

**South Buffalo Charter School
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Carrie A. Dzierba and Gina Dudkowski prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
James P. Neimeier	President, Finance Committee, Facility Committee, and Personnel Committee member; Appeals
Anne Marie Tryjankowski	Vice President and Personnel Committee Member
Kathy Lindhardt	Secretary, Personnel and Facility Committee Member
Ben DiLorenzo	Treasurer, Finance and Facility Committee Member
Steven Nigrelli	Board Member, Facility, Personnel and Negotiations Committee Member
Kristi Maggio	Board Member, Personnel and Negotiations Committee Member
Chris Schafer	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	9	10	11	12	Total
2006-07	70	70	69	72	78	80	77	54	43	0	0	0	0	613
2007-08	73	73	76	68	75	66	73	79	38	0	0	0	0	621
2008-09	72	68	73	72	71	73	75	66	69	0	0	0	0	639
2009-10	71	72	74	74	75	72	74	75	74	0	0	0	0	661
2010-11	72	73	72	77	75	76	73	73	76	0	0	0	0	667

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 assessments, Terra Nova, AIMsweb, Peabody, Woodcock Johnson, and the Jerry Johns. Professional development was given through the training of various assessment and curriculum tools 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 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language arts examination.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 8 grade in April 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

¹ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

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.

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	77	8	0	0	77
4	74	11	0	1	75
5	76	7	0	0	76
6	73	6	0	0	73
7	73	4	0	0	73
8	75	11	0	1	76
All	448	47	0	2	450

Results

The students’ performance on the New York State ELA exam demonstrates consistent sustainment of student achievement even with all of the changes that were implemented. Some of these variables include increasing the amount of questions on the assessments with no change to the amount of time provided, the length of the assessments, and the increased amounts of writing expected. The table below indicates that 367 out of 448 (82%) 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 8th grade individually did not.

² 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 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	62	77
	Students in At Least 2 nd Year	<u>67</u>	61
4	All Students	81	74
	Students in At Least 2 nd Year	<u>84</u>	62
5	All Students	83	76
	Students in At Least 2 nd Year	<u>86</u>	66
6	All Students	84	73
	Students in At Least 2 nd Year	<u>86</u>	51
7	All Students	71	73
	Students in At Least 2 nd Year	<u>77</u>	60
8	All Students	52	75
	Students in At Least 2 nd Year	<u>51</u>	67
All	All Students	72	448
	Students in At Least 2 nd Year	<u>75</u>	367

Evaluation

The average of all grade level cohorts met the 75% proficient required outcome. In grades 3-7, the cohorts scored better than all students enrolled in the same grade. Only in grade 8 did the cohorts not meet or exceed the level of the total population of that grade. 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 through continued creative scheduling SBCS maximizes time to allow for block periods of ELA and intervention time.

Additional Evidence

For the 2010-2011 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 grades 4, 6 and 7, cohorts in 2010-2011 had a higher passing average than in 2009-2010. These increases in cohort passing rates showed an improvement of 9 percentage points in all three grade levels. SBCS has maintained 75% proficiency for ELA in each of the last three 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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	83	63	79	62	82	55	67	61
4	62	68	63	62	75	56	84	62
5	74	70	81	69	87	54	86	66
6	66	68	74	70	77	57	86	51
7	61	77	86	63	68	60	77	60
8	68	34	69	65	62	61	51	67
All	69	380	75	391	75	343	75	367

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.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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 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, 5, and 6, the SBCS cohorts scored at least 15 percentage points more than BPS students in the same grades. The disparity in performance was greatest in grades 3 and 5 with SBCS cohorts performing 25 or more percentage points better than BPS students in those grades.

**2010-11 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	51	61	26	2416
4	51	62	28	2419
5	52	66	25	2396
6	53	51	35	2397
7	33	60	24	2382
8	33	67	23	2321
All	46	367	27	14331

Evaluation

Students in at least their second year at SBCS outperformed their peers enrolled in Buffalo Public Schools in every grade. Most notably, the 5th grade cohort scored 27 percentage points over Buffalo students. The 3rd and 4th grade cohorts scored 25 and 23 percentage points higher than their BPS counterparts. The smallest gap in performance was in grade 7, a difference of only 9 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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	83	47	79	49	60	28	51	26
4	62	42	63	54	57	28	51	28
5	74	53	81	56	35	26	52	25
6	66	44	74	64	53	32	53	35
7	61	44	86	62	30	26	33	24
8	68	28	69	43	49	27	33	23
All	69	43	75	55	47	28	46	27

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

Given the timing of the state's release of poverty data, the 2010-2011 analysis is not yet available. This report contains 2009-2010 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, 4, 6 and 8 had positive Effect Sizes. The overall Effect Size was 0.30, which is higher than expected to a small degree.

2009-10 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		74	59.5	46.1	13.4	.96
4		75	53.3	45.6	7.7000000000 00002	.50
5		72	36.1	43.0	-6.9	-.46
6		74	54.1	40.2	13.9	.86
7		75	26.7	36.0	-9.3	-.55
8		74	46.0	37.1	8.9	.49
All	63.3	444	46.0	41.3	4.6	.30

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

Evaluation

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available. SBCS's aggregate Effect Size, 0.30, is considered performing higher than expected to a small degree and is the requirement for achieving this measure. SBCS met this requirement.

Additional Evidence

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 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 2009-2010 school year indicates growth from the previous two years. Over the last three 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	63.3	444	46.0	41.3	0.30

Goal 1: Growth Measure

On the current year's state English language arts exam, 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. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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 4 and 5 made positive gains from the previous year. Although we did not show positive gains from year to year in grade 7, we did maintain the current level of performance. In grade 6 and 8 however, SBCS did not outperform the previous year's cohort with a larger decrease in grade 8 resulting in a slight decrease overall.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	62	82	Pos. Gains	84	YES
5	66	75	Pos. Gains	86	YES
6	51	87	Pos. Gains	86	NO
7	60	77	Pos. Gains	77	NO
8	67	68	71.5	51	NO
All	367	78	Pos. Gains	77	NO

Evaluation

Although SBCS did not meet or exceed the overall expected target for our cohorts from 2009-2010 to 2010-2011 there are some positive achievement gains to note. In 2010-2011, grades 4 and 5 students scored 2 and 11 points more than they had in 2009-2010. Also, grade 7 students maintained their target from 2009-2010 to 2010-2011.

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. In specific response to the increased expectations and integration of the Common Core Learning Standards, SBCS has made significant changes to our personnel, schedule and curriculum. We have added two additional intervention teachers in order to adequately respond to and provide remedial service to all students that are within levels 1 & 2. We made specific changes to our middle school schedule providing longer periods of instruction for ELA and organizing staff so that groupings are smaller and more manageable. Over the summer we had teams of teachers realign our core curriculum by increasing writing and grammar experiences and instruction as well as adding more non-fiction texts threading the new Common Core Learning Standards in.

Goal 1: Optional Growth Measure

For the 2010-2011 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 2009-2010 Terra Nova Reading/Language Assessment. If a grade level cohort exceeds 50 NCE in 2009-2010, the cohort is expected to show at least an increase in the percentage in 2010-2011.

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. 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. The tests were administered for grades 1-8 during the week of October 4, 2010.

Results

The table below displays SBCS's NCE scores for grades 1-8 on the Terra Nova Comprehensive Reading Assessment. In 5 of the 8 grades, the percent of students attaining the target of one-half the gap ≥ 50 or positive gains was met. Although we did not make positive gains in grades 6 or 8 we still maintained a 50 NCE in each of those grade levels. Overall positive gains were illustrated. 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. 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 Common Core Learning Standards.

**Growth on TerraNova
Comprehensive Reading Assessment
from 2009-2010 to 2010-2011**

Grade	NCE (MEAN)			Target Achieved
	2009-10	Target	2010-11	
1	56	Pos. Gains	48	NO
2	52	Pos. Gains	53	YES
3	51	Pos. Gains	54	YES
4	53	Pos. Gains	55	YES
5	47	48.5	52	YES
6	50	Pos. Gains	50	NO
7	50	Pos. Gains	51	YES
8	52	Pos. Gains	50	NO
All	51	Pos. Gains	52	YES

Summary of the English Language Arts Goal

SBCS achieved four out of the five available outcomes for the English Language Arts Goal. SBCS maintained a 75% proficiency at or above the Time Adjusted Level 3 cut scores for 2010-2011. Students outperformed our comparison district, Buffalo Public Schools in every grade. Using the 2009-2010 results, the most recent ones available, SBCS's aggregate Effect Size, 0.30, is considered performing higher than expected to a small degree and is the requirement for achieving this measure.

SBCS met this requirement. Finally, using the TerraNova Comprehensive Reading Assessment as an optional growth measure our overall performance illustrates a slight positive gain from last 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 at or above the Time Adjusted Level 3 cut score 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.	N/A
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	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve
Growth	For the 2010-2011 school year, each grade-level cohort will reduce by one-half the gap between the percent at or above the 50 NCE on the 2009-2010 Comprehensive Reading TerraNova Assessment.	Achieved

Action Plan

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

- Continue utilizing the Step Up to Writing Program
 - 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 CCLS into core curriculum
 - 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
 - Add additional intervention personnel
 - Utilize strengths and expertise of staff members in a more efficient manner
 - 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 diary mapping and begin the integration of the Common Core Learning 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. 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 AIMswb 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 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 mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination³.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in May 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

³ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

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	Level 3
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4	655
5	653
6	653
7	651
8	652

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.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	77	8	0	0	77
4	75	12	0	0	75
5	76	7	0	0	76
6	73	6	0	0	73
7	72	4	0	1	73
8	75	11	0	1	76
All	448	48	0	2	450

Results

The students’ performance on the New York State Math exam demonstrates consistent sustainment of student achievement even with all of the changes that were implemented. Some of these variables include increasing the amount of questions on the assessments with no change to the amount of time provided, the length of the assessments, and the increased amounts of writing expected. The table below indicates that 368 out of 448 (82%) students tested were enrolled in at least their second year at SBCS. Every grade level cohort exceeded the 75% proficient required outcome.

⁴ 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 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	100	77
	Students in At Least 2 nd Year	100	61
4	All Students	93	75
	Students in At Least 2 nd Year	95	63
5	All Students	87	76
	Students in At Least 2 nd Year	89	66
6	All Students	100	73
	Students in At Least 2 nd Year	100	51
7	All Students	86	72
	Students in At Least 2 nd Year	90	60
8	All Students	96	75
	Students in At Least 2 nd Year	96	67
All	All Students	94	448
	Students in At Least 2 nd Year	95	368

Evaluation

All grade level cohorts exceeded the 75% proficient required outcome. The total average of students in at least their second year outscored the average of all students. In grades 3-8 the students in at least their second year either performed at or above the same proficiency as all students enrolled in those grades. The widest margin illustrated was in 7th grade, where the cohorts performed better than the full population by 4 percentage points. In grades 4 and 5 the cohorts performed better than the full population by 2 percentage points. In all other grade levels the proficiencies between the students in at least their second year and all students matched. 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 2010-2011 performed better than in 2009-2010. Grades 3, 5, 6, 7 and 8 cohorts in 2010-2011 had a higher passing average than in 2009-2010. The most significant increases in cohort passing rates were in grades 5 and 8 with improvements of 7 percentage points each. 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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	63	94	62	98	55	100	61
4	79	68	79	61	98	56	95	63
5	77	70	91	69	82	54	89	66
6	84	68	93	70	96	57	100	51
7	96	76	95	62	85	60	90	60
8	85	34	86	65	89	61	96	67
All	87	379	90	389	91	343	95	368

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.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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.

**2010-11 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	57	61	28	2482
4	65	63	35	2485
5	58	66	31	2449
6	71	51	32	2438
7	52	60	32	2421
8	51	67	28	2404
All	59	368	31	14679

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 and 6 scored at least 30 percentage points over Buffalo students. The smallest gap in performance was in grade 7, with a difference of 20 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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	66	94	75	47	28	57	28
4	79	47	79	64	82	31	65	35
5	77	50	91	62	50	32	58	31
6	84	49	93	57	74	30	71	32
7	96	50	95	63	42	32	52	32
8	85	34	86	58	39	26	51	28
All	87	49	90	63	56	30	59	31

Goal 2: Comparative Measure

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

Method

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

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 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 4 and 6 had positive Effect Sizes. The overall Effect Size was 0.07, which is considered slightly higher than is expected but does not meet the effect size of 0.30 which is the requirement for this measure.

2009-10 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		74	40.5	51	-10.5	-.61
4		75	76.0	54.7	21.3	1.18
5		72	47.2	55.6	-8.4	-.45
6		74	71.6	50.2	21.4	1.07
7		75	41.4	49.3	-7.9	-.36
8		74	32.4	41.8	-9.4	-.40
All	63.3	444	51.6	50.4	1.2	0.07

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

Although SBCS' effect size of 0.07 did not meet the effect size of 0.30 as is required, it was still slightly higher than what was expected with a 1.2 difference between the actual percent of 51.6 and the predicted percent of 50.4.

Additional Evidence

Over the last four years SBCS has met or exceeded its predicted performance. The Effect Size over the last four years has illustrated at least a slightly higher than expected outcome.

Mathematics 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	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	63.3	444	51.6	50.4	0.07

Goal 1: Growth Measure

On the current year's state mathematics exam, 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. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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, 5, 6, 7 and 8 outperformed the previous year’s cohorts. In 2010-2011, all grade levels met the 75% passing requirement. Overall, the 2010-2011 cohorts outperformed the 2009-2010 cohorts by 3 percentage points.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	63	98	Pos. Gains	95	NO
5	66	82	Pos. Gains	89	YES
6	51	96	Pos. Gains	100	YES
7	60	85	Pos. Gains	90	YES
8	67	89	Pos. Gains	96	YES
All	307	91	Pos. Gains	94	YES

Evaluation

The average of all grades illustrated a 3 point positive gain. Grades 5, 6, 7 and 8 individually showed positive gains from last year. It should be noted that grades 5 and 8 increased with the widest margin of 7 percentage points. 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 grades 1, 2, and 4 the percent of students attaining the target of one-half the gap ≥ 50 or positive gains was met. Also, in grade 7, although positive gains were not illustrated, the grade maintained an NCE score of 50. Overall however, the target NCE was met. The change of testing date from spring to fall 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. 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 Common Core Learning Standards. Again though, this change had serious impact on our overall achievement.

Growth on the TerraNova Mathematics Exam from 2009-2010 to 2010-2011

Grade	NCE (MEAN)			Target Achieved
	2009-10	Target	2010-11	
1	34.4	42	43.4	YES
2	44.1	47	52.2	YES
3	46.3	48	43.2	NO
4	40.8	45.5	51	YES
5	41.5	46	45	NO
6	48	49	46.4	NO
7	50.3	Pos. Gains	50	NO
8	51.8	Pos. Gains	45	NO
All	44.7%	47	47	YES

Evaluation

TerraNova Math achievement results in grades 1, 2 and 4 for the 2010-2011 school year met the expected target. Also, the overall target was met for the total population. 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 four out of the five available outcomes for the Mathematics Goal. The total average percentage of students that are in at least their second year of attendance performed above the Time adjusted Level 3 cut score. Students significantly outperformed our comparison district, Buffalo Public Schools in every grade. Also, the average of all cohorts in grades 3-8 exceeded the expected target cohort growth, moving from 91% to 94% proficient from 2009-2010 to 2010-2011. Finally, using the TerraNova Comprehensive Mathematics Assessment as an optional growth measure our overall performance met the target outcome.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score 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.	N/A
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.	Did Not Achieve
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Achieved
Growth	For the 2010-2011 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 2009-2010 TerraNova Mathematics Assessment.	Achieved

Action Plan

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

- Shifting our expectations from obtaining proficiency to obtaining mastery
- 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 CCLS into core curriculum
 - 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
 - Add additional intervention personnel
 - Utilize strengths and expertise of staff members in a more efficient manner

- 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 their knowledge, skills and concepts of Science and will make continuous yearly progress toward 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 63 out of 75 (84%) 4th graders and 66 out of 73 (90%) 8th graders were enrolled in at least their second year at SBCS. The 4th grade cohort scored the same as the total 4th grade population. The 8th grade cohort outperformed the total population of 8th graders by 4 percentage points.

**Charter School Performance on 2010-11 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0	8	28	64	92	75
	Students in At Least 2 nd Year	0	8	25	67	92	63
8	All Students	0	34	60	5	65	73
	Students in At Least 2 nd Year	0	30	63	6	69	66

Evaluation

Students in at least their second year in 4th grade scored the same as the total population. 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 4 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. We have also maintained an overall percent proficient over the last four years. Also, overall we maintained our percent proficient from 2009-2010 to 2010-2011.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	95	70	93	59	98	56	92	63
8	69	25	85	66	85	61	69	66
All	82	95	89	125	92	117	81	129

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

Due to the unavailability of the Buffalo Public Schools data for the 2010-2011 school year the below table represents information on the 2009-2010 data. SBCS significantly outperformed our comparison district in both grade 4 and 8 Science results.

**2009-2010 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	62	2447
8	85	61	45	2331

Evaluation

On the 2009-2010 science assessment, SBCS outscored the Buffalo Public Schools in grade 4 by 36 points and in grade 8 by 40 points, illustrating a very large differential.

Additional Evidence

Over the last four years, SBCS has outperformed our local district on the NYS science assessment in both grade 4 and 8. Also over the last four years, the gap between SBCS' performance and the local district continues to broaden.

**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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	64	63	93	70	98	62	92	Unavailable
8	68	43	85	40	85	45	69	Unavailable
All	66	53	89	55	92	54	81	Unavailable

Summary

SBCS achieved the outcomes for the Science Goal. The total percent of all tested students who are enrolled in at least their second year performed above 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
 - Provide additional staff development, resources and materials
 - Work on developing consistency throughout the campus
- Revise the schedule so that grades 4-8 have a dedicated science period
 - 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

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 2010-2011 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 2005-2011.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	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. This year we integrated another layer of effort to better solicit and receive our parent responses to the survey by providing kiosks throughout the school building during parent/teacher conference days and also sent a hard copy of the survey to all families for any that may not have online access.

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 2010-2011 school year are illustrated through a scale of strongly agree, agree, disagree, strongly disagree or don't know/does not apply. Response results show that we had a significant increase in parent participation for the 2010-2011 school year. We more than doubled the response rate going from only 88 completed surveys in 2009-2010 to 277 completed surveys in 2010-2011, accounting for 63% of our community responding.

2010-11 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
277	440	63%

2010-11 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall, I would rate my child’s school environment as very positive.	97%
Overall, I would rate the academic program at my child’s school as very effective.	97%
Overall, I would rate the school culture as very positive.	96%
Overall, I would rate my child’s teachers as very effective	97%
The overall grade I would give this school is	95%

Evaluation

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

- Provided format options for parents, completing it as a paper product or online as a web-based product.
- Provided Kiosk computers in the school during several parent/teacher conferences and parent nights for their convenience.
- Widely publicized and promoted the survey through several modes of correspondence including one calls, constant contact emails, website announcements, and Jaguar Journal Newsletter.
- Sent home via mail a paper copy of the survey to every parent.

As a result our response rate this year is 63%, increasing 42% from last year. This increase put us slightly under our goal. However, 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 in all grade levels
- Need for additional facilities due to expanding population

It is also important to note that the key survey responses for essential facets of our school were extremely positive in all measures and the overall satisfaction of our parents is very strong.

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.

2010-11 Student Retention Rate

2009-10 Enrollment	Number of Students Who Graduated in 2009-10	Number of Students Who Returned in 2010-11	Retention Rate 2010-11 Re-enrollment ÷ (2009-10 Enrollment – Graduates)
667	75	650	91%

Evaluation

The retention rate for the 2010-2011 school year exceeded the expected target. 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
2006-07	88.5%
2007-08	95.7%
2008-09	91.3%
2009-10	94%
2010-11	91%

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 94%, which is only 1% below our goal measure.

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 issue of our students. It is our intention to maintain and/or increase this trend in order to better serve our students.

Additional Evidence

2010-11 Attendance

Grade	Average Daily Attendance Rate
1	93%
2	93%
3	95%
4	94%
5	94%
6	94%
7	94%
8	94%
Overall	94%

Evaluation

All grade levels consistently maintain strong average daily attendance rates. Although only grade 3 individually met the 95% measure, all other grade levels are within 1-2 percentage points of meeting the goal.

Additional Evidence

Year	Average Daily Attendance Rate
2006-07	94%
2007-08	94%
2008-09	84%
2009-10	97%
2010-11	94%