

INSTRUCTIONS / NOTES FOR 2021-22 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. The calculation of some metrics remains paused for 2021-22 and is clearly indicated in the template below. 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 Content and Evidence” sections for each goal area.
3. While the Institute anticipates that the 3rd - 8th grade state test results from 2021-22 will form a new baseline for evaluating attainment of Accountability Plan goals, it remains imperative that schools continue to supplement these data 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 16, 2022. 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.
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. Delete all information above before submitting.

South Buffalo Charter School



2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2022

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

David Ehrle, Superintendent, prepared this 2021-22 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)
Chris Schafer	President	Finance, Facilities
Anne Marie Tryjankowski	Vice President	Personnel, Academic
Kathy Linhardt	Secretary	Personnel, Facilities
Elissa Wolf	Treasurer	Finance
Jennifer Mack	Trustee – Parent Member	Academic
James Weimer	Trustee	
Matthew Szalkowski	Trustee	
Name	Office	Committees
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Name	Office	Committees

David Ehrle has served as the school leader since 2017.

SCHOOL OVERVIEW

The South Buffalo Charter School (SBCS) received approval in 1999 from the New York State Board of Regents. In the fall of 2000, the school was housed in Buffalo Public School 29, which was also occupied by the South Buffalo Community Center, the South Buffalo Grief Center and the South Buffalo Senior Center. The South Buffalo Charter School is currently located at 154 South Ogden Street, in the city of Buffalo, New York and primarily receives students who live in the surrounding communities. Approximately 70% of students come from the three surrounding zip codes. SBCS traditionally enrolls students from over ten school districts each year. SBCS serves students grades K-8 and the student body is composed of varying ethnic and socio-economic backgrounds, reflecting the multicultural diversity from the community. Well over 90% of our students receive free or reduced lunch, illustrating the socio-economic needs of our families. The students reflect a broad spectrum of learning styles and learning needs. SBCS strives to build a composite class that represents the multifaceted dimensions of our society.

SBCS's mission states that South Buffalo Charter School is a collaborative learning community. Our focus on learning is driven by research, data, and collaborative reflection to increase student achievement. We are dedicated to creating students that are prepared for the 21st century through an environment that encompasses character education, technology integration, and rigorous academics.

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

- Collaborative Learning Community will focus on:
 - Collaborative Learning and Reflection
 - Research-based Best Practices
 - Data-Driven Decision Making
- Co-teachers
 - Through a grant, SBCS has been able to place co-teachers in almost every classroom for the 2021-2022 school year. The grant lasts for two years and we are hoping to be able to adjust our budget to maintain it after that. All K-6 classrooms and grades 7 and 8 core subjects have a co-teacher. This gives us the ability to provide more individualized instruction, pull small groups, reteach, and carry-on continuous instruction if one of the co teachers is absent.
- Datawise teams
 - The Datawise team was expanded to three more teachers to include different grade level teachers. The Datawise team now consist of six teachers and three administrators.
 - Three administrators and three teachers participated in the Datawise in Action during the 2021-2022 school year. During this time the teachers worked with a coach from Harvard to help with our data discussion with grade level teachers. This is an ongoing program that we will use throughout the 2022-2023 school year. It is a process to look at and evaluate data to make changes and promote

growth in learning. The implementation will be guided by a representative from Harvard University.

- Summer school
 - SBCS offered summer school to students in grades 1-6 during the summer of 2021. It was a 4-week program of in person learning. The funds for this were made available to us through a grant. We plan to continue this in the future. Buffalo Public already offers summer school to middle school students in grades 7 and 8, so our focus was on grades 1-6.
 - Through a grant, we were trained in the Springboard Collaborative Program in Enhanced Reading at School and Home. We used this program for K-3 summer school. It will continue each summer. Springboard Collaborative is a program that closes the literacy gap by closing the gap between home and school.
- Standards-Based Curriculum
 - SBCS continues to evaluate and align the curriculum. Grade level teams implement curriculum mapping and vertical planning to develop quality curricula designed to meet or exceed the New York State's Next Generation Learning Standards and ensure the sustainability of fundamental instructional goals. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum.
- Technology Integration
 - The instructional program is enhanced through multi-media classrooms. These rooms may include some or all of the following equipment: computers, resident PCs, rovers, LCD projectors, document cameras, and one-to-one student Chromebooks. In addition, video cameras and digital cameras are available for classroom use. DVD players are integrated into the classroom rovers. Technology is an essential element of the ability of staff to meet student needs. Teachers and staff utilize eDoctrina. The student information system is Power School. iReady Reading and Math is used for data management and analysis. Teachers have the ability to use Google Classroom as an online learning management system.
- Character Education
 - SBCS is committed to a strong focus on integrating character education into the instructional program. Students are exposed to the basic principles of core virtues such as; responsibility, respect, citizenship, kindness, courage, tolerance, self-control, honesty, determination, and teamwork.
- Extended Day and School Year
 - Research shows that an extended school day and school year can result in an improvement of student achievement through increased instructional time. The school day at SBCS is seven hours, which is longer than the New York State requirement. Our day was shortened slightly due to transportation issues. Teachers and staff are required to be in attendance for no less than eight hours. The student day consists of almost 6.5 hours of instructional time and a social lunch period. The additional staff time is used for planning and professional development. The school year at SBCS is between ten and fifteen days longer

than the New York State requirement of 180 days. The students are in attendance for about ten additional days beyond the New York State requirements and the teachers attend additional days for professional development purposes prior to student attendance.

- Professional Development
 - Job-embedded professional development is a vital component of SBCS's dedication to the improvement of teaching and learning. Professional Development is integrated into the school day through common planning/data meetings where teachers receive support from the Leadership and Instructional Teams and outside consultants. In addition, no less than ten dedicated Professional Development and/or Superintendent Conference Days are included in the school calendar. Teachers and staff are also encouraged to attend Professional Development conferences outside school offerings.
- Parent/Guardian Involvement and Engagement
 - We have created the position of Family Engagement and Community Outreach Coordinator to help us keep families involved. SBCS offers the following opportunities to foster the home/school connection.
 - Open Enrollment Open House
 - Welcome Back Picnic
 - Open House
 - Three Parent Teacher Conferences
 - School Website and Teacher Webpages
 - Social Media (School Facebook Page, Instagram page and Twitter page)
 - Power School parent portal
 - Teacher use of the Remind app and Google Guardian
 - Teacher/Administrator correspondence via email, phone and in person
 - One Call/One email/One text system for all families
 - Moving-Up Ceremonies
 - Kindergarten Screening
 - Student Support Team
 - Student Recognition Events
 - Evening Family Events (movie nights, STEAM night, Talent Show, School Musical)
 - Open Board Meetings
 - Parent Satisfaction Survey
 - Parent Teacher Organization
 - Relationships with Boys and Girls Club of Buffalo and Every Person Influences Children (EPIC).

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 2021-2022 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.

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All students were in person attendance for the 2021-2022 school year. Teachers in all grade levels had Google Classrooms set-up for students that were out for a period to complete work while they were home. COVID-19 did have an affect on SBCS students in that the ending of the 2020 school year saw students learning how to use technology as a form of remote learning for the first time ever. The 2020-2021 school year saw SBCS and its home district, Buffalo Public Schools utilize remote learning for the majority of the year. SBCS finished the 2020-2021 school year with some students at school and some staying virtual. Attendance was a factor as well. Both of these unique situations played a large role in students academic abilities for the 2021-2022 school year. NYS’s regulations on quarantine and close contact played a role in student attendance as will as we saw our attendance rates fall below 90% for the first time.

The school put in place quite a few supports for staff, families and students regarding social, emotional and mental health. For the 2021-2022 school year SBCS hired its first ever Social Worker to work with families and students, developing a program that saw an additional social worker be added for the 2022-2023 school year as well. The school counselors created a program and utilized a push in model to all homerooms to teach about mental health. A comfort room was created for grades K-4 as well. Finally, a Family Engagement Community Outreach Coordinator position was also created to assist families and help with resources and community relationships.

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
2017-18	99	107	96	99	93	103	98	91	86	X	X	X	X	872
2018-19	100	99	101	97	97	98	100	98	90	X	X	X	X	880
2019-20	103	104	103	102	101	98	95	103	95	X	X	X	X	904
2020-21	100	95	101	101	95	102	99	97	98	X	X	X	X	888
2021-22	100	101	97	99	101	95	98	98	98	X	X	X	X	887

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Throughout the 2020-2021 school year, the focus of curriculum work was to begin to implement the NYS Next Generation Standards for Reading, Math and Science. Grades K-8th utilize Lucy Calkins Reading Workshop, which consists of three components that work together to teach children skills, strategies, and behaviors that will help them grow as readers. Its structure supports children's development because it incorporates both demonstration, guided practice, and individual practice. The Units of Study program supports explicit instruction in reading skills and strategies and offers extended time for reading. It provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work. Grades K-8th also utilizes the Lucy Calkins Units of Study in Writing Program, which supports explicit instruction in opinion/argument, information, and narrative writing and provides rich opportunities for practice. Teachers use learning progressions to observe and assess students' writing, to develop students' use of self-monitoring strategies and set them on trajectories of growth. These programs provide teachers with crystal-clear advice and on-the-job support for teaching efficient and effective reading and writing workshops. It also provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened. We utilize K-2 Teacher's College Units of Study for phonics.

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

Teachers used the iReady program to monitor students and assign specific lessons based on need. Students were required to complete 30-60 minutes per week on iReady reading.

The school decided to have two certified teachers in every room K-8 for ELA to help close learning gaps due to COVID 19. Co-teachers are able to structure intervention groups on a regular basis throughout the teaching day. It also proved to be advantageous in covering a classroom when one teacher was out instead of a substitute.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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 grades in spring 2022. 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).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	96	0	0	0	3	99
4	99	0	0	1	1	101
5	88	0	0	0	7	95
6	95	0	0	0	4	99
7	92	0	0	2	6	100
8	85	0	0	3	7	95
All	555	0	0	6	28	589

RESULTS AND EVALUATION

The students’ performance on the New York State ELA exam demonstrates that overall SBCS has increased its level of proficiency from the previous year for the cohort data. The table below indicates that 499 out of 555 (89%) of students tested were enrolled in at least their second year at SBCS. In 2022 students enrolled in their second year had a proficiency of 36%, while all students enrolled had a proficiency of 35%.

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. These results reflect the challenges from students being taught remotely during COVID 19 and many of these 5th graders never taking a NYS assessment.

South Buffalo Charter School was able to sustain a level of passing in the thirties. The last time ELA 3-8 was taken by the whole school was 2019, which saw a score also in the high thirties. During the 2020 school year the last four months of in-person learning was cancelled due to COVID. SBCS students did paper/pencil packets as the school secured a device for each student and families were able to receive them. Remote learning started and proved a difficult change for families students and staff. NYS also cancelled all 3-8 standardized tests for 2020. With the

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.

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pandemic still in effect the Buffalo Public School district was in remote learning for eight months. SBCS was remote learning for six of those months, meaning 100% of the student population utilized remote learning during this time. Due to size SBCS brought half of the student population back and kept the other 50% remote. The 2020-2021 school year had much less in person instruction and COVID had a direct effect on attendance as well. The 2021-2022 school year allowed for all students to return to school, but one factor greatly affected all student learning due to COVID. The NYS regulations and CDC regulations on quarantine, vaccination, and close contacts saw an increase in our absentee rate, which contributed to a lack of in-person instruction for students and many staff were out during the year, causing substitutes to be heavily utilized. The co-teaching model and in-class interventions contributed to keeping our students near similar levels pre-pandemic.

In 2021-22, the cohort sustained 36% in grades 3-8 with the greatest gain in 8th grade with a 4% point increase. 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 i-Ready 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 uninterrupted ELA instruction and intervention services.

Performance on 2021-22 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	32%	96	32%	88
4	39%	99	42%	93
5	18%	88	17%	75
6	38%	95	38%	84
7	34%	92	33%	82
8	51%	85	55%	77
All	35%	555	36%	499

ADDITIONAL EVIDENCE

In the face of NY State’s curricular and assessment changes over the course of the last several years, SBCS has made some gains in reaching proficiency. The school has embraced these changes through the integration of CCLS, partnerships with BOCES and Teacher’s College 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

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of appropriate materials and resources to support teachers and students. SBCS has adopted the Lucy Calkins Units of Study in Reading for grades K-2, while continuing in grades 3-8, Lucy Calkins Units of Study in Writing for grades K-8 and Units of Study in Phonics for grades K-2. These are research-based program that have data to support their success. SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource.

Goal 1: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

At the time of due date the NYS test scores for ELA have not been released. A comparison cannot be made at this time. A comparison will be made by the school to check for goal attainment when the data becomes available. SBCS, based on previous years is assuming that it will continue showing progress in this goal.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32%	88	N/A	N/A
4	42%	93	N/A	N/A
5	17%	75	N/A	N/A
6	38%	84	N/A	N/A
7	33%	82	N/A	N/A
8	55%	77	N/A	N/A
All	36%	499	N/A	N/A

ADDITIONAL EVIDENCE

Data has not been released at this time to adequately provide additional evidence. SBCS will make adjustments as data becomes available.

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

% Students on or Above Grade Level			
	Fall	Spring	Overall Change
3rd	26%	47%	+21%
4th	16%	33%	+17%
5th	14%	33%	+19%
6th	23%	30%	+7%

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7th	13%	28%	+15%
8th	14%	18%	+4%

RESULTS AND EVALUATION

The iReady Reading Diagnostic Benchmark shows growth from Fall to Spring. All grade levels made growth with 3rd, 4th, 5th, and 7th grade grew from 15%-21% points. As for 6th and 8th grade they grew, but by a small margin from 4%-7% points. The iReady Diagnostic is an adaptive assessment that adjusts its questions to suit the student's needs. It provides valuable information to teachers, including sophisticated data and actionable insights to help them address students' individual needs and support meaningful progress. The iReady Reading Diagnostic is an online assessment so it can be given to both virtual and in person learners. When students took the assessment at home, we could not be sure that parents weren't helping them, however half of the students were in person learners for both the fall and spring assessment.

Summary of the English Language Arts Goal

South Buffalo Charter School did make its absolute goal. Our proficiency rate of 36% is similar as it was prior to COVID 19 on the 2018-2019 NYS ELA Assessment and is shows that the school is still on a steady increase towards our proficiency goal on the NYS ELA Assessment. SBCS

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 language arts 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 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.	N/A
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

ACTION PLAN

SBCS has designed a comprehensive plan of action in order to continue the progress made in ELA. Our plan includes the following: use of Performance Matters, continuation of the Units of Study in Writing for grades K-8 and Units of Study in Reading for grades K-8 and the Study in Phonics for grades K-2. Grades 3-8 are implementing a word study to help students decode larger words by explicitly teaching prefixes and suffixes. Interim assessments for all grades K-8. Starting in 2022-23 school year 7th and 8th grade will take mid-term and final exams. SBCS also made a change to the structure of the 5th grade instruction. Students in 5th grade will remain with the same teacher all day, instead of changing classes for ELA/SS or Math and Science. Students in 6th grade now only change classes for ELA/SS or Math/Science. 7th and 8th grade will no longer be traveling with their homeroom but will be mixed up for all classes. SBCS has continued professional development with representatives from Teachers College and Erie 1 BOCES, along with Buffalo State College.

Performance Matters:

Performance Matters is a web-based education software program that helps educators prioritize New York State standards, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to New York State standards in Performance Matters. One feature that will assist our teachers is that once the assessment is completed the data from the assessment will automatically generate in Power Teacher and teachers will not have to transfer grades into their grade book. Performance Matters 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 grade level or data meetings, we use the Datawise process to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

SBCS will continue to use the Lucy Calkins Units of Study in Reading and Writing for grades K – 8 and the Units of Study in Phonics for Grades K-2. We will be implementing a word study program for grades 3rd-8th that will explicitly teach prefixes and suffixes. This will help students to be able to read and understand more challenging vocabulary words.

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

Our proficiency rate continues to grow with the implementation of these new programs, even after the learning loss that occurred due to COVID 19. Our staff is getting ongoing training in all ELA curriculum. Our goal is to create a love for reading and writing with large classroom libraries and writing celebrations. Through teacher training and improved reading and writing ability, we expect to increase achievement.

Assessments:

Our instructional staff will work on creating ELA interim assessments, specifically addressing the New York State learning standards. As teachers have gained a deeper understanding of their grade level standards, they adjusted their “I can” statements. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also uses all Units of Study assessments and schoolwide benchmark assessments such as i-Ready Reading for grades K-8, and Teachers College Running Records for grades K-8. The data collected from these assessments are used as data points, along with New York State assessments, to determine if a student needs access to RTI/AIS services. All common assessments are aligned to standards and input into Performance Matters for easy access to a variety of data reports.

Intervention:

For the 2021-2022 school year, all students in a K-8 will receive intervention or enrichment from a grade level teacher. As a co-teaching school, we have 2 teachers in every homeroom which will allow each grade to divide students up based on their i-Ready assessments. Students in grade 1st -6th grade will participate in this model. Student who scores red or are two or more grade level below in I-Ready will work with a classroom teacher in a group size of 6 or less. These students will work the teachers assigned to them daily for 30 minutes. Students who are one grade level below will complete lessons on i-Ready daily and work with a teacher multiple times in the week. The students who are on or above grade level will work with a teacher on enriching activities. Lastly, the students that need more intense services will have Tier 3 with an Orton and Gillingham trained teachers. Tier 3 will meet daily for 30 mins.

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

Resources for intervention may include Leveled Literacy Intervention (LLI), New York Ready materials, i-Ready custom assignments/assessments, Jennifer Serravallo literacy instruction books.

School Schedule:

Students in grades K-6 have a 90-minute uninterrupted block for ELA which includes reading, phonics or word study, and 45 minutes for writing, while 7th and 8th grade have ELA for 42 minute periods. The change in the school schedule allowed for all students K-6 to receive reading intervention for 30 minutes a day. Grades K-6th grades reading intervention time are staggered to allow Tier 3 intervention services to be provided to all grade levels. Grade 7th and 8th have intervention every other day for 40 minutes. The 7th and 8th grade schedule allows for more teachers to help with intervention and enrichment activities. SBCS designed a schedule to offer chorus to students in 5th -8th grade, and band to students in 5th & 6th grade. Teachers in all grade levels have a common planning period which will allow for all grade levels to have monthly data meetings.

Professional Development:

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

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

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

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

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

The Envisions Math Program is a comprehensive mathematics curriculum that provides focus, coherence, and rigor of the Common Core State Standards. The program also provided consistency for teaching Math to all students K-8th grade.

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

SBCS administered several different math assessments throughout the year including: iReady Math Diagnostic Benchmark for grades K-8th and Interim Assessments for grades 3rd-8th. SBCS utilized the Envisions quizzes, lesson quick checks, topic assessments and cumulative topic tests for ongoing assessment purposes throughout the year to improve both teaching and learning. We only administered the NYS math assessment 3rd-8th grade along with interim assessments K-8. Assessment was more formative and less summative during the 2021-2022 school year.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Teachers used the iReady program to monitor students and assign specific lessons based on need. Students were required to complete 30-60 minutes per week on iReady math.

The school decided to have two certified teachers in every room K-8 for ELA to help close learning gaps due to COVID 19.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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 Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. 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).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	94	0	0	0	5	99
4	96	0	0	0	5	101
5	85	0	0	2	8	95
6	89	0	0	1	8	98
7	86	0	0	1	12	99
8	81	0	0	3	11	95
All	531	0	0	7	49	587

RESULTS AND EVALUATION

The average of all grade level cohorts did not meet the proficiency required outcome. The school missed the 75% proficiency goal. We received a 28% proficiency rate for all students as well as those in at least their second year. The school recognizes that 5th and 6th grade students performance was lower than all other grade levels.

In 2021-2022, the cohort achieved increases in grades 4th, 5th and 8th. Grades 3rd, 5th and 6th remained the same. The cohort's average proficiency increased .6% during the 2018-2019

³ 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 i-Ready Math assessments and progress monitoring to maximize student potential and eliminate depth of knowledge gaps.

Performance on 2021-22 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	28%	94	28%	88
4	34%	96	36%	89
5	39%	85	44%	73
6	18%	89	18%	82
7	16%	86	16%	75
8	26%	81	29%	73
All	27%	531	29%	480

ADDITIONAL EVIDENCE

In the face of NY State’s curricular and assessment changes over the course of the last several years, SBCS has been making gains in reaching proficiency. The school has embraced these changes through the integration of CCLS, creation interim 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.

Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

RESULTS AND EVALUATION

This item is discussed at greater length on page 21.

2021-22 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	28%	88	N/A	N/A
4	36%	89	N/A	N/A
5	44%	73	N/A	N/A
6	18%	82	N/A	N/A
7	16%	75	N/A	N/A
8	29%	73	N/A	N/A
All	29%	480	N/A	N/A

ADDITIONAL EVIDENCE

At the time of writing and due date NYS has not released the NYS Math test scores for grades 3-8. A comparison cannot be made at this time. SBCS will make those comparisons and utilize the data as needed. Prior years have indicated that SBCS would be higher than the home district.

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

⁴ 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](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

% Students on or Above Grade Level			
	Fall	Spring	Overall Change
3rd	5%	26%	+21%
4th	3%	39%	+36%
5th	17%	47%	+30%
6th	8%	24%	+16%
7th	5%	20%	+15%
8th	6%	16%	+10%

The iReady Math Diagnostic Benchmark shows growth from Fall to Spring. All grade levels grew with 3rd, 4th, and 5th, grade grew from 21%-30% points. As for 6th and 8th grade they grew but by a small margin from 4%-7% points. The iReady Diagnostic is an adaptive assessment that adjusts its questions to suit the student's needs. It provides valuable information to teachers, including sophisticated data and actionable insights to help them address students' individual needs and support meaningful progress. The iReady Reading Diagnostic is an online assessment so it can be given to both virtual and in person learners. When students took the assessment at home, we could not be sure that parents weren’t helping them, however half of the students were in person learners for both the fall and spring assessment.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
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	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	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 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

ACTION PLAN

SBCS has designed a comprehensive plan of action in order to continue the progress made in Math. Our plan includes the following: use of Performance Matters, continuation of Envisions Math 2.0 program, use of online resources such as Reflex Math and First in Math, interim assessments K-8 and two certified teachers in all homerooms and in the 7th and 8th Math class. SBCS continued professional development with representatives from Erie 1 BOCES, who will also come into the building monthly to work with Math teachers.

Performance Matters:

Performance Matters is a web-based education software program that helps educators prioritize New York State standards, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to New York State standards in Performance Matters. One feature that will assist our teachers is that once the assessment is completed the data from the assessment will automatically generate in Power Teacher and teachers will not have to transfer grades into their grade book. Performance Matters 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 grade level or data meetings, we use the Datawise process to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

SBCS will continue to use the Envisions Math 2.0 Program as a comprehensive mathematics curriculum. Reflex Math and First in Math is used as supplemental online resource to improve fact fluency. Prodigy Math is also used to reinforce math skills for upper grades.

Teachers created pacing guides and will be working on curriculum maps throughout the school year. For the 2022-2023 school year, SBCS will also be implementing an Advance Math class for 7th grade and Algebra 1 for 8th grade.

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

Assessments:

Our instructional staff will be working on creating interim Math assessments for K-8, and midterm and final exams for 7th and 8th. These assessments will specifically be addressing the New York State learning standards. As teachers have gained a deeper understanding of their grade level standards, they have adjusted their “I can” statements. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also utilizes the EnVisions 2.0 Math assessments which includes lesson quick checks, end of topic tests and cumulative assessments.

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

Intervention:

For the 2021-2022 school year, all students in a K-8 will receive intervention or enrichment from a grade level teacher. As a co-teaching school, we have 2 teachers in every homeroom which will allow each grade to divide students up based on their i-Ready assessments. Students in grade 1st -6th grade will participate in this model. Student who scores red or are two or more grade level below in I-Ready will work with a classroom teacher in a group size of 6 or less. These students will work the teachers assigned to them daily for 30 minutes. Students who are one grade level below will complete lessons on i-Ready daily and work with a teacher multiple times in the week. The students who are on or above grade level will work with a teacher on enriching activities. Lastly, the students that need more intense services will have Tier 3 daily.

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

Resources for intervention may include New York Ready materials, i-Ready custom and assignments/assessments.

School Schedule:

Students in grades K-6 have 60 minutes for Math daily, while 7th and 8th grade have Math for 42 minutes periods. The change in the school schedule allowed for all K-6 students to receive Math intervention for 30 minutes a day. K-6th grades Math intervention times se staggered to allow Tier 3 intervention services to be provided to students in 1st-6th grade. Grade 7th and 8th have intervention every other day for 40 minutes. The 7th and 8th grade schedule allows for more teachers to help with intervention and enrichment activities. SBCS designed a schedule to offer chorus to students in 5th -8th grade, and band to students in 5th & 6th grade. Teachers in all grade levels have a common planning period which will allow for all grade levels to have monthly data meetings.

Professional Development:

The school continues to work with Erie 1 BOCES curriculum specialist to provide professional development to our teachers. For the 2022-23 school year, we will have a math specialist from Erie 1 BOCES working with teachers monthly.

Teachers have access to continuous professional development for Envisions 2.0 live webinars. Differentiated professional development is offered through Envisions 2.0 to meet the individual needs of the teachers to enhance instruction.

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

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

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 Elevate Science program as a research-based resource to serve as the foundational framework of the science curriculum grades K-8. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, teacher created formative and summative assessments and NYS 4th and 8th Science assessments.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The 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. Grade 4 continues to be strong in having a score above 80% on a regular basis.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	81%	91
8	56%	79
All	69%	170

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	X	X	X
8	2017-18	X	X	X
8	2018-19	X	X	X

SBCS did not have any students take the Regents science exam.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

SBCS did achieve 75% proficiency with all tested enrolled in at least their second year. Grade 4 scored 81% proficiency, while 8th Grade scored 56% proficiency. Even though students were in person attendance for the 2021-2022 school year, the number of students that were in and out during the school year due to COVID 19 made it difficult to catch up students on the labs that they needed to be successful on this assessment.

ACTION PLAN

SBCS has designed a comprehensive plan of action to address progress in the science program. During COVID 19 school closures the teachers used Mystery Science videos to present science materials in grade K-5. Grades 6th-8th grade used Elevate Science during this time. As of the 2021-2022 school year, SBCS has aligned the science curriculum K-8. Throughout the school year grade levels worked together to create a more hands-on experience for our students. Teachers looked closely at the New York State Science Learning Standard. Our plan includes the following: use of Performance Matters, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, and professional development.

Performance Matters:

Performance Matters is a web-based education software program that helps educators prioritize New York State standards, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to New York State standards in Performance Matters. One feature that will assist our teachers is that once the assessment is completed the data from the assessment will automatically generate in Power Teacher and teachers will not have to transfer grades into their grade book. Performance Matters 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 grade level or data meetings, we use the Datawise process to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

Throughout the course of the 2021-2022 school year, SBCS continued to review, revise and edit the scope and sequence of our science curriculum. Grade level teachers worked together with Erie 1 BOCES to gain knowledge on these Next Gen Science standards and how to read and implement the standards. Along with the BOCES curriculum specialist, had vertical grade level discussion around the Next Gen Science standards teacher have been able to determine how best to teach and assess these standards. These teachers then began to look at their grade level

curriculum to determine if they need to supplement their curriculum to ensure that they are not just teaching but also spiraling these standards throughout the school year.

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

Assessments:

The Elevate Science Program K-8 incorporates assessments throughout the lessons. All science assessments will be housed in Performance Matters and Power School. These assessments are aligned to standards and the use of Performance Matters gives us the ability to access a variety of data reports. 7th and 8th Grade will also be implementing mid-term and final exams for the 2021-2022 school year.

Professional Development:

The school continues to work with Erie 1 BOCES curriculum specialists to provide professional development to our teachers for the grades K-8. Teachers in 3rd-5th attended Erie 1 BOCES training on implementing and designing science lessons that include the 5 E's (engagement, explore, explain, extend and evaluate). Erie 1 BOCES training was provided to all teachers K-8 on aligning instruction across grade levels, creating a scope and sequence, and determining what materials they will need throughout the school year. Teachers' 6th-8th grade looked at standards and created a scope and sequence to make sure that all standards are covered prior to completing their final year of 8th grade. Teachers will be able to attend professional development courses which may be offered through BOCES or other outside agencies. Attending these types of professional development gives our teachers an opportunity to collaborate with teachers from other schools and districts and learn from professionals in the science fields.

This year teachers from grades 3rd-7th grade we invited to join a Science Fellowship and work with the Association for the Cooperative Advancement of Science and Education (ACASE).

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

The professional development that ACASE will be providing for the SBCS Fellowship in Practical Educational Science will prepare teachers and administrators to obtain practical, useful, reliable, and timely information on student attainment that can serve all of the purposes mentioned above.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

South Buffalo Charter School’s accountability for 2019 - 2020 is “Good Standing”

South Buffalo Charter School’s accountability for 2020-2021 is “Good Standing”

South Buffalo Charter School has been a school in “Good Standing” for the past seven years.

ADDITIONAL EVIDENCE

South Buffalo Charter School has met its ESSA accountability goal for the 2021-2022 school year.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

