

2015-16 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2015-16 Progress Toward Attainment	If not Met, Describe Efforts to be Taken
Goal 1	Each year, 75% of students in each assessed grade who have been continuously enrolled at the school for at least two consecutive calendar years will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.	New York State English Language Arts (ELA) Exam	<p>Evidence:</p> <p>Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 \geq 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3 – 47.8% 4 – 56.1% 5 – 61.2% All – 55.2%</p>	<p>Although the 75% Goal was not met, our students made significant gains this year and we outperformed District 7, NYC and NY State.</p> <p>SBCSICA is using the Fountas & Pinnell intervention program for all eligible students. The program is being used daily and weekly.</p> <p>Additionally, professional development in the areas of inquiry, critical thinking, questioning, and differentiation are on-going as are institutes for teachers to upgrade the qualities of thinking and writing with their students. 2 Teachers have been identified as Thinking Based Learning Coaches to work with teachers K-5 on specific inquiry teaching strategies & TBL skills with their students.</p>

<p>Goal 2</p>	<p>Each year, 75% of students in each assessed in grades K-2 will perform at or above level 3 on the Checklist Assessment Analysis</p>	<p>Checklist Assessment Analysis results - ELA</p>	<p>Evidence: K – 39% 1 – 50% 2 – 54.7% Total – 46.6%</p>	<p>The goal was not met. However we have identified 2 ELA Coaches to work intensively with K-2 & Grade 2-5 teachers providing in class support including modeling & coaching and follow-up planning meetings. Coaches also provide academic intervention (AIS) to small groups of students on a daily weekly basis. 2 teacher assistants have been identified to work with small groups in K-2 to support reading. We have also made changes in staffing.</p> <p>SBCSICA is using the Fountas & Pinnell intervention program for all eligible students. The program is being used daily and weekly.</p> <p>Additionally, professional development in the areas of inquiry, critical thinking, questioning, and differentiation are on-going as are institutes for teachers to upgrade</p>
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				the qualities of thinking and writing with their students.
Goal 3	Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the State ELA Assessment in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.	New York State English Language Arts (ELA) Exam	<p>Evidence:</p> <p>Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 \geq 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3rd Grade (2014-15) 25.8% > 4th Grade (2015-16) 56.1%</p> <p>4th Grade (2014-15) 29.6% > 5th Grade (2015-16) 61.2%</p>	Goal was met.
Goal 4	Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the ITBS Assessment in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.	Early Childhood Checklist results – Reading & Math	<p>Evidence:</p> <p>The school no longer uses the Terra Nova assessment. As a result, this goal cannot be measured. In upcoming reports, the school will</p>	N/A

	We no longer administer standardized assessments to children in grades K-2.		compare its year-to-year performance based on the Early Childhood checklist assessments in Reading & Math	
Goal 5	Each year, 75% of students in each assessed grade who have been continuously enrolled at the school for at least two consecutive calendar years will perform at or above Level 3 on the New York State Mathematics examination.	New York State Mathematics Exam	<p>Evidence:</p> <p>Percentage of students testing at levels 3 and 4 on the state mathematics exam (mathematics measure 1 \geq 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3 – 14.5% 4 – 56.9% 5 – 57.1% All – 43.9%</p>	<p>Goal was not met, however students in Grades 4 & 5 made significant gains and outperformed District 7 and NYC in mathematics.</p> <p>This year mathematics will be taught 90 minutes a day in the early childhood grades and 120 minutes in grades 3-5. Early childhood grades will continue with <i>TERC Investigations</i> mathematics curriculum helping all children understand the fundamental ideas of number and operations in explicit ways. In grades 3-5 the Math block follows the workshop model with the first hour focusing on new content and the second hour designated for</p>

				enrichment and further practice of skills/content.
Goal 6	Each year, 75% of students in each assessed in grades K-2 will perform at or above level 3 on the Checklist Assessment Exam.	Checklist Assessment Exam results - Mathematics	Evidence: K – 55% 1 – 56% 2 – 11.3% Total – 46.2%	Goal was not met. This year the focus will be ensuring that Grade 2 Critical Content for Major Clusters is secured and that the 2 hour Math block is being implemented to best meet students' needs; reinforcement of content, re-teaching and/or advancing new content Maintain growth in Grades K- 1 through appropriate implementation of <i>TERC Investigations</i> curriculum to ensure Critical Content/Major Clusters are met & continue with appropriate use of 90 min Math block
Goal 7	Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the State Mathematics exam will be greater than the percentage of students in the local school district in the same grade who perform at or	New York State Mathematics Exam	Evidence: Grade percent of students at levels 3 and 4 (mathematics measure 2 comparative data) Charter school Students in at least 2nd year	Goal was partially met. Focus for Grade 3 will be ensuring appropriate implementation of <i>My Math</i> curriculum, that

	above a Level 3.		<p>of enrollment outperformed the average of Community School District 7.</p> <p>3rd Grade – 14.5% (SBCSICA) < 24% (CSD 7)</p> <p>4th Grade – 56.9% (SBCSICA) > 23% (CSD 7)</p> <p>5th Grade – 57.1% (SBCSICA) > 16% (CSD 7)</p> <p>Total – 43.9% (SBCSICA) > 21% (CSD 7)</p>	<p>Critical Content for Major Clusters is secured and the 2 hour Math block is being implemented to best meet students' needs; reinforcement of content, re-teaching and/or advancing new content.</p> <p>Maintain growth in Grades 4 & 5 through appropriate implementation of <i>My Math</i> curriculum that reflects Critical Content of Major Clusters & continue with format for 2 hour Math block.</p>
Goal 8	Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the State Mathematics Assessment in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.	New York State Mathematics Exam	<p>Evidence: Percentage of students testing at levels 3 and 4 on the state mathematics exam (mathematics measure 1 \geq 75%)</p> <p>Charter School Students in at Least 2nd Year:</p> <p>3rd Grade (2014-15) 18.7% > 4th</p>	<p>The goal was not met.</p> <p>Significant growth for Grades 4 & 5</p> <p>The baseline performance of 3rd graders now in fourth grade increased by 38.2%</p>

			<p>Grade (2015-16) 56.9%</p> <p>4th Grade (2014-15) 29.6% > 5th Grade (2015-16) 57.1%</p>	<p>The baseline performance of 4th graders now in fifth grade increased by 28%</p> <p>Maintain growth increase for Grades 4 &5 through appropriate implementation of <i>My Math</i> curriculum that reflects Critical Content of Major Clusters & continue with format for 2 hour Math block to meet student needs.</p>
Goal 9	Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75 percent at or above Level 3 on the ITBS Mathematics Assessment.	Terra Nova results - Mathematics	<p>Evidence:</p> <p>The school no longer uses Terra Nova assessment exams. As a result, this goal cannot be measured. In upcoming reports, the school will compare its year-to-year performance on the checklist assessment exams.</p>	N/A
Goal 10	Each year, 75% of students in each assessed	New York State Science Exam	Evidence:	The goal was met.

	grade who are in at least their second year of continuous enrollment at the school will perform at or above Level 3 on the New York State Science Assessment.		Percentage of Students at Levels 3 and 4 (State Science Measure 1 $\geq 75\%$) Charter school students in at least 2nd year. 4th Grade – 100%	
Goal 11	Each year, 75% of students in each assessed grade who are in at least their second year of continuous enrollment at the school will perform at or above Level 3 on the New York State Social Studies Assessment.	New York Social Studies Exam	New York has discontinued the social studies assessment exam	N/A
Goal 12	Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”	NCLB accountability system	Based on the 2015-16 data the school has been designated in “Good Standing”	Goal was met.
Goal 13	The school will receive a ‘B’ or higher on the Student Progress section of the NYCDOE Progress Report.	NYCDOE Progress Report	SBCSICA’s 2015-16 Progress Report has not been released at the time of this writing.	N/A
Goal 14	Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the State ELA exam will be greater than the percentage of	New York State English Language Arts (ELA) Exam	Evidence: Grade percent of students at levels 3 and 4 (ELA measure 2 comparative data) Charter school	Goal was met.

	students in the local school district in the same grade who perform at or above a Level 3.		<p>Students in at least 2nd year of enrollment outperformed the average of Community School District 7.</p> <p>3rd Grade – 47.8% (SBCSICA) > 26% (CSD 7)</p> <p>4th Grade – 56.1% (SBCSICA) > 24% (CSD 7)</p> <p>5th Grade – % (SBCSICA) > 14% (CSD 7)</p> <p>Total – 55.3% (SBCSICA) > 21% (CSD 7)</p>	
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2015-16 Progress Toward Attainment of Organizational Goals				
	Organizational Goal	Measure Used to Evaluate Progress	2015-16 Progress Toward Attainment	If not Met, Describe Efforts to be Taken
Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	NYCDOE Progress Report.	<p>The 2015-16 average daily student attendance at SBCS was below the 95% threshold.</p> <p>The 2015-16 average daily student attendance at SBCS was 92.56%.</p>	<p>Goal was not met</p> <p>In order to improve attendance the following will take place:</p> <ul style="list-style-type: none"> • attendance recognition award assembly • monthly pizza parties • attendance

				<ul style="list-style-type: none"> trophies • parent outreach • teacher accountability • monthly graph tracking
Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	School attendance records	<p>The percentage of students continuing to enroll at SBCSICA from the 2014-15 to the 2015-16 school year was below the 95% threshold.</p> <p>The percentage of students continuing enroll at SBCSICA from the 2014-15 school year to the 2015-16 school year was 93.3%.</p>	<p>The goal was not met.</p> <p>Our new school location continues to promote parent satisfaction and less student attrition due to everyone being located at one site instead of our previous two site model.</p>
Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	School records	The school is in Good Standing	Goal was met.
Goal 4	Annually, the Academic Vision Team (consisting of school administrators, consultants, teachers and professional developers) will assess student data on a quarterly basis, bi-annual quality reviews, and bi-	School records	The Academic Vision Team consistently meets to discuss and assess student data. Monthly diagnostic and predictors were administered and data was disaggregated for	Goal was met.

	annual Victory walkthrough evaluations to create strategic goals to meet the academic and operational needs of the school through teacher improvement plans, and the school's comprehensive Education Plan/CEP.		instruction	
Goal 5	Ten times per year, SBCS' Inquiry Team will meet to focus on areas of academic concern where students perform below the 75% benchmark. The team will develop plans for 100% of the student students that fall below the 75% benchmark these plans will impact instruction and meet student individual needs.	School records	The team met regularly, conducted holistic scoring, disaggregated information including item analysis to determine areas of need. Information was given to teachers to develop instructional plan to address targeted areas.	Goal was met.
Goal 6	100% of teachers will analyze data, create individualized student plans, and plan for instruction using collected data	School records	All teachers routinely look at classroom data and interim assessment data to inform instruction. Student Learning Plans are established for each individual student. The student's learning plan is evaluated three times per academic year to monitor, promote, and establish new goals for student achievement. Teachers identify ways in which parents can help their children at home. Student and parent involvement is highly encouraged.	Goal was met.

Goal 7	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	ATS	In the 2015-16 school year, SBCSICA's enrollment was within 12% of full enrollment (415/468)	The goal was met.
Goal 8	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The expected participation percentage on the SBCS Parent Satisfaction Surveys will be 75%.	NYC DOE School Survey	Please note that the NYCDOE survey uses a different measuring device than when the goals were written. Evidence: SBCSICA 2015-16 Parents (79% participation): 92% of the parents' survey results were positive.	The goal was met.
Goal 9	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The expected participation percentage on the SBCS Staff Satisfaction Surveys will be 75%. Each year, the school will retain a minimum of 85% of its teachers.	NYC DOE School Survey	Evidence: SBCSICA 2014-15 Teachers (100% participation): 85% of the teachers' survey results were positive.	The goal was met.

Goal 10	Each year, students in grade 5 will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The expected participation percentage on the SBCS Student Satisfaction Surveys will be 75%.	NYC DOE School Survey	5th Grade students were not surveyed. This measure could not be assessed.	N/A
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2015-16 Progress Toward Attainment of Financial Goals				
	Financial Goals	Measure Used to Evaluate Progress	2015-16 Progress Toward Attainment	If not Met, Describe Efforts to be Taken
Goal 1	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	School financial audit	The school has undergone an independent financial audit annually and to date no major findings have resulted	Goal was met.
Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	School financial records	SBCS has a budget surplus as well as healthy and stable cash flow.	Goal was met.