 3204, Section 3. These provisions provide protection for students who speak home languages other than English.

Our school will ensure that all students learn in an environment that is adapted to their particular learning needs. To accomplish this, there may be situations which require the school to draft a 504 Plan in accordance with the Rehabilitation Act of 1973. We understand that there may be situations when a family may request a plan due to a sudden injury or traumatic event, in which case all responsible school staff will be made aware of the required school accommodation to provide unified support to the student. The Student Support Coordinator and later Director of Student Support Services will oversee the 504-plan program.

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2022-23 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	[X] ⁹	[#]	[X]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁰	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2022-23 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹¹	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁹ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

¹⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹¹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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End of Year Growth on 2022-23 NWEA MAP [ELA/Mathematics] Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

I-READY

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]

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Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹²	[%] ¹³	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2022-23 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2022-23 i-Ready [ELA/Mathematics] Assessment

¹² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹³ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		