

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

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 the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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 Accountability Plan Progress Report 2005-2006

Introduction

The South Buffalo Charter School (SBCS) is engaged in producing increased student learning over time. This requires that we must establish clear, valid, and a measurable set of standards for learning. As we seek to shape our destiny, we must continuously assess where we have been, where we are currently, and where we would like to be positioned in our quest to increase student achievement, close the achievement gap and become a great high achieving self-evolving school.

SBCS has developed annual goals and objectives in accordance with the Charter School Institute and New York State Education Department, and its mission to achieve excellence in student achievement and teaching. The school's annual progress report measures the extent to which we met the goals and objectives for 2005-06 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.

As you will glean from the report, we have much to do to continue to serve the students of SBCS well. It is our expectations that we will continue to strive to better enable ourselves to provide a quality education for all of our students.

Academic Goals

English Language Arts

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

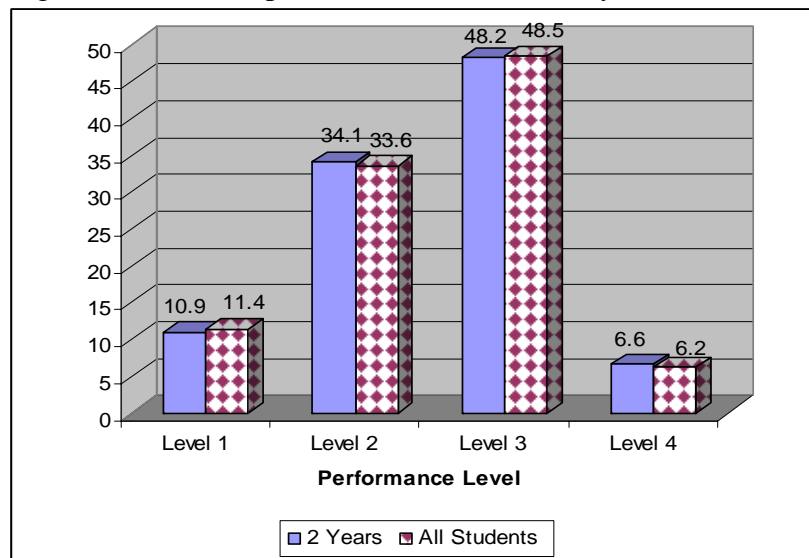
Absolute Proficiency

Required Outcome Measures

For the 2005-06 through 2009-10 school years, 75 percent of 3rd through 8th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

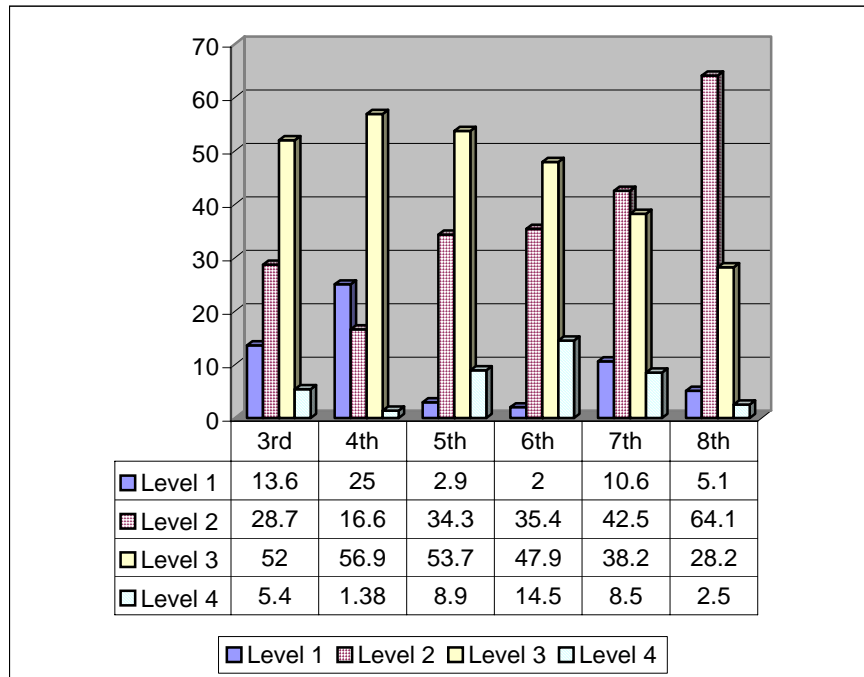
During the 2005-06 school year, SBCS has, for the first time, administered the New York State ELA Assessment in grades 3-8. Previously, the assessment was administered to students in grades 4 and 8. As presented in Figure 1, ELA performance was not dramatically different for students enrolled in at least their second year and all enrolled students.

Figure 1. ELA Comparative Data-At least 2nd year vs. all students



Displayed in Figure 2 is the ELA performance data for students who were enrolled in at least their second year at SBCS. Although students in grades 3-6 had higher percentages of students scoring at or above performance Level 3 than students in grades 7 and 8, neither grade level met its required outcome measure. Grades 5 (62.6%) and 6 (62.4%) had the greatest percentages of students at or above performance Level 3.

Figure 2. Grade Level ELA– Enrolled in at least their 2nd year



Each year, the school’s aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective (AMO) set forth in the State’s No Child Left Behind (NCLB) accountability system. States set their own annual objectives and these requirements increase over time toward the goal of 100% of students reaching proficiency in 2014. In New York State, reaching the standard is measured by showing that an absolute proportion of students who have taken the state’s ELA Assessment has scored at the partially proficient (Level 1), proficient (Level 2), or advanced (Level 4) performance levels. The AMO is called the Performance Index (PI). Displayed in Table1 is the calculation of SBCS’s aggregate PI on the 2006 ELA State Assessment.

Table 1. ELA Performance Index

SBCS AGGREGATE PERFORMANCE INDEX (PI)						
ELA GRADES 3-5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL STUDENTS	
		11.4	33.6	48.5	6.2	383
PI =		33.6	+	48.5	+	6.2
				+	6.2	=
						143

The ELA 3-8 AMO for school year 2005-2006 was 122. SBCS met and exceed the required AMO for ELA grades 3-8.

Comparative Proficiency on State Exams Required Outcome Measures

Each year, the percentage of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than the Buffalo City School District.

The data presented in Figures 3-8 compares ELA performance for SBCS and the Buffalo City School District. The figures show that, across all grades levels, SBCS students scored higher at or above Level 3 than the Buffalo City School District, thus meeting its required outcome.

Figure 3. Grade 3 ELA Comparison

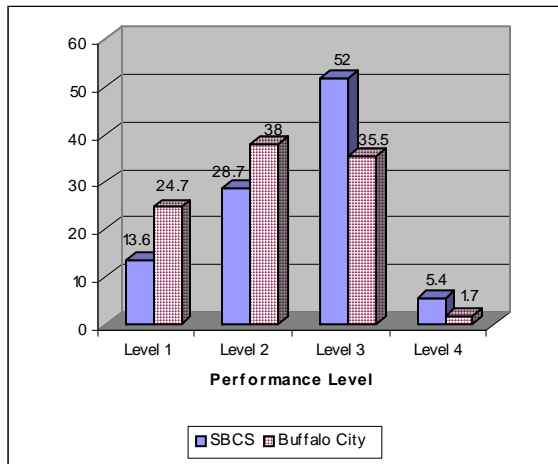


Figure 4. Grade 4 ELA Comparison

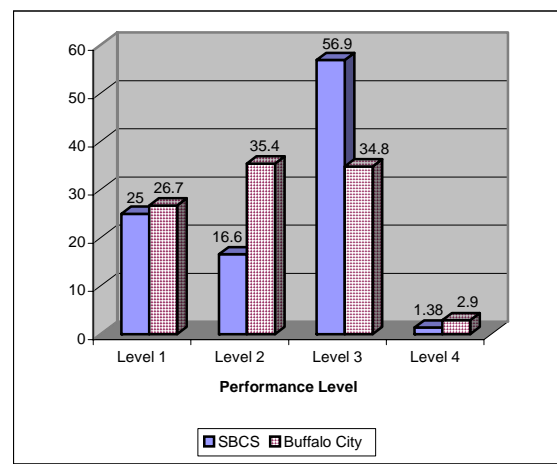


Figure 5. Grade 5 ELA Comparison

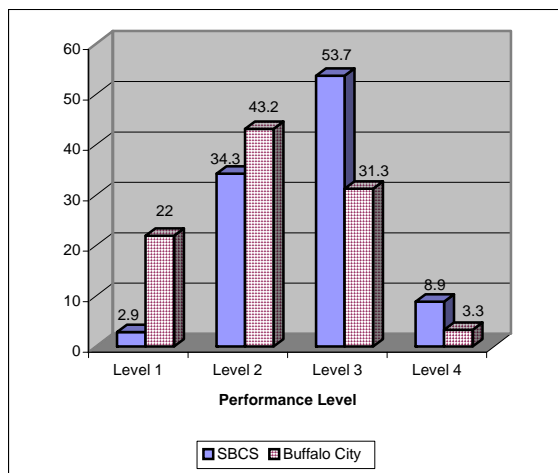


Figure 6. Grade 6 ELA Comparison

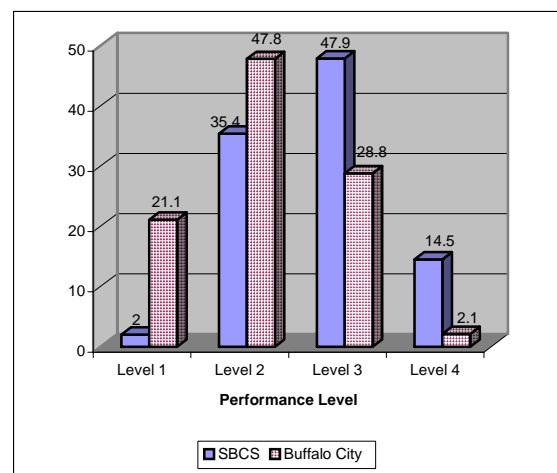


Figure 7. Grade 7 ELA Comparison

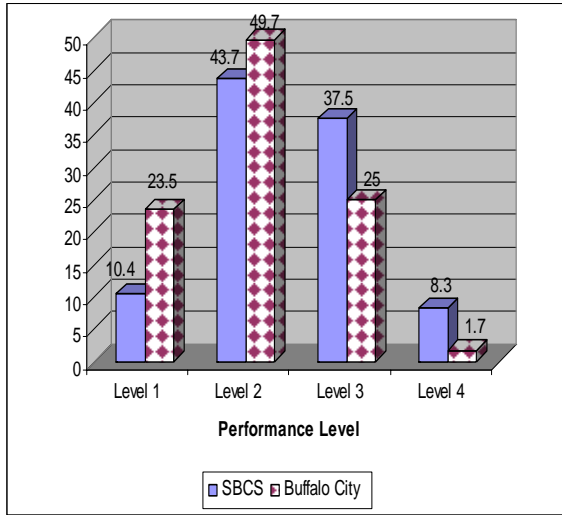
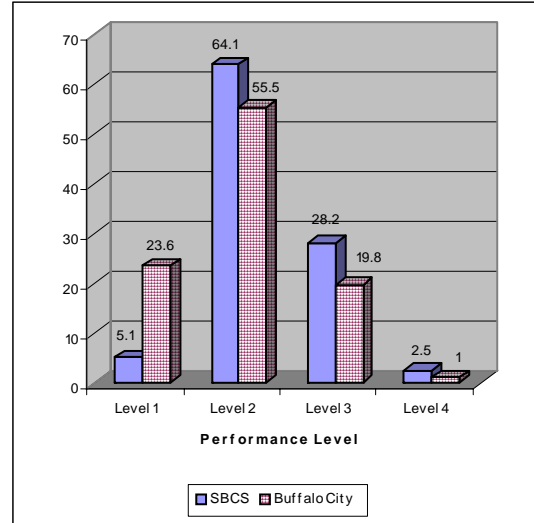


Figure 8. Grade 8 ELA Comparison



Each year, the percentage of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute and based on the similar school categories generated by the State Education Department and the New York City Department of Education (if applicable).

Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.

Value Added to Student Learning

The TerraNova Standardized Test, a nationally recognized test used to assess student performance and mastery of specific content objectives as compared to students of their own age and grade level across the nation, is administered to SBCS students in grades 2-8 to measure their academic achievement in the area of reading.

Outcome

For the 2004-05 and 2005-06 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE score in the previous Spring on the TerraNova, a nationally-normed Reading test, and an NCE score of 50 (i.e., grade-level) in the current Spring. If a grade-level cohort exceeds an NCE score of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

Results

NCE scores rank student test scores from 1 to 99. Scores near 50 denote average performance. Scores above this range denote above average performance and scores below this range denote below average performance.

The two-year comparison for cohort students in grades 2-8 is presented in Table 2. The data presented compares the performance (as measured by average NCE scores) of the same group of

cohort students who completed the TerraNova Test in 2004-05 and 2005-06. By this limitation, students new to SBCS or who had not taken the TerraNova Test the previous Spring are excluded from the analysis.

The following can be gleaned from the data presented in Table 2:

- Cohort students in grade 3 reduced by more than one half the gap, their average NCE score from the previous Spring. In 2004-05 grade 3 cohort students average NCE score for second grade was 46 and in the Spring of 2005-06 their average NCE score was 51. The targeted average NCE score of 48 was exceeded by a margin of 3.
- Cohort students in grades 4 reduced by more than one half the gap, their average NCE score from the previous Spring. The 2004-05 average NCE score in grade 3 for this cohort of students was 48 and 53 in 2005-06. Cohort students met and surpassed their targeted average NCE score by 4.
- Cohort students in grades 2, 5, 6, 7 and 8 failed to reduced by more than one half the gap, their average NCE score from the previous Spring

Additional Data

The average NCE score in reading across all grade level cohorts (2-8) was 53 in Spring 2004-05. A targeted average NCE score of 54 was required for Spring 2005-06. As a result of SBCS not meeting the targeted average NCE score across all grade level by a small margin, the school failed to reduce by more than one half the gap the average NCE score from the previous spring in reading.

Table 2. NCE Score Comparison-Reading

READING								
GRADE	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL	2004-2005 AVERAGE	2005-2006 AVERAGE	TARGET
Second	17 (39%)	22 (50%)	27 (61%)	22 (50%)	44	54	50	55-NOT MET
Third	34 (46%)	31 (44%)	36 (51%)	39 (56%)	70	46	51	48-MET
Fourth	36 (51%)	31(44%)	34 (49%)	39 (56%)	70	48	53	49-MET
Fifth	23 (35%)	26 (39%)	43 (65%)	40 (61%)	66	57	53	58-NOT MET
Sixth	15 (33%)	13 (28%)	31 (67%)	33 (72%)	46	58	56	59-NOT MET
Seventh	14 (33%)	22 (52%)	28 (67%)	20 (48%)	42	53	49	54-NOT MET
Eighth	10(26%)	12 (32%)	28 (74%)	26 (68%)	38	57	54	56-NOT MET
School	149 (40%)	157 (42%)	227 (60%)	219 (58%)	376	53	53	54-NOT MET

Individual student gains are the most precise indicators of student growth. These gains represent actual student growth form one year to the next. The results displayed in Table 3 shows the distribution of gains for cohort students who received an NCE score of greater than 50 in Spring 2004-05 and increased their NCE score for Spring 2005-06. In examining the gains across grade levels, we note that all grade levels reflected percentage gains. However, the highest percentage gains were for fourth (53%) and third (46%) grade students.

Table 3. Student Cohort Gains > 50-Reading

READING	
GRADE	GAINS > 50
Second	5 (22%)
Third	15 (46%)
Fourth	17 (53%)
Fifth	13 (30%)
Sixth	7 (25%)
Seventh	9 (32%)
Eighth	9 (32%)

Additional Data

As presented in Table 4, when looking at overall student gains by grade level cohorts in reading, grade 4 (62%) had the highest student gains across grade levels followed by grade 3 (58%). Grades 7 (35%) cohort students received the smallest percentage gains from Spring 2004-05 to Spring 2005-06.

Table 4. Student Cohort Overall Gains- Reading

READING	
GRADE	GAINS
Second	16 (36%)
Third	41(58%)
Fourth	44 (62%)
Fifth	25 (37%)
Sixth	17 (36%)
Seventh	15 (35%)
Eighth	14 (36%)

Tables 5-11 display NCE comparisons among student cohorts by gender and ethnicity. When looking at NCE scores by gender and subgroups, the data revealed:

- Cohort students in grade 4 increased the percentage of both male and female cohorts who received an NCE score of at least 50 for Spring 2005-06
- For grade level cohorts in grades 4, 6 and 8, female cohorts consistently increased the percentage of NCE scores of at least 50 for Spring 2005-06 when compared to male cohorts
- Across all subgroups, Black, White and Asian cohort students in grades 3 and 4 maintained or increased the percentage of students scoring an NCE of at least 50 from Spring 2004-05 to Spring 2005-06

Table 5. Grade 2 Race and Subgroups-Reading

READING					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	9 (20%)	12 (27%)	15 (34%)	12 (27%)	24
Female	8 (18%)	10 (23%)	12 (27%)	10 (23%)	20
TOTAL					44
SUBGROUPS					
American Indian/Alaskan Native					
Black	3 (60%)	4 (80%)	2 (40%)	1 (20%)	5
Hispanic		1(100%)	1 (100%)		1
Asian or Pacific Islander					
White	14 (36%)	17 (44%)	24 (63%)	21(55%)	38
TOTAL					44

Table 6. Grade 3 Race and Subgroups-Reading

READING					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	12 (17%)	13 (19%)	23 (33%)	22 (31%)	35
Female	22 (31%)	18 (26%)	13 (19%)	17 (24%)	35
TOTAL					70
SUBGROUPS					
American Indian/Alaskan Native	1 (100%)	1 (100%)			1
Black	7 (87%)	6 (75%)	1 (12%)	2 (25%)	8
Hispanic	1 (33%)	2 (66%)	2 (66%)	1 (33%)	3
Asian or Pacific Islander	1 (50%)	1 (50%)	1 (50%)	1 (50%)	2
White	24 (42%)	21 (37%)	32 (57%)	35 (62%)	56
TOTAL					70

Table 7. Grade 4 Race and Subgroups-Reading

READING					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	13 (19%)	12 (17%)	15 (21%)	16 (23%)	28
Female	23 (33%)	19 (27%)	19 (27%)	23 (33%)	42
TOTAL					70
SUBGROUPS					
American Indian/Alaskan Native			1 (50%)	1 (50%)	2
Black	8 (72%)	8 (72%)	3 (27%)	3 (27%)	11
Hispanic	1 (33%)	1 (33%)	2 (66%)	2 (66%)	3
Asian or Pacific Islander					
White	27 (49%)	22 (40%)	28 (50%)	33 (60%)	55
TOTAL					70

Table 8. Grade 5 Race and Subgroups-Reading

READING					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	10 (15%)	12 (18%)	22 (33%)	20 (30%)	32
Female	13 (20%)	14 (21%)	21 (32%)	20 (30%)	34
TOTAL					66
SUBGROUPS					
American Indian/Alaskan Native			2 (100%)	2 (100%)	2
Black	4 (100%)	4 (100%)			4
Hispanic	1 (16%)	2 (33%)	5 (83%)	4 (66%)	6
Asian or Pacific Islander	1 (100%)	1 (100%)			1
White	17 (44%)	19 (50%)	36 (94%)	34 (89%)	38
TOTAL					66

Table 9. Grade 6 Race and Subgroups-Reading

READING					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	7 (15%)	9 (20%)	16 (34%)	14 (28%)	23
Female	8 (17%)	14 (28%)	15 (33%)	19 (41%)	23
TOTAL					46
SUBGROUPS					
American Indian/Alaskan Native					
Black	4 (36%)	5 (45%)	7 (63%)	6 (54%)	11
Hispanic	1 (33%)	1 (33%)	2 (66%)	2 (66%)	3
Asian or Pacific Islander			1 (100%)	1 (100%)	1
White	10 (32%)	7 (22%)	21 (67%)	24 (77%)	31
TOTAL					46

Table 10. Grade 7 Race and Subgroups-Reading

READING					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	8 (19%)	14 (33%)	16 (38%)	10 (24%)	24
Female	6 (14%)	8 (19%)	12 (29%)	10 (24%)	20
TOTAL					42
SUBGROUPS					
American Indian/Alaskan Native	1 (100%)	1 (100%)			1
Black	4 (50%)	7 (87%)	4 (50%)	1 (12%)	8
Hispanic	2 (5%)	2 (5%)			2
Asian or Pacific Islander		1 (50%)	2 (100%)	1 (50%)	2
White	7 (24%)	11 (37%)	22 (75%)	18 (62%)	29
TOTAL					42

Table 11. Grade 8 Race and Subgroups-Reading

READING					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	4 (11%)	7 (18%)	13 (34%)	10 (26%)	17
Female	6 (16%)	5 (13%)	15 (39%)	16 (42%)	21
TOTAL					38
SUBGROUPS					
American Indian/Alaskan Native				1 (100%)	1
Black	2 (22%)	3 (33%)	7 (77%)	6 (66%)	9
Hispanic			1 (100%)	1 (100%)	1
Asian or Pacific Islander					
White	8 (29%)	9 (33%)	19 (70%)	18 (66%)	27
TOTAL					38

Mathematics

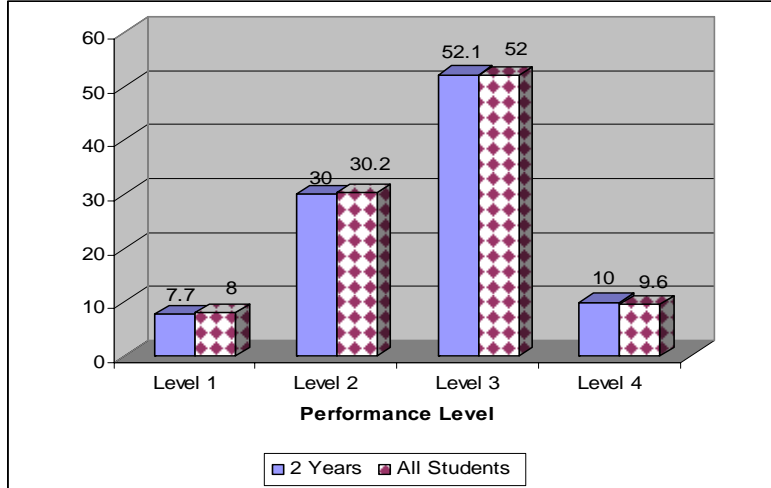
Goal: Students will become proficient in the Mathematics skills of problem solving and computation and will make continuous yearly progress toward mastery of their Mathematics skills.

Absolute Proficiency Required Outcome Measures

For the 2005-06 through 2009-10 school years, 75 percent of 3rd through 8th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

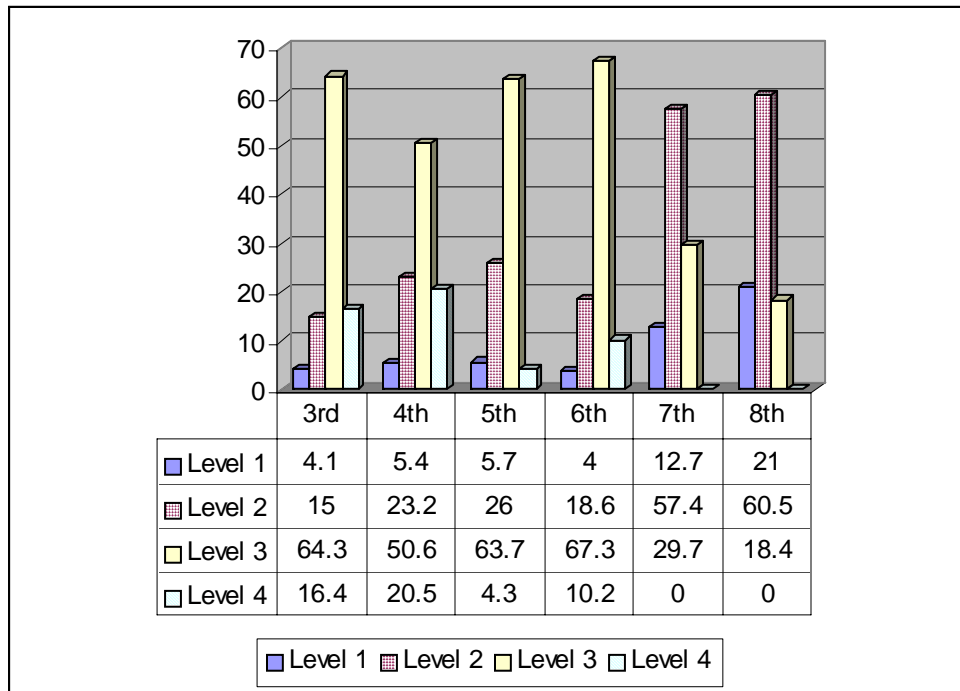
During the 2005-06 school year, SBCS has, for the first time, administered the New York State Math Assessment in grades 3-8. Previously, the assessment was administered to students in grades 4 and 8. As presented in Figure 9, math performance was not dramatically different between the two groups of students.

Figure 9. Math Comparative Data-At least 2 years vs. all students



Displayed in Figure 10 is the math performance data for students who were enrolled in at least their second year at SBCS. Two out of the six grade levels tested, 3 (80.7%) and 6 (77.5%), had greater than seventy-five percent of students scoring at or above performance Level 3, thus meeting and exceeding the required outcome for those grade levels. Grades levels 4 (71.1%), 5 (68%), 7 (29.7%) and 8 (18.4%) failed to meet the required outcomes.

Figure 10. Grade Level Math– Enrolled in at least their 2nd year



Each year, the school’s aggregate Performance Index on the State math exam will meet its Annual Measurable Objective (AMO) set forth in the State’s No Child Left Behind (NCLB) accountability system. States set their own annual objectives and these requirements increase over time toward the goal of 100% of students reaching proficiency in 2014. In New York State, reaching the standard is measured by showing that an absolute proportion of students who have taken the state’s Math Assessment has scored at the partially proficient (Level 1), proficient

(Level 2), or advanced (Level 4) performance levels. The AMO is called the Performance Index. Displayed in Table 12 is the calculation of SBCS's aggregate PI on the 2006 ELA State Assessment.

Table 12. Math Performance Index

SBCS AGGREGATE PERFORMANCE INDEX (PI)					
MATH GRADES 3-5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL STUDENTS
		8	30.2	52	9.6
$PI = \frac{8}{384} + \frac{30.2}{384} + \frac{52}{384} + \frac{9.6}{384} = 153$					

The Math 3-8 AMO for school year 2005-2006 was 86. SBCS met and exceed the required AMO for Math grades 3-8.

Comparative Proficiency on State Exams Required Outcome Measures

Each year, the percentage of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than the Buffalo City School District.

The data presented in Figures 11-16 compares math performance for SBCS and the Buffalo City School District. SBCS grades 3-8 had higher percentages of students scoring at Level 3 while grades 3-6 had higher percentages of students scoring at or above Level 3 than the Buffalo City School District. Seventh and eighth grade students in the Buffalo City School District had slightly more students scoring at Level 4 than SBCS. However, overall SBCS had higher percentages of students scoring at or above Level 3 than the Buffalo City School District, thereby meeting its required outcome.

Figure 11. Grade 3 Math Comparison

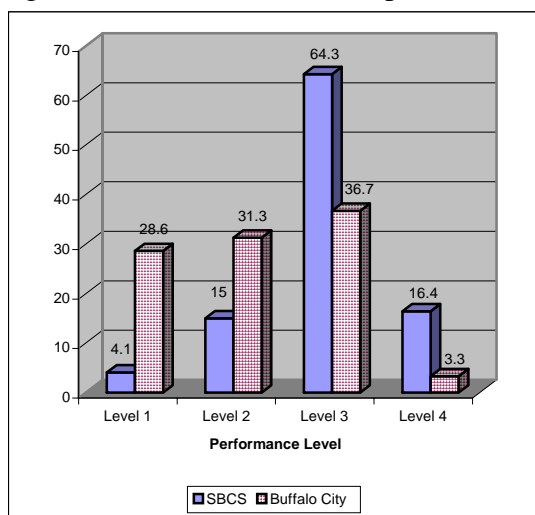


Figure 12. Grade 4 Math Comparison

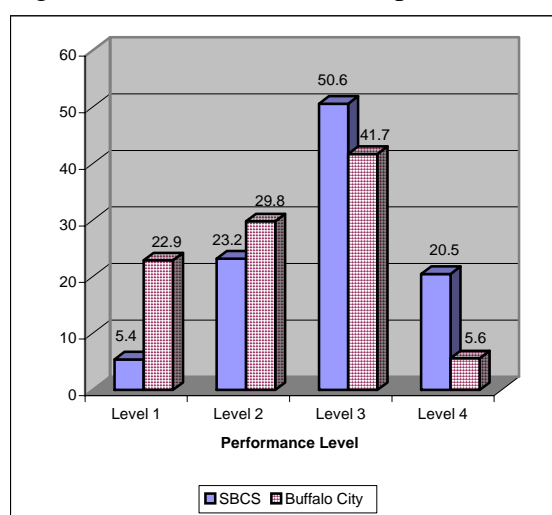


Figure 13. Grade 5 Math Comparison

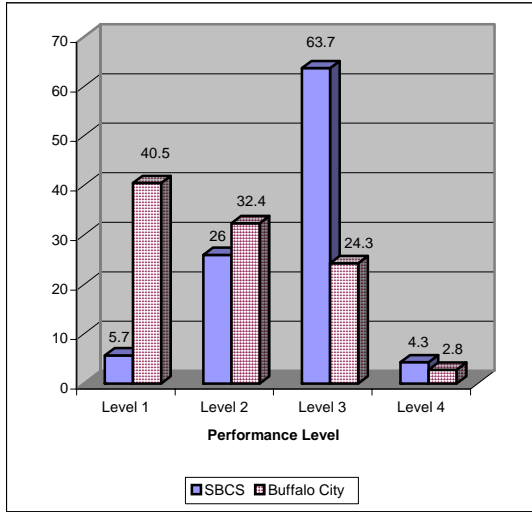


Figure 14. Grade 6 Math Comparison

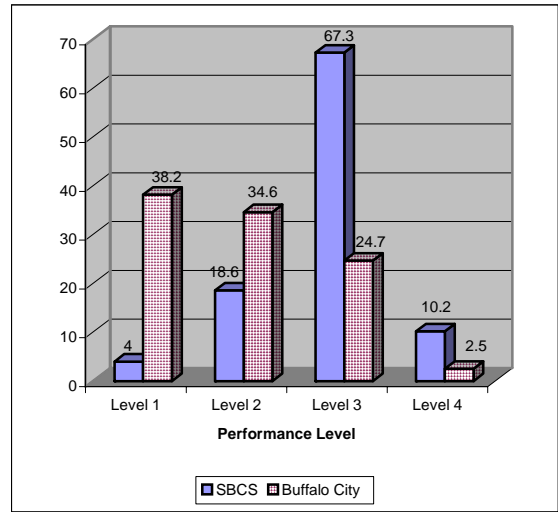


Figure 15. Grade 7 Math Comparison

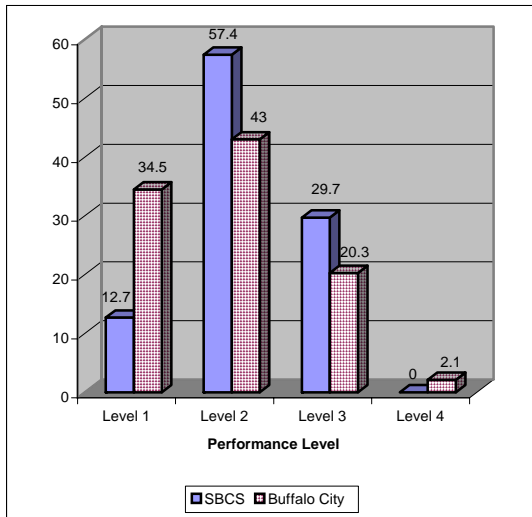
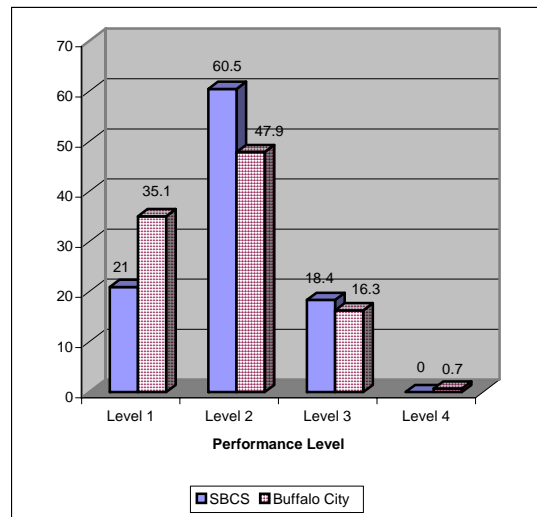


Figure 16. Grade 8 Math Comparison



Each year, the percentage of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute and based on the similar school categories generated by the State Education Department and the New York City Department of Education (if applicable).

Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Math exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.

Value Added to Student Learning

The TerraNova Standardized Test, a nationally recognized test used to assess student performance and mastery of specific content objectives as compared to students of their own age

and grade level across the nation, is administered to students in grades 2-8 to measure the student's academic achievement in the area of mathematics.

Outcome

For the 2004-05 and 2005-06 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE score in the previous Spring on the TerraNova, a nationally-normed Mathematics test, and an NCE score of 50 (i.e., grade-level) in the current Spring. If a grade-level cohort exceeds an NCE score of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

Results

NCE scores rank student test scores from 1 to 99. Scores near 50 denote average performance. Scores above this range denote above average performance and scores below this range denote below average performance.

The two-year comparison for cohort students in grades 2-8 is presented in Table 13. The data presented compares the performance (as measured by average NCE scores) of the same group of cohort students who completed the TerraNova Test in 2004-05 and 2005-06. By this limitation, students new to SBCS or who had not taken the TerraNova Test the previous Spring are excluded from the analysis.

The results displayed in Table 13 reveal the following:

- Cohort students in grades 3 reduced by more than one half the gap, their average NCE score from the previous Spring. When this group was second grade in 2004-05, they had an NCE score of 48. Since the target was an average NCE score of more than one half the difference between 48 and 50, students achieved the targeted NCE score of 49 for Spring 2005-06.
- Cohort students in grades 4 reduced by more than one half the gap, their average NCE score from the previous Spring. In 2004-05 cohort students in grade 3 had an average NCE score of 47 and an average NCE score of 52 in Spring 2005-06. The fourth grade cohort students exceeded the targeted NCE score by a margin of 4.
- Cohort students in grade 6 reduced by more than one half the gap of their average NCE score from the previous Spring. While in fifth grade, the cohort students had an average NCE score of 55, as such; the cohort's average NCE score was already above 50 in Spring 2004-05. Therefore, the cohort's target was simply an average NCE score greater than they had achieved in fifth grade, the cohort obtained its targeted NCE score.
- Cohort students in grades 2, 5, 7 and 8 failed to reduced by more than one half the gap of their average NCE score from the previous Spring

Additional Data

Across all grade levels (2-8), the average NCE score in Mathematics for Spring 2004-05 was 51. Because the average NCE score for Spring 2004-05 was already above 50, the targeted average NCE score (52) was merely an average NCE score greater than the grade level cohorts had achieved. SBCS successfully reduced by more than one half the gap their average NCE score from the previous Spring in Mathematics across all grade levels.

Table 13. NCE Score Comparison-Mathematics

MATHEMATICS								
GRADE	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL	2004-2005 AVERAGE	2005-2006 AVERAGE	TARGET
Second	20 (45%)	19 (43%)	24 (55%)	25 (57%)	44	54	51	55-NOT MET
Third	41 (59%)	33 (47%)	29 (41%)	37 (53%)	70	48	50	49-MET
Fourth	44 (63%)	30 (43%)	26 (37%)	40 (57%)	70	47	52	48-MET
Fifth	24 (36%)	32 (48%)	42 (64%)	34 (52%)	66	55	52	56-NOT MET
Sixth	16 (35%)	13 (28%)	30 (65%)	33 (72%)	46	55	59	56-MET
Seventh	18 (43%)	22 (52%)	24 (57%)	20 (47%)	42	52	46	53-NOT MET
Eighth	17 (45%)	17 (45%)	21 (55%)	21(55%)	38	52	50	53-NOT MET
School	180 (48%)	166 (44%)	196 (52%)	210 (56%)	376	51	52	52-MET

Individual student gains are the most precise indicators of student growth. These gains represent actual student growth from one year to the next. The results displayed in Table 14 shows the distribution of NCE gains for those cohort students who received an NCE score of greater than 50 in 2004-05 and increased their NCE score for 2005-06. From the results shown below, grade 6 student cohorts achieved the highest gains.

Table 14. Student Cohort Gains > 50-Mathematics

MATHEMATICS	
GRADE	GAINS > 50
Second	5 (20%)
Third	10(36%)
Fourth	12 (55%)
Fifth	17 (41%)
Sixth	22 (76%)
Seventh	5 (21%)
Eighth	4 (2%)

Additional Data

Overall student gains in mathematics by cohort students are presented in Table 15. When examining overall student gains, it was found that gains were highest for student cohorts in grade 4 and grade 6 (71%) followed by grade 3 (57%), grade 2 (56%), grade 5 (45%), grade 8 (36%) and grade 7 (21%).

Table 15. Student Cohort Overall Gains- Mathematics

MATHEMATICS	
GRADE	GAINS
Second	25 (56%)
Third	40 (57%)
Fourth	50 (71%)
Fifth	30 (45%)
Sixth	33 (71%)
Seventh	9 (21%)
Eighth	14 (36%)

Tables 16- 22 display NCE comparisons among student cohorts by gender and ethnicity. The data presented supports the following conclusions:

- For student cohorts in grades 3 and 4, both male and female cohorts increased the percentage of NCE score of at least 50 for Spring 2005-06
- While there were notable differences among subgroups across grade levels, each ethnic group represented for cohorts in grade 3, 4 and 6 either maintained or increased the percentage of NCE scores of 50 from Spring 2004-05 to Spring 2005-06

Table 16. Grade 2 Race and Subgroups-Mathematics

MATHEMATICS					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	9 (20%)	12 (27%)	15 (34%)	12 (27%)	24
Female	8 (18%)	10 (23%)	12 (27%)	10 (23%)	20
TOTAL					44
SUBGROUPS					
American Indian/Alaskan Native					
Black	3 (60%)	4 (80%)	2 (40%)	1 (20%)	5
Hispanic		1(50%)	1 (50%)		1
Asian or Pacific Islander					
White	14 (36%)	17 (44%)	24 (63%)	21(55%)	38
TOTAL					44

Table 17. Grade 3 Race and Subgroups-Mathematics

MATHEMATICS					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	16 (23%)	14 (20%)	19 (27%)	21 (30%)	35
Female	25 (36%)	19 (27%)	10 (14%)	16 (23%)	35
TOTAL					70
SUBGROUPS					
American Indian/Alaskan Native	1 (100%)			1 (100%)	1
Black	8 (100%)	7 (87%)		1 (12%)	8
Hispanic	3 (100%)	3 (50%)			3
Asian or Pacific Islander	1 (50%)	1 (50%)	1 (50%)	1 (50%)	2
White	28 (50%)	22 (39%)	28 (50%)	34 (60%)	56
TOTAL					70

Table 18. Grade 4 Race and Subgroups -Mathematics

MATHEMATICS					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	14 (20%)	11 (16%)	14 (20%)	17 (24%)	28
Female	30 (43%)	19 (27%)	12 (17%)	23 (33%)	42
TOTAL					70
SUBGROUPS					
American Indian/Alaskan Native	1 (100%)			1 (100%)	1
Black	9 (81%)	8 (72%)	2 (18%)	3 (27%)	11
Hispanic	3 (100%)	1 (33%)		2 (66%)	3
Asian or Pacific Islander					
White	31 (56%)	21 (38%)	24 (43%)	34 (61%)	55
TOTAL					70

Table 19. Grade 5 Race and Subgroups-Mathematics

MATHEMATICS					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	12 (18%)	17 (26%)	20 (30%)	15 (23%)	32
Female	12 (18%)	15 (23%)	22 (33%)	19 (29%)	34
TOTAL					66
SUBGROUPS					
American Indian/Alaskan Native		1 (50%)	2 (100%)	1 (50%)	2
Black	4 (100%)	4 (100%)			4
Hispanic	2 (33%)	5 (83%)	4 (66%)	1 (16%)	6
Asian or Pacific Islander	1 (100%)	1 (100%)			1
White	17 (73%)	21(39%)	36 (67%)	32 (60%)	53
TOTAL					66

Table 20. Grade 6 Race and Subgroups-Mathematics

MATHEMATICS					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	6 (13%)	7 (15%)	17 (37%)	16 (34%)	24
Female	10 (21%)	6 (13%)	13 (28%)	17 (37%)	20
TOTAL					46
SUBGROUPS					
American Indian/Alaskan Native					
Black	5 (45%)	3 (27%)	6 (54%)	8 (72%)	11
Hispanic	1 (33%)	1 (33%)	2 (66%)	2 (66%)	3
Asian or Pacific Islander			1 (2%)	1 (2%)	1
White	10 (32%)	9 (29%)	21 (67%)	22 (70%)	31
TOTAL					46

Table 21. Grade 7 Race and Subgroups-Mathematics

MATHEMATICS					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	10 (24%)	12 (29%)	14 (33%)	12 (29%)	24
Female	8 (19%)	10 (24%)	10 (24%)	8 (19%)	20
TOTAL					42
SUBGROUPS					
American Indian/Alaskan Native	1 (100%)	1 (100%)			1
Black	6 (75%)	7 (87%)	2 (25%)	1 (12%)	8
Hispanic	2 (100%)	1 (2%)			2
Asian or Pacific Islander		1 (50%)	2 (100%)	1 (50%)	2
White	9 (31%)	12 (41%)	20 (68%)	17 (58%)	29
TOTAL					42

Table 22. Grade 8 Race and Subgroups-Mathematics

MATHEMATICS					
GENDER	2004-2005 NCE < 50	2005-2006 NCE < 50	2004-2005 NCE >=50	2005-2006 NCE >=50	TOTAL
Male	6 (16%)	6 (16%)	11 (29%)	11 (29%)	17
Female	11 (29%)	11 (29%)	10 (26%)	10 (26%)	21
TOTAL					38
SUBGROUPS					
American Indian/Alaskan Native			1 (100%)	1 (100%)	1
Black	6 (66%)	6 (66%)	3 (33%)	3 (33%)	9
Hispanic		1 (100%)	1 (100%)		1
Asian or Pacific Islander					
White	11 (40%)	10 (37%)	16 (59%)	17 (62%)	27
TOTAL					38

Science

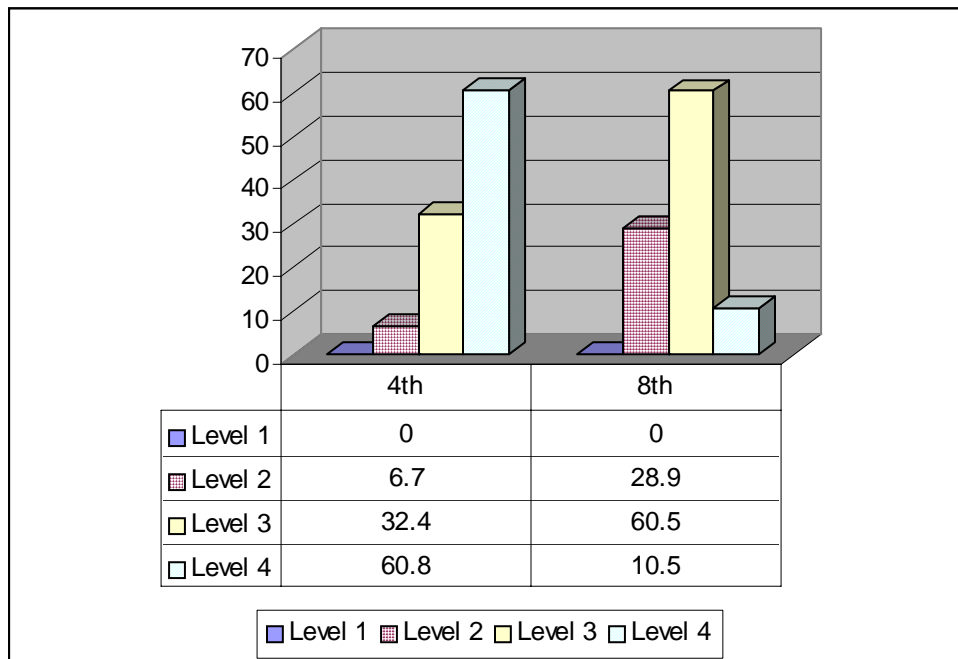
Goal: Students will become proficient in the knowledge, skills and concepts of Science and will make continuous yearly progress toward mastery in these areas.

Absolute Proficiency Required Outcome Measures

In each year, 75 percent of fourth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

Figure 17 displays fourth and eighth grade Science performance data for students who were enrolled in at least their second year at SBCS. Students in grade 4 (93.2%) exceed its required outcome by a margin of 18% while students in grade 8 (71%) missed its outcome measure by 4%.

Figure 17. Science– Enrolled in at least their 2nd year



Comparative Proficiency on State Exams

Required Outcome Measures

Each year, the percent of 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 the Buffalo City School District.

[Data currently unavailable]

Social Studies

The New York State Social Studies Test is designed to measure student achievement of the content, concepts, and skills in the social studies curriculum. Each student's performance on the Social Studies Test will fall into one of four levels of performance.

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

Absolute Proficiency

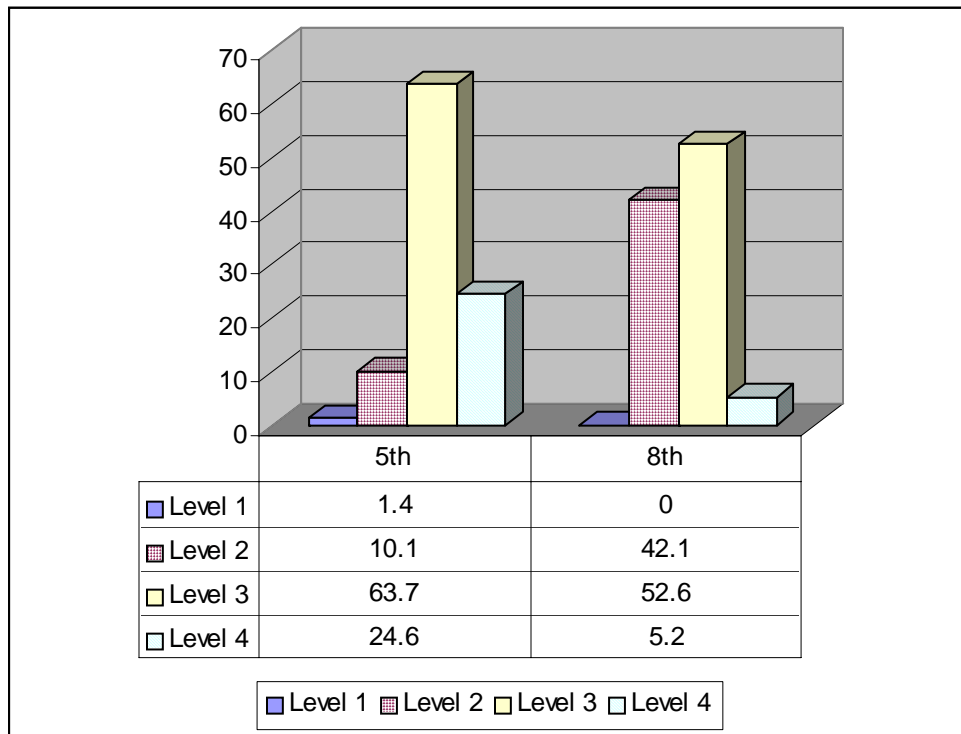
Required Outcome Measures

In each year, 75 percent of fifth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

Figure 18 summarizes the social studies performance levels of fifth grade students who were enrolled in at least their second year at SBCS. As depicted in Figure 18, eighty-eight percent (88%) of fifth grade students who were enrolled in at least their second year at SBCS performed at or above Level 3 on the New York Social Studies examination. Fifth grade students exceeded

the required outcome measure by 13%. Approximately, 58% of eighth grade students performed at or above Level 3 failing to meet the outcome desired.

Figure 18. Social Studies– Enrolled in at least their 2nd year



Comparative Proficiency on State Exams Required Outcome Measures

Each year, the percentage of 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 the Buffalo City School District.

[Data currently unavailable]

Additional Required Academic Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

- SBCS accountability status for 2005-06 is “Charter School In Good Standing.”

Summary

The results from the New York State Assessments in ELA, Math and the TerraNova Test indicate that consistency of achievement and performance across all grade levels in ELA, reading and mathematics should be of grave concern. Although the data shows that we are making progress in selected grades and in closing the achievement/growth gap from one grade level to

the next, much work remains to be done. Reducing the gap in reading for grade levels 3 and 4 and inconsistent ELA scores suggest that vertical integration needs to become more consistent in our reading and ELA instruction school-wide to meet the needs of all grade levels.

The achievement/growth gap for mathematics was reduced for grade level cohorts in grades 3, 4 and 6. Mathematics scores on the state assessment further reveals that our elementary program is working. However, our middle school program is continuing in its development. Similar to reading, the data suggests that our mathematics instruction is not consistent school-wide. Our staff does an excellent job of teaching the conceptual and procedural mathematics by using the "hands-on" approach; however, our challenge is to integrate the language of mathematics across the curriculum at each grade level. The focus of our math program for the future will be building problem-solving strategies that will relate with the "real world" students find outside their classrooms.

Although no single test can tell the whole, we will use 'multiple measures' to provide us with a more complete view of what our students know and can do. Additionally, challenging critical thinkers through differentiated instruction will become a reality at SBCS.

Action Plan

A significant amount of work has been undertaken by the school's leadership team to improve the quality and breadth of the curriculum and the quality of teaching, learning and assessment at SBCS. While we celebrate individual student performance, gains and the success of grade level cohorts who closed the achievement/growth gap in reading and mathematics, based upon the results of the State Assessments and TerraNova Test, much work remains to be done. It can be concluded from the data that current reading and math instruction across the board may not be sufficient and that there are significant vertical gaps in the curriculum. In order to close the achievement/growth gap across all grade levels and move more students toward proficiency, SBCS will implement the following for the 2006-07 school term:

- **Reading First Program K-3**

SBCS will have daily 90-minute blocks devoted to reading instruction where students will receive explicit, systematic instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary in grades K-3. These blocks will be uninterrupted and protected with no student assemblies or field trips scheduled during the 90-minute block of time. Interventions for students who are at-risk or failing to meet reading goals will receive an additional 30 minutes of supplemental or intervention services in the classroom, while classroom students participate in other programs apart from the 90-minute reading block. SBCS is committed to avoiding a pull-out program for supplemental intervention services. Instead, flexible student groupings will be used to enable students who need additional time learning reading to receive the intensive support that they need. Center-based instruction will allow teachers to provide intensive, targeted instruction in reading to small groups of children who need additional time on task in reading within the classroom setting.

SBCS will establish a comprehensive Student Data System that will link ongoing assessments with instructional modifications and student intervention. Through the Reading First program, benchmarking data as well as required assessment data will be collected and analyzed. The SBCS Assessment Team will share data with teachers in existing monthly

grade-level meetings to help teachers identify and address specific student needs. Selected assessment tools will provide benchmark, growth, and diagnostic data to the classroom teachers.

- **School-Wide Reading Campaign**

All grade levels at SBCS (K-8) will focus on literacy as an important key to accelerating academic achievement. We will embark upon a new campaign entitled “SBCS’s Million Word Campaign.” The campaign will encourage students to read at least two books a month, with the goal of a minimum of 25 books within a year. Students will be able to read at their own levels, independently and select books according to their interest. It is our belief that this campaign will build student vocabulary and increase comprehension.

- **Mathematics**

SBCS will continue the application of strategies across all grade levels and practical application of mathematical concepts and thinking about math

- **Target Skill Gaps on the 3-8 ELA and Math Assessments**

SBCS will work with students’ individually using personalized lesson plans to target skills gaps from the ELA and Math State Assessments

- **Designing ELA and Math Parallel Local Assessments**

SBCS will design parallel assessments related to the ELA and Math State Assessments

- **Research and implement a school-wide writing program**

- **Restructuring the school programs and schedule to accommodate student remediation**

- **Aligned Instruction**

SBCS will continue to align the curriculum vertically (K-8), horizontally (within an instructional level), and systemically (school-wide). Professional development opportunities will be offered to assist teachers in the core curriculum areas of language arts, mathematics, social studies and science in aligning their curriculum to the New York State Education Core Curriculum. The curriculum will be written and aligned to ensure that students are prepared to be successful learners.

- **Curriculum Review /Data Analysis**

SBCS administrative team will compare student data from the TerraNova with data from the ELA and mathematics state assessments to observe cohort student grade level performance. Based on student achievement data and other relevant data, SBCS’s leadership team will evaluate the reading and mathematics curriculum and instructional programs.

Organizational Goals

Parent and Student Satisfaction

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

Parents

Required Outcome Measures

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of all parents provide a positive response to each of the survey items.

Parent surveys were administered to parents of SBCS students in the Spring semester by an outside consultant. The survey provides a good snapshot of parental perceptions at SBCS. Information was received from parents through closed-ended and open-ended questions. A detailed parent survey report analysis is provided as an attachment. Listed below is an overview of parent's responses regarding satisfaction with the school's program.

- 97% - Great School for students and parents
- 92% - Get enough information from SBCS to help their children improve in the classroom
- 98% - Believe that SBCS does a good job in preparing children to succeed in the next grade level

Based on the result of the parent survey, SBCS met its required outcome.

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

Twenty-one out of 583 students did not return during the 2006-2007 school year, which resulted in a student retention rate of 98%. Thus, the required outcome measure was met.

Students

Required Outcome Measures

Goal: The South Buffalo Charter School will demonstrate that it will attract and maintain a student enrollment that will ensure its financial viability.

Each year, the school will have a daily student attendance rate of at least 95 percent. SBCS met its daily student attendance rate for the 2005-2006 school year.

Legal Compliance

Goal: The South Buffalo Charter School will follow all federal, state and charter regulations that are required of a charter school.

Required Outcome Measure

Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

- SBCS will maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
- SBCS will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Fiscal Soundness

Goal: The South Buffalo Charter School will be a strong, viable organization, which carries out sound financial practices.

Budgeting

Required Outcome Measure

SBCS has operated on a balanced budget where actual revenues have been equal or exceed its actual expenses. The school has operated on a balanced budget for the past six years.

Financial Condition

Required Outcome Measure

Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

Internal Controls and Compliance

Required Outcome Measure

Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.