

Accountability Plan Progress Reports for the 2008-09 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**SOUTH BUFFALO
CHARTER SCHOOL**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By South Buffalo Charter School

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Andrew Huff, Colette Edson, Steven Dietz, Taylor Gerhardt, and Carrie Dzierba prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jim Neimeier	President; finance, appeals, facilities, personnel
Anne Marie Tryankowski	Vice President; personnel
Kathy Lindardt	Secretary; facilities, personnel
Ben DiLorenzo	Treasurer; finance, facilities
William Brinson	Parent Member
Matt Enstice	Member; facilities
Kristi Maggio	Member; personnel
Steve Nigrelli	Member; facilities, personnel
Angel Piazza	Parent Member

INTRODUCTION

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

SBCS's mission states that we are a Professional Learning Community (PLC); our focus on learning is driven by research, data, and collaborative reflection to increase student achievement. As set forth in the school's mission statement, we will focus on learning and increase student achievement through the following key elements:

- Professional Learning Community components
 - Collaborative Learning and Reflection
 - Research-based Best Practices
 - Data-Driven Decision Making
 - Pyramid of Intervention
- New York State 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 NY State Standards and ensure the sustainability of fundamental instructional goals. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum.
- Technology Integration
 - The instructional program is enhanced through multi-media classrooms. These rooms may include some or all of the following equipment: computers, resident PCs and interactive docking stations, touch-screen monitors, interactive white boards, LCD projectors, document cameras, DVD/VCR units, Classroom Performance System (CPS), and interactive tablets. In addition, mobile labs and printers, video cameras and digital cameras, and TV/DVD/VCR units are available for classroom use. Technology is an essential element of the ability of staff to meet student needs. Teachers and staff utilize the Performance Plus Suite, which includes Tech Paths, Performance Tracker, Assessment Builder, and Bubble Builder. The student information system is PowerSchool. AIMSweb is used for data management and analysis.
- Character Education
 - SBCS is committed to a strong focus on integrating character education into the instructional program. Students are exposed to the basic principles of core virtues such as; responsibility, respect, citizenship, kindness, courage, tolerance, self-control,

honesty, determination, and teamwork. SBCS also utilizes the Second Step Program and Project Wisdom as classroom based skills training for Character Education.

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

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 2008-09 and provides a set of goals and objectives for the next academic year and beyond. It benchmarks our move towards excellence in achieving our mission.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2004-05	54	54	75	80	79	54	57	50	49	552
2005-06	71	55	74	80	81	82	51	51	45	599
2006-07	70	70	69	72	78	80	77	54	43	613
2007-08	73	73	76	68	75	66	73	79	38	621
2008-09	72	68	73	72	71	73	75	66	69	639

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

SBCS retained the services of a curriculum consultant to review the current ELA core curriculum. The consultant completed a thorough analysis of the existing curriculum, collaborated with our professional staff, revisited the NYS Standards, used experts in the field, and explored quality curriculums throughout the state to develop standardized core maps. The focus of curriculum work this year was to align the curriculum vertically and horizontally within the school. Through the use of Tech Paths/Curriculum Connector formatting was initiated for consistency in all grade levels. SBCS uses the Scott Foresman Reading program as a research based resource to serve as the foundational framework of the ELA curriculum grades K-6. The full implementation of Reading First was met by the adherence to the uninterrupted 90 minute reading block, a mix of whole and small group instruction, guided reading, differentiated centers and flexible grouping to ensure that students K-3 become fully literate and learn to read, write and speak well. Many of the best practices utilized in K-3 were bridged into the ELA instruction in grades 4-8 among other grade level appropriate ELA pedagogy. This included a focus on comprehension and the integration of ELA across all content areas. The continuation Step Up to Writing was utilized K-8 to support ELA instruction. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, NYS grades 3 -8 ELA assessment, Terra Nova, AIMsweb, DIBELS, Peabody, Woodcock Johnson, and the Jerry Johns. Professional development was given through the training of various assessment and curriculum tools, NYS Reading Academy and the direction provided during professional discussion at grade level data meetings. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level and. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	71	0	0	0	71
4	73	0	0	0	73
5	73	0	0	0	73
6	74	0	0	0	74
7	66	0	0	0	66
8	71	0	0	0	71
All	428	0	0	0	428

Results

The students' performance on the New York State ELA exam demonstrates increased student achievement that was a result of data analysis and improvements in instruction. The table below indicates that 391 out of 428 (91.4%) students tested were enrolled in at least their second year at SBCS. The average of all grade level cohorts met the 75% proficient required outcome, however 4th and 8th grade individually did not. The full cohort group met or exceeded the amount of Level 4's in comparison to the general population.

**Charter School Performance on 2008-09 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	1.4	19.7	71.8	7.0	78.8	71
	Students in At Least 2 nd Year	1.6	19.4	71.0	8.1	79.1	62
4	All Students	8.2	30.1	58.9	2.7	61.6	73
	Students in At Least 2 nd Year	8.1	29.0	59.7	3.2	62.9	62
5	All Students	0.0	19.2	72.6	8.2	80.9	73
	Students in At Least 2 nd Year	0.0	20.3	71.0	8.7	80.7	69
6	All Students	0.0	24.3	74.3	1.4	75.7	74
	Students in At Least 2 nd Year	0.0	25.7	72.9	1.4	74.3	70
7	All Students	0.0	13.6	86.4	0.0	86.4	66
	Students in At Least 2 nd Year	0.0	14.3	85.7	0.0	85.7	63
8	All Students	0.0	30.0	66.2	2.8	69.0	71
	Students in At Least 2 nd Year	0.0	30.8	66.2	3.1	69.3	65
All	All Students	1.6	23.1	71.5	3.7	75.2	428
	Students in At Least 2 nd Year	1.6	23.3	70.9	4.1	75.4	391

Evaluation

The average of all grade level cohorts met the 75% proficient required outcome. In grades 3, 4, and 8 cohorts scored better than all students enrolled. In grades 5, 6, and 7 the cohorts did not score as well as the general population. It is noteworthy that in all grades but two there were zero Level 1's. While the cohorts tend to do better than the general population, it is by a relatively small margin. 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 to maximize their potential and eliminate those gaps. It is important to note that the rigidity of past schedules did not accommodate intervention time and allocation of support resources for the intermediate and middle levels as was given to the primary level.

Additional Evidence

The following table indicates that all students enrolled in at least their second year in 2008-09 performed better than the previous year's cohort by almost 6 percentage points. In all but one grade level, cohorts in 2008-09 had a higher passing average than in 2007-08. The most significant increase in cohort passing rates was in grade 7, an improvement of nearly 25 percentage points. Overall, SBCS has shown considerable yearly progress in each of the last five years.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested*	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	57.4		60.0	65	82.5	63	79.1	62
4	58.3		64.7	68	61.8	68	62.9	62
5	62.6		61.8	68	74.3	70	80.7	69
6	62.4		50.7	67	66.2	68	74.3	70
7	46.7		52.3	44	61.0	77	85.7	63
8	30.7		38.1	42	67.6	34	69.3	65
All	54.8		55.9	354	68.6	380	75.4	391

* This data could not be located internally and was not available through CSI's database.

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The 2008-09 English Language Arts Annual Measurable Objective (AMO) for grades 3-8 was 144. The following table demonstrates that SBCS’s Performance Index was 174.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level								Number Tested	
	Level 1	Level 2	Level 3	Level 4						
3-8	1.64%	23.13%	71.50%	3.74%						428
		PI	=	23.13%	+	71.50%	+	3.74%	=	98.37%
					+	71.50%	+	3.74%	=	75.24%
								PI	=	173.61
										174

Evaluation

South Buffalo Charter School met and exceeded the required AMO for ELA in grades 3-8 by a margin of 30. In comparison to the previous year, SBCS’s PI increased by 5.

Additional Evidence

South Buffalo Charter School has exceeded the AMO every year for the past four years and has increased the margin by which the school has exceeded the AMO. In 2005-06, SBCS exceeded the AMO by a margin of 21, while in 2008-09 SBCS exceeded the AMO by a margin of 30. The PI has increased over the last four years from 143 to 174, a margin of 31.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	383	11.7%	33.6%	48.5%	6.2%	143	122
2006-07	3-8	412	5.3%	37.8%	53.8%	3.1%	152	122
2007-08	3-8	409	1.0%	31.0%	65.0%	4.0%	169	133
2008-09	3-8	428	1.6%	23.1%	71.5%	3.7%	174	144

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

The data in the following table displays SBCS’s cohort ELA school performance compared to Buffalo Public Schools (BPS) in the same tested grades. The average percent proficient in grades 3-8 exceeded BPS’s average by 20.9 percentage points. In grades 3, 5, 7, and 8, the SBCS cohorts scored at least 20 percentage points more than BPS students in the same grades. The disparity in performance was greatest in grades 3, 5, 7 and 8 with SBCS cohorts performing 24-30 percentage points better than BPS students in those grades.

**2008-09 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	SBCS Students in at Least 2 nd Year		Buffalo Public Schools	
	Percent	Number Tested	Percent	Number Tested
3	79.1	62	48.9	2428
4	62.9	62	54.1	2433
5	80.7	69	56.3	2311
6	74.3	70	63.6	2261
7	85.7	63	61.8	2538
8	69.3	65	42.5	2434
All	75.4	391	54.5	14,405

Evaluation

Students in at least their second year at SBCS significantly outperformed their peers enrolled in Buffalo Public Schools in every grade. Most notably, the 3rd grade cohort scored over 30 percentage points over Buffalo students. While 3rd grade was only SBCS’s third highest scoring cohort, it was BPS’s second lowest scoring grade. The 8th grade cohort at SBCS scored 26.8 percentage points higher than their BPS counterparts. The smallest gap in performance was in grade 4, a difference of 8.8 percentage points. Inherent in our professional learning community model, specific key design elements in SBCS’s charter contribute to the higher achievement rates of our students over BPS students. Our extended day and year significantly impact our students’ ability to retain and master content and skills. SBCS has a comprehensive program to assess students’ individualized needs. It entails early identification, progress monitoring, diagnostic, formative and summative assessment pieces that provide data to drive instruction. SBCS has created a systematic pyramid of interventions to respond to the needs of students in a timely and consistent manner. The professional development plan the school has developed works to connect all aspects of learning to allow staff to constantly improve the quality of instruction.

Additional Evidence

As shown in the following chart, SBCS has consistently outperformed Buffalo Public Schools at every level in each of the last five years. While Buffalo Public Schools have been making progress, SBCS’s cohort passing rates are significantly higher and our progress exceeds Buffalo’s progress by a wider margin each year. Please note that 2004-05 ELA exam data was not included in this chart because the exam was not administered to grades 3-8 in New York State until the following year.

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

Grade	Percent of SBCS Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Buffalo Public Schools							
	2005-06		2006-07		2007-08		2008-09	
	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools
3	57.4	37.0	60.0	35.3	82.5	46.9	79.1	48.9
4	58.3	38.0	64.7	39.9	61.8	42.3	62.9	54.1
5	62.6	35.0	61.8	38.8	74.3	53.0	80.7	56.3
6	62.4	31.0	50.7	35.1	66.2	43.7	74.3	63.6
7	46.7	27.0	52.3	26.9	61.0	43.7	85.7	61.8
8	30.7	21.0	38.1	33.4	67.6	27.9	69.3	42.5
All	54.8	31.5	55.9	34.5	68.6	42.5	75.4	54.5

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The following table displays how SBCS students in each grade level performed in ELA compare to students in New York State in the same grade and a similar population of free lunch eligible students. Grades 3, 6, and 8 had positive Effect Sizes. The overall Effect Size was 0.23, a small Effect Size. This is about the same as expected.

2007-08 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		70	78.6	66.14	12.46	0.97	
4		75	64.0	67.08	-3.08	-0.24	
5		74	73.0	74.24	-1.24	-0.11	
6		72	65.3	60.54	4.76	0.32	
7		81	61.7	63.77	-2.07	-0.12	
8		37	67.6	48.10	19.50	1.11	
All		50.4	409	68.23	64.69	3.53	0.23

School’s Overall Comparative Performance:
About the same as expected

Evaluation

SBCS’s aggregate Effect Size, 0.23, did not exceed 0.3, however only missed this target by 0.07. The school did achieve a positive Effect Size overall. Notably, the Effect Sizes in grades 3 and 8 (0.97 and 1.11, respectively) indicate a significant difference between the actual and predicted percent of students at Levels 3 and 4. Grades 4, 5, and 7 had negative Effects Sizes.

Additional Evidence

SBCS’s performance on the ELA exam in comparison to students in New York State in the same grade and a similar population of free lunch eligible students in the 2007-08 school year indicates growth from the previous two years. In 2005-06, the Effect Size was 0.08 and in 2006-07, there was a negative Effect Size.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-8	53.3	383	55.9	54.2	0.08
2006-07	3-8	51.9	412	57.0	58.2	-0.07
2007-08	3-8	50.4	409	68.2	64.69	0.23

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The following table indicates that SBCS students enrolled in at least their second year outperformed the previous year’s cohorts in half of the grade levels. In 2007-08, the 3rd grade cohort was the only group to meet the 75% passing requirement, while in 2008-09, 3rd, 5th and 7th met the 75% passing requirement. In grades 5-7, the cohorts exceeded the targets calculated by the formula outlined above. Overall, the 08-09 cohorts outperformed the 07-08 cohorts by 6.4 percentage points.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
3	62	83.6	Pos. Gains	79.1	NO
4	62	64.7	69.9	62.9	NO
5	69	72.5	73.8	80.7	YES
6	70	65.2	70.1	74.3	YES
7	63	62.0	68.5	85.7	YES
8	65	67.6	71.3	69.3	NO
All	391	69.0	Pos. Gains	75.4	YES

Evaluation

Half of the grades exceeded the expected target cohort growth. In 2007-2008 the 3rd grade cohort exceeded the 75% proficient required outcome, therefore meeting their target. In grades 5, 6 and 7 the cohorts exceeded their targets by a margin of 4-17 percentage points. 7th graders exceeded their target growth by more than 17 percentage points. SBSCS has created an efficient and effective standardized system to track student progress using the Response to Intervention (RTI) model. The cultivation of professional learning communities has significantly impacted the culture and collaboration of the school. The vision and stability of the administrative leadership has empowered staff to maintain a focus on learning. Accountability measures put in place guarantee that best practices exist and are employed in all our classes.

Goal 1: Optional Growth Measure

For the 2007-08 and 2008-09 school years, grade level groups will show positive gains from the average NCE score in the previous year on the Terra Nova, a nationally-normed assessment, and a NCE score of 50 or above (i.e. performing at grade level) in the current spring.

Method

The Terra Nova Standardized Test is a commercial achievement test that compares the performance and mastery of specific content area objectives as compared to students of their grade level across the nation. The test produces scores in three content areas—reading, language, and mathematics. The test is administered in grades 1-8 the week of May 11, 2009 to measure academic achievement.

Results

The table below displays SCBS’s NCE scores for grades 1-8 on the Terra Nova Reading assessment. In 4 of the 8 grades, percent of students attaining the target of ≥ 50 was met. Overall, this target was met by 2.5 percentage points. On the Terra Nova Language assessment, the target was met in 6 of the 8 grades. Overall, the percent of students attaining the target was 4.9 percentage points above 50.

2008-09 Terra Nova Reading Scores

Grade	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining	Target	Target Achieved
1	68	NCE (MEAN)	51	≥ 50	YES
2	73	NCE (MEAN)	54	≥ 50	YES
3	72	NCE (MEAN)	55	≥ 50	YES
4	71	NCE (MEAN)	48	≥ 50	NO
5	71	NCE (MEAN)	57	≥ 50	YES
6	75	NCE (MEAN)	47	≥ 50	NO
7	64	NCE (MEAN)	53	≥ 50	NO
8	65	NCE (MEAN)	55	≥ 50	NO
All	559	NCE (MEAN)	52.5	≥ 50	YES

2008-09 Terra Nova Language Scores

Grade	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining	Target	Target Achieved
1	68	NCE (MEAN)	60	≥ 50	YES
2	73	NCE (MEAN)	59	≥ 50	YES
3	72	NCE (MEAN)	59	≥ 50	YES
4	71	NCE (MEAN)	49	≥ 50	NO
5	71	NCE (MEAN)	52	≥ 50	YES
6	75	NCE (MEAN)	49	≥ 50	NO
7	64	NCE (MEAN)	58	≥ 50	YES
8	65	NCE (MEAN)	53	≥ 50	YES
All	559	NCE (MEAN)	54.9	≥ 50	YES

Additional Evidence

Growth on the Terra Nova Reading Exam from 2007-08 to 2008-09

Grade	NCE (MEAN)			Target Achieved
	2007-08	Target	2008-09	
1	57	Pos. Gains	51	NO
2	51	Pos. Gains	54	YES
3	51	Pos. Gains	55	YES
4	56	Pos. Gains	48	NO
5	54	Pos. Gains	57	YES
6	53	Pos. Gains	47	NO
7	52	Pos. Gains	53	YES
8	57	Pos. Gains	55	NO
All	53.9	Pos. Gains	52.5	NO

Growth on the Terra Nova Language Exam from 2007-08 to 2008-09

Grade	NCE (MEAN)			Target Achieved
	2007-08	Target	2008-09	
1	61	Pos. Gains	60	NO
2	54	Pos. Gains	59	YES
3	52	Pos. Gains	59	YES
4	54	Pos. Gains	49	NO
5	52	Pos. Gains	52	NO
6	53	Pos. Gains	49	NO
7	55	Pos. Gains	58	YES
8	55	Pos. Gains	53	NO
All	54.5	Pos. Gains	54.9	YES

Evaluation

Overall Terra Nova Reading and Language scores were achieved at the target of ≥ 50 . However, grades 4 and 6 illustrate incremental deficiency in meeting the target. In analyzing the cohort data the overall target was not met for the Reading but was met for the Language. Grade 1, 4, 6 and 8 in Reading and 1, 4, 5, 6, and 8 in Language indicated a slight decline from 07-08 to 08-09. In response, SBCS has reviewed and restructured its assessment calendar to help ensure students are adequately prepared to produce quality outcomes. We continue to look for ways to combat the over-testing dilemma that NYS students face. A restructuring of the intermediate and middle school grade levels has occurred to better address the needs of students and the specific deficiencies that data indicates. A considerable amount of time and personnel resources have been dedicated to realign the core curriculum to the NYS standards, assessments and thread specific skill sets throughout. SBCS has created an efficient and effective standardized system to track student progress using the Response to Intervention (RTI) model. The cultivation of professional learning communities has significantly impacted the culture and collaboration of the school. The vision and stability of the administrative leadership has empowered staff to maintain a focus on learning. Accountability measures put in place guarantee that best practices exist and are employed in all our classes.

Summary of the English Language Arts Goal

SBCS achieved six out of six outcomes for the English Language Arts Goal. The total average percentage of students that are in at least their second year of attendance exceeded the total population percentage. The South Buffalo Charter School exceeded the AMO by a margin of 30 and the PI increased by 5 for the 2008-2009 school year. Students significantly outperformed our comparison district, Buffalo Public Schools in every grade. Also, the average of all cohorts in grades 3-8 exceeded the expected target cohort growth, moving from 69.0% to 75.4% proficient from 2007-2008 to 2008-2009.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved
(Optional) Growth	For the 2007-08 and 2008-09 school years, grade level groups will show positive gains from the average NCE in the previous year on the Terra Nova assessment.	Achieved

Action Plan

In response to the results and patterns presented in the data for ELA SBCS will:

- Continuing the implementation of the Reading First Program
 - Maintaining integrity and fidelity in grades K-3 utilizing the Scott Foresman Reading Series, Terra Nova and DIBELS Assessments
 - Maintaining an uninterrupted 90 minute reading block and mandatory 30 minute intervention period for at-risk students
- Continuing the implementation of the Step Up to Writing Program
 - Identifying common rubrics to be used in and across grade levels school-wide
 - Providing additional staff development, resources and materials
 - Working on developing consistency throughout
- Revising the schedule to include block scheduling
 - Increasing instructional minutes
 - Including an intervention period for all
 - Allowing for common planning and meeting times
- Realigning curriculum to address gaps and overlaps
 - Working with consultant to collaborate with staff to link diary maps to core curriculum
 - Standardizing unit/lesson plans school-wide
 - Continuing review of textbooks, materials, supplements and resources
- Reassigning staff to better serve needs of students
 - Consolidating personnel to provide a concentrated, quality service
 - Providing support services to all grade levels
- Implementing of RTI
 - Implementing a systematic, comprehensive assessment program
 - Implementing a Child Study Team
 - Utilizing a Pyramid of Interventions

- Refining Professional Learning Communities (PLC)
 - Shifting our focus from doing the work to being a PLC
- Providing ongoing professional development
- Strengthening the school's attendance policy to improve daily student attendance rates

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

SBCS retained the services of a curriculum consultant to review the current Math core curriculum. The consultant completed a thorough analysis of the existing curriculum, collaborated with our professional staff, revisited the NYS Standards, used experts in the field, and explored quality curriculums throughout the state to develop standardized core maps. The focus of curriculum work this year was to align the curriculum vertically and horizontally within the school. Through the use of Tech Paths/Curriculum Connector formatting was initiated for consistency in all grade levels. SBCS uses the Scott Foresman Math program as a research based resource to serve as the foundational framework of the Math curriculum grades K-6. Calendar Math continues to be used as a computation reinforcement strategy. Middle school uses a combination of NYS prep material and various other math supplements to support the delivery of the math curriculum. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, NYS grades 3 - 8 Math assessment, Terra Nova, and AIMSweb. Professional development was given through the training of various assessment and curriculum tools, and the direction provided during professional discussion at grade level data meetings. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	0	72
4	72	0	0	0	72
5	75	0	0	0	75
6	74	0	0	0	74
7	67	0	0	0	67
8	70	0	0	0	70
All	430	0	0	0	430

Results

The students' performance on the New York State Mathematics exam demonstrates increased student achievement that was a result of data analysis and improvements in instruction. The table below indicates that 389 out of 430 (90.5%) of students tested were enrolled in at least their second year at SBCS. In four out of six grade levels the data shows that students who are in at least their second year perform better than the total population of students enrolled. Although students in grades 7 and 8 who are enrolled in at least their second year failed to exceed the performance of the entire student population, these groups missed this mark by about 1% or less. The students in all grades in at least their second year exceeded the accountability goal of a 75% passing rate.

**Charter School Performance on 2008-09 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3/4	
3	All Students	0.0	5.6	70.8	23.6	94.4	72
	Students in At Least 2 nd Year	0.0	6.5	69.4	24.2	93.6	62
4	All Students	6.9	18.1	69.4	5.6	75.0	72
	Students in At Least 2 nd Year	4.9	16.4	73.8	4.9	78.7	61
5	All Students	0.0	9.3	65.3	25.3	90.7	75
	Students in At Least 2 nd Year	0.0	8.7	63.8	27.5	91.3	69
6	All Students	0.0	8.1	65.3	24.3	91.9	74
	Students in At Least 2 nd Year	0.0	7.1	68.6	24.3	92.9	70
7	All Students	0.0	4.5	67.6	14.9	95.5	67
	Students in At Least 2 nd Year	0.0	4.8	82.3	12.9	95.2	62
8	All Students	0.0	12.9	80.6	14.3	87.1	70
	Students in At Least 2 nd Year	0.0	13.8	72.3	13.8	86.1	65
All	All Students	1.2	9.8	72.9	18.1	89.1	430
	Students in At Least 2 nd Year	0.8	9.6	71.7	17.9	89.8	389

Evaluation

All grade level cohorts exceeded the 75% proficient required outcome. In comparison to all students enrolled, the total average of students in at least their second year scored better by a small margin. In grades 3, 4, 5 and 6 cohorts outperformed all students enrolled in those grades. The 4th grade cohort performed better than the general population by 3.7 percentage points, the widest margin. In grades 7 and 8, the cohorts did not score as well as the general population in those grades. The margin, however, was only 1 percentage point or less in both grades. Our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts with purposeful intent to assess and intervene on each student’s behalf to maximize their potential and eliminate those gaps. It is important to note that the rigidity of past schedules did not accommodate intervention time and allocation of support resources for the intermediate and middle levels as was given to the primary level. The instructional knowledge and experience was limited due to the placement of first year, new hires which contributed to student in at least their second year in grades 7 & 8 not exceeding the total population in those same grades.

Additional Evidence

Please note that 2004-05 ELA exam data was not included in this chart because the exam was not administered to grades 3-8 in New York State until the following year.

The following table indicates that the total average of all students enrolled in at least their second year in 2008-09 performed better than the previous year’s cohort. Grades 5, 6, and 8 cohorts in 2008-09 had a higher passing average than in 2007-08. The most significant increase in cohort passing rates was in grade 5, an improvement of 14.2 percentage points. Overall, SBCS has shown continuous yearly progress in each of the last five years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested*	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	80.7		93.8	65	100.0	63	93.6	62
4	71.1		73.5	68	79.4	68	78.7	61
5	68.0		71.6	67	77.1	70	91.3	69
6	77.5		86.2	65	83.8	68	92.9	70
7	29.7		61.9	42	96.1	76	95.2	62
8	18.4		51.2	43	85.1	34	86.1	65
All	62.1		75.1	350	87.0	379	89.8	389

* This data could not be located internally and was not available through CSI’s database.

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The 2008-09 Mathematics Annual Measurable Goal (AMO) for grades 3-8 was 119. The following table demonstrates that SBCS’s Performance Index was 188.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level								Number Tested	
	Level 1		Level 2		Level 3		Level 4			
3-8	1.2		9.8		70.9		18.1		430	
		PI	=	9.8	+	70.9	+	18.1	=	98.8
					+	70.9	+	18.1	=	89.0
								PI	=	187.8 = 188

Evaluation

South Buffalo Charter School met and exceeded the required AMO for Math in grades 3-8 by a margin of 69. This PI did not change from 2007-08 to 2008-09.

Additional Evidence

SBCS has exceeded the AMO in Math every year for the past four years and has increased the overall margin by which the school has exceeded the AMO. The PI in 2008-09 is 35 points higher than the PI in 2005-06.

**Mathematics Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	384	8.2	30.2	52.0	9.6	153	86
2006-07	3-8	406	3.6	20.6	59.3	15.5	170	86
2007-08	3-8	409	0.5	12.2	65.0	23.0	188	102
2008-09	3-8	430	1.2	9.8	70.9	18.1	188	119

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

The data in the following table displays SBCS's cohort Math school performance compared to Buffalo Public Schools (BPS) in the same tested grades. The average percent proficient in grades 3-8 exceeded BPS's average by 28.15 percentage points. All grades in the SBCS cohorts scored at least 19 percentage points more than BPS students in the same grade. The disparity in performance was greatest in grades 6-8, with SBCS cohorts performing at least 30 percentage points higher than BPS students in those grades.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	SBCS Students in at Least 2 nd Year		Buffalo Public Schools	
	Percent	Number Tested	Percent	Number Tested
3	93.6	62	75.4	2472
4	78.7	61	64.1	2478
5	91.3	69	61.9	2355
6	92.9	70	57.0	2309
7	95.2	62	63.3	2601
8	86.1	65	57.8	2503
All	89.8	389	63.25	14,718

Evaluation

Students in at least their second year at SBCS significantly outperformed their peers enrolled in Buffalo Public Schools in every grade. Most notably, grades 6-8 scored at least 30 percentage points over Buffalo students. The smallest gap in performance was in grade 3, with a difference of 20.2 percentage points. Inherent in our professional learning community model, specific key design elements in SBCS’s charter contribute to the higher achievement rates of our students over BPS students. Our extended day and year significantly impact our students’ ability to retain and master content and skills. SBCS has a comprehensive program to assess students’ individualized needs. It entails early identification, progress monitoring, diagnostic, formative and summative assessment pieces that provide data to drive instruction. SBCS has created a systematic pyramid of interventions to respond to the needs of students in a timely and consistent manner. The professional development plan the school has developed works to connect all aspects of learning to allow staff to constantly improve the quality of instruction.

Additional Evidence

As shown in the following chart, SBCS has consistently outperformed Buffalo Public Schools at every level in each of the last five years. While Buffalo Public Schools have been making progress, SBCS’s cohort passing rates are significantly higher and our progress exceeds Buffalo’s progress by a wider margin each year. Please note that 2004-05 Math exam data was not included in this chart because the exam was not administered to grades 3-8 in New York State until the following year.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools*
3	80.7	40.0	93.8	43.0	100.0	66.4	93.6	75.4
4	71.1	47.1	73.5	44.4	79.4	47.0	78.7	64.1
5	68.0	27.1	71.6	38.1	77.1	50.2	91.3	61.9
6	77.5	27.2	86.2	37.8	83.8	48.9	92.9	57.0
7	29.7	22.3	61.9	29.1	96.1	49.5	95.2	63.3
8	18.4	17.0	51.2	25.8	85.1	33.8	86.1	57.8
All	62.1	30.2	75.1	35.9	87.0	49.0	89.8	63.25

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The following table displays how SBCS students in each grade level performed in Mathematics compared to students in New York State in the same grade and a similar population of free lunch eligible students. Grades 3, 6, 7 and 8 had positive Effect Sizes. The overall Effect Size was 0.61, a higher than expected Effect Size.

2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		71	100.0	88.21	11.79	1.24
4		75	81.3	81.39	-0.09	-0.01
5		74	77.0	80.37	-3.37	-0.24
6		72	83.3	74.56	8.74	0.54
7		80	96.3	73.14	23.16	1.31
8		37	83.8	62.69	21.11	0.97
All	50.4	409	87.28	77.88	9.40	0.61

School’s Overall Comparative Performance:
<i>Higher than expected to a medium degree</i>

Evaluation

SBCS’s aggregate Effect Size, 0.61, exceeded 0.3, the requirement for meeting this measure, by a margin of 0.31. Notably, the Effect Sizes in grades 3, 7, and 8 (1.24, 1.31, and 0.97, respectively) indicate a significant difference between the actual and predicted percent of students at Levels 3 and 4. Grades 4 and 5 had negative Effects Sizes.

Additional Evidence

SBCS’s performance on the Mathematics exam in comparison to students in New York State in the same grade and a similar population of free lunch eligible students in the 2007-08 school year indicates growth from the previous two years. The Effect Size was 0.07 in 2005-06 and 0.031 in 2006-07. In 2007-08, SBCS made a gain of over 0.3 from the year before.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-8	53.3	384	61.7	60.3	0.07
2006-07	3-8	51.9	406	74.9	9.5	0.31
2007-08	3-8	50.4	409	87.28	77.88	0.61

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The following table indicates that SBCS students enrolled in at least their second year outperformed the previous year’s cohorts in half of the grade levels. In 2008-09, all grade levels met the 75% passing requirement. In grades 5, 6 and 8, the cohorts exceeded the target calculated by the formula outlined above. Overall, the 08-09 cohorts outperformed the 07-08 cohorts by 2.8 percentage points.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
3	62	100.0	Pos. Growth	93.6	NO
4	61	79.4	Pos. Growth	78.7	NO
5	69	77.1	Pos. Growth	91.3	YES
6	70	83.8	Pos. Growth	92.9	YES
7	62	96.1	Pos. Growth	95.2	NO
8	65	85.1	Pos. Growth	86.1	YES
All	389	87.0	Pos. Growth	89.8	YES

Evaluation

The average of all grades exceeded the expected target cohort growth. Grades 5, 6 and 8 met the target growth. It should be noted that the 5th grade increased with the widest margin of 14.2 percentage points. The total cohort increased by 2.8 percentage points over last year. SBCS has created an efficient and effective standardized system to track student progress using the Response to Intervention (RTI) model. The cultivation of professional learning communities has significantly impacted the culture and collaboration of the school. The vision and stability of the administrative leadership has empowered staff to maintain a focus on learning. Accountability measures put in place guarantee that best practices exist and are employed in all our classes.

Goal 1: Optional Growth Measure

For the 2007-08 and 2008-09 school years, grade level groups will show positive gains from the average NCE score in the previous year on the Terra Nova, a nationally-normed Mathematics test and a NCE score of 50 (i.e. performing at grade level) in the current spring.

Method

The Terra Nova Standardized Test is a commercial achievement test that compares the performance and mastery of specific content area objectives as compared to students of their grade level across the nation. The test produces scores in three content areas—reading, language, and mathematics. The test is administered in grades 1-8 the week of May 11, 2009 to measure academic achievement.

Results

The table below displays SCBS’s NCE scores for grades 1-8 on the Terra Nova Mathematics assessment. In 7 of the 8 grades, percent of students attaining the target of ≥ 50 was met. Overall, this target was met by 3.8 percentage points.

2008-09 Terra Nova Mathematics Scores

Grade	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining	Target	Target Achieved
1	68	NCE (MEAN)	51	≥ 50	YES
2	73	NCE (MEAN)	58	≥ 50	YES
3	72	NCE (MEAN)	55	≥ 50	YES
4	71	NCE (MEAN)	47	≥ 50	NO
5	71	NCE (MEAN)	53	≥ 50	YES
6	75	NCE (MEAN)	54	≥ 50	YES
7	64	NCE (MEAN)	55	≥ 50	YES
8	65	NCE (MEAN)	57	≥ 50	YES
All	559	NCE (MEAN)	53.8	≥ 50	YES

Additional Evidence

Cohort Growth on the Terra Nova Mathematics Exam from 2007-08 to 2008-09

Grade	NCE (MEAN)			Target Achieved
	2007-08	Target	2008-09	
1	48	Pos. Gains	51	YES
2	47	Pos. Gains	58	YES
3	52	Pos. Gains	55	YES
4	56	Pos. Gains	47	NO
5	49	Pos. Gains	53	YES
6	57	Pos. Gains	54	NO
7	51	Pos. Gains	55	YES
8	56	Pos. Gains	57	YES
All	52	Pos. Gains	53.8	YES

Evaluation

The table displayed above compares the performance of SBCS students on the Terra Nova Mathematics assessment in 2008-09 to 2007-08. In spring of 2009, there were positive gains over the previous year in 6 of the 8 grades on the Mathematics assessment. Overall, there were positive gains in 2009 by a margin of 1.8.

Summary of the Mathematics Goal

SBCS achieved six out of six outcomes for the Mathematics Goal. The total average percentage of students that are in at least their second year of attendance exceeded the total population percentage. The South Buffalo Charter School exceeded the AMO by a margin of 17 for the 2008-2009 school year. Students significantly outperformed our comparison district, Buffalo Public Schools in every grade. Also, the average of all cohorts in grades 3-8 exceeded the expected target cohort growth, moving from 87.0% to 89.8% proficient from 2007-2008 to 2008-2009.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved
(Optional) Growth	For the 2007-08 and 2008-09 school years, grade level groups will show positive gains from the average NCE in the previous year on the Terra Nova assessment.	Achieved

Action Plan

In response to the results and patterns presented in the data for Math SBCS will:

- Shifting our expectations from obtaining proficiency to obtaining mastery
- Continuing the implementation of the Step Up to Writing Program
 - Identifying common rubrics to be used in and across grade levels school-wide
 - Providing additional staff development, resources and materials
 - Working on developing consistency throughout
- Revising the schedule to include block scheduling
 - Increasing instructional minutes
 - Including an intervention period for all
 - Allowing for common planning and meeting times
- Realigning curriculum to address gaps and overlaps
 - Working with consultant to collaborate with staff to link diary maps to core curriculum
 - Standardizing unit/lesson plans school-wide
 - Continuing review of textbooks, materials, supplements and resources
- Reassigning staff to better serve needs of students
 - Consolidating personnel to provide a concentrated, quality service
 - Providing support services to all grade levels
- Implementing of RTI
 - Implementing a systematic, comprehensive assessment program
 - Implementing a Child Study Team
 - Utilizing a Pyramid of Interventions
- Refining Professional Learning Communities (PLC)
 - Shifting our focus from doing the work to being a PLC
- Providing ongoing professional development
- Strengthening the school's attendance policy to improve daily student attendance rates

SCIENCE

Goal 3: Science

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

Background

SBCS retained the services of a curriculum consultant to review the current Science core curriculum. The consultant completed a thorough analysis of the existing curriculum, collaborated with our professional staff, revisited the NYS Standards, used experts in the field, and explored quality curriculums throughout the state to develop standardized core maps. The focus of curriculum work this year was to align the curriculum vertically and horizontally within the school. Through the use of Tech Paths/Curriculum Connector formatting was initiated for consistency in all grade levels. Kindergarten and first grade create science units based on the NYS standards and are delivered in a thematic approach across content areas. SBCS uses the Scott Foresman Science program as a research based resource to serve as the foundational framework of the Science curriculum grades 2-6. Hands-on science curriculum kits are used to bring science to life by immersing students in exploratory learning experiences that engage higher level thinking, problem solving and questioning attributes. Middle school uses a combination of McDougal Littell science series, NYS prep material and various other science supplements to support the delivery of the science curriculum. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, and NYS 4th and 8th Science assessments. Professional development was given through the training of various assessment and curriculum tools, and the direction provided during professional discussion at grade level data meetings. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The table below indicates that 59 out of 70 (84.2%) 4th graders and 66 out of 69 (95.6%) 8th graders were enrolled in at least their second year at SBCS. The 4th grade cohort did not score as well as the total 4th grade population. The 8th grade cohort outperformed the total population of 8th graders by a small margin.

**Charter School Performance on 2008-09 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0.0	7.1	24.3	68.6	95.9	70
	Students in At Least 2 nd Year	0.0	6.8	23.7	69.5	93.2	59
8	All Students	0.0	15.9	53.6	30.4	84.0	69
	Students in At Least 2 nd Year	0.0	15.2	54.5	30.3	84.8	66

Evaluation

Students in at least their second year in 4th grade scored lower than the total population by 2.7 percentage points. Both the cohort and total population groups had a high percentage of students with mastery (Level 4) scores. 8th graders in their second year scored 0.8 percentage points higher than the total population. Our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts with purposeful intent to assess and intervene on each student’s behalf to maximize their potential and eliminate those gaps.

Additional Evidence

SBCS has maintained a high level of performance in 4th grade across the school years in the table below. 8th grade percent proficient has continued an increase since 2006-2007 with a significant raise from 2007-2008 to 2008-2009 by 14.6 percentage points. Overall we have maintained high levels of performance across all years, specifically since 2006-2007, there has been a steady increase with the entire population.

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	93.8	81	96.3	80	94.6	74	92.3	71
8	71.0	42	63.6	44	69.4	36	84.0	69
All	82.4	123	80.0	124	82.0	110	88.2	140

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

We are unable to provide an analysis of results due to the unavailability of the Buffalo Public Schools data.

**2008-09 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		Buffalo Public Schools*	
	Percent	Number Tested	Percent	Number Tested
4	93.2	59		
8	84.8	66		

* BPS results not available

Evaluation

We are unable to provide an evaluation due to the unavailability of the Buffalo Public Schools data.

Additional Evidence

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

Grade	Percent of Charter School Students at Levels 3 and 4 Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools*
4	60.8	68	63.3	65	64	63	92.9	
8	28.3	36	39.6	41	67.6	43	84.0	
All	44.6	52	51.5	53	65.8	53	88.5	

* BPS results are unavailable

Summary

SBCS achieved the outcomes for the Science Goal. The total average percentage of students in both students in at least their second year of attendance and the total population percentages exceed 75%. Since 2007-2008 SBCS has outperformed our comparison district, Buffalo Public Schools.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data Unavailable

Action Plan

In response to the results and patterns presented in the data for Science SBCS will:

- Continuing the implementation of the Step Up to Writing Program
 - Identifying common rubrics to be used in and across grade levels school-wide
 - Providing additional staff development, resources and materials
 - Working on developing consistency throughout
- Revising the schedule to include block scheduling
 - Increasing instructional minutes
 - Including an intervention period for all
 - Allowing for common planning and meeting times
 - Providing a dedicated period for Science instruction
 - Allowing more opportunities to create hands-on, inquiry-based experiences
- Realigning curriculum to address gaps and overlaps
 - Including a focus on content literacy
 - Working with consultant to collaborate with staff to link diary maps to core curriculum
 - Standardizing unit/lesson plans school-wide
 - Continuing review of textbooks, materials, supplements and resources
- Reassigning staff to better serve needs of students
 - Consolidating personnel to provide a concentrated, quality service
 - Providing support services to all grade levels
- Implementing of RTI
 - Implementing a systematic, comprehensive assessment program
 - Implementing a Child Study Team
 - Utilizing a Pyramid of Interventions
- Refining Professional Learning Communities (PLC)
 - Shifting our focus from doing the work to being a PLC
- Providing ongoing professional development
- Strengthening the school’s attendance policy to improve daily student attendance rates

SOCIAL STUDIES

Goal 4: Social Studies

Students will become proficient in the knowledge, skills and concepts of Social Studies and will make continuous yearly progress towards mastery in these areas.

Background

SBCS retained the services of a curriculum consultant to review the current Social Studies core curriculum. The consultant completed a thorough analysis of the existing curriculum, collaborated with our professional staff, revisited the NYS Standards, used experts in the field, and explored quality curriculums throughout the state to develop standardized core maps. The focus of curriculum work this year was to align the curriculum vertically and horizontally within the school. Through the use of Tech Paths/Curriculum Connector formatting was initiated for consistency in all grade levels. The goal of the Social Studies curriculum are to develop an understanding of an ever-widening circle of communities and cultures, to develop a world view through the study of people of the past and the present, and to develop critical thinking skills. The Social Studies curriculum helps students to reflect on and actively engage in the knowledge, ethics, skills, and habits of the mind needed to become active citizens of the world. Kindergarten and first grade create social studies units based on the NYS standards and are delivered in a thematic approach across content areas. SBCS uses the McGraw-Hill Social Studies program as a research based resource to serve as the foundational framework of the Social Studies curriculum grades 2-6. Middle school uses a combination of Prentice Hall Social Studies textbook, NYS prep material and various other supplements to support the delivery of the Social Studies curriculum. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, and NYS grades 5 and 8 Social Studies assessments. Professional development was given through the training of various assessment and curriculum tools, and the direction provided during professional discussion at grade level data meetings. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2008 and 8th grade in June 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The students’ performance on the New York State Social Studies exam demonstrates increased student achievement that was a result of data analysis and improvements in instruction. The table below indicates that 126 out of 140 (90.0%) students tested were enrolled in at least their second year at SBCS. The total average of all students met the 75% proficient required outcome, however 8th grade individually did not. The students in at least their second year performed 2.2 percentage points better than the total population. The full cohort group met or exceeded the amount of Level 3 and Level 4 scores in comparison to the general population.

**Charter School Performance on 2008-09 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	4.1	6.8	58.1	31.1	89.2	74
	Students in At Least 2 nd Year	1.4	7.2	58.0	33.4	91.4	69
8	All Students	0.0	30.3	51.5	18.2	69.7	66
	Students in At Least 2 nd Year	0.0	39.8	52.6	17.5	70.1	57

Evaluation

The average of all grade level cohorts exceeded the 75% proficient required outcome by 5.8 percentage points. In both the 5th and 8th grades the cohorts scored better than all students enrolled. It is noteworthy that in 8th grade there were zero Level 1’s. While the cohorts tend to do better than the general population, it is by a relatively small margin. 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 to maximize their potential and eliminate those gaps. It is important to note that the rigidity of past schedules did not accommodate intervention time and allocation of support resources for the intermediate and middle levels as was given to the primary level.

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

We are unable to provide an analysis of results due to the unavailability of the Buffalo Public Schools data.

**2008-09 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	SBCS Students In At Least 2 nd Year		Buffalo Public Schools*	
	Percent	Number Tested	Percent	Number Tested
5	91.4	69		
8	67.2	64		

* BPS results are not available

Evaluation

We are unable to provide an evaluation due to the unavailability of the Buffalo Public Schools data.

Additional Evidence

**Social Studies Performance of Charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools	South Buffalo CS	Buffalo Public Schools*
5	60.8	57	63.3	43	64	54	89.2	
8	28.3	27	39.6	29	67.6	30	69.7	
All	44.6	42	51.5	36	65.8	42	79.5	

* BPS results are not available.

Summary

SBCS achieved the outcomes for the Social Studies Goal. The total average percentage of students that are in at least their second year of attendance exceeded the total population percentage. Excluding the 2008-09 year (due to unavailable data), SBCS students significantly outperformed our comparison district, Buffalo Public Schools in every grade every year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data unavailable

Action Plan

In response to the results and patterns presented in the data for Social Studies SBCS will:

- Continuing the implementation of the Step Up to Writing Program
 - Identifying common rubrics to be used in and across grade levels school-wide
 - Providing additional staff development, resources and materials
 - Working on developing consistency throughout
- Revising the schedule to include block scheduling
 - Increasing instructional minutes
 - Including an intervention period for all
 - Allowing for common planning and meeting times
 - Providing a dedicated period for Social Studies instruction
- Realigning curriculum to address gaps and overlaps
 - Including a focus on content literacy
 - Working with consultant to collaborate with staff to link diary maps to core curriculum
 - Standardizing unit/lesson plans school-wide
 - Continuing review of textbooks, materials, supplements and resources
- Reassigning staff to better serve needs of students
 - Consolidating personnel to provide a concentrated, quality service
 - Providing support services to all grade levels
- Implementing of RTI
 - Implementing a systematic, comprehensive assessment program
 - Implementing a Child Study Team
 - Utilizing a Pyramid of Interventions
- Refining Professional Learning Communities (PLC)
 - Shifting our focus from doing the work to being a PLC
- Providing ongoing professional development
- Strengthening the school’s attendance policy to improve daily student attendance rates

NCLB

Goal 5: NCLB

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

South Buffalo Charter School’s accountability for 2008-09 is “Charter School in Good Standing.”

Evaluation

SBCS has met its NCLB accountability goal in each of the last five years.

Additional Evidence

South Buffalo Charter School has obtained “Good Standing” status each year from 2004-2009.

NCLB Status by Year

Year	Status
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

APPENDIX B: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

Goal 6: Parent Satisfaction

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

Goal 6: Absolute Measure

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

Method

Student retention rates are tracked through Powerschool, our school data system.

Results

SBCS exceeded the 90 percent absolute measure for the retention of students over the 2008-2009 school year.

2008-09 Student Retention Rate

2007-08 Enrollment	Number of Students Who Graduated in 2007-08	Number of Students Who Returned in 2008-09	Retention Rate 2008-09 Re-enrollment ÷ (2007-08 Enrollment – Graduates)
621	37	532	91.3%

Evaluation

The retention rate for the 2008-2009 school year exceeded the expected target by 1.3 percentage points. SBCS is dedicated to providing a quality educational experience which is reflected by the data. South Buffalo Charter School has maintained a high retention rate over the last charter period as reflected in the chart below. In reviewing the documentation to support past calculations SBCS is unsure if the retention rates from the school years 2005-06 through 2007-08 were calculated in compliance with the formula provided.

Additional Evidence

Year	Retention Rate
2005-06	95.8%
2006-07	88.5%
2007-08	95.7%
2008-09	91.3%

Goal 6: Absolute Measure

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

Method

Obtaining data through parent surveys about how SBCS and its programs are viewed has become a yearly practice. We have consulted with an external source from Canisius College to create and analyze the data to guarantee its validity and reliability. The data we receive from the parent surveys are used for the following purpose:

- To measure parent satisfaction with the school programs
- To gauge parent knowledge of school programs
- To determine the level of parent’s involvement in their child’s class work, even specific subject areas
- To help SBCS set priorities and goals and develop a strategic mission for the school

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

Results

The results of the parent satisfaction survey for the 2008-2009 school year are still under analysis. Response results show that out of the 430 surveys that were sent only 87 families sent the survey back to the school, accounting for 19 % of our community responding.

2008-09 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
430	87	19%

Evaluation

Although our response rate this year is only 19% we have additional indicators of parent/student satisfaction. These are:

- Consistent student retention
- High parent participation in parent/teacher conferences, information nights, PTA, Child Study, Special Education meetings, and ongoing communication and feedback.
- High rate of sibling and family connections in student population
- Waiting list for student enrollment
- Need for additional facilities due to expanding population

Goal 6: Absolute Measure

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

Method

Student attendance is tracked through Powerschool, our school data system.

Results

The overall attendance rate was calculated to be 84%, which falls short of the 95% goal. Attendance averages by grade level could not be calculated through our internal systems, indicating that changes need to be made in the upcoming school year so that we will be able to provide accurate attendance data in the future.

Evaluation

SBCS has come within one percentage point of our stated goal of 95% in the first three years of the awarded renewal. In reviewing the gathered data of the past it is unclear if those numbers were calculated correctly. Attendance was lower this past year at 84% for students.

Additional Evidence

Year	Average Daily Attendance Rate
2005-06	94%
2006-07	94%
2007-08	94%
2008-09	84%

APPENDIX C: ADDITIONAL EVIDENCE

Goal 1: Optional Growth Measure

For the 2007-08 and 2008-09 school years, grade level groups will show positive gains from the average NCE score in the previous year on the Terra Nova, a nationally-normed test and a NCE score of 50 (i.e. performing at grade level) in the current spring.

Method

The Terra Nova Standardized Test is a commercial achievement test that compares the performance and mastery of specific content area objectives as compared to students of their grade level across the nation. The test produces scores in three content areas—reading, language, and mathematics. A total score is also calculated. The test is administered in grades 1-8 the week of May 11, 2009 to measure academic achievement.

Results

The table below displays SCBS's NCE total scores for grades 1-8 on the Terra Nova assessment. In 7 of the 8 grades, percent of students attaining the target of ≥ 50 was met. Overall, this target was met by 4.1 percentage points.

2008-09 Terra Nova Total Scores

Grade	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining	Target	Target Achieved
1	68	NCE (MEAN)	54	≥ 50	YES
2	73	NCE (MEAN)	58	≥ 50	YES
3	72	NCE (MEAN)	57	≥ 50	YES
4	71	NCE (MEAN)	48	≥ 50	NO
5	71	NCE (MEAN)	54	≥ 50	YES
6	75	NCE (MEAN)	51	≥ 50	YES
7	64	NCE (MEAN)	56	≥ 50	YES
8	65	NCE (MEAN)	55	≥ 50	YES
All	559	NCE (NEAN)	54.1	≥ 50	YES

Additional Evidence

Growth on the Terra Nova Total Exam from 2007-08 to 2008-09

Grade	NCE (MEAN)			Target Achieved
	2007-08	Target	2008-09	
1	56	Pos. Gains	54	NO
2	51	Pos. Gains	58	YES
3	54	Pos. Gains	57	YES
4	56	Pos. Gains	48	NO
5	52	Pos. Gains	54	YES
6	55	Pos. Gains	51	NO
7	53	Pos. Gains	56	YES
8	56	Pos. Gains	55	NO
All	54.1	Pos. Gains	54.1	SAME

Evaluation

The table displayed above compares the performance of SBCS students on the Terra Nova assessment in 2008-09 to 2007-08. In spring of 2009, there were positive gains over the previous year in 5 of the 8 grades. Overall, the average all grades 3-8 remained the same.