

Accountability Plan Progress Reports for the 2007-08 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.

**SOUTH BUFFALO
CHARTER SCHOOL**

2007-08

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By

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2007-2008 South Buffalo Charter School Accountability Plan Progress Report

Elizabeth Lenig, Christopher Bogden and Jane Scura prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
James Neimeier	President
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Ben DiLorenzo	Treasurer
Kathy Linhardt	Secretary
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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. Students engage in classroom activities that reflect their knowledge with each selected virtue. Parents are invited to attend demonstrations that include readers' theatre and dramatizations. 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 multicultural diversity in the surrounding community. The students reflect a broad spectrum of learning styles and learning needs and exemplify the school's philosophy of preparing students for life. SBCS strives to build a composite class that represents the multifaceted dimensions of diversity.

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.

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

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

The SBCS 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. The focus of curriculum work this year was to align the curriculum vertically and horizontally within the school. Formatting through task analysis was initiated for consistency throughout the grade levels. Mentors provided support to teachers throughout the implementation process. In addition, Reading First was fully implemented and monitored in Grades K-3. Grades 4-8 adopted a literacy block of 90 minutes to support ELA instruction. Step up to Writing was also put in place in Grades K-8 to support ELA instruction.

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

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

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

Results

The students' performance on the New York State ELA exam demonstrates student attainment that was a result of the new program changes at SBCS. Table 3 below indicates 374 out of the 409 (91.4%) of students tested were enrolled in at least their second year at SBCS. In 3 out of 6 grades the data shows that students perform better the longer they are enrolled at SBCS. In grades 3-8 the student cohort performed slightly better than the whole group. The percentage of

students scoring at or above Level 3 in grades 3-8 was above 60%. For the elementary grades 3-5, the mean percent proficient was above 70% and above 60% for students in grades 6 through 8. Despite scoring well in many grade levels, the school as a whole and across all grade levels failed to meet the required outcome.

Table 3: Charter School Performance on 2007-08 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	0	21.4	65.7	12.9	78.6	70
	Students in At Least 2 nd Year	0	16.4	70.5	13.1	83.6	51
4	All Students	4.0	32.0	60.0	4.0	64.0	75
	Students in At Least 2 nd Year	4.4	30.8	60.3	4.4	64.7	44
5	All Students	1.4	25.7	71.6	1.4	73.0	74
	Students in At Least 2 nd Year	1.4	26.0	71.01	1.4	72.5	50
6	All Students	0	35.0	64.0	1.4	64.0	72
	Students in At Least 2 nd Year	0	34.8	63.8	1.4	65.2	45
7	All Students	0	38.3	62.0	0	62.0	81
	Students in At Least 2 nd Year	0	38.4	62.0	0	62.0	45
8	All Students	0	32.4	65.0	3.0	70.3	37
	Students in At Least 2 nd Year	0	32.4	64.7	2.9	67.6	23
All	All Students	1	31	65	3	68.0	409
	Students in At Least 2 nd Year	1.1	29.9	65.2	3.7	69.0	374

Evaluation

Overall most grade level cohorts failed to meet the 75% proficient required outcome. Grade 3, however, exceeded the required outcome measure by a margin of 8 percentage points. A contributing factor to this performance is likely SBCS’s commitment to the Reading First program, the literacy block and the implementation of the Step Up to Writing Program. Students in the primary and intermediate grades performed better than the middle school students by about 10 percentage points. Of the grade levels not attaining the required outcome measure, students in grade five (72.5) came the closest followed by students in grades eight (67.6) and four (64.7). When compared to other grade levels, grade seven (62.0) was the farthest from meeting its required outcome. While the school failed to meet its target outcome, it came significantly closer than last year, missing by a margin of only 6 percentage points, an increase of 12.5 points over the previous year’s 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 for the 2006-07 and 2007-08 school years. For the second consecutive year, students scored higher for the current year than the previous year. However, for this year the increase in performance was seen school wide. In every grade, SBCS had a higher percentage of students performing at or above Level 3 than the year before. The largest increase in student achievement is evident in grade 8, from less than 40% proficient in 2006-07 to more than 70% proficient.

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

Grade	Percent of Students at Levels 3 and 4			
	2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested
3	64.0	80	78.6	70
4	63.9	79	64.0	75
5	60.4	81	73.0	74
6	53.1	81	64.0	72
7	52.0	48	62.0	81
8	39.5	43	70.3	37
All	57.0	412	68.2	409

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

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The 2007-2008 ELA AMO for grade 3-8 was 133. Table 5 shows that SBCS’s calculated AMO for ELA in grades 3-8 was 169.

Table 5. Calculation of 2007-08 ELA Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	1.0	31.0	65.0	4.0	409

$$\begin{array}{rccccccccc}
 \text{PI} & = & 31.0 & + & 65.0 & + & 4.0 & & & & \\
 & & & & + & 65.0 & + & 4.0 & = & \mathbf{169} &
 \end{array}$$

Evaluation

SBCS met and exceeded the required AMO for ELA in grades 3-8 by a margin of 36. In comparison to the previous year, SBCS’s PI increased by 17.

Additional Evidence

Displayed in Table 6 is the ELA PI and AMO by school year. SBCS has exceeded the AMO every year for the past three years and has increased the margin by which the school has exceeded the AMO, from a margin of 20 in 2005-06 to a margin of 36 in 2007-08.

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		
2007-08	3-8	409	31.0	65.0	4.0	169	133
2006-07	3-8	412	37.8	53.8	3.1	152	122
2005-06	3-8	383	33.6	48.5	6.2	143	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

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

Results

The data in Table 7 displays SBCS’s cohort ELA school performance compared to the Buffalo City School District in the same tested grades. The average percent proficient in grades 3-8 exceeded the districts average by 26.5 percentage points. The disparity in performance was greatest at 3rd and 8th grade, with SBCS’s students at 83.6 % proficient and 67.6% proficient compared to the district’s 46.9 and 27.9 percents proficient respectively

Table 7. 2007-08 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	83.6	51	46.9	2473
4	64.7	44	42.3	2311

5	72.5	50	53.0	2257
6	65.2	45	43.7	2388
7	62.0	45	43.7	2546
8	67.6	23	27.9	2782
All	69.0	374	42.5	14757

Evaluation

Students at SBCS significantly outperformed their peers at district schools in every grade. The largest successes can be seen at the third and eighth grade. Most notably, eighth grade district wide showed the poorest performance with less than 30% proficient compared to SBCS’s eighth graders performing at nearly 70% proficient. Similarly, third graders district wide were less than 50% proficient and SBCS’s third graders were 83.6 percent proficient. The smallest gap in performance is at the 7th grade with SBCS outperforming by about 18 percentage points. Consistent key pieces to the ELA program have been the implementation of the Reading First program, the use of the Dibels assessment at Grades K-3, the Intervention Block K-8 and the five week report to parents. In addition, the Scott Foresman reading series has been used for the past four years. Title I Reading services have targeted the students who need additional learning experiences. These allowed teachers to target specific needs of students, initiating data driven instruction and including a parent component for support.

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

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools statewide. Regression analysis is used to control for the percentage of students eligible for free lunch, among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

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 free-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:
<i>About the Same as Expected</i>

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 2006-07 and 2007-08 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' (cohort) 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 2006-07 to 2007-08

Grade	Cohort Size	Average NCE			Change	Target Achieved
		2006-07	Target	2007-08		
2	57	53.4	POS. GAINS	50.8	-2.6	NO
3	59	52.0	POS. GAINS	52.7	0.7	YES
4	70	55.9	POS. GAINS	56.2	0.3	YES
5	68	50.7	POS. GAINS	55.1	4.4	YES
6	66	53.5	POS. GAINS	53.4	-0.1	NO
7	68	51.3	POS. GAINS	52.4	1.1	YES
8	35	53.7	POS. GAINS	56.9	3.2	YES
All	423	52.9	POS. GAINS	54.2	1.3	YES

Evaluation

Cohorts in grades 3, 4, 5, 7 and 8 met the required target for reading. The school met its target with a gain of 1.3 NCE. When looking at the subtests, we see that all but two grades (grades 2 and 6) made NCE gains in reading, but language had only 3 out of 7 grades making NCE gains. Overall, grade 3 showed the largest NCE gains. The initiation of data driven instruction, complemented by the initial use of the subject area curriculum contributed to the increased reading scores. Literacy blocks, Reading First and Step up to Writing all supported the curricular focus and targeted student needs.

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

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In

addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Table 10 shows the ELA scores for cohort students in grades 3-8. The school and all but two grade levels met its growth expectation. Students enrolled at SBCS showed the most growth from 7th to 8th grade, with less than 40% proficient in 7th grade to nearly 70% proficient in 8th grade. Five out of six grades showed double digit changes in percent proficient and the school-wide average percent proficient changed from

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
		2006-07	Target	2007-08		
3	51	65.2	70.1	83.6	18.4	YES
4	44	61.6	68.3	64.7	3.1	NO
5	50	61.2	68.1	72.5	11.3	YES
6	45	52	63.5	65.2	13.2	YES
7	45	51	63.0	62.0	11	NO
8	23	38	56.5	67.6	29.6	YES
All	374	56.5	65.8	69.0	12.5	YES

Evaluation

Grades 3, 5, 6 and 8 exceeded the expected growth target, but grades 4 (3.1) and 7 (11) did not meet the grade level target. However, grade 7 missed its target by a very small margin and both grades missing the target still made positive gains. SBCS made its school-wide expected growth target. A coordinated effort of combining proven strategies with the past and needed strategies helped move the test scores this year. The literacy block of Reading First was extended to all grades. The Step up to Writing was put in place K-8. Daily Oral Language was evidenced daily in Grades 4-8. The use of data from the Kindergarten screening, Dibels, Eckwall-Shanker, NYS test and Terra Nova initiated the beginnings for data driven instruction.

SUMMARY

ELA

Overall SBCS met 3 out 6 accountability plan measures for ELA. SBCS students met 1 out of two absolute measures and came close (69%) to meeting the absolute measure of 75% proficient. SBCS met its comparative measure when compared to Buffalo City School District and the data is unavailable to evaluate SBCS’s standing compared to similar schools statewide. In most cases, SBCS exceeded the growth expectation and met the growth requirement for New York State exams. However, SBCS did not see adequate cohort growth on the national norm- referenced test, ultimately meeting 1 out of 2 growth measures for ELA.

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	Did Not Achieve

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			New York State ELA Assessment.	
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.	Achieved
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.	Achieved
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.	UNKNOWN
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 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.	Achieved
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 Achieve

ACTION PLAN

- Continue the implementation of the Reading First program
- Continue the implementation of the Step up to Writing Program
- Continue the dedicated 90 minute literacy block K-8
- Continue the use of Dibels for data driven instruction
- Continue intervention
- Continue the Title I additional assistance piece.
- Implement a consistent diagnostic reading assessment for Grades 4-8
- Continue to refine the curriculum, working with consultants
- Provide ongoing professional development on how to use data to inform instruction
- Engage staff in planning for results using data to create targets for each student.
- Develop and implement a monitoring plan for assessment and using the assessment to drive the instruction

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 Mathematics skills.

Background

The SBCS 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. Instruments such as scientific and standard calculators assist students with their work. Calendar Math was initiated in Grades K-8 on a daily basis. The Step up to Writing program had a math component teaching students to problem solve and write about math decisions. Title I services targeted the students in need based on the analysis of the NYS Math and Terra Nova results.

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

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

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

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. However, the overall proficiency levels in math remain high throughout the school. The percentage of students scoring at or above Level 3 was significantly above the required outcome for grades 3, 4, 6, 7 and 8; students in grade 5 also exceeded the required outcome but only by a slight margin.

Table 11. Charter School Performance on 2007-08 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	0	0	75.0	25.4	100	71
	Students in At Least 2 nd Year	0	0	72.1	28.0	100	61
4	All Students	0	19.0	57.3	24	81.3	75
	Students in At Least 2 nd Year	0	21.0	63.2	27.0	90.0	68
5	All Students	0	23	66.2	11.0	77	74
	Students in At Least 2 nd Year	0	22.0	65.2	12.0	77.0	69
6	All Students	1.4	15.3	69.4	14.0	83.3	72
	Students in At Least 2 nd Year	1.4	16.0	68.1	14.5	83.0	69
7	All Students	1.3	2.5	54.0	43.0	97.0	80
	Students in At Least 2 nd Year	1.4	0	55.0	44.0	99.0	73
8	All Students	0	16.2	73.0	11.0	84.0	37
	Students in At Least 2 nd Year	0	14.3	74.3	11.4	86.0	35
All	All Students	.5	12.2	65	23	87.3	409
	Students in At Least 2 nd Year	0.5	12.0	65.3	24.0	89.1	375

Evaluation

As can be gleaned from Table 11, all grade levels tested, 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 89.1% of students scoring at or above performance Level 3. Additionally, school-wide, fewer than 1 % of the students scored at level 1 and only about 12% (less than 50 students) scored at level 2. This year, the Step up to Writing program was initiated to support the ELA program. Containing a section on math problem-solving, it was added to math instruction. Calendar math was added also in Grades K-8. In the math curriculum, units of study were shifted to bring a greater emphasis on the flow of instruction for students. Grades 6-8 implemented Math Weekly.

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 6, all other grade levels increased the number of students scoring at or above Level 3 for the current school year. The grade 6 proficiency level remained about the same as the previous year. The current year is the second consecutive year in which the majority of grade levels saw increases in proficiency. School-wide, the percentage of students scoring at or above Level 3 increased by 12.3%.

Table 12. Mathematics Performance by Grade Level and School Year

Grade	Percent of Students at Levels 3 and 4			
	2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested

3	93.7	79	100	71
4	71.3	80	81.3	75
5	70.9	79	77	74
6	83.6	79	83.3	72
7	62.3	45	97.0	80
8	52.3	44	84.0	37
All	75.0	406	87.3	409

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

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The 2007-2008 Mathematics AMO for grades 3-8 was 102. Table 13 shows that SBCS’s calculated AMO for Mathematics in grades 3-8 was 188.

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	.5	12.2	65	23	409

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 12.2 & + & 65 & + & 23 & & & \\
 & & & + & 65 & + & 23 & = & & \mathbf{188}
 \end{array}$$

Evaluation

SBCS met and exceed the required AMO for Mathematics in grades 3-8 by a margin of 86.

Additional Evidence

Displayed in Table 14 are the Mathematics PI and AMO by school year. SBCS has consistently met and exceeded the AMO for mathematics and the PI has increased every year since 2005. The gap between SBCS’s PI and the AMO has also increased each year, with the greatest margin in the current year of 86.

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		
2007-08	3-8	409	12.2	65	23	188	102
2006-07	3-8	406	20.6	59.3	15.5	170	86
2005-06	3-8	384	30.2	52.0	9.6	153	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

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

Results

The data in Table 15 displays SBCS’s cohort 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. School-wide in grades 3-8 SBCS exceeded the district by about 40 percentage points, with SBCS students scoring at about 89% proficient compared to the districts 49% proficient.

Table 15. 2007-08 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	100.0	61	66.4	2534
4	89.7	68	47	2350
5	76.8	69	50.2	2323
6	82.6	69	48.9	2456
7	98.6	73	49.5	2598
8	85.7	35	33.8	2813
All	89.1	375	49.03	15074

Evaluation

Students at SBCS significantly outperformed their peers at district schools in every grade. The largest success can be seen at the eighth grade. Eighth grade district wide showed the poorest performance with a mere 33% proficient compared to SBCS’s eighth graders performing at

nearly 85.7% proficient. Similarly, fourth graders district wide were less than 50% proficient and SBCS's fourth graders were 89.7 percent proficient. SBCS's third grade students were 100% proficient and nearly 100% (98.6%) of 7th graders were proficient compared to the district-wide averages of 66.4% and 49.5%, respectively. While all of SBCS students seem to be excelling in math, compared to district students, the starkest contrast is at the middle school level. Title I Math assistance has been evident at the school yearly. NYS math results provided achievement data which led to a quarterly gap analyses. These analyses drove the instructional program

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

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

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:
About the Same as Expected

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 2006-07 and 2007-08 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' (cohort) 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 only students in grades 3, 6 and 8 increased their average NCE scores while students in grade 2, 4, 5 and 7 did not show an increase. Additionally, the average NCE score school-wide did not increase for the current school year.

Table 17. Cohort Growth on Terra Nova (Mathematics) from 2006-07 to 2007-2008

Grade	Cohort Size	Average NCE			Change	Target Achieved
		2006-07	Target	2007-08		
2	57	54.3	POS. GAINS	46.8	-7.5	NO
3	59	51.1	POS. GAINS	53.1	1.9	YES
4	70	56.1	POS. GAINS	55.8	-0.3	NO
5	68	50.1	POS. GAINS	49.3	-0.8	NO
6	66	54.2	POS. GAINS	57.5	3.3	YES
7	68	59.3	POS. GAINS	51.7	-7.6	NO
8	35	53.1	POS. GAINS	56.3	3.2	YES

All	423	54.2	POS. GAINS	52.8	-1.4	NO
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Evaluation

Despite the relatively high performance on the New York State Assessment SBCS failed to meet its goal on the national norm referenced test in math. While every grade except grade 5 had an average NCE greater than 50 (grade 5, just under with 49.3), only grades 3, 6 and 8 saw positive gains. School-wide the average NCE slipped slightly from 54.2 to 52.8. A comprehensive approach to data driven instruction using data from the NYS math assessments, the Terra Nova and teacher made formative assessments will be implemented. The intervention blocks will include dedicated time for math.

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

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Table 18 shows the Mathematics scores for cohort students in grades 3-8. School-wide and cohorts at grades 3 and 8 except for grade 6 met the growth expectation. Grade 6 showed a slight drop (3.2), but still exceeded the 75% proficient benchmark.

Table 18. Cohort Growth on State Mathematics Assessment from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Change	Target Achieved
		2006-07	Target	2007-08		
3	61	93.0	Pos gain	100.0	7	YES
4	68	73.5	74.25	89.7	16.2	YES
5	69	71.2	73.1	76.8	5.6	YES
6	69	85.8	Pos gain	82.6	-3.2	YES
7	73	61.8	68.4	98.6	36.8	YES
8	35	51.2	63.1	85.7	34.5	YES
All	375	75.2	Pos gain	89.1	13.9	YES

Evaluation

Grades 3, 4, 5, 7 and 8 exceeded the expected growth target, but grade 6 (-3.2) did not meet the grade level target. SBCS made its school-wide expected growth target. Most notably, the middle school growth exceeded the targets by more than 30 percentage points. The use of data to help formulate instruction and math intervention has been in place for the last two years.

SUMMARY

MATH

Overall SBCS met 5 out of 6 accountability plan measures for mathematics. SBCS students met all absolute measures. SBCS met its comparative measure when compared to Buffalo City School District and the data is unavailable to evaluate SBCS’s standing compared to similar schools statewide. Despite SBCS students exceeding the growth expectation and requirement for New York State standards, students did not see adequate cohort growth on the national norm- referenced test. Three out of 6 grade levels met the growth expectation. Grades 2, 4, 5, and 7 and the school-wide average failed to meet the growth expectation. In the majority of grade levels and overall, the average NCE is at or above 50, but the growth results for our students on national standards was not adequate and should remain a focus area.

Goal	Measure	Type	Description	
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.	Achieved
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.	Achieved
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.	Achieved
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.	Unknown
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.	Did Not Achieve
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.	Achieved

ACTION PLAN

- Continue the implementation of the math portion of the Step up to Writing Program
- Continue the revised pacing chart of units of study
- Continue the use of Terra Nova and NYS State data to drive instruction
- Continue intervention
- Continue the Title I additional assistance piece.
- Implement a consistent diagnostic math assessment for Grades K-8
- Continue to refine the curriculum, working with consultants
- Provide ongoing professional development on how to use data to inform instruction
- Engage staff in planning for results using data to create targets for each student.
- Develop and implement a monitoring plan for assessment and using the assessment to drive the instruction

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

The SBCS 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. In the past year, teachers have worked to vertically align the curriculum, adding and revising units as needed. Special education students were mainstreamed into the regular education classrooms with necessary support.

Goal 3, 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

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

Results

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 exceeded the required outcome while students in grade 8 did not.

Table 21. Charter School Performance on 2007-08 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	5.4	39.2	55.4	95.0	74
	Students in At Least 2 nd Year	0.0	6.0	41.0	53.0	94.0	72
Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	0	30.6	50.0	19.4	69.4	35
	Students in At Least 2 nd Year	0	29.4	50.0	21.0	71.0	34

Evaluation

Students in grade four (94%) met and exceeded the required outcome by a margin of 19 percentage points and students in grade 8 were 71% proficient, but failed to meet the outcome measure by a margin of about 4 percentage points.

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

Table 22. 2007-08 Grades 4 & 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	89.4	72	UNKNOWN	UNKNOWN
8	69.4	34	UNKNOWN	UNKNOWN

SUMMARY

SCIENCE

SBCS students in fourth grade met the required outcome measure by a significant margin. However, there is not a significant difference in performance between students newly enrolled and students who are enrolled in at least their second year. The small difference in performance between the cohort and the whole group indicates a slightly better performance for the whole group. Eighth grade student at SBCS failed to meet the required outcome. The student cohort, however, performed slightly better than the whole group. The student cohort missed the required outcome by a margin of about 4 percentage points. Data was not available to compare SBCS student performance to district wide performance.

Goal	Measure	Type	Description	
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.	Achieved
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 Achieve
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.	Unknown

ACTION PLAN

- Continue to vertically align the curriculum, adding, deleting and revising units as necessary
- Provide ongoing professional development on how to use data to inform instruction
- Engage staff in planning for results using data to create targets for each student.
- Develop and implement a monitoring plan for assessment and using the assessment to drive the instruction

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

SBCS'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. In the past year, teachers have worked to align the curriculum they revised in the summer of 2006 with state assessments, creating a pool of assessment questions and vocabulary words, which correlate to particular units of study. Special education students were mainstreamed into the regular education classrooms with necessary support.

Goal 4, 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

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2007 and 8th grade in June 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

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 5 met and exceed the required outcome. Eighth grade student did not meet the required outcome.

Table 19. Charter School Performance on 2007-08 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	5.3	6.6	68.4	20	88.4	76
	Students in At Least 2 nd Year	4.0	6.0	69.0	21.0	90.3	72
8	All Students	0	18.9	48.6	32.4	81.0	37
	Students in At Least 2 nd Year	0	21.0	44.1	35.3	79.4	34

Evaluation

Students in grade five (90.3%) met and exceeded the required outcome by a margin of 15.3 percentage points while students in grade eight (79.4%) met outcome measure by 4.4 percentage points.

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

Table 20. 2007-08 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	86.7	72	UNKNOWN	UNKNOWN
8	83.3	34	UNKNOWN	UNKNOWN

SUMMARY

SOCIAL STUDIES

SBCS students in fifth grade met the required outcome measure by a significant margin and there is slight difference in performance between students newly enrolled and students who are enrolled in at least their second year. The small difference in performance between the cohort and the whole group indicates a slightly better performance for the student cohort. Eighth grade student at SBCS also met

the required outcome. The student cohort, however, performed slightly poorer than the whole group. Data was not available to compare SBCS student performance to district wide performance.

Goal	Measure	Type	Description	
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.	Achieved
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.	Achieved
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 students in the same tested grades in the Buffalo City School District.	Unknown

ACTION PLAN

- Continue to insure curriculum alignment with state standards and assessments.
- Provide ongoing professional development on how to use data to inform instruction
- Engage staff in planning for results using data to create targets for each student.
- Develop and implement a monitoring plan for assessment and using the assessment to drive the instruction

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 2008-09 is “Charter School In Good Standing.”

Action Plan

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. While our assessment results show that we are headed in a positive direction, surpassing other public school institutions, our work continues to meet the goal of all students meeting and exceeding the standards in all subject areas.

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 2009-09 school term:

Use of Assessment Data

SBCS continues its work in developing a systemic 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 Distracter 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 08-09 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 08-09 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 are still under analysis. Initial results reveal that of the 432 families in our school, 190 families responded to the survey, accounting for 44 % of the families. One of the questions asks specifically how they would grade the school and 92% of the parents (176/190) gave the school a grade of B+. While disaggregated results are still in the analysis stage, preliminary data find ratings of 55% of parents rating the school as A and A-, 35% B+, B and B- , 9% C+, C, C- and less than 1% rating 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 2007-2008 school year was approximately 85%. With a change in leadership for 2008-09, measures to meet the established goal will be put in place throughout the school year.

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 2007-2008 school year was 95%.

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
- Three areas of non-compliance were indicated in a comprehensive monitoring report by NYS Department of Education. All three areas have been brought into compliance.
 1. Background checks on all employees: A Corrective Action Plan was accepted on April 15, 2008 and is in the process of implementation. A final compliance will be in place prior to August 31, 2008
 2. Letters and procedures with suspensions: A revised letter and instruction for students on suspension were submitted and implemented in May 2008.
 3. ADA compliance: A letter from our legal counsel was submitted stating the age of the building precludes the requirements for ADA compliance.
- 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

- Three areas of non-compliance were indicated in a comprehensive monitoring report by NYS Department of Education in April 2008. All three areas have been brought into compliance.
 4. Background checks on all employees: A Corrective Action Plan was accepted on April 15, 2008 and is in the process of implementation. A final compliance will be in place prior to August 31, 2008
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