



**South Buffalo  
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Carrie A. Dzierba, Sarah M. Vittoria, and Nicholas E. Klaich, Head of Schools, Principal and Assistant Principal prepared this 2012-13 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

**Carrie A. Dzierba has served as the Head of Schools since 2008.**

## 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
- 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 the Common Core Learning 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 Curriculum Connector, Performance Tracker, and Assessment Builder. The student information system is Power School. AIMSweb and STAR Early Literacy, Reading and Math are 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 as a 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 to 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
  - Open Board Meetings
  - Monthly Community Newsletter
  - Parent Teacher Conferences
  - Power Grade
  - One Call
  - Welcome Picnic
  - Child Study Team
  - Parent Information Nights
  - Parent Engagement Committee
  - Open House
  - School Website and Teacher Webpages
  - Teacher/Administrator Correspondence
  - Moving-Up Ceremonies
  - Kindergarten Screening
  - Student Recognition Events

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 2012-2013 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
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	72	76	0	0	0	0	666
2011-12	73	76	76	72	79	75	71	75	66	0	0	0	0	663
2012-13	73	77	76	72	72	72	77	68	68	0	0	0	0	655

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

**Student 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 last year was to fully integrate the new Common Core Learning Standards into our curriculum. All unit/lesson planning was inputted into Curriculum Connector for planning by teachers. SBCS used the Scott Foresman Reading program as a research based resource to serve as the foundational framework of the ELA curriculum grades K-6 and 7-8 utilized the Pearson Literature Series. An uninterrupted 84 minute ELA block, with a mix of whole and small group instruction, guided reading, differentiated centers and flexible grouping was used to ensure that students K-6 become 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 7-8 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 administered several different assessments throughout the year for various grade levels including benchmark assessments, NYS grades 3-8 ELA assessments, STAR Early Literacy, Reading and Math, AIMsweb, Peabody, Woodcock Johnson, and the Jerry Johns. Professional development was provided through the use of BOCES and outside consultants in the areas of curriculum development, assessment and data driven instruction. Direction and support was also provided during professional discussion at common planning meetings. The school's instructional coach hosted regularly scheduled professional development sessions for instructional staff on a variety of best practices. Teachers and support staff also attended internal and external additional professional development opportunities.

### **Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>1</sup>

### **Method**

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

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<sup>1</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

**2012-13 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	72	1	0	1	74
4	74	0	0	1	75
5	72	0	0	0	72
6	77	0	0	1	78
7	68	0	0	0	68
8	70	0	0	2	72
All	433	1	0	5	439

**Results**

The students' performance on the New York State ELA exam demonstrated a significant decrease of proficiency compared to previous years data. The table below indicates that 375 out of 433 (86.6%) students tested were enrolled in at least their second year at SBCS. The major variable influencing the shift in the scores was the implementation of CCLS.

**Performance on 2012-13 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	9.7	72	8.6	56
4	20.3	74	24.6	61
5	18.1	72	18.2	66
6	18.2	77	20	69
7	17.6	68	19	58
8	18.6	70	16.1	60
All	17.1	433	17.8	370

**Evaluation**

The average of all grade level cohorts did not meet the proficient required outcome. The school missed the 75% proficiency goal by approximately 58% percentage points. The school recognizes that 3<sup>rd</sup> grade was significantly lower than all other grade levels. This is due in part to some weaknesses in our primary program. Rigor and expectations are not consistent with those set in grades 3-8 and the school is working to address this discrepancy. Additionally in 3<sup>rd</sup> grade, staffing changes were made and we departmentalized in order to bring a greater focus to the content areas. In grades 4-7, the cohorts met or exceeded all students enrolled in the same grade. In grades 3 and 8 the cohorts did not meet or exceed the level of the total population of

<sup>2</sup> 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.

that grade. While the trend illustrates that 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**

In the face of NY State's curricular and assessment changes over the course of the last three years, SBCS has struggled to reach proficiency. The school has embraced these changes through the integration of CCLS, creation of common assessments, participation in RTTT2, partnerships with BOCES curriculum specialists, adoption and creation of APPR plan, use of 4-phase data analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson's Frameworks for teaching for supervision and evaluation of instructional staff, and the acquisition of appropriate materials and resources to support teachers and students. We are aware that in order to achieve and sustain proficiency, time is our most valuable resource.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	51	61	46	65	9	58
4	51	62	53	73	25	61
5	52	66	47	66	18	66
6	53	51	60	67	20	70
7	33	60	34	68	19	58
8	33	67	42	59	16	62
All	46	367	47	398	18	375

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s English language arts AMO. The PLI 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 PLI is 200.<sup>3</sup>

**Results**

**English Language Arts 2012-13 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{rcccccccc}
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 & & & & ? & + & ? & = & ? \\
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**Evaluation**

*The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program*

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<sup>3</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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**

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

**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 6.3 percentage points. In grades 4, 5, 6 and 7, SBCS cohorts scored at least 7 percentage points more than BPS students in the same grades. The disparity in performance was greatest in grade 4, with SBCS cohorts performing 10 or more percentage points better than BPS students in that same grade.

**2012-13 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	8.6	58	12	2306
4	24.6	61	10.7	2342
5	18.2	66	9.8	2374
6	20	70	12.3	2413
7	19	58	10.5	2444
8	16.1	62	13.5	2285
All	17.8	375	11.5	14,164

**Evaluation**

Students in at least their second year at SBCS outperformed their peers enrolled in Buffalo Public Schools in every grade with the exception of grade 3. Most notably, the 4<sup>th</sup> grade cohort scored 14 percentage points over Buffalo students. The 5<sup>th</sup> and 7<sup>th</sup> grade cohorts scored approximately 8 percentage points higher than their BPS counterparts. The smallest gap in performance was in grade 8, a difference of only 2 percentage points. Inherent in our

<sup>4</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

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 in each of the last three years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	51	26	46	27	9	12
4	51	28	53	31	25	11
5	52	25	47	26	18	10
6	53	35	60	31	20	12
7	33	24	34	26	19	11
8	33	23	42	24	16	14
All	46	27	47	28	18	12

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>5</sup>

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage.

<sup>5</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

Given the timing of the state's release of poverty data, the 2012-2013 analysis is not yet available. This report contains 2011-2012 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 economically disadvantaged students. All grades 3-8 had positive effect sizes, grade 6 at 1.86 and grade 8 at 1.30 had significantly higher effect sizes than all other grade levels. The overall Effect Size was 0.87, which was higher than expected to a large degree.

### **2011-12 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		72	45.9	37.7	8.2	0.52	
4		79	53.1	41.7	11.4	0.72	
5		74	48.6	39.8	8.8	0.53	
6		71	60.5	32.7	27.8	1.86	
7		73	34.2	29.2	5.0	0.34	
8		66	45.5	26.7	18.8	1.30	
All		83.6%	435	48.0	34.9	13.2	0.87

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

## Evaluation

SBCS's aggregate Effect Size was 0.87, which is considered performing higher than expected to a large degree. Of note grades 6 and 8 showed considerable gain with 1.86 and 1.30 effect sizes. SBCS exceeded the 0.30 requirement.

## Additional Evidence

Given the timing of the state's release of poverty data, the 2012-13 analysis is not yet available. This report contains 2011-12 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 2011-2012 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 and we have met or exceeded the effect size.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-8	63.3	444	46.0	41.3	0.30
2010-11	3-8	69.6	448	44.7	39.0	0.35
2011-12	3-8	83.6	435	48.0	34.9	0.87

**Goal 1: Growth Measure<sup>6</sup>**  
 Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

**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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.<sup>7</sup>*

*Leave Blank*

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>7</sup> See the Guidelines.

**Goal 1: Optional Measure**

For the 2012-2013 school year, the percent of students at each grade level that are identified as on-level and on-watch will meet or exceed 50%.

**Method**

STAR Reading is an assessment of reading comprehension and skills for independent readers through grade 12. It provides data for screening, progress monitoring and growth monitoring. It is a national norm-referenced reading test that assesses 36 reading skills in 5 domains. The 5 key domains are word knowledge and skills, analyzing literary text, understanding author’s craft, comprehension strategies and constructing meaning, and analyzing argument and evaluating text. It is important to note that this is a baseline year utilizing STAR assessments. In subsequent years SBCS will be comparing spring to spring results.

**Results**

The table below displays the percentage of students’ on-level and on-watch for the spring benchmark assessment. On-level (40% or more) meets or exceeds grade level and on-watch (26-39%) meets grade level requirements. All grade levels met or exceeded 50% of students meeting grade level expectations.

STAR Reading Percent Proficient				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	42	8	50	Yes
3	54	10	64	Yes
4	50	15	65	Yes
5	44	18	62	Yes
6	25	40	65	Yes
7	50	22	72	Yes
8	42	18	60	Yes
ALL	44	19	64	Yes

**Evaluation**

SBCS met all targets for the optional goal. Grade 7 showed the highest levels of proficiency with a total of 72% on-level and on-watch while grade 2 showed the smallest levels of proficiency with a total of 50% on-level and on-watch.

**Summary of the English Language Arts Goal**

Although, SBCS did not achieve 75% proficiency for our cohort group, we achieved three out of the four available outcomes for the English Language Arts Goals. Students overall outperformed our comparison district, Buffalo Public Schools. Using the 2011-2012 results, the most recent ones available, SBCS’s aggregate Effect Size, 0.87, is considered performing higher than expected to a large degree and exceeds the requirement for achieving this measure. In grades 2-8, students met or exceeded grade level expectations of STAR Reading.

Type	Measure	Outcome	
	Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
	Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's 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 proficiency on the state English language arts exam will be greater than that of 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 English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
	Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
	Absolute	For the 2012-2013 school year, the percent of students at each grade level that are identified as on-level or on-watch will meet or exceed 50%.	Achieved

### Action Plan

In order to address the absolute measure of our accountability progress report that we did not achieve, SBCS has designed a comprehensive plan of action. During the summer of 2013 teams of instructional staff members met to revisit the ELA core curriculum and fully align through the adoption/adaption of the NYS modules/domains. This work included revision of grade levels scope and sequence maps and investigation and acquisition of necessary supplies, materials and resources needed to teach the new modules/domains. We are confident this work will better prepare our teachers to provide a more rigorous, balanced literacy program. Throughout the course of the 2013-2014 school year we will continue to review, revise and edit our ELA scope

and sequence in order to meet the expectations of the new CCLS and therefore the improved NYS Assessments. In addition to the specific curriculum work outlined above, the 3-8 ELA staff will be working to construct quarterly common summative assessments to track student progress in learning the standards. These assessments will provide the school crucial information to adjust curriculum, programs and practices to better meet the needs of our students. As a member of the PICCS consortium, the school has adopted the 4-phase process endorsed by TERC (Technical Educational Research Center) as a means to analyze data and create instructional action plans to respond to the needs of students. The school has identified a team of grade level TERC leaders to facilitate and support data-driven instruction in all areas of the school. Additionally in 3<sup>rd</sup> grade, staffing changes were made and the grade level departmentalized by subject area in order to bring a greater focus to the content areas. We are also working with BOCES curriculum specialists through RTTT2 and will be utilizing these individuals to continuously provide our staff with professional development, updates on the new standards and assessments and assistance gathering of appropriate resources. Finally, in order to more accurately assess and evaluate our student's progress and our ELA curriculum and instructional programs the school will utilize the state approved STAR Early Literacy, Reading and Math Assessments. These assessments provide relevant, current and standards-based data with which we can use to effectively respond to our student population and the initiatives of the state.

## **MATHEMATICS**

### **Goal 1: 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**

In preparation to fully integrate the new CCLS, SBCS provided targeted professional development and curriculum development time to our math staff. During the summer of 2012, instructional staff members in math took time to deconstruct (recreated) and align the new Common Core Learning Standards into our core curriculum and the Envisions Math Series. As an RTTT2 school, we also received ongoing math support from BOCES for our K-8 math instructional staff. This support included monthly check-ins and designated math work session meetings/full day planning curriculum reconstruction throughout the year, equaling approximately 29 days total. Additionally our staff received math coaching support from a BOCES math specialist throughout the year to assist with curriculum development, lesson pacing, and analyzing data to drive their instructional practices.

SBCS also continued to work with an external consultant to help with the facilitation of the construction and implementation of quarterly common summative assessments for math in grades K-8. Some of the work they participated in both during our August 5-day PD week and throughout the course of the year was:

- Identified and created learning outcomes
- Defined a target and made data-informed decisions: the relationship between curriculum and assessment
- Utilized Curriculum Connector reports
- Designed quality classroom assessment items

- Recognized the role of Webb Leveling (depth of knowledge) in quality classroom assessment design
- Identified and used “I Can” statements
- Discovered the strategies for implementing quality items as formative and summative tools for students
- Explored the components of quality, formative selected response and extended written response item design

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.<sup>8</sup>

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2012-13 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>9</sup>			Total Enrolled
		IEP	ELL	Absent	
3	74	0	0	1	75
4	74	0	0	1	75
5	71	0	0	1	72
6	78	0	0	0	78
7	69	0	0	0	69
8	72	0	0	0	72
All	438	0	0	3	441

**Results**

The students’ performance on the New York State Math exam demonstrated a significant decrease of proficiency compared to previous years data. The table below indicates that 376 out of 438 (85.8%) students tested were enrolled in at least their second year at SBCS. The major variable influencing the shift in the scores was the implementation of CCLS.

<sup>8</sup> Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year’s using the state’s published results for scoring at proficiency.

<sup>9</sup> 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.

**Performance on 2012-13 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	19.1	74	20.3	59
4	36.5	74	44.2	61
5	28.2	71	29.2	64
6	44.9	78	47.8	71
7	17.4	69	18.9	58
8	9.7	72	7.9	63
All	26.1	438	28	376

**Evaluation**

The average of all grade level cohorts did not meet the proficient required outcome. The school missed the 75% proficiency goal by approximately 47% percentage points. The school recognizes that 8<sup>th</sup> grade was significantly lower than all other grade levels. This is due in part to staffing challenges the school faced during the 2012-2013 school year. The 8<sup>th</sup> grade math position was held by three different long-term substitute teachers to cover an extended staff leave during the course of the school year. The school recognizes that this situation is a detriment to student learning and achievement. Although we work hard to maintain consistency with staff for our students this was a unique circumstance.

In grades 3-7, the cohorts met or exceeded all students enrolled in the same grade. In 8<sup>th</sup> grade the cohort did not meet or exceed the level of the total population of that grade. While the trend illustrates that 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 Math and intervention time.

**Additional Evidence**

In the face of NY State's curricular and assessment changes over the course of the last three years, SBCS has struggled to reach proficiency in all grade levels. The school has embraced these changes through the integration of CCLS, creation of common assessments, participation in RTTT2, partnerships with BOCES curriculum specialists, adoption and creation of APPR plan, use of 4-phase data analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson's Frameworks for teaching for supervision and evaluation of instructional staff, and the acquisition of appropriate materials and resources to support teachers and students. We are aware that in order to achieve and sustain proficiency, time is our most valuable resource.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	57	61	55	65	20	59
4	65	63	68	73	44	61
5	58	66	65	65	29	64
6	71	51	93	67	48	71
7	52	60	61	67	19	58
8	51	67	88	59	8	63
All	59	368	72	396	28	376

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI 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 PLI is 200.<sup>10</sup>

### Results

#### Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{rcccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PLI} & = & ?
 \end{array}$$

### Evaluation

<sup>10</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program*

*Leave Blank*

**Goal 1: Comparative Measure**

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

**Method**

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>11</sup>

**Results**

The data in the following table displays SBCS’s cohort Math 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 18 percentage points. In grades 5 and 7, SBCS cohorts scored at least 12 and 20 percentage points more than BPS students in the same grades. The disparity in performance was greatest in grades 4 and 6, with SBCS cohorts performing 34 and 37 percentage points better than BPS students in that same grade.

**2012-13 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	20	59	14	2314
4	44	61	10	2397
5	29	64	9	2415
6	48	71	11	2479
7	19	58	7	2491
8	8	63	7	2353
All	28	376	10	14,449

<sup>11</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

## Evaluation

Students in at least their second year at SBCS outperformed their peers enrolled in Buffalo Public Schools in every grade. Most notably, the 4<sup>th</sup> and 6<sup>th</sup> grade cohorts scored 34 and 37 percentage points over Buffalo students. The 5<sup>th</sup> and 7<sup>th</sup> grade cohorts scored approximately 20 and 12 percentage points higher than their BPS counterparts. The smallest gap in performance was in grade 8, a difference of only 1 percentage point. 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 in each of the last three years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	57	28	55	27	20	14
4	65	35	68	37	44	10
5	58	31	65	28	29	9
6	71	32	93	34	48	11
7	52	32	61	30	19	7
8	51	28	88	24	8	7
All	59	31	72	30	28	10

### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>12</sup>

<sup>12</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

## Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

Given the timing of the state's release of poverty data, the 2012-2013 analysis is not yet available. This report contains 2011-2012 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 economically disadvantaged students. All grades 3-8 had positive effect sizes, grade 6 at 2.08 and grade 8 at 2.09 had significantly higher effect sizes than all other grade levels. The overall Effect Size was 1.06, which was higher than expected to a large degree.

### **2011-12 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	83.6%	72	51.4	45.6	5.8	0.31
4		79	69.6	54.7	14.9	0.80
5		74	62.2	52.8	9.4	0.46
6		71	91.5	46.0	45.5	2.08
7		72	59.7	43.2	16.5	0.78
8		66	87.9	41.2	46.7	2.09
All		434	70.0	47.5	22.6	1.06

#### **School's Overall Comparative Performance:**

***Higher than expected to a large degree***

## Evaluation

SBCS's aggregate Effect Size was 1.06, which is considered performing higher than expected to a large degree. Of note grades 6 and 8 showed considerable gain with 2.08 and 2.09 effect sizes. SBCS exceeded the 0.30 requirement.

## Additional Evidence

Given the timing of the state's release of poverty data, the 2012-13 analysis is not yet available. This report contains 2011-12 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 2011-2012 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 and we have met or exceeded the effect size.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-8	63.3	444	51.6	50.4	0.07
2010-11	3-8	70	448	56.7	50.8	0.29
2011-12	3-8	83.6	434	70.0	47.5	1.06

### Goal 1: Growth Measure<sup>13</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

## 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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.*

*Leave Blank*

<sup>13</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

**Goal 2: Optional Measure**

For the 2012-2013 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.

**Method**

STAR Math is an assessment that provides data for screening, diagnostics, progress monitoring and growth monitoring. The assessment tests general math achievement within 54 skills sets in 4 key domains. The key domains are: numbers and operation, algebra, geometry and measurement, and data analysis, statistics, and probability. It is important to note that this is a baseline year utilizing STAR assessments. In subsequent years SBCS will be comparing spring to spring results.

**Results**

The table below displays the percentage of students' on-level and on-watch for the spring benchmark assessment. On-level (40% or more) meets or exceeds grade level and on-watch (26-39%) meets grade level requirements. All grade levels met or exceeded 50% of students meeting grade level expectations.

STAR Math Percent Proficient				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	55	21	76	Yes
3	59	22	81	Yes
4	70	12	82	Yes
5	74	11	85	Yes
6	57	16	73	Yes
7	77	13	90	Yes
8	49	21	70	Yes
ALL	63	17	80	Yes

**Evaluation**

SBCS met all targets for the optional goal. Grade 7 showed the highest levels of proficiency with a total of 90% on-level and on-watch while grade 8 showed the smallest levels of proficiency with a total of 70% on-level and on-watch.

**Summary of the Mathematics Goal**

Although, SBCS did not achieve 75% proficiency for our cohort group, we achieved three out of the four available outcomes for the Mathematics Goal. Students outperformed our comparison district, Buffalo Public Schools in every grade, with some grades significantly. Using the 2011-2012 results, the most recent ones available, SBCS’s aggregate Effect Size, 1.06, is considered performing higher than expected to a large degree and exceeds the requirement for achieving this measure. In grades 2-8, students met or exceeded grade level expectations of STAR Math.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s 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 proficiency on the state mathematics exam will be greater than that of 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 mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	N/A
Absolute	For the 2012-2013 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.	Achieved

**Action Plan**

In order to address the absolute measure of our accountability progress report that we did not achieve, SBCS has designed a comprehensive plan of action. During the summer of 2013 teams of instructional staff members met to revisit the Math core curriculum and fully align through the adoption/adaption of the NYS modules/domains. This work included revision of grade levels scope and sequence maps and investigation and acquisition of necessary supplies, materials and resources needed to teach the new modules/domains. We are confident this work will better prepare our teachers to provide a more rigorous program that focuses on problem solving and reasoning. Throughout the course of the 2013-2014 school year we will continue to review, revise and edit our Math scope and sequence in order to meet the expectations of the new CCLS and therefore the improved NYS Assessments. In addition to the specific curriculum work outlined above, the 3-8 Math staff will continue working to construct and improve quarterly common summative assessments to track student progress in learning the standards. These assessments will provide the school crucial information to adjust curriculum, programs and practices to better meet the needs of our students. As a member of the PICCS consortium, the school has adopted the 4-phase process endorsed by TERC (Technical Educational Research Center) as a means to analyze data and create instructional action plans to respond to the needs

of students. The school has identified a team of grade level TERC leaders to facilitate and support data-driven instruction in all areas of the school. In response to the 8<sup>th</sup> grade data, staffing changes were made and a permanent math certified teacher was recruited and hired. We are also working with BOCES curriculum specialists through RTTT2 and a contracted math coach and will be utilizing these individuals to continuously provide our staff with professional development, updates on the new standards and assessments and assistance gathering of appropriate resources. Finally, in order to more accurately assess and evaluate our student's progress and our Math curriculum and instructional programs the school will utilize the state approved STAR Early Literacy, Reading and Math Assessments. These assessments provide relevant, current and standards-based data with which we can use to effectively respond to our student population and the initiatives of the state.

## 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 created 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 4<sup>th</sup> and 8<sup>th</sup> Science assessments. Professional development was given through the training of various assessment and curriculum tools, and the direction provided during professional discussion at multi-grade level common planning meetings. Teachers and support staff also attended internal content specific professional development opportunities. Under the guidance of the school's instructional coach the 4-8 grade Science teachers focused on increasing the effectiveness of their instructional practices.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

### Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2013. The school converted each student's raw score to a performance level

and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

**Results**

The table below indicates that 58 out of 72 (80.5%) 4<sup>th</sup> graders and 57 out of 67 (85.07%) 8<sup>th</sup> graders were enrolled in at least their second year at SBCS. The 4<sup>th</sup> grade cohort scored 3 percentage points higher than the total 4<sup>th</sup> grade population. On the contrary, the 8<sup>th</sup> grade total population scored 1 percentage point higher than the cohort of the same grade.

**Charter School Performance on 2012-13 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent	Number Tested	Percent	Number Tested
4	97	72	100	58
8	75	67	74	57

**Evaluation**

Students in at least their second year in 4<sup>th</sup> grade scored better than that of the total population. Both the cohort and total population groups had a high percentage of students with mastery (Level 4) scores. Typically, our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enter 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 4<sup>th</sup> grade over the last three years as shown in the table below. We have maintained overall proficiency over the last three years. We have also slightly increased our overall percent proficient each year over the last three years.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	92	63	95	73	100	58
8	69	66	76	57	74	57
All	81	129	86	130	87	58

**Goal 3: Comparative Measure**

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

The school compares tested students enrolled in at least their second year 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 in at least their second year 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 2012-2013 school year the below table represents information on the 2011-2012 data. SBCS significantly outperformed our comparison district in both grade 4 and 8 Science results.

**2011-12 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	95	73	62	2385
8	76	57	40	2130

**Evaluation**

On the 2011-2012 science assessment, SBCS outscored the Buffalo Public Schools in grade 4 by 33 points and in grade 8 by 36 points, illustrating a very large differential.

**Additional Evidence**

Over the last three years, SBCS has outperformed our local district on the NYS science assessment in both grade 4 and 8. Also over the last three 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 Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	92	63	95	62	100	Not Available
8	69	66	76	40	74	Not Available
All	81	65	86	51	87	Not Available

**Summary of the Science Goal**

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 enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency 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**

Although SBCS continues to meet both the absolute and comparative goals we are aware of and are preparing for the upcoming changes to the standards and subsequently our curriculum. To begin this work our staff has reviewed the resources and information the state has already released and made some revisions to our current scope and sequence maps. We have also inventoried, researched and investigated our current and anticipated necessary supplies, materials and resources that will be needed to effectively teach to the new standards once they are adopted and released. We are confident this work will better prepare our teachers to provide a more rigorous program. Throughout the course of the 2013-2014 school year we will continue to review, revise and edit our Science curriculum to meet the expectations of the new science standards and therefore the improved NYS Assessments. As a member of the PICCS consortium, the school has adopted the 4-phase process endorsed by TERC (Technical Educational Research Center) as a means to analyze data and create instructional action plans to respond to the needs of students. The school has identified a team of grade level TERC leaders to facilitate and support data-driven instruction in all areas of the school.

These assessments provide relevant, current and standards-based data with which we can use to effectively respond to our student population and the initiatives of the state.

## 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 is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

## 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 state proficiency standards. 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 No Child Left Behind (NCLB) accountability system.

## Results

South Buffalo Charter School’s accountability for 2012-2013 is “Good Standing.”

## Evaluation

SBCS has met its NCLB accountability goal for the 2012-2013 school year.

## Additional Evidence

South Buffalo Charter School has obtained “Good Standing” status for each of the last three years.

**NCLB Status by Year**

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

## APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

### Goal S: Parent Satisfaction

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

### Goal S: 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 2012-2013 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 16.3% increase in parent participation for the 2012-2013 school year. We increased the response rate going from only 97 completed surveys in 2011-2012 to 167 completed surveys in 2012-2013, accounting for 38.3% of our families responding.

#### 2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
167	436	38.3%

### 2012-13 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall, I would rate the school culture as very positive	94%
Overall, I would rate the academic program at my child's school as very effective.	96%
Overall, I would rate my child's teachers as very effective	98%
Overall, I would rate the administrators at my child's school as very effective	92%
Overall, I would rate my child's school environment as very positive	97%

#### Evaluation

In an attempt to increase parent participation in completing the parental satisfaction survey the school continued the process we had implemented last 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, website announcements, and flyers.
- Sent home via mail a paper copy of the survey to every parent.

As a result our response rate this year is 38.3%, increasing 16.3% from last year. This response rate remains under our goal of 2/3rds of our families responding. However, based upon the positive results of the responses in the table above and other indicators of parent/student satisfaction that include: consistent student retention, strong parent participation in parent/teacher conferences, information nights, PTA activities, child study meetings, special education meetings, and ongoing communication and feedback, a high rate of sibling and family connections in student population, a robust waiting list for student enrollment in all grade levels, and the need for additional facilities due to expanding population the school receives very high levels of satisfaction.

#### Goal S: 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 for the 2012-2013 school year.

### 2012-13 Student Retention Rate

2011-12 Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2011-12 Enrollment – Graduates)
655	68	549	94%

#### Evaluation

The retention rate for the 2012-2013 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

Over the last four years SBCS has exceeded the retention goal of 90%.

Year	Retention Rate
2009-10	94%
2010-11	91%
2011-12	94%
2012-13	94%

#### Goal 5: 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 93%, which is only 2% below our goal measure.

#### 2012-13 Attendance

Grade	Average Daily Attendance Rate
1	94%
2	93%
3	93%
4	93%
5	94%
6	92%
7	92%
8	91%
Overall	93%

## Evaluation

Although the school was 2% points off from meeting the measure, it is apparent in looking at the data from grade level to grade level that our attendance rates remain consistent over the last several years due to the continuous reflection and revision of the school's attendance policy. Our response to attendance patterns and attendance/tardy issues of our students is consistently monitored and addressed. It is our intention to maintain and/or increase this trend in order to better serve our students.

## Additional Evidence

Although, SBCS has not hit the 95% goal for the last three years, the school does remain stable maintaining an ADA rate of over 90% across all grade levels and has illustrated a consistent average daily attendance over time. The school has been and will continue to make modifications to address the attendance patterns of its students and create protocols, procedures and intervention services to continuously improve such.

Year	Average Daily Attendance Rate
2009-10	97%
2010-11	94%
2011-12	94%
2012-13	93%