

Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

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

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

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

**SOUTH BUFFALO
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: By South Buffalo Charter School

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Andrew Huff, Steven Dietz, Carrie Dzierba and Gina Dudkowski prepared this 2009-2010 Accountability Progress Report on behalf of the school’s board of trustees:

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

INTRODUCTION

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

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

- Professional Learning Community components
 - Collaborative Learning and Reflection
 - Research-based Best Practices
 - Data-Driven Decision Making
 - Pyramid of Intervention
- New York State Standards-Based Curriculum
- SBCS continues to evaluate and align the curriculum. Grade level teams implement curriculum mapping and vertical planning to develop quality curricula designed to meet or exceed NY State Standards and ensure the sustainability of fundamental instructional goals. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum.
- Technology Integration
 - The instructional program is enhanced through multi-media classrooms. These rooms may include some or all of the following equipment: computers, resident PCs and interactive docking stations, touch-screen monitors, interactive white boards, LCD projectors, document cameras, DVD/VCR units, Classroom Performance System (CPS), and interactive tablets. In addition, mobile labs and printers, video cameras and digital cameras, and TV/DVD/VCR units are available for classroom use. Technology is an essential element of the ability of staff to meet student needs. Teachers and staff utilize the Performance Plus Suite, which includes Tech Paths, Performance Tracker, Assessment Builder, and Bubble Builder. The student information system is Power School. AIMSweb is used for data management and analysis.
- Character Education
 - SBCS is committed to a strong focus on integrating character education into the instructional program. Students are exposed to the basic principles of core virtues such as; responsibility, respect, citizenship, kindness, courage, tolerance, self-control, honesty, determination, and teamwork. SBCS also utilizes the Second Step Program and Project Wisdom as classroom based skills training for Character Education.
- Extended Day and School Year
 - Research shows that an extended school day and school year can result in an improvement of student achievement through increased instructional time. The school day at SBCS is no less than seven hours, between one and a half to two hours longer than the New York State requirement. Teachers and staff are required be in attendance for no less than eight hours. This additional time is used for planning and professional development. The school year at SBCS is between ten and fifteen instructional days longer than the New York State requirement of 180 days.
- Professional Development
 - Job-embedded professional development is a vital component of SBCS's dedication to the improvement of teaching and learning. Professional Development is integrated into the school day through common planning/data meetings where teacher receive support from the Leadership and Instructional Teams and outside consultants. In addition, no less than ten dedicated Professional Development and/or Superintendent Conference Days are included in the school calendar. Teachers and staff are also encouraged to attend Professional Development conferences outside school offerings.

- Parent/Guardian Involvement and Engagement SBCS offers the following opportunities to foster the home/school connection:
 - Parent Teacher Association
 - Monthly Community Newsletter
 - Parent Teacher Conferences
 - Power Grade
 - One Call
 - Welcome Picnic
 - Child Study Team
 - Parent Information Nights
 - Open Board Meetings
 - Parent Leadership Council
 - Open House Day and Night
 - School Website and Teacher Webpages
 - Teacher/Administrator Correspondence
 - Science Fair
 - Parent Volunteers
 - Student Recognition Events
 - Kindergarten Screening
 - Moving-Up Ceremonies

SBCS has developed annual goals and objectives in accordance with the Charter School Institute and New York State Education Department, to fulfill its mission to increase student achievement and learning. The school's annual progress report measures the extent to which we met the goals and objectives for 2009-2010 and provides a set of goals and objectives for the next academic year and beyond. It benchmarks our move towards excellence in achieving our mission.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2005-06	71	55	74	80	81	82	51	51	45	599
2006-07	70	70	69	72	78	80	77	54	43	613
2007-08	73	73	76	68	75	66	73	79	38	621
2008-09	72	68	73	72	71	73	75	66	69	639
2009-10	71	72	74	74	75	72	74	75	74	661

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The focus of curriculum work this year was to continue to align the curriculum vertically and horizontally within the school and strengthen the core by mapping content, skills and standards. All unit/lesson planning was inputted into Curriculum Connector for planning by teachers. SBCS uses the Scott Foresman Reading program as a research based resource to serve as the foundational framework of the ELA curriculum grades K-6. The full implementation of Reading First was met by the adherence to the uninterrupted 90 minute reading block, a mix of whole and small group instruction, guided reading, differentiated centers and flexible grouping to ensure that students K-3 become fully literate and learn to read, write and speak well. Many of the best practices utilized in K-3 were bridged into the ELA instruction in grades 4-8 among other grade level appropriate ELA pedagogy. This included a focus on comprehension and the integration of ELA across all content areas. The continuation of Step Up to Writing was utilized K-8 to support ELA instruction. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, NYS grades 3 -8 ELA assessment, Terra Nova, AIMsweb, DIBELS, Peabody, Woodcock Johnson, and the Jerry Johns. Professional development was given through the training of various assessment and curriculum tools, NYS Reading Academy and the direction provided during professional discussion at common planning meetings. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 3-8 in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	74	0	0	0	74
4	75	0	0	0	75
5	72	0	0	0	72
6	74	0	0	0	74
7	75	0	0	0	75
8	74	0	0	0	74
All	444	0	0	0	444

Results

The students' performance on the New York State ELA exam demonstrates increased student achievement that was a result of data analysis and improvements in instruction. The table below indicates that 343 out of 444 (77%) students tested were enrolled in at least their second year at SBCS. The average of all grade level cohorts met the 75% proficient required outcome; however 7th and 8th grade individually did not.

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	80	74
	Students in At Least 2 nd Year	82	55
4	All Students	75	75
	Students in At Least 2 nd Year	75	56
5	All Students	82	72
	Students in At Least 2 nd Year	87	54
6	All Students	77	74
	Students in At Least 2 nd Year	77	57
7	All Students	65	75
	Students in At Least 2 nd Year	68	60
8	All Students	57	74
	Students in At Least 2 nd Year	62	61
All	All Students	73	444
	Students in At Least 2 nd Year	75	343

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Evaluation

The average of all grade level cohorts met the 75% proficient required outcome. In grades 3, 5, 7 and 8 cohorts scored better than all students enrolled in the same grade. In grades 4 and 6 the cohorts scored at the same level as the total population of that grade. It is noteworthy that in all grades but one there were zero Level 1's. While the cohorts tend to do better than the general population, it is by a relatively small margin. Our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts to assess and intervene on each student's behalf to maximize their potential and eliminate those gaps. It is important to note that the rigidity of past schedules did not accommodate intervention time and allocation of support resources for the intermediate and middle levels as was given to the primary level.

Additional Evidence

For the 2009-2010 school year, SBCS was able to maintain a 75% proficiency score on the ELA exam for all students in at least their second year. In all but two grade levels, cohorts in 2009-2010 had a higher passing average than in 2008-2009. The most significant increase in cohort passing rates was in grade 4, an improvement of 12 percentage points. Overall, SBCS has maintained yearly progress in each of the last four years.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	60	65	83	63	79	62	82	55
4	65	68	62	68	63	62	75	56
5	62	68	74	70	81	69	87	54
6	51	67	66	68	74	70	77	57
7	52	44	61	77	86	63	68	60
8	28	42	68	34	69	65	62	61
All	53	354	69	380	75	391	75	343

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-2010 is 155.² 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 2009-2010 English Language Arts Annual Measurable Objective (AMO) for grades 3-8 is 155. The following table demonstrates that SBCS’s Performance Index is 172.

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	.23%	27.5%	70.7%	1.6%	444

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 27.5 & + & 70.7 & + & 1.6 & = & 99.8 \\
 & & & + & 70.7 & + & 1.6 & = & 72.3 \\
 & & & & & & \text{PI} & = & 172
 \end{array}$$

Evaluation

South Buffalo Charter School met and exceeded the required AMO for ELA in grades 3-8 by a margin of 17 points.

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Additional Evidence

South Buffalo Charter School has exceeded the AMO every year for the past four years. Although the PI continues to exceed the AMO SBCS shows a slight decrease from 2008-2009 to 2009-2010 due to the change in the state scoring scale.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	3-8	412	5.3%	37.8%	53.8%	3.1%	152	122
2007-08	3-8	409	1.0%	31.0%	65.0%	4.0%	169	133
2008-09	3-8	428	1.6%	23.1%	71.5%	3.7%	174	144
2009-10	3-8	444	0.0%	27.4%	70.8%	1.6%	172	155

Goal 1: Comparative Measure

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

Method

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

Results

The data in the following table displays SBCS’s cohort ELA school performance new scaled scores compared to Buffalo Public Schools (BPS) in the same tested grades. The average percent proficient in grades 3-8 exceeded BPS’s average by 19 percentage points. In grades 3, 4, 6, and 8, the SBCS cohorts scored at least 20 percentage points more than BPS students in the same grades. The disparity in performance was greatest in grades 3 and 4 with SBCS cohorts performing 25 or more percentage points better than BPS students in those grades.

**2009-10 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	60	55	28	2478
4	57	56	28	2419
5	35	54	26	2433
6	53	57	32	2303
7	30	60	26	2401
8	49	61	27	2443
All	47	343	28	14477

Evaluation

Students in at least their second year at SBCS outperformed their peers enrolled in Buffalo Public Schools in every grade. Most notably, the 3rd grade cohort scored 32 percentage points over Buffalo students. The 4th grade cohort at SBCS scored 29 percentage points higher than their BPS counterparts. The smallest gap in performance was in grade 7, a difference of only 4 percentage points. Inherent in our professional learning community model, specific key design elements in SBCS’s charter contribute to the higher achievement rates of our students over BPS students. Our extended day and year significantly impact our students’ ability to retain and master content and skills. SBCS has a comprehensive program to assess students’ individualized needs. It entails early identification, progress monitoring, diagnostic, formative and summative assessment pieces that provide data to drive instruction. SBCS has created a systematic pyramid of interventions to respond to the needs of students in a timely and consistent manner. The professional development plan the school has developed works to connect all aspects of learning to allow staff to constantly improve the quality of instruction.

Additional Evidence

As shown in the following chart, SBCS has consistently outperformed Buffalo Public Schools at every level in each of the last four years.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	60	35	83	47	79	49	60	28
4	65	40	62	42	63	54	57	28
5	62	39	74	53	81	56	35	26
6	51	35	66	44	74	64	53	32
7	52	27	61	44	86	62	30	26
8	38	33	68	28	69	43	49	27
All	55	35	69	43	75	55	47	28

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Results

Given the timing of the state’s release of poverty data, the 2009-2010 analysis is not yet available. This report contains 2008-2009 results, the most recent ones available. The following table displays how SBCS students in each grade level performed in ELA compared to students in New York State in the same grade and a similar population of free lunch eligible students. Grades 3, 5, 7 and 8 had positive Effect Sizes. The overall Effect Size was 0.23, which is about the same as expected.

2008-2009 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		71	78.8	71.1	7.7	0.62	
4		73	61.6	72.1	-10.5	-0.87	
5		73	80.8	78.3	2.5	0.24	
6		74	75.5	75.8	-0.1	-0.01	
7		66	86.4	73.8	12.6	0.98	
8		71	69.0	60.5	8.5	0.51	
All		55.5	428	75.2	72.0	3.2	0.23

School's Overall Comparative Performance:
Given the timing of the state's release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, and is determined as about the same as expected.

Evaluation

Given the timing of the state's release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available. SBCS's aggregate Effect Size, 0.23, did not exceed 0.3, however only missed this target by 0.07. The school did achieve a positive Effect Size overall.

Additional Evidence

Given the timing of the state's release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available. SBCS's performance on the ELA exam in comparison to students in New York State in the same grade and a similar population of free lunch eligible students in the 2008-2009 school year indicates growth from the previous two years. Over the last two years SBCS's actual percent proficient has exceeded the predicted percent proficient.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	3-8	51.9	412	57.0	58.2	-0.07
2007-08	3-8	50.4	409	68.2	64.69	0.23
2008-09	3-8	55.5	428	75.2	72.0	0.23
2009-10	3-8	Unavailable	444	Unavailable	Unavailable	Unavailable

Goal 1: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The following table indicates that SBCS students enrolled in at least their second year outperformed the previous year’s cohorts in the majority of the grade levels. Grades 3, 4, 5, and 6 cohort not only met the 75% passing but showed positive gains and/or met/exceeded their target goal. Overall, SBCS has maintained a 75% proficiency from 2008-2009 to 2009-2010 in spite of the increase of expectations from State Ed.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
3	55	79	Pos. Gains	82	YES
4	56	63	69	75	YES
5	54	81	Pos. Gains	87	YES
6	57	74	74.5	77	YES
7	60	86	Pos. Gains	68	NO
8	61	69	72	62	NO
All	343	75	Pos. Gains	75	NO

Evaluation

A majority of our grade levels exceeded the expected target cohort growth. In 2008-2009 grades 3, 5 and 7 cohorts exceeded the 75% proficient required outcome. In 2009-2010 grades 3 and 5 cohorts exceeded their target by 3-6 points. In grades 4 and 6 the cohorts met or slightly exceeded their target growth. SBCS has created an efficient and effective standardized system to track student progress using the Response to Intervention (RTI) model. The cultivation of professional learning communities has significantly impacted the culture and collaboration of the school. The vision and stability of the administrative leadership has empowered staff to maintain a focus on learning. Accountability measures put in place guarantee that best practices exist and are employed in all our classes.

Goal 1: Optional Growth Measure

For the 2009-2010 school year, each grade-level cohort will reduce by one-half the gap between the percent of students at or above 50 NCE on the 2008-2009 Terra Nova Reading and Language Assessments. If a grade level cohort exceeds 50 NCE in 2008-2009, the cohort is expected to show at least an increase in the percentage in 2009-2010.

Method

The Terra Nova Standardized Test is a commercial achievement test that compares the performance and mastery of specific content area objectives as compared to students of their grade level across the nation. The test produces scores in three content areas—reading, language, and mathematics. SBCS modified the administration of the Terra Nova Assessments in the 2009-2010 school year in order to better utilize the data in responding to student need and predicting state assessment results. However, grades 1-3 were not able to make the change this past year due to the Reading First requirements. All grades 1-8 will be switching to the fall testing period for the 2010-2011 school year. The tests were administered for grades 1-3 during the week of June 1, 2010 and for grades 4-8 during the week of September 21, 2009 to measure academic achievement.

Results

The table below displays SBCS's NCE scores for grades 1-8 on the Terra Nova Reading and Language Assessments. In 5 of the 8 grades on the Reading and 6 of the 8 grades on the Language, the percent of students attaining the target of one-half the gap ≥ 50 or positive gains was not met. The change of testing date from spring to fall significantly impacted the achievement results of these assessments. The change was made in order to better serve the needs of our students and help our teachers utilize the data to more accurately respond to and prepare for the state assessments. However, the first year implementing this new test date has impacted our results negatively. Also, SBCS changed the version of the test administered from the second edition to the third edition, which is much more aligned and up to date with the NY State Standards. Again though, this change had serious impact on our overall achievement. Although we did not make positive gains in all grade levels, overall we still have met the target NCE of ≥ 50 on both the Reading and Language Assessments.

Growth on the Terra Nova Reading Exam from 2008-09 to 2009-10

Grade	NCE (MEAN)			Target Achieved
	2008-09	Target	2009-10	
1	51	Pos. Gains	56	Yes
2	54	Pos. Gains	52	No
3	55	Pos. Gains	51	No
4	48	49	53	Yes
5	57	Pos. Gains	47	No
6	47	48.5	50	Yes
7	53	Pos. Gains	50	No
8	55	Pos. Gains	52	No
All	53	Pos. Gains	51	No

Growth on the Terra Nova Language Exam from 2008-09 to 2009-10

Grade	NCE (MEAN)			Target Achieved
	2008-09	Target	2009-10	
1	60	Pos. Gains	55	No
2	59	Pos. Gains	54	No
3	59	Pos. Gains	55	No
4	49	49.5	53	Yes
5	52	Pos. Gains	46	No
6	49	49.5	52	Yes
7	58	Pos. Gains	53	No
8	53	Pos. Gains	53	No
All	55	Pos. Gains	53	No

Evaluation

Overall Terra Nova Reading and Language scores were achieved at the target of ≥ 50 . However, grades 2,3, 5, 7 and 8 on the Reading Assessment and 1,2, 3, 5, 7 and 8 on the Language Assessment did not reduce by one-half the gap or illustrate positive gains from 2008-09 to 2009-10. These results were expected due to the two major changes to our testing administration: Spring to fall testing period and second to third edition. In an effort to find ways to combat the over-testing dilemma that NYS students face and better respond to our student needs, we restructured our assessment calendar. A restructuring of the intermediate and middle school grade levels has occurred to better address the needs of students and the specific deficiencies that data indicates. A considerable amount of time and personnel resources have been dedicated to realign the core curriculum to the NYS standards, assessments and thread specific skill sets throughout. SBCS has created an efficient and effective standardized system to track student progress using the Response to Intervention (RTI) model. The cultivation of professional learning communities has significantly impacted the culture and collaboration of the school. The vision and stability of the administrative leadership has empowered staff to maintain a focus on learning. Accountability measures put in place guarantee that best practices exist and are employed in all our classes.

Summary of the English Language Arts Goal

SBCS achieved four out of six outcomes for the English Language Arts Goal. The South Buffalo Charter School exceeded the AMO by a margin of 17 for the 2009-2010 school year. Students outperformed our comparison district, Buffalo Public Schools in every grade. Also, the average of all cohorts in grades 3-8 maintained the expected target cohort growth at 75% proficient for the 2009-2010 school year.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve
Optional Growth	For the 2009-2010 school year, each grade-level cohort will reduce by one-half the gap between the percent of students at or above 50 NCE on the 2008-2009 Terra Nova Reading and Language Assessments. If a grade level cohort exceeds 50 NCE in 2008-2009, the cohort is expected to show at least an increase in the percentage in 2009-2010.	Did Not Achieve

Action Plan

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

- Maintain fidelity of the Reading First Program
 - Maintain integrity and fidelity in grades K-3 utilizing the Scott Foresman Reading Series and Terra Nova Assessments
 - Maintain an uninterrupted 90 minute reading block and mandatory 30 minute intervention period for at-risk students
- Continue utilizing the Step Up to Writing Program
 - Identify common rubrics to be used in and across grade levels school-wide
 - Provide additional staff development, resources and materials
 - Work on developing consistency throughout the campus
- Maintain a strong focus on learning through scheduling
 - Increased instructional minutes
 - An intervention period for all
 - Additional common planning and meeting times for instructional staff

- Continue alignment (vertically and horizontally) of curriculum to address gaps and overlaps
 - Facilitate staff to link diary maps to core curriculum
 - Standardize unit/lesson plans school-wide
 - Continue review of textbooks, materials, supplements and resources
 - Clean up standards
 - Begin integrating essential questions and assessments into diary maps
- Reassign staff to better serve needs of students
 - Consolidate personnel to provide a concentrated, quality service
 - Provide support services to all grade levels
- Continue implementation of RTI
 - Utilize a systematic, comprehensive assessment program
 - Utilize a Child Study Team
 - Utilize a Pyramid of Interventions
- Maintain and expand Professional Learning Communities (PLC)
- Provide ongoing professional development
- Strengthen the school's attendance policy to improve daily student attendance rates

MATHEMATICS

Goal 2: Mathematics

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

Background

The focus of curriculum work this year was to continue to align the curriculum vertically and horizontally within the school and strengthen the core by mapping content, skills and standards. All unit/lesson planning was inputted into Curriculum Connector for planning by teachers. SBCS uses the Scott Foresman Math program as a research based resource to serve as the foundational framework of the Math curriculum grades K-6. Calendar Math continues to be used as a computation reinforcement strategy. Middle school uses a combination of NYS prep material and various other math supplements to support the delivery of the math curriculum. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, NYS grades 3 - 8 Math assessment, Terra Nova, and AIMSweb. Professional development was given through the training of various assessment and curriculum tools, and the direction provided during professional discussion at grade level data meetings. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 2: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in May 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. Through 200809 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	74	0	0	0	74
4	75	0	0	0	75
5	72	0	0	0	72
6	74	0	0	0	74
7	75	0	0	0	75
8	74	0	0	0	74
All	444	0	0	0	444

Results

The students’ performance on the New York State Mathematics exam demonstrates strong student achievement that was a result of data analysis and improvements in instruction. The table below indicates that 343 out of 444 (77%) of students tested were enrolled in at least their second year at SBCS. In four out of six grade levels the data shows that students who are in at least their second year perform better than the total population of students enrolled. Although students in grades 5 and 6 who are enrolled in at least their second year failed to exceed the performance of the entire student population, these groups missed this mark by a small margin. The students in all grades in at least their second year as well as the total population exceeded the accountability goal of a 75% passing rate.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	97	74
	Students in At Least 2 nd Year	98	55
4	All Students	96	75
	Students in At Least 2 nd Year	98	56
5	All Students	86	72
	Students in At Least 2 nd Year	82	54
6	All Students	97	74
	Students in At Least 2 nd Year	96	57
7	All Students	83	75
	Students in At Least 2 nd Year	85	60
8	All Students	88	74
	Students in At Least 2 nd Year	89	61
All	All Students	91	444
	Students in At Least 2 nd Year	91	343

Evaluation

All grade level cohorts exceeded the 75% proficient required outcome. In comparison to all students enrolled, the total average of students in at least their second year scored the same. In grades 3, 4, 7 and 8 cohorts outperformed all students enrolled in those grades. The 4th and 7th grade cohorts performed better than the general population by 2 percentage points, the widest margin. In grades 5 and 6, the cohorts did not score as well as the general population in those grades by a slight margin only. Our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts with purposeful intent to assess and intervene on each student’s behalf to maximize their potential and eliminate those gaps. It is important to note that the rigidity of past schedules did not accommodate intervention time and allocation of support resources to the high degree as is now scheduled.

Additional Evidence

The following table indicates that the total average of all students enrolled in at least their second year in 2009-2010 performed slightly better than in 2008-2009. Grades 3, 4, 6 and 8 cohorts in 2009-2010 had a higher passing average than in 2008-2009. The most significant increase in cohort passing rates was in grade 4, an improvement of 19 percentage points. Overall, SBCS has shown continuous yearly progress in each of the last four years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	94	65	100	63	94	62	98	55
4	74	68	79	68	79	61	98	56
5	72	67	77	70	91	69	82	54
6	86	65	84	68	93	70	96	57
7	62	42	96	76	95	62	85	60
8	51	43	85	34	86	65	89	61
All	73	350	87	379	90	389	91	343

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135⁴. 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.

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Results

The 2009-2010 Mathematics Annual Measurable Goal (AMO) for grades 3-8 was 135. The following table demonstrates that SBCS’s Performance Index was 192.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	.45%	7.4%	76.6%	15.5%	444

$$\begin{aligned}
 \text{PI} &= 7.4 + 76.6 + 15.5 = 99.5 \\
 &+ 76.6 + 155 = 92.1 \\
 \text{PI} &= 192\%
 \end{aligned}$$

Evaluation

South Buffalo Charter School met and exceeded the required AMO for Math in grades 3-8 by a margin of 57 points. The PI also increased by 4 percentage points moving from 188 in 2008-2009 to 192 in 2009-2010.

Additional Evidence

SBCS has exceeded the AMO in Math every year for the past four years and has increased the overall margin by which the school has exceeded the AMO. The PI in 2009-2010 is 22 percentage points higher than the PI in 2006-2007.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	3-8	406	3.6	20.6	59.3	15.5	170	86
2007-08	3-8	409	.5	12.2	65.0	23.0	188	102
2008-09	3-8	430	1.2	9.8	70.9	18.1	188	119
2009-10	3-8	444	.45	7.4	76.6	15.5	192	135

Goal 2: Comparative Measure

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

Method

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

Results

The data in the following table displays SBCS’s cohort Math school performance compared to Buffalo Public Schools (BPS) in the same tested grades. The average percent proficient in grades 3-8 exceeded BPS’s average by 26 percentage points. All grades in the SBCS cohorts scored greater than the BPS students in the same grade. The disparity in performance was greatest in grade 4 with SBCS cohorts performing at least 50 percentage points higher than BPS students in that same grade.

**2009-10 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	47	55	28	2515
4	82	56	31	2467
5	50	54	32	2470
6	74	57	30	2355
7	42	60	32	2442
8	39	61	26	2514
All	56	343	30	14763

Evaluation

Students in at least their second year at SBCS significantly outperformed their peers enrolled in Buffalo Public Schools in every grade. Most notably, grades 4, 5 and 6 scored at least 20 percentage points over Buffalo students. The smallest gap in performance was in grade 7, with a difference of 10 percentage points. Inherent in our professional learning community model, specific key design elements in SBCS’s charter contribute to the higher achievement rates of our students over BPS students. Our extended day and year significantly impact our students’ ability to retain and master content and skills. SBCS has a comprehensive program to assess students’ individualized needs. It entails early identification, progress monitoring, diagnostic, formative and summative assessment pieces that provide data to drive instruction. SBCS has created a systematic pyramid of interventions to respond to the needs of students in a timely and consistent manner. The professional development plan the school has developed works to connect all aspects of learning to allow staff to constantly improve the quality of instruction.

Additional Evidence

As shown in the following chart, SBCS has consistently outperformed Buffalo Public Schools at every level in each of the last four years. While Buffalo Public Schools have been making progress, SBCS’s cohort passing rates are significantly higher and our progress exceeds Buffalo’s progress by a wide margin.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	94	43	100	66	94	75	47	28
4	74	44	79	47	79	64	82	31
5	72	38	77	50	91	62	50	32
6	86	38	84	49	93	57	74	30
7	62	29	96	50	95	63	42	32
8	51	26	85	34	86	58	39	26
All	73	36	87	49	90	63	56	30

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. If 2009-10 results are not available, add this sentence: Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The following table displays how SBCS students in each grade level performed in Mathematics compared to students in New York State in the same grade and a similar population of free lunch eligible students. Grades 3, 5, 6, 7 and 8 had positive Effect Sizes. The overall Effect Size was 0.49, which is considered higher than expected to a small degree.

2008-2009 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		72	94.4	91.5	2.9	0.44	
4		71	76.0	84.7	-8.7	-0.85	
5		75	90.6	85.4	5.2	0.51	
6		74	91.9	78.4	13.5	1.00	
7		67	95.5	82.6	12.9	1.14	
8		70	87.2	74.0	13.2	0.75	
All		55.5	429	89.3	82.8	6.5	0.49

School's Overall Comparative Performance:
Given the timing of the state's release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, and is determined as higher than expected to a small degree.

Evaluation

SBCS's aggregate Effect Size, 0.49, exceeds the 0.3 requirement for meeting this measure, by a margin of 0.19. Notably, the Effect Sizes in grades 6 and 7 (1.00 and 1.14 respectively) indicate a significant difference between the actual and predicted percent of students at Levels 3 and 4. Only grades 4 had negative Effect Size.

Additional Evidence

Over the last four years SBCS has met or exceeded its predicted performance. The Effect Size over the last three years has met or exceeded the 0.3 requirement, which is considered higher than expected by a small degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-8	53.3	384	61.7	60.3	0.07
2006-07	3-8	51.9	406	74.9	69.5	0.31
2007-08	3-8	50.4	409	87.28	77.88	0.61
2008-09	3-8	55.5	429	89.3	82.8	0.49
2009-10	3-8	Unavailable	444	Unavailable	Unavailable	Unavailable

Goal 2: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The following table indicates that SBCS students enrolled in at least their second year in grades 3, 4, 6 and 8 outperformed the previous year’s cohorts. In 2009-2010, all grade levels met the 75% passing requirement. Overall, the 2009-2010 cohorts outperformed the 2008-2009 cohorts by 1 percentage point.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
3	55	94	Pos. Gain	98	YES
4	56	79	Pos. Gain	98	YES
5	54	91	Pos. Gain	82	NO
6	57	93	Pos. Gain	96	YES
7	60	95	Pos. Gain	85	NO
8	61	86	Pos. Gain	89	YES
All	343	90	Pos. Gain	91	YES

Evaluation

The average of all grades exceeded the expected target cohort growth. Grades 3, 4, 6 and 8 showed positive gains from last year. It should be noted that the 4th grade increased with the widest margin of 19 percentage points. The total cohort increased by 1 percentage point over last year. SBCS has created an efficient and effective standardized system to track student progress using the Response to Intervention (RTI) model. The cultivation of professional learning communities has significantly impacted the culture and collaboration of the school. The vision and stability of the administrative leadership has empowered staff to maintain a focus on learning. Accountability measures put in place guarantee that best practices exist and are employed in all our classes.

Goal 1: Optional Growth Measure

For the 2009-2010 school year, each grade-level cohort will reduce by one-half the gap between the percent of students at or above 50 NCE on the 2008-2009 Terra Nova Mathematics Assessment. If a grade level cohort exceeds 50 NCE in 2008-2009, the cohort is expected to show at least an increase in the percentage in 2009-2010.

Method

The Terra Nova Standardized Test is a commercial achievement test that compares the performance and mastery of specific content area objectives as compared to students of their grade level across the nation. The test produces scores in three content areas—reading, language, and mathematics. The test is administered in grades 1-8 the week of September 21, 2009 to measure academic achievement.

Results

The table below displays SBCS's NCE scores for grades 1-8 on the Terra Nova Mathematics Assessment. In all grades the percent of students attaining the target of one-half the gap ≥ 50 or positive gains was not met. The change of testing date from spring to fall significantly impacted the achievement results of these assessments. The change was made in order to better serve the needs of our students and help our teachers utilize the data to more accurately respond to and prepare for the state assessments. However, the first year implementing this new test date has impacted our results negatively. Also, SBCS changed the version of the test administered from the second edition to the third edition, which is much more aligned and up to date with the NY State Standards. Again though, this change had serious impact on our overall achievement.

Additional Evidence

Growth on the Terra Nova Mathematics Exam from 2008-2009 to 2009-2010

Grade	NCE (MEAN)			Target Achieved
	2008-09	Target	2009-10	
1	51	Pos. Gains	34	NO
2	58	Pos. Gains	44	NO
3	55	Pos. Gains	46	NO
4	47	48.5	41	NO
5	53	Pos. Gains	42	NO
6	54	Pos. Gains	48	NO
7	55	Pos. Gains	50	NO
8	57	Pos. Gains	52	NO
All	54	Pos. Gains	45	NO

Evaluation

Terra Nova Math achievement results in all grade levels for the 2009-2010 school year did not achieve the target. These results were expected due to the two major changes to our testing administration: spring to fall testing period and second to third edition. In an effort to find ways to combat the over-testing dilemma that NYS students face and better respond to our student needs, we restructured our assessment calendar. A restructuring of the intermediate and middle school grade levels has occurred to better address the needs of students and the specific deficiencies that data indicates. A considerable amount of time and personnel resources have been dedicated to realign the core curriculum to the NYS standards, assessments and thread specific skill sets throughout. SBCS has created an efficient and effective standardized system to track student progress using the Response to Intervention (RTI) model. The cultivation of professional learning communities has significantly impacted the culture and collaboration of the school. The vision and stability of the administrative leadership has empowered staff to maintain a focus on learning. Accountability measures put in place guarantee that best practices exist and are employed in all our classes.

Summary of the Mathematics Goal

SBCS achieved five out of six outcomes for the Mathematics Goal. The total average percentage of students that are in at least their second year of attendance matched the total population percentage. The South Buffalo Charter School exceeded the AMO by a margin of 57 points for the 2009-2010 school year. Students significantly outperformed our comparison district, Buffalo Public Schools in every grade. Also, the average of all cohorts in grades 3-8 slightly exceeded the expected target cohort growth, moving from 90% to 91% proficient from 2008-2009 to 2009-2010.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved
Optional Growth	For the 2009-2010 school year, each grade-level cohort will reduce by one-half the gap between the percent of students at or above 50 NCE on the 2008-2009 Terra Nova Mathematics Assessments. If a grade level cohort exceeds 50 NCE in 2008-2009, the cohort is expected to show at least an increase in the percentage in 2009-2010.	Did Not Achieve

Action Plan

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

- Shifting our expectations from obtaining proficiency to obtaining mastery
- Continue utilizing the Step Up to Writing Program
 - Identify common rubrics to be used in and across grade levels school-wide
 - Provide additional staff development, resources and materials
 - Work on developing consistency throughout the campus
- Maintain a strong focus on learning through scheduling
 - Increased instructional minutes
 - An intervention period for all
 - Additional common planning and meeting times for instructional staff
- Continue alignment (vertically and horizontally) of curriculum to address gaps and overlaps
 - Facilitate staff to link diary maps to core curriculum
 - Standardize unit/lesson plans school-wide
 - Continue review of textbooks, materials, supplements and resources
 - Clean up standards
 - Begin integrating essential questions and assessments into diary maps
- Reassign staff to better serve needs of students
 - Consolidate personnel to provide a concentrated, quality service
 - Provide support services to all grade levels
- Continue implementation of RTI
 - Utilize a systematic, comprehensive assessment program
 - Utilize a Child Study Team
 - Utilize a Pyramid of Interventions

- Maintain and expand Professional Learning Communities (PLC)
- Provide ongoing professional development
- Strengthen the school's attendance policy to improve daily student attendance rates

SCIENCE

Goal 3: Science

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

Background

The focus of curriculum work this year was to continue to align the curriculum vertically and horizontally within the school and strengthen the core by mapping content, skills and standards. Kindergarten and first grade create science units based on the NYS standards and are delivered in a thematic approach across content areas. SBCS uses the Scott Foresman Science program as a research based resource to serve as the foundational framework of the science curriculum grades 2-6. Hands-on science curriculum kits are used to bring science to life by immersing students in exploratory learning experiences that engage higher level thinking, problem solving and questioning attributes. Middle school uses a combination of McDougal Littell Science Series; NYS prep material and various other science supplements to support the delivery of the science curriculum. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, and NYS 4th and 8th Science assessments. Professional development was given through the training of various assessment and curriculum tools, and the direction provided during professional discussion at grade level common planning meetings. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The table below indicates that 56 out of 75 (75%) 4th graders and 61 out of 73 (84%) 8th graders were enrolled in at least their second year at SBCS. The 4th grade cohort did not score as well as the total 4th grade population. The 8th grade cohort outperformed the total population of 8th graders by 7 percentage points.

**Charter School Performance on 2009-10 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level ¾	
4	All Students	0	1	23	76	99	75
	Students in At Least 2 nd Year	0	2	16	82	98	56
8	All Students	3	19	62	16	78	73
	Students in At Least 2 nd Year	0	15	65	20	85	61
All	All Students					89	148
	Students in At Least 2 nd Year					92	117

Evaluation

Students in at least their second year in 4th grade scored lower than the total population by 1 percentage point. Both the cohort and total population groups had a high percentage of students with mastery (Level 4) scores. 8th graders in their second year scored 7 percentage points higher than the total population. Our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts with purposeful intent to assess and intervene on each student’s behalf to maximize their potential and eliminate those gaps.

Additional Evidence

SBCS has maintained a high level of performance in 4th grade over the last four years as shown in the table below. 8th grade percent proficient has increased since 2006-2007 with a significant raise from 2007-2008 to 2008-2009 by 14.6 percentage points. Overall we maintained our percent proficient from 2008-2009 to 2009-2010.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96	77	95	70	93	59	98	56
8	67	28	69	25	85	66	85	61
All	82	105	82	95	89	125	92	117

Goal 3: Comparative Measure

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

Method

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

Results

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

**2009-10 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	98	56	Unavailable	Unavailable
8	85	61	Unavailable	Unavailable

Evaluation

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

Additional Evidence

Although we cannot speak to this year's results as BPS data is unavailable in looking at 2008-2009 data, SBCS significantly outperformed Buffalo Public Schools in 4th grade by 23 points, in 8th grade by 45 points and overall by 34 points. SBCS also illustrates large substantial increase from year to year where BPS only shows minimal or no increase from year to year.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	63	65	64	63	93	70	98	Unavailable
8	40	41	68	43	85	40	85	Unavailable
All	52	53	66	53	89	55	92	Unavailable

Summary

SBCS achieved the outcomes for the Science Goal. The total average percentage of students in both students in at least their second year of attendance and the total population percentages exceed 75%. SBCS continues to outperform our comparison district, Buffalo Public Schools.

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

Action Plan

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

- Continue the implementation of the Step Up to Writing Program
 - Identify common rubrics to be used in and across grade levels school-wide
 - Provide additional staff development, resources and materials
 - Work on developing consistency throughout the campus
- Revise the schedule to include block scheduling
 - Increase instructional minutes
 - Include an intervention period for all
 - Allow for additional common planning and meeting times
 - Provide a dedicated period for Science instruction
 - Allow more opportunities to create hands-on, inquiry-based experiences
- Continue alignment (vertically and horizontally) of the curriculum to address gaps and overlaps
 - Include a focus on content literacy
 - Facilitate staff to link diary maps to core curriculum
 - Standardize unit/lesson plans school-wide
 - Continue review of textbooks, materials, supplements and resources

- Reassign staff to better serve needs of students
 - Consolidate personnel to provide a concentrated, quality service
 - Provide support services to all grade levels
- Continue implementation of RTI
 - Utilize a systematic, comprehensive assessment program
 - Utilize a Child Study Team
 - Utilize a Pyramid of Interventions
- Maintain and expand Professional Learning Communities (PLC)
- Provide ongoing professional development
- Strengthen the school's attendance policy to improve daily student attendance rates

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

The focus of curriculum work this year was to continue to align the curriculum vertically and horizontally within the school and strengthen the core by mapping content, skills and standards. All unit/lesson planning was inputted into Curriculum Connector for planning by teachers. The goal of the Social Studies curricula is to develop an understanding of an ever-widening circle of communities and cultures, to develop a world view through the study of people of the past and the present, and to develop critical thinking skills. The Social Studies curriculum helps students to reflect on and actively engage in the knowledge, ethics, skills, and habits of the mind needed to become active citizens of the world. Kindergarten and first grade create social studies units based on the NYS standards and are delivered in a thematic approach across content areas. SBCS uses the McGraw-Hill Social Studies program as a research based resource to serve as the foundational framework of the Social Studies curriculum grades 2-6. Middle school uses a combination of Prentice Hall Social Studies textbook, NYS prep material and various other supplements to support the delivery of the Social Studies curriculum. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, and NYS grades 5 and 8 Social Studies assessments. Professional development was given through the training of various assessment and curriculum tools, and the direction provided during professional discussion at grade level data meetings. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 4: Absolute Measure

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

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2009 and 8th grade in June 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The students’ performance on the New York State Social Studies exam demonstrates increased student achievement that was a result of data analysis and improvements in instruction. The table below indicates that 116 out of 144 (81%) students tested were enrolled in at least their second year at SBCS. The total of all students in grades 5 and 8 met the 75% required outcome. The students in at least their second year outperformed the total population from a 3-6 point range. The full cohort group met or exceeded the amount of Level 3 and Level 4 scores in comparison to the general population.

**Charter School Performance on 2009-10 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	1	13	66	20	86	70
	Students in At Least 2 nd Year	2	9	67	22	89	55
8	All Students	4	23	68	5	73	74
	Students in At Least 2 nd Year	0	21	72	7	79	61
All	All Students					80	144
	Students in At Least 2 nd Year					84	116

Evaluation

The average of all grade level cohorts exceeded the 75% proficient required outcome by 9 percentage points. In both the 5th and 8th grades the cohorts scored better than all students enrolled. It is noteworthy that in 8th grade there were zero Level 1’s. While the cohorts tend to do better than the general population, it is by a relatively small margin. Our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts to assess and intervene on each student’s behalf to maximize their potential and eliminate those gaps. It is important to note that the rigidity of past schedules did not accommodate intervention time and allocation of support resources for the intermediate and middle levels as was given to the primary level.

Additional Evidence

SBCS has maintained a steady rate of growth over the last four years as shown in the table below. The growth from 2006-2007 to 2009-2010 for the 5th grade has increased by 26 percentage points. The growth from 2006-2007 to 2009-2010 for the 8th grade has increased by 39 percentage points. Overall we increased and/or maintained our percent proficient from 2008-2009 to 2009-2010.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	63	49	64	49	89	69	89	55
8	40	17	68	25	70	64	79	61
All	52	66	66	74	80	133	84	119

Goal 4: Comparative Measure

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

Method

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

Results

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

**2009-10 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	89	55	Unavailable	Unavailable
8	79	61	Unavailable	Unavailable

Evaluation

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

Additional Evidence

Although we cannot speak to this year’s results as BPS data is unavailable in looking at 2008-2009 data, SBCS significantly outperformed Buffalo Public Schools in grade 5 by 30 points and grade 8 by 41 points. SBCS also illustrates sustainability or continuous progress from year to year where BPS only shows minimal or no increase from year to year.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	63	43	64	54	89	59	89	Unavailable
8	40	29	68	30	70	29	79	Unavailable
All	52	36	66	42	80	44	84	Unavailable

Summary

SBCS achieved the outcomes for the Social Studies Goal. The total average percentage of students that are in at least their second year of attendance exceeded the total population percentage. Excluding the 2009-2010 year (due to unavailable data), SBCS students significantly outperformed our comparison district, Buffalo Public Schools in every grade every year.

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

Action Plan

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

- Continue the implementation of the Step Up to Writing Program
 - Identify common rubrics to be used in and across grade levels school-wide
 - Provide additional staff development, resources and materials
 - Work on developing consistency throughout the campus

- Revise the schedule to include block scheduling
 - Increase instructional minutes
 - Include an intervention period for all
 - Allow for additional common planning and meeting times
 - Provide a dedicated period for Social Studies instruction
 - Allow more opportunities to create hands-on, inquiry-based experiences
- Continue alignment (vertically and horizontally) of the curriculum to address gaps and overlaps
 - Include a focus on content literacy
 - Facilitate staff to link diary maps to core curriculum
 - Standardize unit/lesson plans school-wide
 - Continue review of textbooks, materials, supplements and resources
- Reassign staff to better serve needs of students
 - Consolidate personnel to provide a concentrated, quality service
 - Provide support services to all grade levels
- Continue implementation of RTI
 - Utilize a systematic, comprehensive assessment program
 - Utilize a Child Study Team
 - Utilize a Pyramid of Interventions
- Maintain and expand Professional Learning Communities (PLC)
- Provide ongoing professional development
- Strengthen the school's attendance policy to improve daily student attendance rates

NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

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

Method

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

Results

South Buffalo Charter School's accountability for 2009-2010 is "Charter School in Good Standing."

Evaluation

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

Additional Evidence

South Buffalo Charter School has obtained “Good Standing” status each year from 2005-2010.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing

APPENDIX B: OPTIONAL GOALS

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

Goal 6: Parent Satisfaction

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

Goal 6: Absolute Measure

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

Method

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

- To identify areas of strength and needs for improvement.

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

Results

The results of the parent satisfaction survey for the 2009-2010 school year are still under analysis. Response results show that out of the 426 surveys that were sent only 88 families sent the survey back to the school, accounting for 21 % of our community responding.

2009-10 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
88	426	21%

2009-10 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall, I would rate my child’s school environment as positive	95%
Overall, I would rate the academic program at my child's school as very effective.	93%
Overall, I would rate my child's teachers as very effective.	96%

Evaluation

Although our response rate this year is only 21% we have additional indicators of parent/student satisfaction. These are:

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

In an attempt to increase parent participation in completing the parental satisfaction survey the school offered the following:

- Changed format of survey from paper to web-based product that requires much less time to complete and much easier means of submission.
- Provided Kiosk computers in the school during several parent/teacher conferences and parent nights.
- Widely publicized and promoted the survey through several modes of correspondence including one calls, constant contact emails, website announcements, and Jaguar Journal Newsletter.

Goal 6: Absolute Measure

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

Method

Student attendance is tracked through Power School, our school data system.

Results

SBCS exceeded the 90 percent absolute measure for the retention of students over the 2009-2010 school year.

2009-10 Student Retention Rate

2009-10 Enrollment	Number of Students Who Graduated in 2009-10	Number of Students Who Returned in 2010-11	Retention Rate 2009-2010 Re-enrollment ÷ (2008-09 Enrollment – Graduates)
669	73	561	94%

Evaluation

The retention rate for the 2009-2010 school year exceeded the expected target by 4 percentage points. SBCS is dedicated to providing a quality educational experience which is reflected by the data. South Buffalo Charter School has maintained a high retention rate over the last 5 years as reflected in the chart below.

Additional Evidence

Year	Retention Rate
2005-06	95.8%
2006-07	88.5%
2007-08	95.7%
2008-09	91.3%
2009-10	94%

Goal 6: Absolute Measure

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

Method

Student attendance is tracked through Power School, our school data system.

Results

The overall daily average attendance rate was calculated to be 97%, which exceeds the 95% goal.

Evaluation

Due to the continuous reflection and revision of the school’s attendance policy, SBCS has been able to better respond to attendance patterns and issues resulting in a large increase of daily attendance of our students. It is our intention to maintain and/or increase this trend in order to better serve our students.

Additional Evidence

Year	Average Daily Attendance Rate
2005-06	94%
2006-07	94%
2007-08	94%
2008-09	84%
2009-10	97%

APPENDIX C: ADDITIONAL EVIDENCE

Goal 1: Optional Growth Measure

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

For the 2008-2009 and 2009-2010 school years, grade level groups will show positive gains from the average NCE score in the previous year on the Terra Nova, a nationally-normed test and a NCE score of 50 in the current fall.

Method

The Terra Nova Standardized Test is a commercial achievement test that compares the performance and mastery of specific content area objectives as compared to students of their grade level across the nation. The test produces scores in three content areas—reading, language, and mathematics. A total score is also calculated. The test is administered in grades 1-8 the week of September 21, 2009 to measure academic achievement.

Results

The table below displays SBCS’s NCE total scores for grades 1-8 on the Terra Nova assessment. In 6 of the 8 grade levels, percent of students attaining the target of ≥ 50 was met. The target of ≥ 50 was met for the total population.

2009-2010 Terra Nova Total Scores

Grade	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining	Target	Target Achieved
1	72	NCE (MEAN)	48	≥ 50	NO
2	71	NCE (MEAN)	50	≥ 50	YES
3	74	NCE (MEAN)	51	≥ 50	YES
4	71	NCE (MEAN)	51	≥ 50	YES
5	71	NCE (MEAN)	45	≥ 50	NO
6	68	NCE (MEAN)	50	≥ 50	YES
7	70	NCE (MEAN)	51	≥ 50	YES
8	69	NCE (MEAN)	52	≥ 50	YES
All	566	NCE (MEAN)	50	≥ 50	YES

Evaluation

The change of testing date from spring to fall significantly impacted the achievement results of these assessments. The change was made in order to better serve the needs of our students and help our teachers utilize the data to more accurately respond to and prepare for the state assessments. However, the first year implementing this new test date has impacted our results negatively. Also, SBCS changed the version of the test administered from the second edition to the third edition, which is much more aligned and up to date with the NY State Standards. This change also had serious impact on our overall achievement.