

Accountability Plan Progress Reports for the 2006-07 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 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.

**The South Buffalo Charter School
Accountability Plan Progress Report
2006-2007**

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 began in old Buffalo Public School 29, which was also occupied by South Buffalo Community Center, the South Buffalo Grief Center and the South Buffalo Senior Center. SBCS's mission is to provide equitable opportunities for all students to acquire an education that links Character Education with rigorous academics, technology, and careers to produce students who are well prepared for the 21st century. This is accomplished by reminding students regularly that SBCS is a special place that they come to each day to LEARN! This is reinforced daily by providing a safe and secure atmosphere in which teachers are expected to teach and students are expected to learn.

While implementing the school's mission, SBCS offers a wide variety of academic curriculum and special subject areas. The New York State Curriculum is followed. Each day, students are fully engaged in Social Studies, Mathematics, English-Language Arts and Science. Throughout the week students take special area classes in Spanish, Gym, Art, Music and Computer Technology. SBCS teaches and practices core virtues and values. Each month a specific virtue is taught and modeled throughout the month. Community town meetings are hosted where students gather together to share their level of knowledge of the virtue. Students and classes perform skits, read poems and stories and share other examples of the virtue. SBCS became a Reading First School in 2006-2007.

SBCS serves students in Kindergarten to eighth grade and prides itself on obtaining and retaining a highly qualified and dedicated faculty. Parents and extended family members are important to the life of the school. It is important to the school to have the support of these individuals and to interact and reach out into the community. The student body is composed of varying ethnic backgrounds and financial levels reflecting the multi-cultural diversity in the surrounding community. The students reflect a broad spectrum of academic abilities and exemplify the school's philosophy of preparing students for life. SBCS strives to build a composite class that is diverse in academic learning styles and abilities.

SBCS has developed annual goals and objectives in accordance with the Charter School Institute and New York State Education Department, to fulfill its mission of achieving excellence in student achievement and teaching. The school's annual progress report measures the extent to which we met the goals and objectives for 2006-07 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.

Table 1. 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	80	43	613

Table 2. 2006-07 Characteristics of Student Population

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	1.8	11
Black	16.3	100
White	71.9	441
Hispanic	8.6	53
Low-Income	75.5	463
Special Education		
Limited English Proficient		

Academic Goals

ENGLISH LANGUAGE ARTS (ELA)

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's ELA Curriculum was written by teachers for teachers to assist students in meeting and exceeding national, state, and school standards. It was developed from the school's collective knowledge of the standards and the research base for best teaching practices. Our sources of information include the National ELA Standards, the New York State ELA Standards and data drawn from other school districts throughout New York State and the nation.

Goal 1, Measure 1: Absolute Proficiency

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

Method

During January 2007, SBCS administered the New York State ELA Assessment to students in grades 3-8.

Results

Table 3 shows that 380 out of the 412 students tested were enrolled in at least their second year at SBCS. The data reveals that ELA performance for students was not significantly different for students enrolled in at least their second year compared to all students enrolled. The percentage of students scoring at or above Level 3 in grades 3-5 was above 60% and above 50% for students in grades 6 and 7 while students in grade 8 fell below 50%. Despite scoring reasonably well in certain grade levels, the school as a whole and across all grade levels failed to meet the required outcome.

Table 3: Charter School Performance on 2006-07 State ELA Assessment 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	7.5	28.8	58.8	5.0	64.0	80
	Students in At Least 2 nd Year	5.5	29.1	59.7	5.5	65.2	72
4	All Students	8.9	27.8	58.2	5.1	63.9	79
	Students in At Least 2 nd Year	9.5	28.7	56.2	5.4	61.6	73
5	All Students	4.9	34.6	58.0	2.5	60.4	81
	Students in At Least 2 nd Year	5.3	33.3	58.6	2.6	61.2	75
6	All Students	0.0	46.9	53.1	0.0	53.1	81
	Students in At Least 2 nd Year	0.0	47.9	52.0	0.0	52.0	73
7	All Students	4.2	43.8	50.0	2.1	52.0	48
	Students in At Least 2 nd Year	4.4	44.4	48.8	2.2	51.0	45
8	All Students	4.7	55.8	34.9	4.7	39.5	43
	Students in At Least 2 nd Year	4.7	57.1	33.3	4.7	38.0	42
All	All Students	5.0	37.8	53.8	3.1	57.0	412
	Students in At Least 2 nd Year	5.0	38.4	53.6	2.8	56.5	380

Evaluation

Although students in the primary and intermediate grades performed better than the middle school students, none of the grade levels or school met the required outcome. Students in grade three (65.2%) came the closest followed by students in grades four (61.6%) and five (61.2%). When compared to other grade levels, grade eight (38.0%) was the farthest from meeting its required outcome. The school failed to meet its outcome by a margin of 18.5%.

Additional Evidence

Table 4 depicts the percent of students scoring at Level 3 or higher on the ELA Assessment in grades 3-8. The data reveals that students in grades 3, 4, 5 and 7 scored higher for the current year than the previous year. School-wide, SBCS had a higher percentage of students performing at or above Level 3 than the year before.

Table 4. ELA Performance by Grade Level and School Year of Students Enrolled

Grade	Percent of Students at Levels 3 and 4			
	2005-06		2006-07	
	Percent	Number Tested	Percent	Number Tested
3	57.5	80	64.0	80
4	60.8	79	63.9	79
5	62.6	80	60.4	81
6	62.0	50	53.1	81
7	45.8	48	52.0	48
8	28.3	46	39.5	43
All	54.8	383	57.0	412

Goal 1, Measure 2: Absolute Proficiency

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

Method

Annual Measurable Objectives (AMO) are used as part of New York State's Accountability System for determining whether schools and districts have made Adequate Yearly Progress (AYP). The AMO increases over time, with the goal of 100% of students reaching proficiency in 2014. 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 Table 5 is the calculation of SBCS's aggregate PI on the 2007 ELA State Assessment.

Results

The 2006-2007 ELA AMO for grade 3-8 was 122. Table 5 shows that SBCS's calculated AMO for ELA in grades 3-8 was 152.

Table 5. Calculation of 2006-07 ELA Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	5	37.8	53.8	3.1	412

$$\begin{aligned}
 \text{PI} &= 37.8 + 53.8 + 3.1 \\
 &+ 53.8 + 3.1 = \mathbf{152}
 \end{aligned}$$

Evaluation

SBCS met and exceed the required AMO for ELA in grades 3-8 by a margin of 30.

Additional Evidence

Displayed in Table 6 is the ELA PI and AMO by school year. In comparison to the previous year, SBCS's PI increased by 9.

Table 6. ELA Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Total N Tested	Percent of Students at Each Performance Level			PI	AMO
			Level 2	Level 3	Level 4		
2005-06	3-8	383	33.6	48.5	6.2	143	122
2006-07	3-8	412	37.8	53.8	3.1	152	122

Goal 1, Measure 3: Comparative Proficiency

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 ELA Assessment will be greater than that of all students in the same tested grades in the Buffalo City School District.

Method

Each year SBCS compares the percent of students who are enrolled in at least their second year performing at or above Level 3 on the State ELA Assessment to all students in the same tested grades in the Buffalo City School District.

Results

The data in Table 7 displays SBCS's aggregate ELA school performance compared to the Buffalo City School District in the same tested grades. Across all grade level, 3-8, SBCS outperformed the Buffalo City School District.

Table 7. 2006-07 State ELA Assessment 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 City School District	
	Percent	Number Tested	Percent	Number Tested
3	65.2	72	35.3	2395
4	61.6	73	39.9	2334
5	61.2	75	38.8	2457
6	52.0	73	35.1	2388
7	51.0	45	26.9	3108
8	38.0	42	33.4	2530
All	56.5	380	34.5	15212

Evaluation

SBCS significantly outperformed the Buffalo City School District in grades three (29.9%), four (21.7%), five (22.4%) and seven (24.1%). School-wide, SBCS outperformed Buffalo City School District by 22%.

Goal 1, Measure 4: Comparative Proficiency

Each year, the school will exceed its predicted level of performance on the State ELA Assessment 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

SBCS compares student performance on the state ELA Assessment to similar schools statewide. To determine if SBCS meets this measure, the Charter School Institute conducts a regression analysis to examine how schools perform given the poverty level of their student population. The analysis yields a predicted percent of students scoring at Levels 3 and 4 based on the grade specific test performance and free-lunch statistics of all New York State public schools.

Results

Table 8 displays how SBCS students in each grade level performed in ELA compared to students in public schools in New York State with the same grade and a similar population of fee-lunch-eligible students. Grades 4, 5, 6 and 7 had positive effect sizes.

Table 8. 2006-07 ELA 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		80	57.5	61.6	-4.1	-0.21
4		79	62.8	59.8	6.0	0.31
5		80	62.5	58.1	4.4	0.22
6		50	62.0	49.8	12.2	0.59
7		48	45.8	45.7	0.1	0.01
8		43	28.3	38.3	-10.0	-0.58
All	53.3	383	55.9	54.2	1.7	0.08

School's Overall Comparative Performance:

About the Same as Expected

Evaluation

As presented in Table 8, the largest positive effect size (0.59) occurred for students in grade 6. Additionally, positive effect sizes were found for grades four (0.31), five (.22) and seven (0.01). Although the school's effect size was positive, the school's overall comparative performance in ELA was about the same as expected.

Additional Evidence

Goal 1, Measure 5: Value Added

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 Terra Nova, 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.

Method

The Terra Nova Standardized Test is a commercial achievement test that compares the performance and mastery of specific content objectives as compared to students of their own age and grade level across the nation. The test produces scores in three content areas - reading, language, and mathematics. The test is administered to SBCS students in grades 2-8 to measure their academic achievement in the area of reading. When analyzing scores, SBCS compares the same students' (cohorts) scores from one year to the next year. By this limitation, students new to SBCS or who had not taken the Terra Nova Test the previous Spring are excluded from the analysis.

Results

The two-year comparison for cohort students in grades 2-8 is presented in Table 9. In comparing the same students across two years, the average NCE scores in grade levels 3, 7 and 8 increased by 5, 6 and 1 respectively. Additionally, the average NCE score school-wide was slightly higher than the previous year.

Table 9. Cohort Growth on Terra Nova (Reading) from 2005-06 to 2006-07

Grade	Cohort Size	Average NCE			Change	Target Achieved
		2005-06	Target	2006-07		
2	41	56.1	GAIN	54.0	-2	NO
3	44	51.0	GAIN	56.0	5	YES
4	70	53.0	GAIN	53.0	0	NO
5	70	53.0	GAIN	53.0	0	NO
6	66	56.0	GAIN	50.0	-6	NO
7	46	49.0	49	55.0	6	YES
8	42	54.0	55	55.0	1	YES
All	379	53.0	GAIN	53.1	.1	YES

Evaluation

Cohorts in grades 3, 7 and 8 met the required target. The school also met its target by a very small margin.

Additional Evidence

Goal 1, Measure 6: Value Added

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 ELA Assessment and 75 percent at or above Level 3 on the current year's State ELA Assessment. 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

SBCS is interested in using ELA Assessment data to measure student growth in ELA over time. Two years of ELA Assessment data is now available for students in grades 3-8. Student growth is measured using the student's previous year's assessment results.

Results

Table 10 shows the ELA scores for cohort students in grades 3-8. The school and each grade level failed to meet its growth expectation.

Table 10. Cohort Growth on State ELA Assessment from 2005-06 to 2006-07

Grade	Cohort Size	Percent at Levels 3 and 4			Change	Target Achieved
		2005-06	Target	2006-07		
4	73	57.4	66.2	61.6	4.2	NO
5	75	58.2	66.6	61.2	3.0	NO
6	73	62.6	68.8	52.0	-10.6	NO
7	45	62.4	68.7	51.0	-11.4	NO
8	42	46.7	60.8	38.0	-8.7	NO
All	308	58.4	66.7	56.5	-1.9	NO

Evaluation

While cohorts in grade levels four (4.2%) and five (3.0%) showed increased gains in the number of students scoring at or above Level 3, it wasn't enough to meet or exceed its annual growth expectation. Gains were not shown school-wide for cohorts in grades 6, 7 and 8.

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 their Mathematic skills.

Background

SBCS's Mathematics Curriculum is a comprehensive curriculum that was written by teachers for teachers to assist students in meeting and exceeding national, state, and school standards. It was developed from the school's collective knowledge of the standards and the research base for best teaching practices. Our sources of information include the National Council of Teachers of Mathematics (NCTM) standards as guidelines, the New York State Mathematics Standards and

data drawn from other school districts throughout New York State and the nation. Manipulatives such as scientific and standard calculators assist students with their work.

Goal 2, Measure 1: Absolute Proficiency

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 Assessment.

Method

During March 2007, SBCS administered the New York State Mathematics Assessment to students in grades 3-8.

Results

Table 11 reveals that Mathematics performance for students was not dramatically different for students enrolled in at least their second year compared to all students enrolled. The percentage of students scoring at or above Level 3 in grades 3 and 6 was well above the required outcome while students in grades 4 and 5 fell slightly below. The school met the required outcome exactly.

Table 11. Charter School Performance on 2006-07 State Mathematics Assessment 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	1.3	5.1	60.8	32.9	93.7	79
	Students in At Least 2 nd Year	1.4	5.5	56.9	36.1	93.0	72
4	All Students	1.3	27.5	60.0	11.3	71.3	80
	Students in At Least 2 nd Year	0.0	26.3	63.8	9.7	73.5	72
5	All Students	5.1	24.1	57.0	13.9	70.9	79
	Students in At Least 2 nd Year	5.4	23.3	56.1	15.0	71.2	73
6	All Students	2.5	13.9	70.9	12.7	83.6	79
	Students in At Least 2 nd Year	2.8	11.3	71.8	14.0	85.8	71
7	All Students	2.2	35.6	46.7	15.6	62.3	45
	Students in At Least 2 nd Year	2.3	35.7	45.2	16.6	61.8	42
8	All Students	13.6	34.1	52.3	0.0	52.3	44
	Students in At Least 2 nd Year	13.9	34.8	51.2	0.0	51.2	43
All	All Students	3.6	20.6	59.3	15.5	75.0	406
	Students in At Least 2 nd Year	4.0	20.9	58.9	16.4	75.3	373

Evaluation

As can be gleaned from Table 11, two out of the six grade levels tested, grade three (93.0%) and grade six (85.85%), had greater than 75% of students scoring at or above performance Level 3, thus meeting and exceeding the required outcome for those grade levels by large margins. School-wide the target was met exactly, with 75.3% of students scoring at or above performance Level 3. Students scoring at or above Level 3 for grades 4 and 5 were slightly below the required

outcome by 1.5 and 3.8 respectively. Grades seven (61.8%) and eight (51.2%) also failed to meet the required outcome.

Additional Evidence

Table 12 depicts the percentage of students scoring at Level 3 or higher on the Mathematics Assessment in grades 3-8 by school year. With the exception of students in grade 4, by a small margin of 1.3%, all other grade levels increased the number of students scoring at or above Level 3 for the current school year. School-wide, the percentage of students scoring at or above Level 3 increased by 13.1%.

Table 12. Mathematics Performance by Grade Level and School Year

Grade	Percent of Students at Levels 3 and 4			
	2005-06		2006-07	
	Percent	Number Tested	Percent	Number Tested
3	81.3	80	93.7	79
4	72.6	82	71.3	80
5	64.7	82	70.9	79
6	76.5	51	83.6	79
7	29.2	48	62.3	45
8	18.6	43	52.3	44
All	61.9	386	75.0	406

Goal 2, Measure 2: Absolute Proficiency

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

Method

As previously stated, the AMO is used as part of New York State's Accountability System for determining whether schools and districts have made AYP. The AMO increases over time, with the goal of 100% of students reaching proficiency in 2014. Reaching the standard is measured by showing that an absolute proportion of students who have taken the state's Mathematics Assessment has scored at the partially proficient (Level 1), proficient (Level 2), or advanced (Level 4) performance levels. The AMO is also known as the PI. Displayed in Table 14 is the calculation of SBCS's aggregate PI on the 2007 Mathematics State Assessment.

Results

The 2006-2007 Mathematics AMO for grades 3-8 was 86. Table 13 shows that SBCS's calculated AMO for Mathematics in grades 3-8 was 170.

Table 13. Calculation of 2006-07 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	3.6	20.6	59.3	15.5	406

$$PI = 20.6 + 59.3 + 15.5 = 170$$

Evaluation

SBCS met and exceeded the required AMO for Mathematics in grades 3-8 by a margin of 84.

Additional Evidence

Displayed in Table 14 is the Mathematics PI and AMO by school year. In comparison to the previous year, SBCS's PI increased by 17.

Table 14. Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Total N Tested	Percent of Students at Each Performance Level			PI	AMO
			Level 2	Level 3	Level 4		
2005-06	3-8	384	30.2	52.0	9.6	153	86
2006-07	3-8	406	20.6	59.3	15.5	170	86

Goal 2, Measure 3: Comparative Proficiency

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 assessment will be greater than that of all students in the same tested grades in the Buffalo City School District.

Method

Each year SBCS compares the percent of students who are enrolled in at least their second year performing at or above Level 3 on the State Mathematics Assessment to all students in the same tested grades in the Buffalo City School District.

Results

The data in Table 15 displays SBCS's aggregate Mathematics school performance compared to the Buffalo City School District in the same tested grades. School-wide and across all grade levels, grades 3-8, SBCS outperformed the Buffalo City School District.

Table 15. 2006-07 State Mathematics Assessment 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 City School District	
	Percent	Number Tested	Percent	Number Tested
3	93.0	72	43.0	2440
4	73.5	72	44.4	2382
5	71.2	73	38.1	2476
6	85.8	71	37.8	2468
7	61.8	42	29.1	3127
8	51.2	43	25.8	2544
All	75.2	373	35.9	15428

Evaluation

SBCS significantly outperformed the Buffalo City School District in all grade levels: grade three (50.0%), four (29.1%), five (33.1%), six (48.0%), seven (32.7%) and eight (25.4%). School-wide, SBCS outperformed Buffalo City School District by 39.3%.

Goal 1, Measure 4: Comparative Proficiency

Each year, the school will exceed its predicted level of performance on the State Mathematics Assessment 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

SBCS compares student performance on the state Math Assessment to similar schools statewide. To determine if SBCS meets this measure, the Charter School Institute conducts a regression analysis to examine how schools perform given the poverty level of their student population. The analysis yields a predicted percent of students scoring at Levels 3 and 4 based on the grade specific test performance and free-lunch statistics of all New York State public schools.

Results

Table 16 displays how SBCS students in each grade level performed in mathematics compared to students in public schools in New York State with the same grade and a similar population of fee-lunch-eligible students. Positive effect sizes were calculated for grades 3, 4, 5 and 6.

Table 16. 2006-07 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		80	81.3	74.8	6.4	0.36
4		80	72.5	70.9	1.6	0.08
5		82	64.6	60.0	4.6	0.20
6		51	76.5	51.3	25.2	1.09
7		48	29.2	45.3	-16.1	-0.71
8		43	18.6	41.8	-23.2	-1.04
All		384	61.7	60.3	1.4	0.07

School's Overall Comparative Performance:
<i>About the Same as Expected</i>

Evaluation

Among all grades levels, grade six (1.09) had the largest positive effect size followed by grades three (0.36), five (0.20) and four (0.08). A marginally positive effect size was found for the school (0.07).

Additional Evidence

Goal 2, Measure 5: Value Added

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 Terra Nova, 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.

Method

The Terra Nova Standardized Test is a commercial achievement test that compares the performance and mastery of specific content objectives as compared to students of their own age and grade level across the nation. The test produces scores in three content areas - reading, language, and mathematics. The test is administered to SBCS students in grades 2-8 to measure their academic achievement in the area of mathematics. When analyzing scores, SBCS compares the same students' (cohorts) scores from one year to the next year. By this limitation, students new to SBCS or who had not taken the Terra Nova Test the previous Spring are excluded from the analysis.

Results

The two-year comparison for cohort students in grades 2-8 is presented in Table 17. In comparing the same students across two years, cohort students in grades 3, 4, 6 and 8 increased their average NCE scores while students in grade 2, 5, and 7 did not show an increase. Additionally, the average NCE score school-wide slightly increased for the current school year.

Table 17. Cohort Growth on Terra Nova (Mathematics) from 2005-06 to 2006-07

Grade	Cohort Size	Average NCE			Change	Target Achieved
		2005-06	Target	2006-07		
2	41	59.9	GAIN	54.2	-5.7	NO
3	62	51.8	GAIN	56.6	4.8	YES
4	67	50.6	GAIN	53.1	2.5	YES
5	67	52.5	GAIN	52.5	0	NO
6	55	52.2	GAIN	57.8	5.6	YES
7	37	59.1	GAIN	54.4	-4.7	NO
8	43	46.6	48.3	50.3	3.7	YES
All	372	52.0	GAIN	54.2	2.2	YES

Evaluation

Cohorts in grades 3, 4, 6 and 8 met the required target. Among grade level cohorts that met the target, grade six (5.6) showed the greatest gains followed by grades three (4.8), eight (3.7) and four (2.5). The school met and exceeded its target by 2.2.

Additional Evidence

Goal 2, Measure 5: Value Added

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 Math Assessment and 75 percent at or above Level 3 on the current year's State Mathematics Assessment. 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

SBCS is interested in using Mathematics Assessment data to measure student growth in mathematics over time. Two years of Mathematics Assessment data is now available for students in grades 3-8. Student growth is measured using the student's previous year's assessment results.

Results

Table 18 shows the Mathematics scores for cohort students in grades 3-8. School-wide and cohorts at grades 6 and 8 met the growth expectation. Cohorts in grades 4, 5 and 7 failed to meet the required growth targets.

Table 18. Cohort Growth on State Mathematics Assessment from 2005-06 to 2006-07

Grade	Cohort Size	Percent at Levels 3 and 4			Change	Target Achieved
		2005-06	Target	2006-07		
4	72	80.7	GAIN	73.5	-7.2	NO
5	73	71.1	73.1	71.2	.1	NO
6	71	68.0	72.0	85.8	17.8	YES
7	42	77.5	GAIN	61.8	-15.7	NO
8	43	29.7	52.3	51.2	21.5	YES
All	301	67.7	71.0	71.0	3.3	YES

Evaluation

While cohorts in grade levels six (17.8%) and eight (21.5%) showed large gains in the number of students scoring at or above Level 3, a very small gain was shown for cohorts in grade five (.1%). However, despite the small gain for cohorts in grade 5, it wasn't enough to meet its annual growth expectation. Additionally, the growth expectations were not met for cohorts in grades four (-7.2%) and seven (-15.7%).

SOCIAL STUDIES

Goal 3: 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's Social Studies Curriculum is a comprehensive curriculum that was written by teachers for teachers to assist students in meeting and exceeding national, state, and school standards. It was developed from the school's collective knowledge of the standards and the research base for best teaching practices. The goals of the social studies curriculum are to develop an understanding of an ever-widening circle of communities and cultures, to develop a worldview 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.

Goal 3, Measure 1: Absolute Proficiency

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 Assessment.

Method

During the 2006 fall school term, students in grade 5 were administered the New York State Social Studies Assessment. The assessment was administered to students in grade 8 during the 2007 spring school term. 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 Assessment.

Results

Table 19 displays fifth and eighth grade Social Studies performance data for all students and students enrolled in at least their second year at SBCS. Students in grade 4 met and exceed the required outcome. Eighth grade student did not meet the required outcome.

Table 19. Charter School Performance on 2006-07 Grades 5 & 8 State Social Studies Assessment 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	7.6	8.9	62.8	20.5	83.3	78
	Students in At Least 2 nd Year	6.6	8.0	64.0	21.3	85.3	75
8	All Students	0	27.2	61.3	27.2	72.6	44
	Students in At Least 2 nd Year	0	27.9	60.4	11.6	72.0	43

Evaluation

Students in grade five (85.3%) met and exceed its required outcome by a margin of 10.3% while students in grade eight (72%) failed to meet its outcome measure by 3%.

Goal 3, Measure 3: Comparative Proficiency

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 Assessment will be greater than that of all students in the same tested grades in the Buffalo City School District.

Table 20. 2006-07 Grades 5 & 8 State Social Studies Assessment 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 School District	
	Percent	Number Tested	Percent	Number Tested
5	Data Unavailable			
8	Data Unavailable			

SCIENCE

Goal 4: 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’s Science Curriculum is a comprehensive curriculum that was written by teachers for teachers to assist students in meeting and exceeding national, state, and school standards. It was developed from the school’s collective knowledge of the standards and the research base for best teaching practices. Hands-on science curriculum kits are used to bring science to life and show that it’s creative, collaborative, fascinating and fun.

Goal 4, Measure 1: Absolute Proficiency

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 Assessment.

Method

During the 2006 fall school term, students in grade 4 were administered the New York State Science Assessment. The assessment was administered to students in grade 8 during the 2007 spring school term. 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 exam.

Results

Table 21 displays fourth and eighth grade Science performance data for all students and students who were enrolled in at least their second year at SBCS. Students in grade 4 met and exceed the required outcome while students in grade 8 did not.

Table 21. Charter School Performance on 2006-07 Grades 4 & 8 State Science Assessment 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	3.7	37.5	58.7	96.2	80
	Students in At Least 2 nd Year	0.0	2.7	36.1	61.1	97.2	72
Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	2.2	34.1	54.5	9.0	63.5	44
	Students in At Least 2 nd Year	2.3	34.8	53.4	9.3	62.7	43

Evaluation

Students in grade four (97.2%) met and exceed its required outcome by a margin of 22% and students in grade 8 (62.7%) failed to meet its outcome measure by 12.3%.

Goal 4, Measure 3: Comparative Proficiency

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 assessment will be greater than that of all students in the same tested grades in the Buffalo City School District.

Table 22. 2006-07 Grades 5 & 8 State Science Studies Assessment 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 School District	
	Percent	Number Tested	Percent	Number Tested
5	Data Unavailable			
8				

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 2007-08 is “Charter School In Good Standing.”

SUMMARY

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. Table 23 summarizes the extent to which SBCS met the required absolute, comparative and value added measures.

- SBCS’s absolute measures, measures the magnitude to which a defined minimum standard was met. As disclosed in Table 23, five out of the eight absolute measures was met.
- Comparative measures for SBCS, measures SBCS’s performance in comparison to the Buffalo City School District. Six comparative measures were outlined within the accountability plan. Four of the required comparative measures were met. Data was not available for the remaining two.
- Value added assessments are utilized by SBCS to report student test results based on growth in standardized and state test scores over two or more points in time. This measurement compares each student’s latest test score with the same student’s past test score to determine growth or improvement. Three out of four of the value added measures were met.

Table 23. Progress Summary Chart

Goal	Measure	Type	Description	Outcome
1	1	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 ELA Assessment.	Did Not Meet
1	2	Absolute	Each year, the school’s aggregate Performance Index (PI) on the State ELA assessment will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Met
1	3	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 ELA Assessment will be greater than that of all students in the same tested grades in the Buffalo Public School District.	Met
1	4	Comparative	Each year, the school will exceed its predicted level of performance on the State ELA Assessment by at least a small Effect Size.	Did Not Meet
1	5	Value Added	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 Terra Nova, a	Met

			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.	
1	6	Value Added	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 ELA assessment and 75 percent at or above Level 3 on the current year's State ELA Assessment.	Did Not Meet
2	1	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 Mathematics Assessment.	Met
2	2	Absolute	Each year, the school's aggregate Performance Index (PI) on the State Mathematics assessment will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Met
Goal	Measure	Type	Description	Outcome
2	3	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 Mathematics assessment will be greater than that of all students in the same tested grades in the Buffalo Public School District.	Met
2	4	Comparative	Each year, the school will exceed its predicted level of performance on the State Mathematics Assessment by at least a small Effect Size.	Did Not Meet
2	5	Value Added	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 Terra Nova, 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.	Met
2	6	Value Added	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 assessment and 75 percent at or above Level 3 on the current year's State Mathematics Assessment.	Met
3	1	Absolute	In each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science Assessment.	Met
3	1	Absolute	In each year, 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science Assessment.	Did Not Meet
3	2	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 Science Assessment will be greater than that of all students in the same tested grades in the Buffalo City School District.	N/A
4	1	Absolute	In each year, 75 percent of fifth 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 Assessment.	Met
4	1	Absolute	In each year, 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York Social Studies Assessment.	Did Not Meet
4	2	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 Social Studies Assessment will be greater than that of all	N/A

			students in the same tested grades in the Buffalo City School District.	
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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 gains and the success of grade level cohorts who closed the achievement/growth gap in reading and mathematics, based upon the results of the TerraNova Test, much work remains to be done. In order to close the achievement/growth gap across all grade level cohorts, SBCS will implement the following for the 2007-08 school term:

Use of Assessment Data

SBCS is in the process of developing a data assessment system to provide proper diagnoses for intervention, placement, and monitoring students' progress to insure student knowledge, accomplishment and growth over time. Data from the assessment system will assist instructional staff and administration in targeting specific services to both high and low achieving students with reading, writing, and math skills.

Aggregated and disaggregated data from the following data sources will be used to develop the data assessment system and identify the diverse needs of students as a whole class, as groups and as individuals:

- State Test Data Reports (ELA, Math, Science and Social Studies)
 - Item Analysis
 - Grade Level Distractor Analysis
- Terra Nova Data (Reading and Math)
- DIBELS Grades K-3
- Reading Inventory Grades 4-8 (Ekwall/Shanker or DRA)
- Math K-8 Entrance Exams
- Interim Reading, ELA and Math Assessments
- Classroom Formal and Informal Assessments

Curriculum

Writing and auditing of the curriculum will focus on the following:

- Vertical curriculum alignment
- Scope and sequence development
- Pacing guides development

To ensure writing consistency across all grade levels, SBCS has adopted the Step Up To Writing Program to be implemented school-wide for the 07-08 school term.

Quality of Instruction

To ensure that SBCS classrooms have consistent rigorous and challenging instruction, high levels of student expectations across all grade levels and instructional staff that are willing to make a conscientious commitment to teaching, the following will be expected in all SBCS classrooms for the 07-08 school term and beyond:

- ❖ The classroom is well organized, visibly inviting, and stimulating.
- ❖ Student work is displayed and adheres to SBCS standards unless the work is identified as a "work in progress"
- ❖ The lesson content reflects a focus upon the standards, concepts, and essential skills established in the Curriculum Framework
- ❖ The instructional process taps and builds upon the students' prior experience, knowledge and learning
- ❖ The teacher intentionally makes connections between the content and students' lives
- ❖ The teacher displays high academic and behavioral expectations for every student in the classroom
- ❖ The teacher communicates to all students their progress
- ❖ The students are fully attentive to and engaged in the lesson
- ❖ All students demonstrate an understanding and awareness of the classroom expectations
- ❖ Students remain focused during the transition between activities
- ❖ Students use time, space, and materials efficiently
- ❖ The teacher uses the full instruction time available
- ❖ The teacher paces the content appropriately
- ❖ All students experience fairness and equity
- ❖ Students demonstrate a respectful inquisitiveness toward other cultures and customs
- ❖ Students interact with a variety of culturally diverse resources
- ❖ Students engage in "hands-on, minds-on" learning activities
- ❖ Students interact positively with the teacher and other students
- ❖ Students communicate, demonstrate, and/or collaborate with teachers, peers and/or community about the learning that has occurred
- ❖ The teacher asks higher order thinking questions and allows appropriate "wait time" after the question is posed
- ❖ The teacher asks questions that cause students to synthesize, analyze, and evaluate information
- ❖ The teacher differentiates instruction to meet varied student needs
- ❖ Students participate in lessons that address their learning styles

- ❖ Students work collaboratively and cooperatively to solve problems, answer questions, and to research problems
- ❖ Students demonstrate an understanding of how the content connects to their individual experiences
- ❖ Students have time to reflect and share their prior experience
- ❖ Students have an opportunity to assist in planning the learning experience in terms of materials, resources and assessment
- ❖ The teacher re-teaches when necessary
- ❖ Student assessment is on going, and varied, and documents the learning and the level(s) of mastery
- ❖ Students critically evaluate their work and the work of their peers
- ❖ The teacher has tangible documentation of all students' learning
- ❖ The teacher's grades are an accurate reflection of the student's academic performance measured against academic expectations and standards
- ❖ Writing is frequently incorporated into the lesson across the disciplines

Organizational Goals

PARENT AND STUDENT SATISFACTION

Goal 5: Parent Satisfaction

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

Background

SBCS Board of Directors and School Administration prides itself on being responsive to its stakeholders. It is our belief that one of the major strengths of SBCS is our high degree of responsiveness to parent and community needs. Therefore, SBCS constantly strives to improve parent, family, and community involvement.

Method

Obtaining data, through Parent Surveys, about how SBCS and its programs are viewed has become a yearly practice for SBCS. Data 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, set 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 SBCS 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 student experience including parent and student satisfaction and student success.

Goal 5, Measure 1: Absolute Parent Satisfaction

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.

Results

The results of the Parent Satisfaction Survey found that 65.9% of parents rated the school as A and A-, 30% B+, B and B-, 3.5% C+, C, C- and .6% rated the school as D.

Goal 5, Measure 2: Absolute Student Retention

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

The educational service and support that SBCS provides to student and their parents/guardians has a significant impact on whether or not students remain. Recognizing the importance of student retention and satisfaction, our retention rate for the 2006-2007 school year was approximately 90%. This is in part because we continually emphasize to parents/guardians and school staff the importance of student retention at SBCS.

STUDENTS

Goal 6: Students

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

Background

SBCS believes that attendance influences the outcome and quality of a student's education. Average daily attendance is the basis of all school funding.

Goal 6, Measure 1: Absolute Student Attendance

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

The daily student attendance rate for the 2006-2007 school year was 94.3%.

LEGAL COMPLIANCE

Goal 7: Legal Compliance

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

Goal 7, Measure 1: Absolute Legal Compliance

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.

Evaluation

- SBCS maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met
- SBCS maintains 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 8: Fiscal Soundness

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

Goal 8, Measure 1: Budgeting

Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

Evaluation

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 seven years.

Goal 8, Measure 2: Financial Condition

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.

Evaluation

The school's unrestricted net assets exceeded two percent of the school's operating budget for the upcoming year.

INTERNAL CONTROLS AND COMPLIANCE

Goal 9: Internal Controls and Compliance

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.

Evaluation

SBCS has not been found in violation of any internal control or compliance deficiencies identified by SED, or the Institute. All of suggestions and recommendations by the school's external auditor have been addressed.